CLAS C&C

Agenda Part 2: Additional Materials

Chair: Pamela Bedore

1.29.2019

**2019-01 HEJS 3295 Add Special Topic: Advanced Biblical Hebrew**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal:   11/14/2018

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

3. Department:   Literatures, Cultures, and Languages

4. Course number and title proposed:   HEJS 3295 Advanced Biblical Hebrew

5. Number of Credits:   1

6. Instructor:   John T. Thames

7. Instructor's position: Adjunct Faculty

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

8. Has this topic been offered before? yes If yes, when?  Fall 2018

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

10. Short description:  Language course in advanced biblical Hebrew

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Pamela Weathers 860-486-2271 pamela.weathers@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.

**SPECIAL TOPICS: ADVANCED BIBLICAL HEBREW II**

*University of Connecticut Hebrew and Judaic Studies 3295*

*Spring Semester 2019  Dodd 104  M 1:30–2:20*

John Tracy Thames, Jr. Ph.D. [john.thames@unconn.edu](mailto:john.thames@unconn.edu) Office: Oak 250

Office Hours: Fridays 12:00-1:30 or by appointment

# COURSE OBJECTIVES

* Read Hebrew text aloud with ease of pronunciation and developing fluidity.
* Continue developing a cache of Biblical Hebrew vocabulary.
* Review and develop understanding of Biblical Hebrew grammar.
* Read and translate the Joseph novella (Genesis 40–48)
* Gain introductory exposure to archaic Hebrew poetry (Genesis 49)

# COURSE REQUIREMENTS

* Regular class attendance (see attendance policy, below).
* Completion of assigned exercises and readings and participation in in-class review.
* Respect for classmates to create a constructive learning environment.
* Mid-term and Final exams.

# BOOKS

* Jo Ann Hackett, *A Basic Introduction to Biblical Hebrew* (Peabody, Ma.: Hendrickson, 2010). **\*required**
* F. Brown, S. Driver, and C. Briggs, *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, Ma.: Hendrickson, [1906]). **\*required**
* *Biblia Hebraica Stuttgartensia* **\*recommended**

*Other versions of the Hebrew text are also acceptable for class purposes (such as Biblia Hebraica Leningradensia), though editions containing both Hebrew text and English translation on the same or facing pages must be avoided. See instructor for questions about acquiring an acceptable Hebrew text.*

* Larry Mitchel, *A Student’s Vocabulary for Biblical Hebrew and Aramaic* (Grand Rapids: Zondervan, 1984).

# GRADING

Daily Participation Grade – 20% Vocabulary Quizzes (4) – 15%

Midterm Assessment on HuskyCT – 25% Final Exam – 40%

A: 90–100%

B: 80–89%

C: 70–79%

D: 60–69%

F: Below 60%

# ATTENDANCE POLICY

Attendance is required and is essential for achieving a command of the language fundamentals. Because the format of the course is based heavily on student participation in in-class review of readings, absences will result in a reduction in the daily participation grade. Grade will be computed based on successful (1) presence in class (2) preparation of assigned exercises (3) reading aloud and translating material when called upon.

# CONDUCT AND INTEGRITY

Students are expected to conduct themselves in a manner consistent with the University of Connecticut Student Code of Conduct. Please refer to <http://community.uconn.edu/the-> student-code/. Students should especially note and act in accordance with the university’s academic integrity policy, found in Appendix A of the aforementioned document.

# 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/.](http://csd.uconn.edu/)

# VOCABULARY ACQUISITION

This semester will extend the students’ independent study of vocabulary using Mitchel’s vocabulary reference tool, listed above. There will be four quizzes over the course of the semester to test the student’s progress on vocabulary, distributed through HuskyCT and completed independently without the consultation of any resources.

Quiz 1, 2/10 – through 4B (words occurring 92–86 times)

Quiz 2, 3/10 – through 4D (words occurring 78–75 times; combined with midterm) Quiz 3, 4/7 – through 4F (words occurring 70–66 times)

Quiz 4, 4/28 – through 4H (words occurring 62–58 times)

# SCHEDULE

Week One 1/28: Gen 40

Week Two 2/4: Gen 41

Week Three 2/11: Gen 42

2/15: Vocabulary Quiz 1 on HuskyCT

Week Four

2/18: Advanced Grammar Lesson

*Read Walke-O’Connor Chapters 8–10 (HuskyCT) before class*

Week Five 2/25: Gen 43

Week Six 3/4: Gen 44

3/6: Vocabulary Quiz 2 on HuskyCT

3/8: Midterm Assessment on HuskyCT (due before midnight)

Week Seven 3/11: Gen 45

Week Eight

3/18: Advanced Grammar Lesson

*Read Walke-O’Connor Chapters 20–21 (HuskyCT) before class*

Week Nine 3/25: Gen 46

Week Ten 4/1: Gen 47

4/5: Vocabulary Quiz 3 on HuskyCT

Week Eleven 4/8: Gen 48

Week Twelve

4/15: Advanced Grammar Lesson

*Read Walke-O’Connor Chapters 29–30 (HuskyCT) before class*

Week Thirteen

4/22: Advanced Grammar Lesson

*Read Walke-O’Connor Chapters 31–33 (HuskyCT) before class*

4.26: Vocabulary Quiz 4 on HuskyCT

Week Fourteen

4/29: Gen 49 – Introduction to Archaic Hebrew Poetry FINAL EXAM: DATE AND TIME TBD

**2019-02 HIST 1450 Add Course (G) (S) (guest: Charles Lansing)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10497 |
| **Request Proposer** | Lansing |
| **Course Title** | Global HIstory of the Second World War |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Global HIstory of the Second World War |
| **Course Number** | 1450 |
| **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** | 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)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History,Area |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 9 |
| **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** | 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** | While the course theoretically could be offered at all campuses, current staffing of the History Department make it likely that it will only be offered at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 1450. Global History of the Second World War Three credits A study of the origins, development, and legacy of World War II from a global perspective. CA 1. CA 4-INT. |
| **Reason for the course action** | This course will treat a body of material that is currently not covered by the Department and for which there is substantial student demand. This course is appropriate for the 1000-level as it is an introductory course (as evidenced by the reading and writing assignments as well as the introductory skills students will exercise in the course), and, moreover, as there are no prerequisites for the course. |
| **Specify effect on other departments and overlap with existing courses** | Given that no other Department offers a similar course and since the History Department itself offers no similar course, I do not anticipate adding HIST 1450 will have a negative impact on any other course. |
| **Please provide a brief description of course goals and learning objectives** | In this course students will approach the Second World War from a global perspective, one that focuses on traditional theaters such as Europe and the Pacific but also gives attention to areas (such as South Asia and Africa) and populations that played significant roles in the war but are rarely studied in this context. Students will explore the origins of the war and its development on both the battlefield and the home front. The course will also cover the strategies and tactics used in the war, as well as the role of technology—including specific weapons systems—in the various countries’ efforts to wage ‘total war’. Students will also explore the end and ‘afterlife’ of the war, studying in particular how postwar societies sought to make sense of and give meaning to the global conflict. The aims of the course are 1) to introduce students to the fundamental issues in the history of the Second World War; 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** | Weekly readings will consist of both readings in secondary sources and primary sources. Course readings will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. 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 popular songs and traditional music. Students will have a chance to discuss in depth the week's assigned readings, including connecting them to the lectures, in the weekly discussion sections. Written assignments will consist of short (300 word) reading responses to the week's readings that students will upload to HuskyCT and that will form a backdrop to the weekly discussions. Students will also write two papers--both of which will ask students to critically analyze a small collection of primary sources and to form a historical interpretation based on the sources. The final exam will be a take-home essay exam in which students will address themes raised throughout the course in an essay. |
| **General Education Goals** | In their weekly discussions and their course writing assignments, students will work at clearly and effectively articulating their ideas and interpretations. The diverse nature and content of the readings will help students acquire intellectual breadth and versatility. A very diverse array of reading assignments--illuminating how different peoples experienced the war--will also help students develop their moral sensitivities. Similarly, the written assignments asking students to come up with an original personal interpretation based on the available primary source evidence will help students acquire critical judgement. Studying a very different historical era--while at the same time understanding the ways in which this past era has influenced the world today--will help students acquire an awareness of their era and society. Similarly, analyzing the ways different societies experienced a common event--the Second World War--will help students acquire consciousness of the diversity of human culture and experience. Finally, this course is an introductory course, one that will make clear that students should continue to study some of the issues raised in the course in other UConn courses and even beyond their undergraduate career--students will thereby acquire a working understanding of the processes by which they can continue to acquire and use knowledge |
| **Content Area: Arts and Humanities** | In this course, students will investigate and critically analyze, from a historical point of view, one of the most important and eventful human experiences of the twentieth century, the Second World War. Moreover, the course units involving the 'afterlife' and legacies of World War II will center on students investigating important cultural and symbolic representations of the war (in the form of war films and war stories). Finally, students will regularly practice comprehending and appreciating written art forms in the form of primary sources. |
| **Content Area: Diversity and Multiculturalism (International)** | By approaching the subject of World War II from a global perspective, this course puts at its very center the necessity of appreciating the important diverse ways (and also relevant commonalities) different peoples reacted to, participated in, and experienced this cataclysmic event. Students will regularly approach a particular issue from a diversity of perspectives--for example, the readings are designed so that students are introduced to how the Japanese, for example, the Soviets, the Germans, South Asians, etc saw the war (its causes, nature, etc), shedding light on why they fought, what their motivations were, what they thought of their enemies, etc. Finally, some of the course topics--including the Holocaust and the massive forced population transfers that took place during and right after the war--should help develop among students an understanding of and sensitivity to issues involving human rights and migration. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus--Global History of World War II.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143198&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C40b1c019389d42c150cf08d680d212bf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838037082764768&sdata=%2FhpZf6IEOh4feFqFLJ16fIpkHPD11Y%2F7cOe4engzhoQ%3D&reserved=0) | Syllabus--Global History of World War II.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Charles B Lansing | 01/18/2019 - 20:08 | Submit |  | If additional information is needed, please do not hesitate to contact me. | | History | Melina A Pappademos | 01/19/2019 - 10:49 | Approve | 1/18/2019 | This course will provide students with a much needed global lens related to the Second World War. | |

Prof. Charles B. Lansing History 1450

Department of History Fall 2020

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

Office Hours: XXXXX, or by appointment XXXXXX

Office: Wood Hall 323 Tel: 64553

Global History of the Second World War

The Second World War was a conflict that brought unparalleled devastation to much of the world. Forces unleashed by the war transformed states, societies, cultures, and economies in both planned and unplanned ways. Although the war formally ended in 1945, its legacies profoundly shaped the world throughout the second half of the twentieth century and even into the early twenty-first century. It is not uncommon to find issues from the war playing a role in various political and cultural controversies today.

In this course we will approach the Second World War from a global perspective, one that focuses on traditional theaters such as Europe and the Pacific but also gives attention to areas (such as South Asia and Africa) and populations that played significant roles in the war but are rarely studied in this context. We will explore the origins of the war and its development on both the battlefield and the home front. The course will also cover the strategies and tactics used in the war, as well as the role of technology—including specific weapons systems—in the various countries’ efforts to wage ‘total war’. Students will also explore the end and ‘afterlife’ of the war, studying in particular how postwar societies sought to make sense of and give meaning to the global conflict.

The aims of the course are 1) to introduce students to the fundamental issues in the history of the Second World War; 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 will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. 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 popular songs and traditional music. The format of the class is twice-weekly lectures (Mondays and Wednesdays) with a discussion section on Fridays.

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 facilitate discussion, each student is required every week to post a one-page (approximately 300 words) reading response to the selected discussion questions on the course discussion forum on HuskyCT by the preceding Thursday evening by 6:00 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 subject of the history of World War II; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions!

### Assignments:

The course’s written assignments consist of weekly reading responses, two short papers (4-7 pages), and a take-home final exam.

Paper One: 20%

Paper Two: 25%

Final Exam: 30%

Participation: 15%

Reading Responses: 10%

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, that you regularly attend class, and that you regularly participate in the discussions. The reading responses will cover the reading assigned for that week. Information regarding the paper assignments will be handed out approximately ten days before the paper’s due date; students are expected to hand in a hard copy of the 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; such requests should be discussed with me before the assignment is due or the exam is given.

**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 on time and remain in their seats for the entire class period.

**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**:

Evan Mawdsley *World War II: A New History*

Haruko Taya Cook (ed.) *Japan at War: An Oral History*

Studs Terkel (ed.) *‘The Good War’: An Oral History of World War II*

Ernst Jünger *A German Officer in Occupied Paris: War Journals, 1941-1945*

Copies of the assigned texts can be purchased at the UConn Co-op. A copy of the textbook, as well as of each of the other assigned texts, has also been placed on non-electronic reserve in the Homer Babbidge Library. Please note that some course readings can be accessed in pdf format on our course HuskyCT page (such readings are indicated below by the acronym **ECR** for electronic course reserve). These works are NOT optional, but are in fact required. Please be sure to bring with you to class the readings assigned for that week; you will need them for the discussion.

**Week One**

**Lecture 1 Course Introduction**

**Lecture 2 The World of the 1930s**

Reading:Mawdsley, *World War II,* p. 10-51

**Discussion Section**

Reading: Excerpts from Stefan Zweig *The World of Yesterday* (**ECR**)

**Week Two**

**Lecture 3 Japan’s Imperial Expansion 1931-1939**

Reading:Mawdsley, *World War II,* p. 52-73

**Lecture 4** **Hitler Prepares Germany for War 1933-1939**

Reading: Mawdsley, *World War II,* p. 74-104

**Discussion Section**

Reading: Excerpts from Haruko Taya Cook *Japan At War: An Oral History*

Excerpts from Adolf Hitler *Mein Kampf* (vols 1 and 2) (**ECR**)

**Week Three**

**Lecture 5 The Attack on Poland: Unleashing the Ideological Race War**

Reading: “Nazi Radicals and SS Killers” in Rossino *Hitler Strikes Poland* (**ECR**)

**Lecture 6 The Air and Phony Wars 1939-1940**

Reading:Mawdsley, *World War II,* p. 104-133

**Discussion Section**

Reading: Excerpts from Jarausch *Reluctant Accomplice…Wehrmacht Soldier’s Letters* (**ECR**)

**Week Four**

**Lecture 7 Operation Barbarossa: Myths and Reality**

Reading: Mawdsley, *World War II,* p. 134-154

**Lecture 8** **Japan’s ‘Blitzkrieg’ 1940-1941**

Reading: Mawdsley, *World War II,* p. 155-188

**Discussion Section**

Reading: Excerpts from *Kamikaze Diaries: Reflections of Japanese Student Soldiers* (**ECR**)

**Week Five**

**Lecture 9 Nazi New Order in Europe 1942**

Reading: Excerpts from Ernst Jünger *A German Officer in Occupied Paris: War Journals*

**Lecture 10 The Holocaust**

Reading:“The Final Solution” in Evans *The Third Reich at War*

**Discussion Section PAPER ONE DUE**

# Reading: Christopher Browning, “One Day in Jozefow” in David Crew (ed.), *Nazism and*

# *German Society*, p. 300-315 (ECR)

“‘Once Again I’ve Got to Play General to the Jews,” in Ernst Klee et al (eds.)

*‘The Good Old Days’: The Holocaust as Seen by Its Perpetrators and*

*Bystanders*, p. 86-106 (**ECR**)

**Week Six**

**Lecture 11 Japan’s Far East Empire 1942**

**Reading:** Mawdsley, *World War II,* p. 188-213

# Lecture 12 The War on the Periphery—South Asia, North Africa, China

# Reading: Mawdsley, *World War II,* p. 214-247

**Discussion Section**

Reading: Excerpts from Haruko Taya Cook *Japan At War: An Oral History*

Excerpts from Yamashita *Leaves…Wartime Diaries of Ordinary Japanese* (**ECR**)

**Week Seven**

**Lecture 13 Modes of Resistance**

Reading: Chapters 6 and 7 in Deak and Naimark *Europe on Trial* (**ECR**)

**Lecture 14 POWs and the Experience of Captivity**

Reading:S. P. MacKenzie, 1994, “The Treatment of Prisoners of War in World War II,”

*Journal of Modern History* 66, 487-520 (**ECR**)

**Discussion Section**

Reading: Excerpts from *Japan at War: An Oral History*

Excerpts from Studs Terkel *‘The Good War’: An Oral History of World War II*

**SPRING BREAK**

**Week Eight**

**Lecture 15 Sexual Violence in the Second World War**

# Reading: Anonymous, *A Woman in Berlin*, p. 34-71 (ECR)

Excerpts from *Chinese Comfort Women: Testimonies from Imperial Japan’s Sex Slaves*

**Lecture 16 The Mobilized Axis Home Front**

Reading: Excerpts from Victor Klemperer *I Will Bear Witness* (**ECR**)

Excerpts from *Japan at War: An Oral History*

**Discussion Section**

Reading: Excerpts from Ernst Jünger *A German Officer in Occupied Paris: War Journals*

**Week Nine**

**Lecture 17** **The Mobilized Allied Home Front**

Reading:Excerpts from Studs Terkel *‘The Good War’: An Oral History of World War II*

Excerpts from Svetlana Alexievich *The Unwomanly Face of War: An Oral*

*History of Women in World War II* (**ECR**)

**Lecture 18** **The Tide Turns in Europe: The Battles of Stalingrad and Kursk**

Reading:Mawdsley, *World War II,* p. 284-320

**Discussion Section**

Reading: Excerpt Vasily Grossman *A Writer at War: A Soviet Journalist with the Red Army* (**ECR**)

**Week Ten**

**Lecture 19** **The Tide Turns in the Pacific: Midway and Guadalcanal**

Reading: Mawdsley, *World War II,* p. 248-283

**Lecture 20** **Total War and the Strategic Bombing of Germany and Japan, 1943-1945**

Reading: Mawdsley, *World War II,* p. 320-363

**Discussion Section PAPER TWO DUE**

Reading: Excerpts from Hans Erich Nossack *The End: Hamburg 1943* (**ECR**)

Excerpts from Victor Klemperer *I Will Bear Witness* (**ECR**)

Excerpts from *Japan at War: An Oral History*

Excerpts from Studs Terkel *‘The Good War’: An Oral History of World War II*

**Week Eleven**

**Lecture 21 A Swift End to Nazi Europe: Italy, D-Day, and the Red Army’s Westward Push**

Reading:Mawdsley, *World War II,* p. 364-405

**Lecture 22 A Swift End to Japan’s Empire**

Reading:Mawdsley, *World War II,* p. 406-438

# Discussion Section

Reading: Excerpts from Toyofumi Ogura *Letters from the End of the World: A Firsthand*

*Account of the Bombing of Hiroshima* (**ECR**)

**Week Twelve**

**Lecture 23 The End of the War**

# Reading: Excerpts from Ernst Jünger *A German Officer in Occupied Paris: War Journals*

**Lecture 24 Punishment or Vengeance: Tribunals and Trials**

Reading: Excerpts from Ernst Jünger *A German Officer in Occupied Paris: War Journals*

**Discussion Section**

Reading: Excerpts from Yuma Totani *Justice in Asia and the Pacific Region, 1945-1952* (**ECR**)

**Week Thirteen**

**Lecture 25 Demobilization and Reintegration**

Reading: Excerpts from Studs Terkel (ed.) *‘The Good War’: An Oral History of World War II*

**Lecture 26** **War’s Aftermath: Decolonization**

Reading: Excerpts from Haruko Taya Cook (ed.) *Japan at War: An Oral History*

**Discussion Section**

Reading: Excerpts from Haruko Taya Cook (ed.) *Japan at War: An Oral History*

Excerpts from Studs Terkel (ed.) *‘The Good War’: An Oral History of World War II*

**Week Fourteen**

**Lecture 27 The War Lives On: Postwar Myth-Making**

# Reading: Excerpts from Henri Rousso *The Vichy Syndrome* (ECR)

**Lecture 28** **The Battles of the Second World War in the Late 20th and Early 21st Centuries**

Reading: Excerpts from Wolfram Wette *The Wehrmacht: History, Myth, Reality* (**ECR**)

**Discussion Section**

Reading: Michael J. Hogan “The Enola Gay Controversy” in *Hiroshima in History and*

*Memory* (**ECR**)

**2019-03 ANTH/EVST 3340 Revise Course (G) (S) (guest: Eleanor Ouimet)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8803 |
| **Request Proposer** | Ouimet |
| **Course Title** | Culture and Conservation |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > Environmental Studies > College of Liberal Arts and Sciences > Return > Anthropology > Environmental Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Subject Area #2** | EVST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Environmental Studies |
| **Reason for Cross Listing** | This course was previously taught as a special topics course in Anthropology and listed as an elective in Environmental Studies. It has repeatedly attracted a strong group of Anthropology and Environmental Studies undergrads who share an interest in human-environmental interactions around the world. Furthermore, from a practical perspective, this course links two fields with intertwined concerns. As the environmental crisis worsens and we move from prioritizing environmental repair to climate change adaptation, it is pertinent that we emphasize the ways in which humans contribute to, conceptualize, and are differentially effected by environmental change. |
| **Course Title** | Culture and Conservation |
| **Course Number** | 3340 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am requesting that this course be considered to be designated as an Environmental Literacy (EL) content area |

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| **CONTACT INFO** | |
| **Initiator Name** | Eleanor S Ouimet |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | eso11001 |
| **Initiator Email** | [eleanor.ouimet@uconn.edu](mailto:eleanor.ouimet@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** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **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** | The course will be a reading, writing, and discussion intensive course that also includes a service learning component. Class time will dedicated to student presentations of articles and class discussion; as well as group project work pertaining to a service learning project. Outside of class, students will read peer reviewed articles in preparation for class discussion and work with the Hartford Office of Sustainability and UConn's Office of Public Engagement on a service learning project. |

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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** | ANTH 1000 OR ANTH 1006; EVST 1000 |
| **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** | I was awarded a Honors Core Course development grant to revise this to be an honors course. Thus, I assume that there will be a number of seats dedicated first to interested honors students. The remainder of seats can go to interested, non-honors students. |

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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 professor is an APIR with a large course load at UConn Storrs campus. |
| **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** | ANTH/EVST 3340. Culture and Conservation Three credits. Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice. |
| **Provide proposed title and complete course catalog copy** | ANTH/EVST 3340E. Culture and Conservation Three credits. Recommended Preparation: ANTH 1000 OR 1006; EVST 1000. Interdisciplinary analysis of conservation and the human-environment relationship from a cross-cultural perspective. Major topics include sustainability, environmental ethics, climate change, natural disasters, health, and environmental justice. CA2. CA4-INT. |
| **Reason for the course action** | I am submitting this existing course for designation as part of the Environmental Literacy Gen Ed requirement |
| **Specify effect on other departments and overlap with existing courses** | This course will not have any anticipated effect on other departments. There are courses taught in the Geography department that overlap with some of the major topics of this course, namely environmentalism and climate change. However, this course differs in its emphasis on the examination of cross cultural conservation practices and environmental ethics; the instructional emphasis on ethnography as a research tool for understanding environmentally motivated behavior; as well as in its discussion-based seminar format. |
| **Please provide a brief description of course goals and learning objectives** | The objective for this class is for students to gain a thorough understanding of the diverse social and environmental repercussions of climate change in a local context and be able to apply this knowledge to the design and execution a service learning project. Upon successful completion of this course students will be able to: I. List and discuss the anthropogenic forces responsible for contemporary climate change II. List and discuss historical and contemporary methods and theories in environmental anthropology III. Critically assess the theoretical and methodological debates between the social sciences and conservationists. IV. Analyze and present peer reviewed articles in a group setting. V. Work collaboratively with peers to design a service learning research project. VI. Articulately and effectively present research and project results to a diverse group of peers and professionals. |
| **Describe course assessments** | The curriculum for this course is structured to alternate between two different types of academic engagement: Theoretical and Applied. Beginning in the first week of class and every other week thereafter, students will study relevant writings and theories pertaining to environmental anthropology and ethnographic fieldwork. For each Theory week students will read 3-4 peer-reviewed articles or book. On Tuesdays and Thursdays of Theory weeks, 4-5 students will present these different works to their classmates. Students will be responsible for presenting 2-3 articles during the semester, depending on class size. Grades for these weeks will be based on students’ depth of their analysis in their response papers, the quality of their article presentations, and on participation during and following student presentations. During the alternating weeks, students will be working towards applying concepts to real world problems and scenarios. We will work closely with the Hartford Office of Sustainability as well as UConn’s office of Environmental Policy and UConn’s Office of Public Engagement to determine viable service learning projects that students can collaborate on during the semester. Students will be broken into groups to address a project and/or an aspect of a project, of their choosing. They will be expected to complete regular journal entries to record their progress, hold group meetings and check-ins, and possibly make site visits. At the end of the semester, students will present their methods, data, and results to classmates, as well as to representatives from City of Hartford’s Sustainability office, UConn’s Office of Public Engagement, and UConn’s Office of Enviromental Policy; and implement an assessment to determine how effectively they worked together as a group, and what, based on their research, should be addressed in future service projects. Grades for these weeks will be based on students’ group participation, the thoroughness of their journal entries, and their final group presentation. Breakdown of Weekly ASSIGNMENTS: This is intended to be a discussion-based course for the benefit of students, as well as for the purpose of furthering the discipline. Students will be expected to complete all of the readings for each day’s class and participate in every day’s discussion and activity. Essays During Theory Weeks students must prepare 3-page essays comparing and contrasting the week's readings and discussing them in the context of lecture topics and discussion. Students may use the “organizing questions” below to structure their essays, if it is helpful. YOU DO NOT NEED TO PREPARE AN ESSAY IF YOU ARE PRESENTING. Presentations The articles listed in the schedule below will be presented by student groups during Theory Weeks. Each student should select 2-3 articles to present throughout the semester, depending on class size. Students will present individually or in groups depending on interest and article length. Presenters should organize power point or comparable presentations that include (1) background on the author, (2) summary of the article, main points or arguments, (3) relevance of the article to lecture and texts and other articles, (4) relevant media, and (5) activities or questions to incite discussion amongst the class. Each of these elements are worth 2 points, great presentations = 10/10. Journal Entries During the Applied Weeks, students will be expected to write weekly journal entries in to a designated notebook. Each entry should include a description of their ongoing project activity, a discussion of any obstacles, as well as a bulleted list of what still needs to be completed on students projects. Students are encouraged to try and to discuss their project efforts and observations in the context of theories and topics discussed in Part I. Students will hand in their journals at the end of the semester. Final Project Presentations The course will conclude with students presenting their final projects to the class, as well as to visiting guests from the Hartford Office of Sustainability and UConn’s office of Public Engagement. Students should prepare formal presentations that detail the goal of their efforts, their methods, any data collected, their analysis and recommendations for future work. |
| **General Education Goals** | This undergraduate general education course provides comparative, and in depth analyses of the way in which social and environmental scientists are addressing and in some cases, attempting to remedy, environmental deterioration cross-culturally, as well as how individual communities and cultures are approaching environmental problems from unique, culturally-rooted perspectives (i.e. the role of humans in nature; the relationship between humans and nonhumans; the division between nature vs. culture). This course furthermore grants undergraduates the opportunity to use the cross-cultural, anthropological theory to real world problems related to climate change in their local community. In this way, this course addresses the University of Connecticut’s undergraduate general education goals in a rapidly changing world. Already the source of a growing number of worldwide calamities and local-level irregularities, global climate change is likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. This course seeks to arm students with the theoretical tools to understand the diversity of perspectives on climate change and local level environmental damage, and grant them the opportunity to execute a service learning project in which they will mobilize these ideas to assist local populations. |
| **Content Area: Social Sciences** | The course uses anthropological theory and practice to demonstrate how cross-cultural belief systems and environmental ethics influence societal responses to local level conservation and the effects of climate change. This course is designed in two parts so that students are simultaneously immersed in cross-cultural anthropological theory and examples of environmental damage and response around the world, while also tasked with designing and executing a group service-learning project that will allow them to apply their understanding of community-based conservation and the local level impacts of climate change in their local environment. |
| **Content Area: Diversity and Multiculturalism (International)** | ANTH/EVST 3340 exposes students to the ways in which cross-cultural belief systems, lifestyles, subsistence strategies, economies, and underlying environmental philosophies influence the ways in which human beings perceive, treat, related to, and repair their local environment. It also reinforces the various ways in which different groups across the planet, from industrial nations to indigenous societies are respectively contributing to and bearing the burden of climate change. During the theoretically-driven parts of the course, students are exposed to a large range of case studies from around the world that highlight the many different ways in which climate change is impacting societies and the diversity of approaches communities are taking to repair and preserve their local environment. Course readings includes case studies from Alaska, Canada, Greenland, Tanzania, South Africa, South America, and several island nations and communities. |
| **Environmental Literacy** | ANTH/EVST 3340 introduces students to the ways in which human communities around the world perceive their place in the natural environment and the ways in which different regions and populations are contributing to, as well as, being impacted by climate change; and the environmental impacts that anthropogenic climate change is having on ecosystems around the world. Specific topics covered include: Religion, Spirituality and theories of the environment; Initiating Environmental Action at the Community Level; Climate Change; Community Work in a time of climate change; Environment and Disaster; Climate Change and Human Health; Environmental and Ecological Justice; Urban Ecologies. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Proposed Syllabus ANTH:EVST 3340.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137100&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0ac5e60b966247dd874608d658b42f99%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636793928252331942&sdata=0xg9HnCGqrX8JySb2QlM86odtedJ5GRBSIk1LsAdi2E%3D&reserved=0) | Proposed Syllabus ANTH:EVST 3340.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Eleanor S Ouimet | 10/12/2018 - 11:15 | Submit |  | Thank you for considering this course for designation as an Environmental Literacy (EL) course. | | Anthropology | Jocelyn S Linnekin | 10/15/2018 - 15:50 | Approve | 10/15/2018 | Indicating department approval, J. Linnekin, CC&C Rep. | | Environmental Studies | Carol Atkinson-Palombo | 11/26/2018 - 11:52 | Approve | 11/12/2018 | Approved for EL designation at Advisory Board meeting on 11/12 | | College of Liberal Arts and Sciences | Pamela Bedore | 11/26/2018 - 12:15 | Return | 11/26/2018 | Returning to initiator as per email 11.26.2018. PB. | | Return | Eleanor S Ouimet | 11/27/2018 - 10:07 | Resubmit |  | I have responded to the questions required to list this course as a GEN ED. Thanks! | | Anthropology | Jocelyn S Linnekin | 11/28/2018 - 19:35 | Approve | 11/28/2018 | I already approved this. | | Environmental Studies | Carol Atkinson-Palombo | 11/28/2018 - 19:54 | Approve | 11/12/2018 | Approved at Advisory Board meeting | |

Proposed Honors Core Conversion

**ANTH/EVST 3340:** Culture and Conservation

**T/Th meeting times**

## Instructor: Eleanor Shoreman Ouimet

## Office: Beach Hall 439

## Email: eleanor.ouimet@uconn.edu

**COURSE DESCRIPTION**

Today, there is growing interest in conservation, and social and environmental scientists, alike, have an important role to play in helping conservation succeed for the sake of humanity, the environment and other species. Many researchers in these fields now argue that ecological data and an expansion of ethics that embrace more than one species, is essential to a well-rounded understanding of the connections between human behavior and environmental wellbeing. Inextricably linked to this, as well, is the fact that we, as the species that causes extinctions, have a moral responsibility to those whose evolutionary unfolding and very future we threaten.

ANTH/EVST 3340: Culture andConservation is an rigorous course investigating the ways in which innovative and intensive new interdisciplinary approaches, questions, ethics and subject pools are closing the gap between the study of culture and the implementation of environmental conservation initiatives around the world. The course emphasizes the importance of increased collaboration between anthropologists, climate scientists, Connecticut communities and conservationists and represents an ongoing shift towards an environmentally focused perspective that embraces not only cultural values and social equity, but also the underlying urgency of local level sustainability initiatives. This course is designed to educate students on 1. the cultural theories that inform cross-cultural community-decision making; 2. the science of climate change underlying contemporary global warming and contributing to heightened concerns regarding food security, coastal resilience, human and environmental health, and increasing storm frequencies, etc.; and 3. To grant students the opportunity to execute a service learning project that analyzes these interactions in Connecticut.

The objective for this class is for students to gain a thorough understanding of the diverse social and environmental repercussions of climate change in a local context and be able to apply this knowledge to the design and execution a conservation-based service learning project. In this course you will be encouraged to bring in your own experiences and expertise, for no productive discussion of conservation should be one-sided. This class, as well as the study and implementation of conservation, in general, should be a multidisciplinary effort.

**Course Structure and Assignments:**

The curriculum for this course is structured to alternate between two different types of academic engagement: Theoretical and Applied. Beginning in the first week of class and every other week thereafter, students will study relevant writings and theories pertaining to environmental anthropology and ethnographic fieldwork. For each Theory week students will read 3-4 peer-reviewed articles or book. On Tuesdays and Thursdays of Theory weeks, 4-5 students will present these different works to their classmates. Students will be responsible for presenting 2-3 articles during the semester, depending on class size. Grades for these weeks will be based on students’ depth of their analysis in their response papers, the quality of their article presentations, and on participation during and following student presentations.

During the alternating weeks, students will be working towards applying concepts to real world problems and scenarios. We will work closely with the Hartford Office of Sustainability as well as UConn’s office of Environmental Policy and UConn’s Office of Public Engagement to determine viable service learning projects that students can collaborate on during the semester. Students will be broken into groups to address a project and/or an aspect of a project, of their choosing. They will be expected to complete regular journal entries to record their progress, hold group meetings and check-ins, and possibly make site visits. At the end of the semester, students will present their methods, data, and results to classmates, as well as to representatives from City of Hartford’s Sustainability office, UConn’s Office of Public Engagement, and UConn’s Office of Enviromental Policy; and implement an assessment to determine how effectively they worked together as a group, and what, based on their research, should be addressed in future service projects. Grades for these weeks will be based on students’ group participation, the thoroughness of their journal entries, and their final group presentation.

**COURSE OBJECTIVES:** Upon successful completion of this course, students will be able to:

1. List and discuss the anthropogenic forces responsible for contemporary climate change
2. List and discuss historical and contemporary methods and theories in environmental anthropology
3. Critically assess the theoretical and methodological debates between the social sciences and conservationists.
4. Analyze and present peer reviewed articles in a group setting.
5. Work collaboratively with peers to design a service learning research project.
6. Articulately and effectively present research and project results to a diverse group of peers and professionals.

**GRADES:**

Weekly Essays ­20%

Article Presentations 20%

Class discussion and group participation 20%

Journal entries 20%

Final Presentations 20%

**Grading Scale for the Final Course Grade:**

| **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 |

**Diverse Learning Styles/Accommodations:** This course is designed to accommodate a wide range of learning styles. Please contact me to discuss any additional academic accommodations that you may need during the semester due to a documented learning difference. If you have not yet contacted the Center for Students with Disabilities, please do so as soon as possible so that they can facilitate support for your accommodations. The Center is able to provide a range of assistive technologies and lowdistraction rooms for examinations (Wilbur Cross Room 204, Voice: (860) 486-2020, Video Phone: (860) 553-3243, e-mail: UCIS@uconn.edu, http://csd.uconn.edu/).

**Ethics and Academic Integrity:** All students are expected to follow the student code for academic integrity in Graduate and Undergraduate Education and Research. In brief, the Student Code (https://community.uconn.edu/the-student-code-pdf/) states that:

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

Copying from a book, article, website, or another student without proper citation of the source is not acceptable. Violators will be referred to the Dean of the College for a hearing on academic misconduct. Instruction on avoiding accidental plagiarism will be provided in class.

**Weekly ASSIGNMENTS:**

This is intended to be a discussion-based course for the benefit of students, as well as for the purpose of furthering the discipline. Students will be expected to complete all of the readings for each day’s class and participate in every day’s discussion and activity.

*Essays*

During Theory Weeks students must prepare 3-page essays comparing and contrasting the week's readings and discussing them in the context of lecture topics and discussion. Students may use the “organizing questions” below to structure their essays, if it is helpful. YOU DO NOT NEED TO PREPARE AN ESSAY IF YOU ARE PRESENTING.

*Presentations*

The articles listed in the schedule below will be presented by student groups during Theory Weeks. Each student should select 2-3 articles to present throughout the semester, depending on class size. Students will present individually or in groups depending on interest and article length. Presenters should organize power point or comparable presentations that include (1) background on the author, (2) summary of the article, main points or arguments, (3) relevance of the article to lecture and texts and other articles, (4) relevant media, and (5) activities or questions to incite discussion amongst the class. Each of these elements are worth 2 points, great presentations = 10/10.

*Journal Entries*

During the Applied Weeks, students will be expected to write weekly journal entries in to a designated notebook. Each entry should include a description of their ongoing project activity, a discussion of any obstacles, as well as a bulleted list of what still needs to be completed on students projects. Students are encouraged to try and to discuss their project efforts and observations in the context of theories and topics discussed in Part I. Students will hand in their journals at the end of the semester.

*Final Project Presentations*

The course will conclude with students presenting their final projects to the class, as well as to visiting guests from the Hartford Office of Sustainability and UConn’s office of Public Engagement. Students should prepare formal presentations that detail the goal of their efforts, their methods, any data collected, their analysis and recommendations for future work.

**ORGANIZING QUESTIONS FOR ARTICLE ANALYSIS:**

* What is the author’s basic premise regarding human-environment relations?
* What theories or ideas stand as this author’s frame of reference? What data sources is the author using and how does he/she analyze or manipulate this data?
* What concept of culture and/or nature does the author employ, and how does the concept of culture and/or nature operate within the author’s work?
* How does the author contribute to environmental problem solving?

**READINGS:** All readings will be posted on HuskyCT

**REQUIRED MATERIALS:** Student journal

**SCHEDULE**

**Week 1 Theory**

**Tues: *Introduction to the Course, article assignments***

Assignment:

-Shoreman-Ouimet and Kopnina, Introduction to Culture and Conservation: Beyond Anthropocentrism

-Introduction: Environmental Anthropology of Yesterday and Today

-Hoffman, The Impact of Conservation

**Thurs: *What is Environmental Anthropology? Debates between Anthropology and Conservation.***

Assignment for Tuesday: Assignment: Read Culture and Conservation Ch. 3: Mainstream Conservation and Alternative Environmentalism, write 3 Discussion Questions

**Week 2 Applied**

**Tues: *Service learning and what it means to publically engage***

**Guest speaker: Julia Yackovitch and/or representative from UConn’s Office of Public Engagement**

**Thurs: Introduction of project topics; brainstorming team assignments**

Assignment: Journal entry based on discussion

Reading Assignment for next week:

-Anderson Drawing from traditional and indigenous socioecological theories"

-Sponsel “The Religion and Environment Interface: Spiritual Ecology in Ecological Anthropology"

-White, The Historical Roots of our Ecological Crisis

-Culture and Conservation Ch. 1: exploring human-nature dualism and the history of the environment in anthropology

-Simkins: The bible, religion and the environment.

**Week 3 Theory**

**Tues: *Religion, Spirituality and “traditional” theories of environment***

**Student Presentations:**

-Anderson, presenter:

-Sponsel, presenter:

**Thurs: Religion, Spirituality, and environment presentations**

**Student Presentations:**

-White, presenter:

-Simkins, presenter:

Assignment due: 3 page essay (only for those NOT presenting) on the assigned readings for this week

**Week 4 Applied**

**Tues: *Initiating Environmental Action at the Community Level***

**Guest speaker: Shubhada Kambli or Virginia Walton**

**Thurs: Project day: finalize groups, start brainstorming project tasks, week’s to do lists**

Assignment: Journal entry

Reading Assignment for next week:

-Mark Nuttall, Climate, Environment and Society in Northwest Greenland

-Susan Crate, Climate and Culture

-Baer and Singer, Ch. 4: Theoretical Perspectives in the Anthropology of Climate Change

-Marino, Fierce Climate, Sacred Ground: Ch. 1

**Week 5 Theory**

**Tues: *Climate Change***

**Student Presentations**

-Nuttall Presenters:

-Crate Presenters:

**Thurs: Climate Change Presentations**

Baer and Singer Presenters:

Marino Presenters:

Assignment due: Assignment due: 3 page essay (only for those NOT presenting) on the assigned readings

**Week 6: Applied**

**Tues: *Community work in a time of climate change***

**Guest speaker: Juliana Barrett or Mark Boyer.**

**Thurs: Project Day. Group meetings: team check-ins, progress reports, week’s to-do lists**

Assignment: journal entry

Reading Assignment for next week:

-de Vries, Time and Population Vulnerability to Natural Hazards; The Pre-Katrina Primacy of Experience

-Hoffman, Disasters and Their Impact: A Fundamental Feature of Environment

-Oliver-Smith, The Concepts of Adaptation, Vulnerability and Resilience in the Anthropology of Climate Change

-Singer and Evans, Water Wary

**Week 7 Theory**

**Tues: Anthropology of Environment and Disaster**

De Vries Presenter:

Hoffman Presenter:

**Thurs: Anthropology of Environment and Disaster presentations**

Oliver-Smith presenter:

Singer and Evans presenter:

Assignment due: Assignment due: 3 page essay (only for those NOT presenting) on the assigned readings

**Week 8: Applied**

**Tues: *Climate Change and Human Health*.**

**Guest Speaker:** Merrill Singer or Adam Rainear

**Thurs: Group meetings: team check-ins, progress reports, week’s to-do lists**

Assignment: journal entry

Reading Assignment for next week:

-Strang, Justice for All: inconvenient truths and reconciliation in human- non-human relations

-Rolston, Environmental Ethics and Environmental Anthropology

-Shoreman-Ouimet and Kopnina, Reconciling Social and Ecological Justice

-C&C Chapters 6&7

**Week 9: Theory**

**Tues: Environmental and Ecological Justice: Possible Guest Speaker: Cynthia Jennings**

Strang Presenter:

Rolston Presenter:

FILM: Majora Carter - Ted Talk

**Thurs: Environmental Justice Presentations**

Shoreman-Ouimet and Kopnina, ‘Reconciling’ Presenter:

Shoreman-Ouimet and Kopnina C&C Ch. 6&7 Presenter:

Assignment due: Assignment due: 3 page essay (only for those NOT presenting) on the assigned readings

**Week 10: Applied**

**Tues: Project Day**

**Thurs: Project Day: Project wrap up and week’s to do lists**

Assignment: Journal Entries

Readings for Next week

-Ferketic et al. Conservation justice in metropolitan Cape Town: A study at the Macassar Dunes Conservation Area

-Vivanco, The Mundane Bicycle and the Environmental Virtues of Sustainable Urban Mobility

-Hirsch et al. Linking Climate Action to local Knowledge and Practice: A Case study of diverse Chicago neighborhoods

-John Blewitt, Urban Sustainability

**Week 11: Theory**

**Tues: Urban Ecologies: Guest Speaker: Carol Atkinson-Polombo**

Assignment due:

Ferketic presenter:

Vivanco Presenter:

**Thursday: Urban Ecologies Presentations**

Hirsch et al, presenter:

Blewitt presenter:

Assignment due: Assignment due: 3 page essay (only for those NOT presenting) on the assigned readings

**Week 12 Applied**

**Tues: Project Day: Project wrap-up**

**Thurs: Project Day: Presentation Prep**

Assignment: Journal Entries

**Week 13 Final project presentations**

**2019-04 ANTH 3560 Add Course (guest: Gideon Hartman)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10577 |
| **Request Proposer** | Hartman |
| **Course Title** | The Evolution of Human Diet |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Anthropology > 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** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | The Evolution of Human Diet |
| **Course Number** | 3560 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Gideon Hartman |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | gih10001 |
| **Initiator Email** | [gideon.hartman@uconn.edu](mailto:gideon.hartman@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** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Classroom lectures (Tuesday and Thursday) |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ANTH 3560. The Evolution of Human Diet Three credits. Investigation of ecological, anatomical, and physiological aspects that shaped the biological and cultural evolution of humans from the Pliocene to the Anthropocene. |
| **Reason for the course action** | The Department of Anthropology, Old World Archaeology provide a suite of courses that cover human evolution and prehistory from the earliest tool makers to the rise of complex societies. The centrality of human diet, from food procurement to food production is stated in all courses. However, the proposed course is first to focus on human diet over time, bringing together cross-disciplinary hypotheses, and evidence covering both natural and cultural disciplines. The course will enrich the knowledge of undergraduate students and will attract diverse body of students that will learn about the role diet had in shaping us as humans, the way it facilitated the rise of civilization, and the challenges it projects into the future. |
| **Specify effect on other departments and overlap with existing courses** | A search for courses with similar names and course descriptions provided no returns. Specifically, searches were made in UConn Undergraduate catalog for course offered by Nutritional sciences, and EEB. |
| **Please provide a brief description of course goals and learning objectives** | The course goals are meant to provide wide foundation for advanced undergraduate students on the reciprocal role diet had on humans through bi-weekly lectures using power-point presentations. 1) Students will learn about paleoanthropological hypotheses that make compelling arguments for the ties between morphological changes, associated with improvement in early hominin diet quality, and rise in cranial capacity. 2) The course will provide proxy evidence for dietary adaptation of hominins and its change over time. 3) The students will learn about physiological and anatomical adaptation of humans and how those relate to diet. 4) Later the students will learn how food production impacted human demography and facilitated the rise of complex societies between the Neolithic revolution and development of industrialized diets. 5) Finally, the students will be introduced to modern diets, cultural taboos, and the challenges of feeding a growing world population. While memorization is fundamental component in the course, the students will learn how to evaluate data and use critical thinking –exams will include test-cases where students are expected to apply acquired knowledge to solve ‘real-life like’ problems. |
| **Describe course assessments** | The students performance in class will be evaluated by examination. 3 exams are embedded into the course schedule. Additionally, through active participation in class, students will be able to earn 10% of their grade. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus Evol Hum Diet Fall 2019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143415&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3c2e2df8544a4930edda08d6822948b3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839511161551859&sdata=2%2Fm%2Bo7lqxl8TOOwEGR8fIekwCktQxzHifxTvwQFX3P0%3D&reserved=0) | Syllabus Evol Hum Diet Fall 2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Gideon Hartman | 01/22/2019 - 13:02 | Submit |  | Approved by the department of anthropology on January 22nd, 2019 | | Anthropology | Jocelyn S Linnekin | 01/23/2019 - 14:51 | Approve | 1/23/2019 | Proposal has been reviewed and approved by the Undergraduate Committee, the entire department faculty, and the CC&C Rep. | |

ANTH3560: The Evolution of Human Diet Fall2019

**Instructor: Dr. Gideon Hartman**

Office: Beach Hall room #442

Telephone number: 860 878 8634

Office hours: Mon, 11:00am – 12:00pm and preferably by appointment

Email: [gideon.hartman@uconn.edu](mailto:gideon.hartman@uconn.edu)

Lecture hours: Tuesday Thursday 11:00am – 12:15pm

Place: Beach Hall room #443

**Course abstract**

Humans evaluate the quality of food through range of cues that involve all five senses: visual inspection, touch, smell, even sound, and finally taste. These sensual cues were inherited from our primate ancestors. How did the diet change through the evolution of the human lineage? How did diet shape us as humans? and how did humans shape diet through the course of time? These questions and many more related to culture, technology, and biology will be surveyed in this course and will finally lead us to the present and feared future.

**Course requirements**:

Lecture attendance is crucial for a successful completion of the course. While reading assignments are provided for each lecture and should be read before the relevant lecture, their content often covers only part of a wide range of ideas presented in each lecture.

Class notes: will be posted in the course website after each lecture. Use the class notes as study guides for exams.

**Grade breakdown**:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date | Location | % grade |
| First exam | September 27th | BH#443 | 20 |
| Second exam | November 8th | BH#443 | 35 |
| Final exam | TBD | TBD\* | 35 |
| Participation |  |  | 10 |

\* Please refer to the registrar’s website for Final exam location and date

There will be no extra credit assignments. If you are unable to take an exam during the scheduled time, you must notify me beforehand**,** except in the case of a medical emergency. Approval for a make-up examination will only be provided for religious reasons or if you have appropriate documentation from your doctor, nurse, advisor, athletic coach, or other relevant authority that certifies your reason for having to be away from campus.

**A Note on Ethics and Academic Integrity:**

All students are expected to adhere to the student code for academic integrity in undergraduate education and research (for further details see <http://www.dosa.uconn.edu/student_code.html>). Plagiarism or cheating will not be tolerated and will result in an **F grade for the class**. Copying from a book, article, website, or another student without proper citation of the source is not acceptable. No notes, electronic devices, consultation of another person’s work, or talking will be allowed during exams or quizzes. Violators will be referred to the Dean of the College for a hearing on academic misconduct.

**Course Schedule and Readings**:

**Week 1**

Tue August 30th Introduction

Thu September 1st Diet – general considerations

**Week 2**

Tue September 6th The diet of primates Hohmann 2009 Hominin Diets Ch1

Thu September 8th Studying the fossil record Teaford 2002 Human Diet Ch10

**Week 3**

Tue September 13th The Expensive Tissue Hypothesis Aiello 1995 Cur. Anth.

Thu September 15th The diet of Australopithecines Sponheimer 2009 Hominin Diets Ch18

**Week 4**

Tue September 20th The cooking hypothesis Wrangham et al. 1999 Cur. Anth.

Thu September 22nd The diet of Early Homo Hardy et al. 2015 Quart. Rev. Biol.

**Week 5**

Tue September 27th FIRST EXAM

Thu September 29th Neanderthals 1 cultural evidence Stiner 2009 Hominin Diets Ch 11

**Week 6**

Tue October 4th Neanderthals 2 bioarchaeological evidence Bocherens 2009 Hominin Diets

Thu October 6th The digestive physiology of modern humans

**Week 7**

Tue October 11th No Lecture

Thu October 13th Anatomically modern Humans Richards 2009 Hominin Diets Ch20

**Week 8**

Tue October 18th The “Broad Spectrum Revolution” Munro 2009 Hominin Diets Ch10

Thu October 20th The diet of Hunter Gatherers Stinton 2002 Human Diet Ch 4

**Week 9**

Tue October 25th Neolithic Revolution Larsen 2002 Human Diet Ch 3

Tue October 27th Grain based diet and the demographic transition

**Week 10**

Tue November 1st Rise of complex societies

Thu November 3rd Diet and genetics (lactose, thrifty genes, alcohol tolerance) Ye and Gu 2011 Adv. Nut.

**Week 11**

Tue November 8th SECOND EXAM

Thu November 10th The industrial revolution Mann 2011 Smithsonian Magazine

**Week 12**

Tue November 15th  Food and taboos Meyer-Rochow 2009 J. Ethnobiol. Ethnomed.

Thu November 17th The rise of fast food Lindeberg 2009 Hominin DietsCh4 Moss 2013 Food designed to addict, New York Times article

**Week 13**

Tue November 22nd  THANKS GIVING RECESSION

Thu November 24th THANKS GIVING RECESSION

**Week 14**

Tue November 26th The overlooked role of the gut microbiome Shell 2015 Scientific American

Thu December 1st  Alternative diets Schubert 2001 Ernahrungs-Umschau

**Week 15**

Tue December 6rd The future of diet BBC 2012 Future foods

Thu December 8th Review

December FINAL EXAM (for date and time follow registrar’s announcements)

Bibliography:

Edited Books:

Ungar P. S. and Teaford, M. F. Human 2002 Diet: Its Origin and Evolution. Bergin & Garvey, Westport pp. 192.

Ungar, P. S. (Ed) 2006 *The Evolution of Human* *Diet.* Oxford University Press, Oxford pp. 432.

Articles:

Aiello, L.C., Wheeler, P., 1995. The expensive-tissue hypothesis – the brain and the digestive-system in human and primate evolution. *Current Anthropology* 36, 199-221.

Amit, M. 2010.Vegetarian diets in children and adolescents. *Paediatrics & Child Health* **15**, 303-308.

Hardy, K., Brand-Miller, J., Brown, K.D., Thomas, M.G., Copeland, L., 2015. The Importance of Dietary Carbohydrate in Human Evolution. *The Quarterly Review of Biology* 90, 251-268.

Meyer-Rochow, V.B., 2009. Food taboos: their origins and purposes, *Journal of Ethnobiology and Ethnomedicine. BioMed central*, pp. 1-10.

Wrangham, R.W., Jones, J.H., Laden, G., Pilbeam, D., Conklin-Brittain, N., 1999. The raw and the stolen - Cooking and the ecology of human origins. *Current Anthropology* 40, 567-594.

Ye, K., Gu, Z., 2011. Recent Advances in Understanding the Role of Nutrition in Human Genome Evolution. *Advances in Nutrition: An International Review Journal* 2, 486-496.

Popular Media:

Moss, M. 2013 A food designed to addict. The New York Times Magazine, Feb. 24 pp. 34-48.

Shell, E. R. 2015 Artificial sweeteners may change our gut bacteria. Scientific American, April 1st 2015.

Winterman, D. 2012 Future foods:’what will we be eating in 20 years’ time? BBC News Magazine 29 July 2012.

**2019-05 CAMS/HIST 3326 Add Course (G) (S) (guest: Joseph McAlhany)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9977 |
| **Request Proposer** | McAlhany |
| **Course Title** | Ancient Rome: Emperors & Barbarians |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > Literatures, Cultures and Languages > Return > History > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | CAMS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | HIST/CAMS 3325: Ancient Rome: Aeneas to Augustus was a revision of an existing course on Ancient Rome approved last year; the revision was undertaken to narrow the broad scope of the original course to the Roman Republic. The proposed course covers the second half (the Roman Empire) of the original course. |
| **Course Title** | Ancient Rome: Emperors & Barbarians |
| **Course Number** | 3326 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Joseph McAlhany |
| **Initiator Department** | History |
| **Initiator NetId** | jom14018 |
| **Initiator Email** | [joseph.mcalhany@uconn.edu](mailto:joseph.mcalhany@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** | 40 |
| **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** | N/A |
| **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** | Staffing limitations |
| **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** | CAMS/HIST 3326: Ancient Rome: Emperors & Barbarians  Three credits.  From the beginnings of the Roman Empire until its transformation (or "fall") under the "barbarian" invasions and its influence on later history. CA1 (C) |
| **Reason for the course action** | This course is the complement to HIST/CAMS 3325, which originally covered both the Roman Republic and the Roman Empire. |
| **Specify effect on other departments and overlap with existing courses** | The revision of HIST/CAMS 3325 into two courses, HIST/CAMS 3325: Ancient Rome: Aeneas to Augustus (approved Fall 17) and the proposed HIST/CAMS 3326: Ancient Rome: Emperors & Barbarians, has been undertaken in consultation with and approval by CAMS faculty. |
| **Please provide a brief description of course goals and learning objectives** | Students will learn the history of the Roman Empire from its multi-cultural beginnings until its transformation (or "fall") at the cusp of the Middle Ages. Through both primary and secondary sources, students will develop a critical understanding of history as well as historiography. |
| **Describe course assessments** | Daily quizzes on the course readings, 5 short essays over the course of the semester, and a final exam. In addition, active participation on the course is graded. |
| **General Education Goals** | The study of the cultural interactions in the ancient Mediterranean brings an awareness of the varieties of human experiences, and the different ways these experiences have been expressed in word and image. This course thus serves in one sense to break down preconceived notions about cultures touted as foundational to present-day beliefs and practices, and demonstrates how societies have never been as monolithic as they are often presented to be. As a result, students will learn to see both the past and the present very differently, and to recognize cultural and national identities as historical (re)constructions. |
| **Content Area: Arts and Humanities** | Through a critical examination of both primary and secondary sources, written as well as visual, this course reveals the rich variety of social, political, and religious practices around the ancient Mediterranean world under the Roman empire, and charts the historical transformations of these civilizations through their cultural interactions, both violent and peaceful. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST3326\_AncientRome\_EmperorsBarbarians\_rev.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143020&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C358e6a8ed0b140b53b1a08d67daf919f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636834590358212704&sdata=24cJnRqeBr3uVzffmZhAPbn9O3kexjigbKAIrfzSR%2BU%3D&reserved=0) | HIST3326\_AncientRome\_EmperorsBarbarians\_rev.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Joseph McAlhany | 12/13/2018 - 15:07 | Submit |  | Thank you for your consideration! | | History | Melina A Pappademos | 12/13/2018 - 19:39 | Approve | 12/12/2018 | This course is a valuable pairing with HIST/CAMS 3325, which originally covered both the Roman Republic and the Roman Empire. | | Literatures, Cultures and Languages | Jennifer Terni | 01/15/2019 - 21:35 | Return |  | Could you add a short paragraph to your syllabus that describes how your course is a GEN ED? It's a new request from GEOC that we might as well include here. Otherwise this looks ready for approval. Thanks! | | Return | Joseph McAlhany | 01/15/2019 - 21:46 | Resubmit |  | Syllabus has been revised to include statement on general education, as requested. | | History | Melina A Pappademos | 01/16/2019 - 13:26 | Approve | 1/15/2019 | GEOC requests inclusion of a statement about the course/its significance for GEN ED. This revision is to comply. | | Literatures, Cultures and Languages | Jennifer Terni | 01/16/2019 - 22:24 | Approve |  | This course is complete and nicely extends an earlier offering on Ancient Rome that used to be covered in a single course. | |

**ANCIENT ROME: EMPERORS & BARBARIANS**

**HIST 3326/CAMS 3258 Prof. Joseph McAlhany**

🏙 WOOD HALL 230 🖄joseph.mcalhany@uconn.edu

**Required Texts**

Colin Wells, *The Roman Empire.* 2nd edition. Harvard Univ. 1995. ISBN 978-0674777705

Suetonius, *Lives of the Caesars*. Catherine Edwards, trans. Oxford 2008. ISBN-13: 978-0199537563

Tacitus, *The Annals*. A. Barrett, trans. Oxford 2008. ISBN 978-0192824219

Tacitus, *Agricola* and *Germany*. A.R. Birley, trans. Oxford 1999. ISBN 978-0199539260

**⏩*Copies will be placed on reserve at Babbidge Library***

**The Course**

The purpose of this course is to introduce you the history and culture of one of the most influential and long-lasting civilizations of the Western world. Within a few centuries, Rome grew from a small hill-top settlement to the dominant empire of the ancient Mediterranean, and their beliefs, ideas, customs, and behaviors (or rather the historical interpretation of these) still shape the way peoples all over the word think and act, in ways we might not recognize and in ways we might not like. You will learn not only what this history was, but also what it wasn’t: a fundamental skill in understanding the history of the Roman empire is learning the different ways of read and question sources. As part of this process, you will also understand how history gets made, both by the people who lived it and the people who wrote it.

**General Education**

The study of the cultural interactions in the ancient Mediterranean under the Roman Empire brings an awareness of the varieties of human experiences, and reveals the different ways these experiences have been expressed in word and image. This course serves to break down preconceived notions about cultures touted as foundational to present-day beliefs and practices, and demonstrates how societies have never been as monolithic as they are often presented to be. As a result, students will learn to see both the past and the present very differently, and to recognize cultural and national identities as historical (re)constructions.

**Requirements & Grading**

**Class Participation 30%**

You are expected to come to class prepared to take an active role in class discussions. **No electronic devices or any kind are allowed, and must not be visible.**

**Short Writing Assignments 30%**

There will be 5 short writing assignments (750 words max. over the course of the semester. The purpose of these assignments is to encourage your own independent and critical engagement with the readings; no secondary material or resources are permitted. You will be graded on the quality of your answer as well as spelling and grammar. Assignments are due **Sunday at midnight**; late assignments will not be accepted for any reason.

**Daily Quizzes 30%**

Each quiz consists of 5 multiple-choice quiz questions based on the week’s readings. The quizzes are designed simply to ensure that you have read the material. There will also be one or two map quizzes.

**Final Exam 10%**

The exams will likely consist of short essay questions, much like the prompts for the short writing assignments, though we will discuss the format near the end of the semester.

**Some Fine but Important Print**

If you have a need for accommodations in this course, please contact me during the first week of class.  And if you have any questions or concerns, please let me know or come talk to me.

**Schedule**

**An \* indicates a reading available as a PDF on HuskyCT.**

**WEEK 1Introduction: A New Order**

Tu The Prima Porta Statue (image)

Th Wells, Ch. I: The New Order (pp. 11-30)

**WEEK 2Augustus: Tradition & Transformation**

Tu Wells, Ch. III: The Work of Augustus; ch. IV: Italy under Augustus: The Social and Intellectual Climate (pp.49-94)

Tacitus, *Annals*, Book 1.1-15 (pp. 3-13)

Th Tacitus, *Annals*, Book 1.16-end (pp. 14-49)

**WEEK 3Tiberius: Consolidation & Conflict**

Tu Wells, Ch. V: The Consolidation of the Principate (pp. 95-122) & Ch. VI: The Army and The Provinces in the First Century AD (pp. 123-151)

Th Tacitus, *Annals*, Book 2 (pp. 50-94)

**⮊WRITING ASSIGNMENT 1 DUE SUN. @ MIDNIGHT**

**WEEK 4Rise and Fall of Sejanus: Intrigues & Revolts**

Tu Tacitus, *Annals*, Book 3 (pp. 95-135)

Th Tacitus, *Annals,* Book4 (pp. 136-178)

**WEEK 5The End of Tiberius**

Tu Tacitus, *Annals*, Books 5-6 (pp. 179-214)

Th Suetonius, *Tiberius* (pp. 98-135)

**WEEK 6Caligula: Madness and Misrepresentation**

Tu Suetonius, *Caligula* (pp. 136-167)

Th \*Mary Beard, “Fourteen Emperors” (pp. 387-434)

**⮊WRITING ASSIGNMENT 2 DUE SUN. @ MIDNIGHT**

**WEEK 7Claudius: Triumph of the “Fool”**

Tu Tacitus, *Annals*, Books 11-12 (pp. 215-269)

Th Suetonius, *The Deified Claudius* (pp. 168-194)

**WEEK 8The “Good” Nero**

Tu Tacitus, *Annals*, Book 13 (pp. 270-302)

Th Tacitus, *Annals*, Book 14 (pp. 303-335)

**WEEK 9Nero: End of the Line**

Tu Tacitus, *Annals*,Books 15-16 (pp. 336-393)

Th Suetonius, *Nero* (pp. 195-228)

**⮊WRITING ASSIGNMENT 3 DUE FRI. @ MIDNIGHT**

**WEEK 10Empire in Chaos: The Year of Four Emperors**

Tu Wells, Ch. VII: Emperors Made Elsewhere than at Rome: Galba to Trajan (pp. 152-174)

Th Suetonius, *Galba, Otho,* and *Vitellius* (pp. 228-259)

**WEEK 11The Flavians to Trajan**

Tu Suetonius, *The Deified Vespasian*, *The Deified Titus*, *The Deified Domitian* (pp. 260-294)

Th \*Pliny, Letters to Trajan

\*Pliny, Panegyric in Praise of Trajan

**⮊WRITING ASSIGNMENT 4 DUE FRI. @ MIDNIGHT**

**WEEK 12Border Troubles**

Tu Wells, Ch. VIII: The State of Italy from Petronius to Pliny (pp. 175-201)

Tacitus, *Agricola* (pp. 3-34)

Th Tacitus, *Germany* (pp. 35-62)

**WEEK 13Pax Romana**

Tu Wells, Ch. IX: The Orderly Government of the Empire: Hadrian to Marcus Aurelius & Ch. X: ’The Immeasurable Majesty of the Roman Peace’ (pp. 202-255)

*\*Life of Hadrian* (pp. 57-87)

Th \**Meditations* (selections)

**⮊WRITING ASSIGNMENT 5 DUE FRI. @ MIDNIGHT**

**WEEK 14Transition & Transformation**

Tu Wells, Ch. XI: An Age of Transition: Commodus to Maximinus the Thracian (pp. 256-272)

\**Life of Commodus Antoninus* (pp. 161-178)

Th \**Life of Antoninus Heliogabalus* (pp. 291-316)

**2019-06 SLHS 4376 Add Course (guest: Bernard Grela)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10700 |
| **Request Proposer** | Grela |
| **Course Title** | Language Impairments and Literacy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Language Impairments and Literacy |
| **Course Number** | 4376 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Bernard Grela |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | beg02004 |
| **Initiator Email** | [bernard.grela@uconn.edu](mailto:bernard.grela@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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | SLHS 2204, SLHS 3247, SLHS 4254 |
| **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** | SLHS courses are only offered on 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** | SLHS 4376. Language Impairments and Literacy. Three credits. Prerequisites: SLHS 2204, SLHS 3247, and SLHS 4254. A research seminar covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective. |
| **Reason for the course action** | This course exists as a graduate course and always has undergraduates enroll in this course. This will allow undergraduate students to take the course without having to request permission from the instructor. It will also provide them with background on reading disabilities to better prepare them for graduate school. |
| **Specify effect on other departments and overlap with existing courses** | This will have no impact on other departments as it already exists as a graduate course. |
| **Please provide a brief description of course goals and learning objectives** | 1. Prevention: a. Recognize the role of oral language in the development of reading. b. Identify the levels of preventing a reading and writing disability. c. Identify how SLPs work to prevent a reading and writing disability. 2. Assessment: a. Describe how the Simple View of Reading can be used to guide a literacy assessment. b. Identify how the Simple View of Reading can be used to classify reading disabilities. c. Differentiate between the SLP and Special Educator’s role in a literacy assessment. 3. Intervention:a. Identify the SLP’s role as a team member in literacy intervention b. Identify how an SLP can treat a reading and writing disability c. Differentiate between the SLP and Special Educator’s role in treatment. |
| **Describe course assessments** | Assessments will consist of two exams (midterm and final), reading assignments, two individual assignments where they will calculate a reading level for a book, and observe and provide a written summary of a literacy assessment, and complete online quizzes covering course material. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS4376\_Undergrad \_ Literacy.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143788&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca668d654e81b45bcd3c208d6831e81b6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636840564393771090&sdata=n3kEdYNmQUByRa%2B6k1SKRvxhOCLsEYDQp6uE%2B1RLg8w%3D&reserved=0) | SLHS4376\_Undergrad \_ Literacy.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Bernard Grela | 01/25/2019 - 12:37 | Submit |  | This class will meet with the graduate version of the course, but the exams and assignments will be less clinically oriented than those of the graduate students. | | Speech Language and Hearing Services | Lendra Friesen | 01/25/2019 - 18:15 | Approve |  | Jan.25, 2019 | |

SLHS 4376

Language Impairments and Literacy

Speech, Language, and Hearing Sciences (SLHS)

Syllabus

**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:** Language Impairments and Literacy

**Credits:** 3

**Format:** Classroom

**Recommended Preparation:** a course in normal language development and language disorders in preschool and school-age children.

**Professor:** Bernard Grela, Ph.D., CCC-SLP

**Email:** [bernard.grela@uconn.edu](mailto:bernard.grela@uconn.edu) (preferred contact)

**Telephone:** (860) 486-3394

**Office Hours/Availability:** by appointment

Course Materials

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

Texts are available through a local or online bookstore. The UConn Bookstore carries many materials that can be shipped via its online uconn.bncollege.com service.

Required Materials:

Kamhi, A.G., & Catts, H.W. (2012). Language and reading disabilities (3rd Edition). New York: Pearson Education, Inc.

Additional reading material will be available online via HuskyCT.

Optional Materials:

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

Course Description

A seminar course covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective.

Course Objectives

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

1. Prevention:
   1. Recognize the role of oral language in the development of reading.
   2. Identify the levels of *preventing* a reading and writing disability.
   3. Identify how SLPs work to prevent a reading and writing disability.
2. Assessment
   1. Describe how the Simple View of Reading can be used to guide a literacy assessment.
   2. Identify how the Simple View of Reading can be used to classify reading disabilities.
   3. Differentiate between the SLP and Special Educator’s role in a literacy assessment.
3. Intervention
   1. Identify the SLP’s role as a team member in literacy intervention
   2. Identify how an SLP can treat a reading and writing disability
   3. Differentiate between the SLP and Special Educator’s role in treatment.

Course Outline and Calendar

**Module 1:** **SLP’s Role in Literacy** **Week 1**

**Readings:**

American Speech‑Language‑Hearing Association (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents (position statement). Rockville, MD.

American Speech‑Language‑Hearing Association (2001). Knowledge and skills needed by speech-language pathologists with respect to reading and writing in children and adolescents. Rockville, MD.

Connecticut’s Blueprint for Reaching Achievement: available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320850>

Common Core Standards for English Language Arts available at <http://www.corestandards.org/ELA-Literacy/>

**Module 2:** **Reading Process** **Week 2**

**Readings:**

Kamhi & Catts (2012) chpts 1 & 2

**Module 3:** **Reading Disabilities** **Week 3**

**Readings:**

Kamhi & Catts (2012) chpts 3 & 4 (pgs. 77-80)

Gorman, C. (July 28, 2003). The new science of dyslexia. *Time,* 52-60.

**Module 4: Neurobiology of Reading** **Week 4**

**Readings:**

Kamhi & Catts (2012) chpt 4 (pgs. 80-99)

Pugh, K.R., Einar Menkl, W., Jenner, A.R., et al. (2001). Neurobiological studies of reading and reading disabilities. *Journal of Communication Disorders, 34,* 479-492.

Shaywitz, B.A., Shawitz, S.E., Pugh, K.R., et al. (2002). Disruption of posterior brain systems for reading in children with developmental dyslexia. *Biological Psychiatry, 52,* 101-110.

**Module 5:** **Decoding and Language** **Week 5**

Readings:

Kamhi & Catts (2012) chpt 5

Beck, I.L., & Juel, C. (1995). The role of decoding in learning to read. *Scholastic Red,* 1-12.

Foorman, B.R., Chen, D.T., Carlson, C., Moats, L., Francis, D.J., & Fletcher, J.M. (2003). The necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing: An Interdisciplinary Journal, 16,* 289-324.

**Module 6:** **Reading Comprehension and Language** **Week 6**

**Readings:**

Kaderavek, J.N., & Sulzby, E. (2000). Narrative production by children with and without specific language impairment: Oral narratives and emergent reading. *Journal of Speech, Language, and Hearing Research, 43,* 34-49.

Kamhi & Catts (2012) chpts 6 (pgs. 146-152) & 7 (pgs. 163-186)

Stadler, M.A., & Cuming Ward, G. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33, 73-80.

**Module 7:** **Assessing Reading**

* **Decoding** **Week 7**

**Readings:**

Manis, F.R. & Keating, P. (2005). Speech perception in dyslexic children with and without language impairments. In Catts, H.W., & Kamhi, A. G. (Eds) *The connection between language and reading disabilities* (pp. 77-99), Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

* **Comprehension Week 8**

**Readings:**

Kamhi & Catts chpts 6 (pgs. 146-152) & 7 (163-186)

Landi, N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistic Compass, 11e12234.* https://doi.org/10.1111/Inc3.12234.

**Module 8: Intervention**

* **Schools and Response to Intervention Week 9**

**Readings**:

Cortiella, Candice (2006). A parents guide to response-to-intervention. *National Center for Learning Disabilities*.

Jackson, S., Pretti-Frontczak, K., Harjosola-Webb, S., Grisham-Brown, J., & Romani, J.M. (2009). Response to intervention: Implications for early childhood professionals. *Language, Speech, and Hearing Services in Schools, 40*, 424-434.

Justice, L.M. (2006). Evidence-based practice, response to intervention, and the prevention of reading difficulties. *Language, Speech, and Hearing Services in Schools, 37*, 284-297.

Ukrainetz, T.A. (2006). The implications of RTI and EBP for SLPs: Commentary on L.M. Justice. *Language, Speech, and Hearing Services in Schools, 37*, 298-303.

* **Decoding Week 10**

**Readings:**

Catts & Kamhi (2012) Chpts 5 (pgs. 122-140)

Gillon, G.T. (2005). Facilitating phoneme awareness development in 3- and 4-year-old children with speech impairment*, Language, Speech, and Hearing Services in Schools, 36,* 308-324.

Pokorni, J.L., Worthington, C.K., Jamison, P.J. (2004). Phonological awareness intervention; Comparison of Fastforword, Earobics, and LiPS. The Journal of Educational Research, 97, 147-157.

Stahl, S.A. (2003). Teaching phonics and phonological awareness. In S.B. Neuman and D.K. Dickinson (Eds.) *Handbook of early literacy research* (pp. 333-347). New York: The Guillford Press.

Swanson, T.J., Hodson, B.W., & Schommer-Aikins, M. (2005). An examination of phonological awareness treatment outcomes for seventh-grade poor readers from a bilingual community. *Language, Speech, and Hearing Services in Schools, 36,* 336-345.

* **Reading Comprehension Week 11**

**Readings**

Kamhi & Catts (2012) chpts 6 (pgs. 152-159) & 7 (pgs. 186-224)

**Landi,** N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass, 11,* 1-24 https://doi.org/10.1111/lnc3.12234

**Module 9:** **Spelling/Writing Week 12**

**Readings:**

Catts & Kamhi chpts. 9 & 10

Course Requirements and Grading

The grading system for the semester is based upon a 300 point scale. Assignments will consist of 1) a midterm and final exam (100 points each) and 2) 3 assignments for each themed section (50 points each).

Summary of Course Grading:

| **Course Components** | **Points** | **Weight** |
| --- | --- | --- |
| Component A – Exams (2) | 200 | 50% |
| Component B – Assignments (2) | 50 | 25% |
| Component C – Quizzes (5) | 50 | 25% |

Component A

Exams: There will be an exam at midterm and a final exam. The questions will be taken from materials read for class, lecture notes, and assignments. The format of the questions will be multiple choice, fill-in-the-blank, true/false, matching, and short answer.

Component B

There will be two assignments spread throughout the semester. One assignment will be to analyze the reading level of a book using the Frye Readability Formula. The second assessment will be will be to observe a literacy assessment and write a summary of assessment materials used to complete the evaluation. The observations can be completed in the UConn Speech and Hearing Clinic.

**Component C**

There will be 5 online quizzes spread throughout the semester. These quizzes will examine topics covered from the previous week’s class.

Grading Scale:

| **Point Range** | | **Letter Grade** | **GPA** |
| --- | --- | --- | --- |
| 285-300 | A | | 4.0 |
| 270-284 | A- | | 3.7 |
| 260-269 | B+ | | 3.3 |
| 251-259 | B | | 3.0 |
| 240-250 | B- | | 2.7 |
| 230-239 | C+ | | 2.3 |
| 221-229 | C | | 2.0 |
| 209-220 | C- | | 1.7 |
| 200-208 | D+ | | 1.3 |
| 191-199 | D | | 1.0 |
| 179-190 | D- | | 0.7 |
| <179 | F | | 0.0 |

**Late Policy & Missed Exams:** In the event that the assignments cannot be turned in on time, it is up to the student to inform the instructor in advance. The instructor reserves the right to deduct 5 points from the assignment for each day it is late. The dates of the exams are firm. If you need to miss an exam due to illness or some other unforeseen event (e.g., family death, car accident), you will need to provide proof of the event and request a makeup exam. I reserve the right to deny a makeup exam.

Feedback and Grades

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

Feedback and Grades

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

Student Responsibilities and Resources

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

Student Code

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

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [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/about/get-help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/) (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](http://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:

* [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) with HuskyCT provides a guide to technical and academic assistance.

Students with Disabilities

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

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

(add additional items as needed)

This course is facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with 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.

(add additional skills as needed)

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.

ASHA Standards

Course Number: SLHS 5376

Course Title: Language Impairments and Literacy

Instructor: Bernard Grela, Ph.D., CCC-SLP

Semester: Spring 2019

American Speech-Language-Hearing Association (ASHA)

[Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) Addressed in this Course

IV-C/D Disorder Area

Receptive & Expressive Language

Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired Upon Course Completion

The student will demonstrate knowledge of risk factors, prevention, philosophies/styles of assessment, and philosophies/styles of intervention for children with language impairments and reading problems.

Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies

Written Assignment

Reading and Participation

Opportunities for Remediation

If criteria for successful demonstration of the level of knowledge/skills expected upon completion of this class are not achieved in the first assessment, the remediation option available is for the student to repeat this class one time in an attempt to receive a passing grade.

**2019-07 SLHS 5376 Revise Course (guest: Bernard Grela)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10699 |
| **Request Proposer** | Grela |
| **Course Title** | Language Impairments and Literacy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Language Impairments and Literacy |
| **Course Number** | 5376 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changes are being made to an existing course and does not require a new course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Bernard Grela |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | beg02004 |
| **Initiator Email** | [bernard.grela@uconn.edu](mailto:bernard.grela@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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | A course in normal language development and language disorders in preschool and school-age children |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SLHS 5376. Language Impairments and Literacy Three credits. Prerequisite: Instructor consent. A research seminar covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective. Open to graduate students in Communication Disorders, others with permission. Recommended preparation: a course in normal language development and language disorders in preschool and school-age children. |
| **Provide proposed title and complete course catalog copy** | SLHS 5376. Language Impairments and Literacy Three credits. Open to graduate students in Communication Disorders, others with permission. Recommended preparation: a course in normal language development and language disorders in preschool and school-age children. Not open for credit to students who have passed SLHS 4376. A research seminar covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective. |
| **Reason for the course action** | Revise to 1) remove instructor consent required and b) add a restriction, "Not open for credit to students who have passed SLHS 4376." |
| **Specify effect on other departments and overlap with existing courses** | This is a modification to an existing course and does not overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | 1. Prevention: a. Recognize the role of oral language in the development of reading, b.Identify the levels of preventing a reading and writing disability, and c. Identify how SLPs work to prevent a reading and writing disability. 2. Assessment: a. Describe how the Simple View of Reading can be used to guide a literacy assessment, b. Identify how the Simple View of Reading can be used to classify reading disabilities, c. Differentiate between the SLP and Special Educator’s role in a literacy assessment, and d. Develop an assessment battery for a child with a reading disability 3. Intervention: a. Identify the SLP’s role as a team member in literacy intervention, b. Identify how an SLP can treat a reading and writing disability, c. Differentiate between the SLP and Special Educator’s role in treatment, and d. Describe various treatment programs used for children with a reading disability or for a child at risk for a reading disability. |
| **Describe course assessments** | Exams, class reflections as written assignments, semester end paper/presentations, small group clinical projects, class participation, and reading assignments. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS5376\_Grauate.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143787&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C461840488df24e1c3fb408d6831f0daa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636840566734511646&sdata=D7xizmVwPGEGP245fLjSxP0sUZMPCiYvmYxBBIzZcvc%3D&reserved=0) | SLHS5376\_Grauate.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Bernard Grela | 01/25/2019 - 13:15 | Submit |  | This is a change to an existing course to drop instructor consent required and to add an restriction, "Not open to for credit to students who have passed SLHS 4376." | | Speech Language and Hearing Services | Lendra Friesen | 01/25/2019 - 18:12 | Approve |  | Jan.25, 2019 | |

SLHS 5376

Language Impairments and Literacy

Speech, Language, and Hearing Sciences (SLHS)

Syllabus

**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:** Language Impairments and Literacy

**Credits:** 3

**Format:** Classroom

**Recommended Preparation:** a course in normal language development and language disorders in preschool and school-age children.

**Professor:** Bernard Grela, Ph.D., CCC-SLP

**Email:** [bernard.grela@uconn.edu](mailto:bernard.grela@uconn.edu) (preferred contact)

**Telephone:** (860) 486-3394

**Office Hours/Availability:** by appointment

Course Materials

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

Texts are available through a local or online bookstore. The UConn Bookstore carries many materials that can be shipped via its online uconn.bncollege.com service.

Required Materials:

Kamhi, A.G., & Catts, H.W. (2012). Language and reading disabilities (3rd Edition). New York: Pearson Education, Inc.

Additional reading material will be available online via HuskyCT.

Course Description

A research seminar covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective.

Course Objectives

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

1. Prevention:
   1. Recognize the role of oral language in the development of reading.
   2. Identify the levels of *preventing* a reading and writing disability.
   3. Identify how SLPs work to prevent a reading and writing disability.
2. Assessment
   1. Describe how the Simple View of Reading can be used to guide a literacy assessment.
   2. Identify how the Simple View of Reading can be used to classify reading disabilities.
   3. Differentiate between the SLP and Special Educator’s role in a literacy assessment.
   4. Develope an assessment battery for a child with a reading disability
3. Intervention
   1. Identify the SLP’s role as a team member in literacy intervention
   2. Identify how an SLP can treat a reading and writing disability
   3. Differentiate between the SLP and Special Educator’s role in treatment.
   4. Describe various treatment programs used for children with a reading disability or for a child at risk for a reading disability.

Course Outline and Calendar

**Module 1:** **SLP’s Role in Literacy** **Week 1**

**Readings:**

American Speech‑Language‑Hearing Association (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents (position statement). Rockville, MD.

American Speech‑Language‑Hearing Association (2001). Knowledge and skills needed by speech-language pathologists with respect to reading and writing in children and adolescents. Rockville, MD.

Connecticut’s Blueprint for Reaching Achievement: available at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320850>

Common Core Standards for English Language Arts available at <http://www.corestandards.org/ELA-Literacy/>

**Module 2:** **Reading Process** **Week 2**

**Readings:**

Kamhi & Catts (2012) chpts 1 & 2

**Module 3:** **Reading Disabilities** **Week 3**

**Readings:**

Kamhi & Catts (2012) chpts 3 & 4 (pgs. 77-80)

Gorman, C. (July 28, 2003). The new science of dyslexia. *Time,* 52-60.

**Module 4: Neurobiology of Reading** **Week 4**

**Readings:**

Kamhi & Catts (2012) chpt 4 (pgs. 80-99)

Pugh, K.R., Einar Menkl, W., Jenner, A.R., et al. (2001). Neurobiological studies of reading and reading disabilities. *Journal of Communication Disorders, 34,* 479-492.

Shaywitz, B.A., Shawitz, S.E., Pugh, K.R., et al. (2002). Disruption of posterior brain systems for reading in children with developmental dyslexia. *Biological Psychiatry, 52,* 101-110.

**Module 5:** **Decoding and Language** **Week 5**

Readings:

Kamhi & Catts (2012) chpt 5

Beck, I.L., & Juel, C. (1995). The role of decoding in learning to read. *Scholastic Red,* 1-12.

Foorman, B.R., Chen, D.T., Carlson, C., Moats, L., Francis, D.J., & Fletcher, J.M. (2003). The necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing: An Interdisciplinary Journal, 16,* 289-324.

**Module 6:** **Reading Comprehension and Language** **Week 6**

**Readings:**

Kaderavek, J.N., & Sulzby, E. (2000). Narrative production by children with and without specific language impairment: Oral narratives and emergent reading. *Journal of Speech, Language, and Hearing Research, 43,* 34-49.

Kamhi & Catts (2012) chpts 6 (pgs. 146-152) & 7 (pgs. 163-186)

Stadler, M.A., & Cuming Ward, G. (2005). Supporting the narrative development of young children. Early Childhood Education Journal, 33, 73-80.

**Module 7:** **Assessing Reading**

* **Decoding** **Week 7**

**Readings:**

Manis, F.R. & Keating, P. (2005). Speech perception in dyslexic children with and without language impairments. In Catts, H.W., & Kamhi, A. G. (Eds) *The connection between language and reading disabilities* (pp. 77-99), Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

* **Comprehension Week 8**

**Readings:**

Kamhi & Catts chpts 6 (pgs. 146-152) & 7 (163-186)

Landi, N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistic Compass, 11e12234.* https://doi.org/10.1111/Inc3.12234.

**Module 8: Intervention**

* **Schools and Response to Intervention Week 9**

**Readings**:

Cortiella, Candice (2006). A parents guide to response-to-intervention. *National Center for Learning Disabilities*.

Jackson, S., Pretti-Frontczak, K., Harjosola-Webb, S., Grisham-Brown, J., & Romani, J.M. (2009). Response to intervention: Implications for early childhood professionals. *Language, Speech, and Hearing Services in Schools, 40*, 424-434.

Justice, L.M. (2006). Evidence-based practice, response to intervention, and the prevention of reading difficulties. *Language, Speech, and Hearing Services in Schools, 37*, 284-297.

Ukrainetz, T.A. (2006). The implications of RTI and EBP for SLPs: Commentary on L.M. Justice. *Language, Speech, and Hearing Services in Schools, 37*, 298-303.

* **Decoding Week 10**

**Readings:**

Catts & Kamhi (2012) Chpts 5 (pgs. 122-140)

Gillon, G.T. (2005). Facilitating phoneme awareness development in 3- and 4-year-old children with speech impairment*, Language, Speech, and Hearing Services in Schools, 36,* 308-324.

Pokorni, J.L., Worthington, C.K., Jamison, P.J. (2004). Phonological awareness intervention; Comparison of Fastforword, Earobics, and LiPS. The Journal of Educational Research, 97, 147-157.

Stahl, S.A. (2003). Teaching phonics and phonological awareness. In S.B. Neuman and D.K. Dickinson (Eds.) *Handbook of early literacy research* (pp. 333-347). New York: The Guillford Press.

Swanson, T.J., Hodson, B.W., & Schommer-Aikins, M. (2005). An examination of phonological awareness treatment outcomes for seventh-grade poor readers from a bilingual community. *Language, Speech, and Hearing Services in Schools, 36,* 336-345.

* **Reading Comprehension Week 11**

**Readings**

Kamhi & Catts (2012) chpts 6 (pgs. 152-159) & 7 (pgs. 186-224)

**Landi,** N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and Linguistics Compass, 11,* 1-24 https://doi.org/10.1111/lnc3.12234

**Module 9:** **Spelling/Writing Wee**

**Readings:**

Catts & Kamhi chpts. 9 & 10

Course Requirements and Grading

The grading system for the semester is based upon a 350 point scale. Assignments will consist of 1) a research project examining some component of literacy as it relates to children with language impairments (100 points), 2) 5 personal reflections from course content (50 points), 3) one take home midterm exam (100 points), 4) one group project on assessment planning, and 5) participation in class (50 points).

Summary of Course Grading:

| **Course Components** | **Weight** |
| --- | --- |
| Component A | 100 points |
| Component B | 50 points |
| Component C | 100 points |
| Component D | 50 points |
| Component E | 50 points |

Component A

Semester End Project: A project examining evidence based research for a particular topic area related to a language/literacy disorder and its effective treatment. Since this is a research based project only articles from refereed journals and primary source books can be used. No web-based references or textbooks will be allowed. However, textbooks may be used to assist you in finding primary sources of information. Your grade will be based on a thorough search of the literature, evaluation of research, integration of research, integration/synthesis of your own ideas, use of APA format, and appropriate grammar/spelling. If you need assistance with ideas, please come talk to me. You will submit a poster-like product for grading and will present your results in the form of a poster session during the assigned finals period to your peers.

Component B

Class Reflections: Following any class period throughout the semester, you will write 5 reflection papers from class lectures/activities (1-2 pages maximum) that describe how you would use the information covered in 5 classes (readings, discussions, lectures) of your choice to help you professionally when working with individuals with reading disabilities. Your reflections will be graded on integration and synthesis of material covered in class, your own ideas, and use of appropriate grammar/spelling. Each reflection will be worth 10 points.

Component C

Exam: There will be one midterm exam. The questions will be taken from materials read for class and outside reading if necessary to answer the questions. The answers might not be found directly in the reading materials, but you are expected to extrapolate and integrate information from the readings. Exams will be graded for accuracy of response, integration of information, content, and grammar.

**Component D**

This is a small group project where you will be given a particular case description where you will design and provide a rationale for each component of an assessment for a child at risk for a reading disability or for a child with a suspected reading disability. You will design an assessment battery to help you determine the child’s area(s) of deficit.

Component E

Participation: Active participation in class is required. This means that readings must be completed before the class and students must participate in classroom discussions. Being unprepared or missing a class without prior approval will result in a reduction of the number of points you receive. This will also include completion of in class activities.

Grading Scale:

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 337-350 | A+ | 4.3 |
| 329-336 | A | 4.0 |
| 315-328 | A- | 3.7 |
| 304-314 | B+ | 3.3 |
| 294-313 | B | 3.0 |
| 280-293 | B- | 2.7 |
| 269-279 | C+ | 2.3 |
| 259-268 | C | 2.0 |
| 245-258 | C- | 1.7 |
| <245 | F | 0.0 |

Due Dates and Late Policy

*The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Late Policy:** In the event that the take home exam and/or the paper cannot be turned in on time, it is up to the student to inform the instructor in advance. The instructor reserves the right to deduct 5 points from the assignment for each day it is late.

Feedback and Grades

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

Student Responsibilities and Resources

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

Student Code

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

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [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/about/get-help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/) (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](http://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:

* [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) with HuskyCT provides a guide to technical and academic assistance.

Students with Disabilities

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

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

(add additional items as needed)

This course is facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with 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.

(add additional skills as needed)

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.

ASHA Standards

Course Number: SLHS 5376

Course Title: Language Impairments and Literacy

Instructor: Bernard Grela, Ph.D., CCC-SLP

Semester: Spring 2019

American Speech-Language-Hearing Association (ASHA)

[Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) Addressed in this Course

IV-C/D Disorder Area

Receptive & Expressive Language

Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired Upon Course Completion

The student will demonstrate knowledge of risk factors, prevention, philosophies/styles of assessment, and philosophies/styles of intervention for children with language impairments and reading problems.

Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies

Written Assignment

Reading and Participation

Opportunities for Remediation

If criteria for successful demonstration of the level of knowledge/skills expected upon completion of this class are not achieved in the first assessment, the remediation option available is for the student to repeat this class one time in an attempt to receive a passing grade.

**2019-08 COGS Revise Major (guest: William Snyder)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 2 January 2019

2. Department or Program: Cognitive Science Program

3. Title of Major: Cognitive Science

4. 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:

* Adding (5) new course options under 'Advanced Courses' (ANTH 3405, PSYC 2208, PSYC 2209, SLHS 2203, SLHS 4123);
* Within 'Advanced Courses', adjusting for split of PHIL 2210/W 'Metaphysics and Epistemology' into PHIL 2208/W 'Epistemology' and PHIL 2210/W 'Metaphysics'.

# Existing Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3250; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501; SLHS 4245/W

Research Courses (6 credits)

**Statistics** *(one of the following for at least 3 credits):* PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q *(Calculus level).*

**Research Methods** *(one of the following for at least 3 credits):* ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits)

* CSE 2300W, 2500, 3500a, 3502a, 3802;
* LING 3310Qa, 3410Qa, 3511Qa;
* MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412
* PHIL 2211Q, 3214

Advanced Courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

* ANTH 3200; CSE 3500a, 3502a, 4095;
* LING 3310Qa, 3410Qa, 3511Qa; 3610W;
* PHIL 2210/W, 2212/W, 3241, 3247/W, 3249W, 3256/W;
* PNB 3251;
* PSYC 2200, 2400, 2500, 3100/W, 3440, 3470/Wb, 3500, 3501, 3502;
* SLHS 2204, 4254/W

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors’ approval.

# Proposed Catalog Description of Major

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3250; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501; SLHS 4245/W

Research Courses (6 credits)

**Statistics** *(one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level).*

**Research Methods** *(one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552*

Formal Systems Courses (3 credits)

* CSE 2300W, 2500, 3500a, 3502a, 3802;
* LING 3310Qa, 3410Qa, 3511Qa;
* MATH 2210Q, 2410Q, 3160, 3210, 3230, 3412
* PHIL 2211Q, 3214

Advanced Courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

* ANTH 3200, 3405; CSE 3500a, 3502a, 4095;
* LING 3310Qa, 3410Qa, 3511Qa; 3610W;
* PHIL 2208/W, 2210/W, 2212/W, 3241, 3247/W, 3249W, 3256/W;
* PNB 3251;
* PSYC 2200, 2208, 2209, 2400, 2500, 3100/W, 3440, 3470/Wb, 3500, 3501, 3502;
* SLHS 2203, 2204, 4123, 4254/W

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

b PSYC 3470 is a variable topics course and may only be counted toward the major with advisors’ approval.

# Justification

1. Reasons for changing the major:

The requested changes all concern the 'Advanced Courses' section of the major, which is a restricted elective. Students in the major are required to take at least 12 credits of coursework from this section, and the courses must come from at least 3 different departments.

First, we are adding (5) new course options, in response to requests from the Cognitive Science Steering Committee's representatives from the departments offering these courses:

ANTH 3405 'Religion and Mind',

PSYC 2208 'Sensory Systems Neuroscience',

PSYC 2209 'Learning and Memory: From Brain to Behavior',

SLHS 2203 'Anatomy and Physiology of Speech and Hearing' and

SLHS 4123 'Bilingualism in Typical and Atypical Populations: Language and Cognition'.

Second, at the request of the Philosophy Department's representative to the Steering Committee, we are splitting an existing option under 'Advanced Courses', namely the old PHIL 2210/W 'Metaphysics and Epistemology', into the following pair of courses that replaced it:

PHIL 2208/W 'Epistemology', and

PHIL 2210/W 'Metaphysics'.

2. Effects on students:

Students in the major will have a greater number of options within the 'Advanced Courses' elective.

3. Effects on other departments:

In some cases there may be a modest increase in course enrollments. The departments that could be affected (Anthropology, Psychology, Philosophy, and SLHS) are aware of this and are in favor of it.

4. Effects on regional campuses:

None of which we are aware

5. Dates approved by

    Department Curriculum Committee:

Changes were discussed and (where necessary) approved at a meeting of the Cognitive Science Steering Committee on December 12th, 2018. (Some of the changes had already been authorized at earlier meetings.)

    Department Faculty:

(Not applicable, for the Cognitive Science Program)

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

Prof. William Snyder (Director of Undergraduate Studies in Cognitive Science), (860) 486-0157, william.snyder@uconn.edu

**2019-09 COGS Revise Minor (guest: William Snyder)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 13 January 2019

2. Department or Program: Cognitive Science Program

3. Title of Minor: Cognitive Science

4. 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: We wish to remove ANTH 3002 from the list of options in Area B of the Cognitive Science Minor.

# Existing Catalog Description of Minor

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than two courses may be counted from any one department.

1. Cognition: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501
2. Language: ANTH 3002 or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500
3. Perception: PHIL 3256/W; PSYC 3501, 3502
4. Development: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W
5. Neuroscience: PHIL 3249W; PNB 3251; PSYC 2200; SLHS 4245W
6. Formal Systems: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. William Snyder, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 350.

# Proposed Catalog Description of Minor

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. COGS 2201 is required, plus four additional courses coming from at least three areas (A through F). No more than two courses may be counted from any one department.

1. Cognition: ANTH 3250; CSE 4705; PHIL 3247/W, 3250/W; PSYC 2500, 2501
2. Language: ~~ANTH 3002~~ or LING 3610W; LING 2010Q; PHIL 3241; PSYC 3500
3. Perception: PHIL 3256/W; PSYC 3501, 3502
4. Development: PSYC 2400; PSYC 3470/W or SLHS 2204; SLHS 4254/W
5. Neuroscience: PHIL 3249W; PNB 3251; PSYC 2200; SLHS 4245W
6. Formal Systems: CSE 2500, 3502; LING 3310Q, 3410Q, 3511Q; PHIL 2211Q, 3214

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. William Snyder, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 350.

# Justification

1. Reasons for changing the minor:

The Cognitive Science Steering Committee's representative from the Anthropology Department (Prof. Dimitris Xygalatas) has asked for ANTH 3002 'Culture, Language, and Thought' to be removed from the list of options under Area B of the Cognitive Science minor, because the course is no longer being offered on a regular basis.

2. Effects on students:

Students pursuing the minor will benefit, because in some cases these students have been waiting for ANTH 3002 to be offered, rather than selecting a course that would *actually* be offered during their undergraduate career.

3. Effects on other departments:

We do not foresee any.

4. Effects on regional campuses:

We do not foresee any.

5. Dates approved by

    Department Curriculum Committee:

This change was discussed and approved at a meeting of the Cognitive Science Steering Committee on November 9th, 2018.

    Department Faculty:

(Not applicable, for the Cognitive Science Program)

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

Prof. William Snyder (Director of Undergraduate Studies in Cognitive Science), (860) 486-0157, william.snyder@uconn.edu

**2019-10 EVST 1000E Revise Course (guest: Sara Tremblay)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9604 |
| **Request Proposer** | Atkinson-Palombo |
| **Course Title** | Introduction to Environmental Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Environmental Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | EVST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Environmental Studies |
| **Course Subject Area #2** | EVST |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Environmental Studies |
| **Reason for Cross Listing** | Environmental Studies is offered in both Colleges |
| **Course Title** | Introduction to Environmental Studies |
| **Course Number** | 1000 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Carol Atkinson-Palombo |
| **Initiator Department** | Geography |
| **Initiator NetId** | caa07006 |
| **Initiator Email** | [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@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** | Yes |
| **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** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 120 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 x 50 minute lectures and 1 50 minute discussion session per week |

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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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Not sufficient resources currently available to do in person courses, but students may take the course via webcast, starting in Fall 2019, and also online during the Summer, beginning in 2020. |
| **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** | EVST 1000. Introduction to Environmental Studies Three credits. Interdisciplinary survey of relationships between humans and nature; investigation of specific environmental themes and contemporary issues. CA 2. |
| **Provide proposed title and complete course catalog copy** | EVST 1000E. Introduction to Environmental Studies Three credits. Interdisciplinary survey of relationships between humans and nature; investigation of specific environmental themes and contemporary issues. CA 2. |
| **Reason for the course action** | To have the course designated as satisfying Environmental Literacy |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | KEY LEARNING OBJECTIVES Understand fundamental concepts of environmental studies which include: \* Linkages between the global and the local; \* The constraints that exist for achieving “optimal” solutions to environmental problems; \* The interplay between perspectives, issues, and institutions In addition, students should be able to: \* Apply interdisciplinary perspectives to the analysis of environmental frameworks. \* \* Analyze environmental problems using multiple theories and frameworks. \* Understand policy analysis using the Adoption, Implementation, Impact framework. \* Understand the ways individual choices have implications beyond their local setting |
| **Describe course assessments** | Midterm exam 30% Final exam 30% Weekly section quizzes 30% Discussion participation 10% |
| **General Education Goals** | The course has been designed to introduce students to the Environment, broadly defined, and the complex recursive interactions between people and the natural environment. It serves as an introductory class for Environmental Studies, but because the material provides a broad overview of contemporary environmental issues such as climate change, it may be of general interest to students in all majors. |
| **Content Area: Social Sciences** | The emphasis on human-environmental interactions--rather than on the science of environmental issues--places this course squarely in the social sciences realm. Topics such as environmental values, attitudes, and perceptions and the linkages between science, media, and public policy, speak directly to the criteria for Content Area 2 courses. |
| **Environmental Literacy** | This course's focus on human-interactions from a wide variety of perspectives means that it meets all of the EL criteria. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [EVST 1000 Introduction to Environmental Studies.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140104&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2a6be935b0934cbbdc2508d653c32977%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636788495014602728&sdata=d79XHDI0gz6W1dmOUhn%2BuHcLHZT84VFiS1nPIvi3870%3D&reserved=0) | EVST 1000 Introduction to Environmental Studies.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carol Atkinson-Palombo | 11/25/2018 - 11:58 | Submit |  | The addition of EL designation was approved by the Advisory Board at meeting on 11/12 | | Environmental Studies | Carol Atkinson-Palombo | 11/26/2018 - 11:49 | Approve | 11/12/2018 | Approved to add EL | | Environmental Studies | Carol Atkinson-Palombo | 11/26/2018 - 11:51 | Approve | 11/12/2018 | Approved to add EL designation | |

**EVST 1000 Introduction to Environmental Studies**

Fall 2017 MW 10:10-11:00 AUST 110(and discussion sections as below)

Professor Wayne Franklin

AUST 225; phone 486-3570

Office Hours: MW 1:00-2:30 and by appointment

email: wayne.franklin@uconn.edu

There are three books for this course, ordered through the UConn bookstore:

*Environment: An Anthology*, ed. by Adelson, Engell, Ranalli, and Van Anglen. Yale UP, paper, 9780300110771.

Rachel Carson, *Silent Spring*. Houghton Mifflin, paper, 9780618249060.

Wendell Berry, *The Unsettling of America*. Counterpoint, paper, 9781619025998.

The course will be organized in a lecture/discussion format. In addition to attending the lectures (MW 10:10-11:00), each student has been registered in a discussion section, to be run by Neil Oculi, graduate assistant in the Geography Department. If you have a question about which discussion you are registered for, please consult Student Admin first and then either Neil or me.

Here are the details of the four discussion sections:

EVST 1000-001D F 10:10-11:00 E2 321

EVST 1000-002D F 11:15-12:05 LH 107

EVST 1000-003D W 12:20-1:10 RHBA 101

EVST 1000-004D W 12:25-2:15 E2 322

The scope of this course can be succinctly defined: it will provide a strongly interdisciplinary overview of environmental issues and a variety of ways of thinking about them. Our process will be to read through *Environment: An Anthology* in the order indicated in the syllabus (where it is abbreviated as *ENV*; we will read about 30-40 pages per class session, so please keep up!). Interspersed with these selections, beginning in about three weeks, we will begin to read the books by Rachel Carson, a marine biologist and writer whose *Silent Spring* (1962; *SS*) is heralded by many as exerting a formative influence on the founding of the American Environmental movement, and then by Wendell Berry (an accomplished poet, novelist, farmer, and environmental activist), whose *Unsettling of America* (1977; *UA*), written at a time when that movement was achieving its first victories, effected a deep critique of agriculture and its place in the U.S. economy and culture. Both Carson and Berry are represented in the selections in *ENV*—indeed, the book as a whole is dedicated to Carson’s memory. But both writers, of wide influence in various fields, will repay fuller treatment in the course.

Please note that *ENV* provides (pp. 889-896) a list of **web references** that supplement items in the text. From time to time, some of the addresses may change or be relocated. Let me know of trouble you may have locating the resources.

The main text is organized into two large parts—**“Concepts and Case Studies”** (13-350) and **“Foundational Disciplines and Topics”** (351-856)—plus a brief **“Coda”** (857-888). The four editors argue that reading the contents in a straightforward manner, from start to finish, may be the “*worst* way to use this book” (6). They therefore provide (on pp. xxiii-xviii) an alternative map of the **“Interconnections”** between the more theoretically inclined first part and the more pragmatically engaged second part. I am not entirely convinced by their argument. I think that a far‑reaching consideration of larger issues, followed by study of how different disciplines and perspectives address them, is in fact more suitable for a course of this sort. We therefore will proceed from beginning to end. But we shall consider from time to time the sorts of interconnections the editors map out. You may find the “Interconnections” map of particular use as a self-guided learning aide, a means of tracing out the rich linkages that make up the interdisciplinary heart of Environmental Studies. And, more importantly, the two additional books we will read, portions of which are spaced out among the assignments from *ENV* rather than added on at the end, will suggest useful interconnections and contrasts of our own as we proceed.

Students will be expected to successfully manage several tasks:

* Understand fundamental concepts of environmental studies. These include:
* Linkages between the global and the local;
* The constraints that exist for achieving “optimal” solutions to environmental problems;
* The interplay between perspectives, issues, and institutions.
* Apply interdisciplinary perspectives to the analysis of environmental frameworks. One discipline or approach doesn’t cover everything! **Really. . .**
* Analyze environmental problems using multiple theories and frameworks.
* Understand policy analysis using the Adoption, Implementation, Impact framework.
* Understand the ways individual choices have implications beyond their local setting.

**Grading (sections 1-4):**

Midterm exam 30%

Final exam 30%

Weekly section quizzes 30%

Discussion participation 10%

**Expectations:** Everyone is encouraged to attend all classes and discussions sessions, as any material presented in class or discussed in your section may be on the exam. **Quizzes** will be administered at the beginning of your discussion section each week.

**Readings**

M 8/28 First meeting—Intro to Course

W 8/30 *ENV* 1-49 Introductory remarks and Concept/Case Study 1: “Climate Shock”

**M 9/4 No class Labor Day**

W 9/6 *ENV* 50-82 Concept/Case Study 2: “Species in Danger: Three Case Studies”

M 9/11 *ENV* 83-116 Concept/Case Study 3: “Nuclear Power: Three Mile Island, Chernobyl, and the Future”

W 9/13 *ENV* 117-137 Concept/Case Study 4: “Biotechnology and Genetically Manipulated Organisms: *Bt* Corn and the Monarch Butterfly”; *SS* 1-37

M 9/18 *ENV* 138-171 Concept/Case Study 5: “Paradox of Sustainable Development”; *SS* 39-61

W 9/20 *ENV* 172-213 Concept/Case Study 6: “Deforestation”; *SS* 63-100

9/21 **Teale series event**: Joel Berger, Cox Chair of Conservation Biology, Colorado State University. Details forthcoming.

M 9/25 *ENV* 213-247 Concept/Case Study 7: “War and Peace: Security at Stake”; *SS* 103-127

W 9/27 *ENV* 248-279 Concept/Case Study 8: “Globalization is Environmental”; *SS* 129-152

M 10/2 *ENV* 280-310 Concept/Case Study 9: What is Wilderness and Do We Need It?”; *SS* 155-172

W 10/4 *ENV* 311-361 Concept/Case Study 10: The Urban Environment: Calcutta and Los Angeles”; *SS* 173-184

M 10/9 *ENV* 362-411 Biological Interactions 1: “Biodiversity and Conservation Biology”; *SS* 187-198

10/9 **Teale Series event**: John Holden, senior advisor to Obama on science and technology issues (2009-2017); Environmental Policy, Harvard. “Science and Environment in the White House: What Obama Did. What Trump is Doing. What We can Do.” 4:00 PM Student Union Theater.

W 10/11 *ENV* 412-448 Biological Interactions 2: “Soil and Agriculture”; *SS* 199-216

M 10/16 *ENV* 449-491 Biological Interactions 3: “Air and Water”; *SS* 219-243

W 10/18 *ENV* 492-530 Biological Interactions 4: “Energy”; *SS* 245-261

10/19 **Teale series event**: Emily Bernhardt, Professor of Biology, Duke University

“Mining the Mountains: the Environmental Legacies of Coal Mining in Appalachia”

Details forthcoming.

M 10/23 *ENV* 531-559 Biological Interactions 5: “Toxicology”; *SS* 263-297

W 10/25 *ENV* 560-593 Human Dimensions 1: “The Inner Life”; *UA* 5-29

M 10/30 *ENV* 594-621 Human Dimensions 2: “Ethics, Philosophy, Gender”; *UA* 31-52

W 11/1 *ENV* 622-648 Human Dimensions 3: “Poetry”

M 11/6 *ENV* 649-675 Human Dimensions 4: “History and the Environment”; *UA* 55-84

W 11/8 *ENV* 676-703 Human Dimensions 5: “Nature Writing”; *UA* 85-145

11/9: **Teale series event**: Jeffrey S. Cramer, Curator of Collections, Walden Woods Project’s Thoreau Institute Library, Concord, MA. “Thoreau as Activist: Writing to Save the World.” Details forthcoming.

M 11/13 *ENV* 704-745 Social Connections 1: “Politics and Public Policy”; *UA* 147-173

W 11/15 *ENV* 746-773 Social Connections 2: “Law and Environmental Justice”; *UA* 175-234

**11/20-24 No classes Thanksgiving break**

M 11/27 *ENV* 774-806 Social Connections 3: “Economics”

W 11/29 *ENV* 807-830 Social Connections 4: “Human Population”

M 12/4 *ENV* 831-858 Social Connections 5: “Anthropology”

W 12/6 *ENV* 859-888 Coda: “Conviction and Action” (Last lecture)

Plagiarism and cheating are grounds for failure in this course and for a report to the proper institutional offices. I follow this policy statement: “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).  (<http://www.dos.uconn.edu/student_code_appendixa.html>)”

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. 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 <http://www.csd.uconn.edu>.

This course carries General Education credit for Content Area 2, Social Sciences. Here follow the general criteria such courses are designed to follow:

**Group Two – Social Sciences**

**Definition of Social Sciences for General Education:**

The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.

**Criteria:**

Courses appropriate to this category must meet all of the following criteria:

1. Introduce students to theories and concepts of the social sciences.

2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

**2019-11 EVST Revise Minor (guest: Sara Tremblay)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 12/11/18

2. Department or Program: Environmental Studies

3. Title of Minor: Environmental 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: Add courses

# Existing Catalog Description of Minor

Environmental Studies focuses on the interaction between humans and the environment. The Environmental Studies Minor is an interdisciplinary (humanities, social sciences, and biophysical sciences) program for students interested in environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student’s major.

### Introductory Courses

All students must take EVST 1000. NRE 1000 and BIOL 1102 are recommended.

### Core Courses

(9 credits) All minors must take one course from each core area. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements.

#### Humanities Core

PHIL 3216; HIST 3540 or 3542; ENGL 3240 or 3715; or JOUR 3046.

#### Social Sciences Core

ARE 3434 or 4462 or ECON 3466; NRE 3000; NRE 3245; POLS/EVST 3412.

#### Natural Science Core

AH 3175, EEB 2208, GEOG 3400, GSCI 3010; NRE 4170.

### Additional requirements for the minor

In addition, Environmental Studies minors must take six credits of electives at the 2000 level or above, as approved by the program director or academic advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total credits (2000 level or above): 15 credits.

Students may also incorporate off campus study with the minor advisor’s approval, such as internships, Biosphere, or Education Abroad.

The minor is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources. For more information, please contact Sara K. Tremblay, M.S., Environmental Sciences & Environmental Studies Programs (860) 486-5218

# Proposed Catalog Description of Minor

Environmental Studies focuses on the interaction between humans and the environment. The Environmental Studies Minor is an interdisciplinary (humanities, social sciences, and biophysical sciences) program for students interested in environmental problems on a local, national, and global level. This minor provides students the opportunity to focus their related area and/or electives on environmental issues. None of the courses in the minor can be used within the student’s major.

### Introductory Courses

All students must take EVST 1000. NRE 1000 and BIOL 1102 are recommended.

### Core Courses

(9 credits) All minors must take one course from each core area. Additional core courses in a single category can be applied to the additional minor requirements beyond the core requirements.

#### Humanities Core

PHIL 3216/W; GERM 2400; HIST/MAST 2210; HIST 3540 or 3542; ENGL 3240 or 3635 or 3715; or JOUR 3046.

#### Social Sciences Core

ARE 3434 or 4462 or ECON 3466; GEOG 2400 or 3350; NRE 3000; NRE 3245; POLS/EVST 3412; SOCI 2701 or 2709.

#### Natural Science Core

AH 3175, EEB 2208, GEOG 3400, GSCI 3010; NRE 4170.

### Additional requirements for the minor

In addition, Environmental Studies minors must take six credits of electives at the 2000 level or above, as approved by the program director or academic advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

Total credits (2000 level or above): 15 credits.

Students may also incorporate off campus study with the minor advisor’s approval, such as internships, Biosphere, or Education Abroad.

The minor is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources. For more information, please contact Sara K. Tremblay, M.S., Environmental Sciences & Environmental Studies Programs (860) 486-5218

# Justification

1. Reasons for changing the minor: Adding course options to reflect additions in the major.

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 11/12/18

    Department Faculty: 11/12/18

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

Sara Tremblay

860-486-5218

sara.tremblay@uconn.edu

**2019-12 PHYS 1230 Revise Course (guest: Belter Ordaz)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10640 |
| **Request Proposer** | Ordaz Mendoza |
| **Course Title** | General Physics Problems |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | General Physics Problems |
| **Course Number** | 1230 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are revising a couse |

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| **CONTACT INFO** | |
| **Initiator Name** | Belter E Ordaz Mendoza |
| **Initiator Department** | Physics |
| **Initiator NetId** | beo09002 |
| **Initiator Email** | [belter.ordaz@uconn.edu](mailto:belter.ordaz@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** | 54 |
| **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** | PHYS 1202Q and MATH 1132Q both of which may be taken concurrently |
| **Corequisites** | PHYS 1202Q and MATH 1132Q both of which may be taken concurrently |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed PHYS 1401Q, PHYS 1501 Q or PHYS 1601Q |
| **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** | Storrs campus has the resources to offer this course. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PHYS 1230. General Physics Problems Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1501Q or 1601Q. Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q. |
| **Provide proposed title and complete course catalog copy** | Phys1230. General Physics Problems Three credits. Prerequisite: PHYS 1202Q and MATH 1132Q, both of which may be taken concurrently. Not open for credit to students who have passed PHYS 1401Q, 1501Q or 1601Q. Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202Q and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q–1402Q or PHYS 1501Q-1502Q |
| **Reason for the course action** | We are streamlining our course offerings by combining current PHYS 1230 and PHYS 1530 into a single course. Both of the current courses serve the same function, and there is no longer a need to duplicate. Students taking PHYS 1230 will learn calculus-based problem-solving skills equivalent to PHYS 1401Q–1402Q or PHYS 1501Q-1502Q students. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments as we are combining current PHYS 1230 and PHYS 1530 into a single course. |
| **Please provide a brief description of course goals and learning objectives** | To solve calculus-based physics problems equivalent to PHYS 1401Q-1402Q and PHYS 1501Q-1502Q. To develop critical thinking skills equivalent to PHYS 1401Q-1402Q and PHYS 1501Q-1502Q. |
| **Describe course assessments** | In-class exams, hands-on learning activities and solve problems. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Phys 1230 Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143700&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f5b2c1aaf1b4f5c732508d6824489f4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839628219421141&sdata=o1DpLt%2Bny5dk3U3zRXf5etlfOCo%2Bnl4LiNW64eaaEuU%3D&reserved=0) | Phys 1230 Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Belter E Ordaz Mendoza | 01/24/2019 - 11:42 | Submit |  | Redesign of an existing course | | Physics | Vernon F Cormier | 01/24/2019 - 14:08 | Approve | 21/01/2019 | Redesign of an existing course | |

**PHYS1230: General Physics Problems**

**Fall 2019**

Department of Physics, University of Connecticut

**COURSE SYLLABUS**

**Course Description:** Problems, emphasizing applications of calculus, dealing with topics in general physics. Intended for those students who have taken or are taking PHYS 1202 and who desire to have a calculus-based physics sequence equivalent to PHYS 1401Q-1402Q or PHYS 1501Q-1502Q

|  |  |
| --- | --- |
| **Contact information:** | **Locations & Times** |
| **Instructor:** Belter Ordaz  **Office:** GW-219 | **Term:** Fall 2019  **Class Meetings:** |
| **E-mail:** belter.ordaz@uconn.edu |  |
| **Phone:** (860) 486-2903 |  |
|  |  |

**General Course Information**

Announcements, syllabus, lecture notes, grades and other relevant course information will be posted on HuskyCT, found at <http://lms.uconn.edu> which should be visited on a regular basis.

**Course Materials**

# *MasteringPhysics* Access Code (Required): Can be purchased directly at <https://www.pearson.com/mastering>. There is a 14-day free trial that can be used on the website.

* i>clicker remote (Required): Purchase at UConn bookstore, if you don’t have a clicker already.
* Recommended Textbook: **University Physics** by H. D. Young and R. A. Freedman, 14th edition (2015). You can purchase access to e-text or a hard copy of it.

The older 13th edition (2011) is available at online retailers for a fraction of the cost of current edition and should be completely adequate.

**A free alternative is OpenStax project, and can be accessed online and downloaded free of charge at:**

[**https://openstax.org/details/books/university-physics-volume-1**](https://openstax.org/details/books/university-physics-volume-1) **(Mechanics, Fluids & Waves)**

[**https://openstax.org/details/books/university-physics-volume-2**](https://openstax.org/details/books/university-physics-volume-2) **(Electricity & Magnetism)**

**MasteringPhysics Course Access Key**

The code you will need to register for the course on the *MasteringPhysics* website is **ordaz#####**. Your student identifier used to register should be your netID (your netID has three letters followed by 5 numerical digits).

**Grading Distribution Grading Scheme**

|  |  |
| --- | --- |
| Grade Component | Weight |
| Pre-lecture Quizzes | 5% |
| Clickers/Class Participation | 5% |
| Homework | 15% |
| Worksheets | 10% |
| Midterms 1 & 2 | 20% each |
| Final Exam | 25% |
|  | 100% |

| Grading Scale (%) | | |
| --- | --- | --- |
| 93-100 |  | A |
| 90-92 |  | A- |
| 87-89 |  | B+ |
| 83-86 |  | B |
| 80-82 |  | B- |
| 77-79 |  | C+ |
| 73-76 |  | C |
| 70-72 |  | C- |
| 67-69 |  | D+ |
| 63-66 |  | D |
| 60-62 |  | D- |
| 0 - 59 |  | F |

**Class Participation and Questions Using i>clicker**

**If this is the first course where you are using an i>clicker, or if you recently purchased an i>clicker remote (used or new), it must be registered using the link provided in the HuskyCT course page**.

Clicker scoring is as follows: Incorrect answers to general conceptual questions are given 1.0 point for participation. Correct answers are given an additional 1.0 point, for a total of 2.0 points. Students answering all but one of the questions during each session are given an additional 1.0 participation point for the day. To account for excused absences or other reasons, grading will be based on a maximum of **80%** of the maximum accumulated score. **Example 1**: If the maximum number of available clicker points is 267, 80% of this is 213.6. Anyone with an accumulated score ≥ 213.6 will receive full credit for clickers (5 points in the final course grade). **Example 2:** A person with an accumulated score of 190 in the same course would receive (190/213.6) x 5 = 4.45 points in the final course grade.

**MasteringPhysics: Late Homework Assignment Policy**

* 3.5% late penalty over each day late for a maximum of 12 days late

Every student has the right to request **one late assignment submission** to be graded at full credit, no questions asked. If you would like to request a late submission, simply e‐mail me informing me: 1) class and section number, 2) assignment and 3) the date you would like to submit it at. Student access to *MasteringPhysics* ends on the day of your final exam, to allow for final exam studying. **No late homework submissions, however, will be accepted after Friday, December X, 2019**; there will be no exceptions.

**No late submission will be accepted on pre-lecture Quizzes**

**Calculator Policy:**

No programmable calculators or other device that connects to the internet or another person can be used during exams. Students caught violating this policy should expect to receive the maximum punishment allowed by the University, including (but not limited to) receiving an F on the exam, failing the course, and being referred for further disciplinary action.

**Exams**

Exams will be a combination of conceptual, symbolic and numerical problems, and will test how you apply your knowledge to solve problems. You may bring **one** handwritten or typed (**no photocopies**) letter size (8.5” x 11”) formula sheet (single-sided) to each exam (two-sided for final exam**). It must contain your name at the top, be turned in with your exam paper and cannot contain solutions to assignments or other problems.**

Missing a midterm exam should not be taken lightly, and will only be justified under extraordinary circumstances. You are required to offer extensive documentation to verify your situation, and if your case is approved, you will be offered a solution to make up the missed grade.

**No extra credit will be given under any circumstance**

**Final Exam**

**The final exam is cumulative and mandatory.** The scheduling of final exams is done by the University, not by your individual instructor or department.

Final exam week for Fall 2018 takes place from Monday, December 10th through Sunday, December 16th, 2018. 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 **Dean of Students 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 Dean of Students Office with any questions. Thank you in advance for your cooperation.

**Reasonable Accommodations**

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** located at Wilbur Cross Building, Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

**Cell Phone Policy** – As a courtesy to your instructor and your classmates, please make sure that your cell phone is turned completely off before class. If you are expecting an urgent phone call, then please place the phone in a silent mode.

**Tentative Lecture and Exam Schedule (subject to change)**

|  |  |
| --- | --- |
| **Week #** | **Topics** |
| 1 | Vectors, 1D Kinematics, 2D Kinematics / Ch. 1-3 |
| 2 | Newton’s Laws & Applications / Ch. 4 & 5 |
| 3 | Work & Kinetic Energy / Ch. 6 |
| 4 | Potential Energy & Energy Conservation / Ch. 7 |
| 5 | Momentum & Collisions / Ch. 8 |
| 6 | Rotational Dynamics / Ch. 9 & 10 |
|  | **First Exam** |
| 7 | Periodic Motion / Ch. 14 |
| 8 | Mechanical Waves & Sound / Ch. 15 & 16 |
| 9 | Electric Charge & Electric Field / Ch. 21 & 22 |
| 10 | Electric Potential / Ch. 23 |
| 11 | Capacitance & Dielectrics / Ch. 24 |
|  | **Second Exam** |
| 12 | Magnetic Field & Magnetic Forces / Ch. 27 |
| 13 | **Thanksgiving Break** |
| 14 | Sources of Magnetic Field / Ch. 28 |
| 15 | The Nature of Light / Ch. 33 |
| **16** | **Final Exam: TBD** |

1. **University and Course Policies**

**Academic Integrity & Academic Misconduct**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. 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, 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. A more complete description of the zero-tolerance policy on academic misconduct can be seen at <http://community.uconn.edu/academic-integrity-undergraduate-faq/>.

A 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 remedies described in The Student Code: <http://community.uconn.edu/the-student-code-appendix-a/>.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

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/).

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or 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.  Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course.  **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.**

**2019-13 PHYS 1530 Drop Course (guest: Belter Ordaz)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10641 |
| **Request Proposer** | Ordaz Mendoza |
| **Course Title** | General Physics Problems for Engineers |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > College of Liberal Arts and Sciences |

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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** | General Physics Problems for Engineers |
| **Course Number** | 1530 |

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| **CONTACT INFO** | |
| **Initiator Name** | Belter E Ordaz Mendoza |
| **Initiator Department** | Physics |
| **Initiator NetId** | beo09002 |
| **Initiator Email** | [belter.ordaz@uconn.edu](mailto:belter.ordaz@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** | We are revising an existing course (PHYS 1230) thus there is no need to duplicate a course that will serve the existing purpose. |
| **Specify effect on other departments and overlap with existing courses** | This action will have us offer a single course that upgrades the introductory physics sequence to an appropriate level for majors that requires physics with calculus. That course is named PHYS 1230, one of the two courses currently serving that purpose. This will aid students and departments across the University by eliminating confusion as to what physics courses a student needs to take. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Belter E Ordaz Mendoza | 01/24/2019 - 13:02 | Submit |  | We are revising an existing course (PHYS 1230) thus there is no need to duplicate a course that will serve the existing purpose. | | Physics | Vernon F Cormier | 01/24/2019 - 14:06 | Approve | 22/01/2019 | We are revising an existing course (PHYS 1230) thus there is no need to duplicate a course that will serve the existing purpose. | |

**2019-14 PHYS 4730 Revise Course (guest: Jonathan Trump)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10395 |
| **Request Proposer** | Cormier |
| **Course Title** | Astrophysics and Modern Cosmology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Astrophysics and Modern Cosmology |
| **Course Number** | 4300 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request is to correct listing in catalog |

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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 |
| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PHYS 2300, 3101, and 3201; or instructor consent |
| **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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PHYS 4300. Astrophysics and Modern Cosmology (Also offered as PHYS 6300.) Three credits. Prerequisite: PHYS 2300, 3101, and 3201; or instructor consent. Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology. |
| **Provide proposed title and complete course catalog copy** | PHYS 4730. General relativity and cosmology Three credits. Prerequisite: PHYS 2300, 3101, and 3201; or instructor consent. Gravity and the problem of motion from the ancient Greeks to Newton to Einstein. Special relativity. General relativity. Curvature. Classic tests of general relativity. Gravity waves. Black holes. Newtonian cosmology. Big Bang theory. Inflation. Dark matter. Dark energy. Accelerating universe. |
| **Reason for the course action** | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 4300 (cross listed as PHYS 6300) to General Relativity and Cosmology PHYS 4730 (cross listed as 6730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to cosmology and Einstein’s theory of general relativity To show students the wonder and nature of scientific inquiry from the ancient Greeks to newton and Einstein |
| **Describe course assessments** | Regular homeworks midterm and final; extra work for 6300. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Physics\_4300-6300\_Spr2017\_Mannheim.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143760&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8ce09a4c5cf441bcf69508d682e432fa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636840313949505978&sdata=aQyWC%2FzndRIfPQZnKp3%2F158R0T0Y00AunZvT1lZn%2F3M%3D&reserved=0) | Physics\_4300-6300\_Spr2017\_Mannheim.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Vernon F Cormier | 01/15/2019 - 13:45 | Submit |  | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 4300 (cross listed as PHYS 6300) to General Relativity and Cosmology PHYS 4730 (cross listed as 6730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. | | Physics | Vernon F Cormier | 01/25/2019 - 09:38 | Approve | 1/22/2019 | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 4300 (cross listed as PHYS 6300) to General Relativity and Cosmology PHYS 4730 (cross listed as 6730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. | |

**2019-15 PHYS 6730 Revise Course (guest: Jonathan Trump)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10396 |
| **Request Proposer** | Cormier |
| **Course Title** | Astrophysics and Modern Cosmology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Astrophysics and Modern Cosmology |
| **Course Number** | 6300 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **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 |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PHYS 2300, 3101, and 3201; or instructor consent. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | PHYS 6300. Astrophysics and Modern Cosmology Three credits. Prerequisite: PHYS 2300, 3101, and 3201; or instructor consent. Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology. |
| **Provide proposed title and complete course catalog copy** | PHYS 6730. General relativity and cosmology  Three credits. Not open to students who have passed PHYS 4730.  Gravity and the problem of motion from the ancient Greeks to Newton to Einstein. Special relativity. General relativity. Curvature. Classic tests of general relativity. Gravity waves. Black holes. Newtonian cosmology. Big Bang theory. Inflation. Dark matter. Dark energy. Accelerating universe. |
| **Reason for the course action** | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 6300 (cross listed as PHYS 4300) to General Relativity and Cosmology PHYS 6730 (cross listed as 4730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to cosmology and Einstein’s theory of general relativity To show students the wonder and nature of scientific inquiry from the ancient Greeks to newton and Einstein. |
| **Describe course assessments** | Regular homeworks midterm and final; extra work for 6300 |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Physics\_4300-6300\_Spr2017\_Mannheim.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143761&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf3f9f5381cb44b71bde708d682e406a3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636840313272062658&sdata=m2XirR%2BoJdieZupKCKSvbSrwnYt4EGov%2BDel%2FCLYmrQ%3D&reserved=0) | Physics\_4300-6300\_Spr2017\_Mannheim.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Vernon F Cormier | 01/15/2019 - 13:58 | Submit |  | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 6300 (cross listed as PHYS 4300) to General Relativity and Cosmology PHYS 6730 (cross listed as 4730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. | | Physics | Vernon F Cormier | 01/25/2019 - 09:39 | Approve | 1/22/2019 | The title and number of this course has been changed from Astrophysics and Modern Cosmology PHYS 6300 (cross listed as PHYS 4300) to General Relativity and Cosmology PHYS 6730 (cross listed as 4730). This has been approved by our department to better distinguish and separate its content from other recently approved astrophysics courses in our department. | |

**2019-16 Astrophysics Revise Minor (guest: Jonathan Trump)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 1/15/2019

2. Department or Program: PHYS

3. Title of Minor: Astrophysics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring, 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: Number of qualifying courses increased.

# Existing Catalog Description of Minor

The Astrophysics minor provides instruction on the core concepts underpinning our modern understanding of the Universe.

The minor requires the completion of 15 credits as follows:

1. Required: [PHYS 2701](https://catalog.uconn.edu/PHYS/#2701), [2702](https://catalog.uconn.edu/PHYS/#2702).
2. Select three of: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4130](https://catalog.uconn.edu/PHYS/#4130), [4150](https://catalog.uconn.edu/PHYS/#4150), [4710](https://catalog.uconn.edu/PHYS/#4710), [4720](https://catalog.uconn.edu/PHYS/#4720), [4730](https://catalog.uconn.edu/PHYS/#4730).

No more than six credits of these courses can be used to count for both the Astrophysics minor and a Physics major. Up to three credits of 3000-level and above courses from other departments or programs may be used to fulfill requirements of the minor, but only in exceptional circumstances and with the pre-approval of the coordinator of the minor.

The minor is offered by the Physics Department.

# Proposed Catalog Description of Minor

The Astrophysics minor provides instruction on the core concepts underpinning our modern understanding of the Universe.

The minor requires the completion of 15 credits as follows:

1. Required: [PHYS 2701](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%232701&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496169963&sdata=VHLhKu8n48TwsBbSLoCAs4I7VDYdcCAqXSza3yjRLTI%3D&reserved=0), [2702](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%232702&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496179968&sdata=BPERSRRig29xeUwAXervYxAO00kURKMQW%2FZdzudZmJM%3D&reserved=0).
2. Select three of: [PHYS 2200](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%232200&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496179968&sdata=AwgK8HrbDorW3y4AHfPM9EV2zEa4Hu5EpsCaNsyJJEI%3D&reserved=0), [4096W](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234096W&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496189977&sdata=QaQDzvkdZMdTcE%2FRfWwP9%2FdyhzQ0XKL3pSmuHGJFYHc%3D&reserved=0), [4130](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234130&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496199982&sdata=3ETwtldmf4k99YIHy3h9o%2F6oWUVuEoJGE0TXlCLSI2I%3D&reserved=0), [4150](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234150&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496199982&sdata=LLkNM1PCOpGtM2dJTUp6A6GZgF9AlACxSFjSDsXPUGg%3D&reserved=0), [4710](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234710&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496209991&sdata=%2FawyY6qTnfMa0kTdiaACvUOYClD%2FicT88D6aO7TdmI0%3D&reserved=0), [4720](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234720&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496209991&sdata=%2Bk6WiBO3WQ9O0UqMV8qNAvzwzK3cujdkFxcChYjrXHs%3D&reserved=0), [4730](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234730&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496219996&sdata=tAWoZEvLIRCWVd%2B9glBsoCpP3znhytg1%2FZvai7ldzds%3D&reserved=0), [4740](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPHYS%2F%234740&data=02%7C01%7Cvernon.cormier%40uconn.edu%7C33e436719bcb4fb32fb908d67a3cb645%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636830798496219996&sdata=ugz7Sid%2BE1fQ9mYFn4jh2Xwp1gGYuPTnsxFTLxBTCcs%3D&reserved=0).

No more than six credits of these courses can be used to count for both the Astrophysics minor and a Physics major. Up to three credits of 3000-level and above courses from other departments or programs may be used to fulfill requirements of the minor, but only in exceptional circumstances and with the pre-approval of the coordinator of the minor.

The minor is offered by the Physics Department.

# Justification

1. Reasons for changing the minor: Additional astrophysics course (Observational Astrophysics, 4740) has been approved to be appropriate for this minor by the Physics faculty.

2. Effects on students: Enhanced options for students to pursue different sub-specialities within minor.

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: 1/15/2019

    Department Faculty: 1/15/2019

6. Name, Phone Number, and e-mail address of principal contact person: 6-3547, [vernon.cormier@uconn.edu](mailto:vernon.cormier@uconn.edu), PHYS C&C committee chair.

**2019-17 POLS 3027/W Add Course (G) (S) (guest: Jane Gordon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9893 |
| **Request Proposer** | Gordon |
| **Course Title** | Historical Women Political Thinkers |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science |

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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** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **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** | The course has significant WGSS content and may be useful for fulfilling WGSS requirements. |
| **Course Title** | Historical Women Political Thinkers |
| **Course Number** | 3027 |
| **Will this use an existing course number?** | No |

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

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 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** | 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** | lectures 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 |
| **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 3027. Historical Women Political Thinkers  (also offered as WGSS 3027)  Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002  Critical study of the writings of several historical women political thinkers.  POLS 3027W. Historical Women Political Thinkers  (also offered as WGSS 3027W) |
| **Reason for the course action** | I have taught this class twice as a 2998W, but plan to offer it regularly since it expands the political theory offerings in POLS and there seems to be considerable student interest in it. |
| **Specify effect on other departments and overlap with existing courses** | I would like to cross-list the course with WGSS as doing so would enable their majors or minors to fulfill their W requirement through specifically exploring the historical political writings of women. |
| **Please provide a brief description of course goals and learning objectives** | This class has two main foci, each with equal weight. The first is to read, explore, and discuss the writing of several major historical women political thinkers. The second is to work on students' craft as writers through a series of smaller and larger assignments. |
| **Describe course assessments** | In non-W versions, students write 6 one-page response papers and a midterm and a final take-home essay. |
| **General Education Goals** | If one wants to encounter the writing of women in political theory courses, one still has to specify them as one’s focus. That is exactly what we will do in this course. As we engage the writing of several historical women political thinkers (spanning the 14th through 20th centuries), we will ask whether women bring particular commitments, concerns, and refusals with them when they become vocal members of political life. We will also consider whether the distinctiveness of women’s contributions to public discourse diminishes as their incorporation in the political domain is increasingly normalized. This |
| **Skill Code W** | Because effective communication can take a variety of guises, students engage the form as well as the content of these women writers. Rather than writing conventional analytic essays—a very important style—students write one position paper modeled on the work of Joanna Russ, Christine de Pizan, and Mary Wollstonecraft. They then have the choice of either authoring a portrait of a historical female figure they particularly admire or composing an experimental essay in the mode of science fiction/fantasy/satire potentially informed by Mary Shelley or Shulamith Firestone. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3-JG-Course-Proposal-Women Political Thinkers-3027W.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141470&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6485ddcb88764ab8b13f08d665dd6b88%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636808398998565063&sdata=s3hehJdfBnDReYpn1nrDO60%2B4jf7jeX767MuXVOnb9c%3D&reserved=0) | 3-JG-Course-Proposal-Women Political Thinkers-3027W.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 12/06/2018 - 21:45 | Submit |  | Thank you for considering this proposal. | |

**Historical Women Political Thinkers**

**POLS 2998W—003 [Proposed as 3027W]**

**Oak 301**

**Tuesdays/Thursdays 12:30-1:45p.m.**

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

**Office Hours: Oak 413, Tuesdays 10a.m.-12:00p.m., Thursdays 9:30-10:30a.m.**

This class has two main foci, each with equal weight. The first is to read, explore, and discuss the writing of several major historical women political thinkers. The second is to work on your craft as a writer through a series of smaller and larger assignments.

The women we will read span centuries (from the 15th through the mid-20th) and the globe (from Africa and Europe to Asia and the Americas) and address a range of political issues, including (but by no means exclusively) what it is to be a woman. A few of the materials we will read were delivered as speeches, others took the form of editorials for newspapers or periodicals, and some were authored as chapters or complete books. Most consider the state of being a woman to have been stunted and therefore seek to determine the reasons for this and what can be done to reverse it. Their answers are profoundly varied.

Because effective communication can take a variety of guises, we are going to engage the form as well as the content of these women writers. Rather than writing conventional analytic essays—a very important style—we are going to write one position paper modeled on the work of Joanna Russ, Christine de Pizan, and Mary Wollstonecraft. You will then have the choice of either authoring a portrait of a historical female figure you particularly admire or composing an experimental essay in the mode of science fiction/fantasy/satire potentially informed by Mary Shelley or Shulamith Firestone.

Finally, in each week’s class, we will read aloud and discuss a short reflection on a particular dimension of the craft of writing. Some of these selections will be written by Peter Elbow, Robert Harris, and William Zinsser while others will be by historical or contemporary women political thinkers. I will bring copies of these readings to class.

**Readings:**

Almost all of the required readings will be posted on HuskyCT or available through web links listed below, however, if you prefer an actual printed copy, I am happy to recommend good, affordable editions. Please plan to purchase this one text:

Evans, Kate. 2015. *Red Rosa: A Graphic Biography of Rosa Luxemburg*. New York: Verso/Rosa Luxemburg Stiftung.

**Assignments:**

Over the course of the semester, you’ll construct a portfolio **due at our final class on December 6th**.According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for each of these graded writing components, which together total at least 15 pages of revised writing:

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

*• revised versions of your 5 response papers* (**25% of your final grade**);

*• a 5-page position paper* (**25% of your final grade**);

*• a 5-page portrait/experimental essay* (**worth 25% of your final grade**);

*Position Paper*

We will draft, share, and revise your position paper during the month of September and beginning of October. While I will hand out more specific guidelines, please note the deadlines relevant to this assignment: We will brainstorm ideas for these in class on **September 13th**. You will bring two copies of a submission for peer review on **September 20th**. In this peer-review, we will focus mainly on clarifying what you are arguing, how you are structuring your discussion, and your use of relevant evidence. You will email me a second submission on **September 27st**. I will ask that it be accompanied by a cover letter outlining how you have responded to your peer reviewers’ suggestions. In this round, while I will still pay attention to the overall conception of the piece of writing and how it is structured, I will also comment on the mechanics of how it is executed. The final submission will be due in class on **October 11th.**

*The first portion of your portfolio, following your cover letter, is the final version of your Position Paper, along with all previous drafts.*

*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 two bigger, formal assignments that we will draft, discuss, and revise, you are required to submit one page of writing at each class session between October 4th and November 1st. These should engage whatever portion of the week’s reading interests you most. I will assign these a check plus, check, or check minus, which are roughly equivalent to an A, B, or C. **These must be submitted in class or emailed to me beforehand. They cannot be turned in late.**

*The second portion of your final portfolio, following your Position Paper, must include your five revised and original response papers. You will want to collate these, putting them in order of when they were composed, revise the portions that I have marked as unclear or clunky, and address questions posed in the margins.*

*Portrait/ Experimental Essay*

By **November 9th**, you will email me an initial outline of your ideas. I will offer a variety of suggestions regarding how you might pursue them. You will then email me a full draft/second submission by **November 15th**.When reading this first draft, I will pay special attention to helping you clarify the central theme that you are exploring, the argument that you want to make, and how you might best structure advancing it. We’ll peer-review your third submission on **November 29th** .Your peer-reviewers will be asked to identify the central claims of your draft and its greatest strengths and areas for improvement. They might also do some light copy-editing. The final version is due as the third and final section of your final portfolio on **December 6th**.

*Participation*

In addition to these smaller and larger writing assignments, because learning happens best in highly interactive classroom settings, *participation is required and worth* **20% of your final grade**. It will be difficult to participate if you are not in and prepared for class.

### 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**

August 28th: *The Political Worlds of Women: An Introduction.* Course Themes, Syllabus, Personal Introductions.

August 30th: NO CLASS

September 4th: *Why didn’t I know that there is a long, rich history of women with politically significant ideas?***Required Reading:** Dale Spender, *Women of Ideas,* “Introduction.” **Recommended Reading:** Susan Moller Okin, *Women in Western Political Thought*, “Conclusion.”

September 6th: *For hundreds of years, despite those odds against them, the “wrong” writers still managed to write. How was their work made invisible or insignificant?* **Required Reading:** Joanna Russ, *How to Suppress Women’s Writing.*

September 11th: *Why is so much intellectual energy devoted to disparaging women? How does one construct an alternative? Modelling Self-Authorization*. **Required Reading**: Christine de Pizan, *Book of the City of Ladies*, excerpts. **Recommended Reading:** Shulamith Shahar, *The Fourth Estate: A History of Women in the Middle Ages* and *The Penguin Book of Witches*, excerpts.

September 13th: *Who do we want as foremothers? What are the implications of our choices?* Pizan, continued. **Required Reading:** Marilyn Frye, “Willful Virgin or Do you Have to be a Lesbian to be a Feminist” and Benjamin Kahan, “The Other Harlem Renaissance: Father Divine, Celibate Economics, and the Making of Black Sexuality.” **In-class:** Brainstorm ideas for Position Paper.

September 18th: *What are the implications of the ideals of the French Revolution for the relations between men and women? Women, in the main, had been rendered wretched and weak. The antidote required seeking power over themselves rather than over men.* **Required Reading**: Mary Wollstonecraft, *A Vindication of the Rights of Women*, “Introduction,” chapters 1-4, 6, 9, 11:

<http://www.earlymoderntexts.com/assets/pdfs/wollstonecraft1792.pdf>

September 20th: Wollstonecraft, continued. **Required Reading:**  Iris Marion Young, “Throwing Like a Girl” and “House and Home.” **Recommended Reading:** Iris Marion Young, “Lived Body vs. Gender” and “Breasted Experience.” **In-class:** Peer-Review Position Paper.

September 25th: *Is it significant that one of Euromodernity’s greatest monsters was created by a 19-year-old pregnant woman? Why did she reflect on* ***how*** *monsters are created? Did she suggest that the process could be averted?* **Required Reading:** Mary Shelley’s *Frankenstein*

<https://ebooks.adelaide.edu.au/s/shelley/mary/s53f/index.html>

September 27th: Shelley, continued. **Required Reading:** Julie Wosk, “Simulated Women and the Pygmalion Myth” and “The Woman Artist as Pygmalion” and Elizabeth Young’s *Black Frankenstein*, “Introduction.” **Recommended Reading**: Elizabeth Young, “Souls on Ice” and Eileen Hunt Botting, “*Frankenstein* and the Question of Children’s Rights.” **In-class:** Second Submission of Position Paper Due.

October 2nd: *Possibilities and limitations of interpretation and translation in situations of warfare and conquest.* **Required Reading:** Sarah Winnemucca Hopkins, *Life Among the Paiutes*:

<http://digital.library.upenn.edu/women/winnemucca/piutes/piutes.html>

October 4th: Hopkins, continued. **Required Reading:** Sarah Deer, *The Beginning and End of Rape*, chapters 2 and 5. **Recommended Reading:** Lee Maracle, “I Am Woman,” “Law, Politics, Tradition,” and “The Women’s Movement” and interviews with Sarah Deer, Shannon Speed, and Aura Cumes available here: <http://www.criticalethnicstudiesjournal.org/blog/>

**In-class:** One-Page Reflection Due.

October 9th: *How are women turned into slaves? How can they reverse the process? Is there a necessary relationship between the pursuit of freedom and adulthood?* **Required Readings**: Harriet Jacobs’s *Incidents in the Life of a Slave Girl*

<https://docsouth.unc.edu/fpn/jacobs/jacobs.html>

October 11th: Jacobs, continued. **Required Reading:** Angela Davis, *Women, Race, and Class,* chapter 1 and *Women Have Always Worked*, chapters 1 and 2. **In-class:** Third Submission of Position Paper Due. **In-class:** One-Page Reflection Due.

October 16th : *How do economic relationships determine the character of relations between the sexes? Can bourgeois women be allies of the liberation of humankind?* **Required Reading**: *Red Rosa* by Kate Evans.

October 188h: Rosa, continued. **Required Reading**: “Writings on Women” by Rosa Luxemburg and *Women Have Always Worked*, chapter 3. **Recommended Reading:** Ruth Milkman, “Women’s Work and Economic Crisis: Some Lessons of the Great Depression” and “Women’s Work and Economic Crisis Revisited: Comparing the Great Depression and the Great Recession.” **In-class:** One-Page Reflection Due.

October 23rd: *The cause of women’s rights must be won through women’s own efforts. Anarchist Women, Part I: He-Yin Zhen.* **Required Reading:** He-Yin Zhen, “On the Question of Women’s Liberation,” “On the Question of Women’s Labor,” and “Economic Revolution and Women’s Revolution.” **Recommended Reading:** He-Yin Zhen, “On the Revenge of Women.”

October 25th: He-Yin Zhen, continued. **Required Reading:** “On Feminist Antimilitarism,” and “The Feminist Manifesto.” **In-class:** One-Page Reflection Due.

October 30th: *The philosophy of a new social order based on liberty unrestricted by man-made law; the theory that all forms of government rest on violence, and are therefore wrong and harmful, as well as unnecessary. Anarchist Women, Part II: Emma Goldman*.**Required Reading**: Emma Goldman,

“Anarchism: What It Really Stands For,” “The Psychology of Political Violence,” “Patriotism: A Menace to Liberty,” and “Woman Suffrage.”

<https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays>

**Recommended Reading:** Alice Kessler-Harris, “Organizing the Unorganizable: Three Jewish Women and their Union.”

November 1st: Goldman, continued. **Required Reading:** Goldman, “The Traffic in Women,” and “The Tragedy of Woman’s Emancipation” and Lori Jo Marso, “A Feminist Search for Love, Emma Goldman on the Politics of Marriage, Love, Sexuality, and the Feminine.” **Recommended Reading:** Laura Horak, *Girls Will Be Boys,* excerpt and Eleanor Herman, “Power Between the Sheets.” **In-class:** One-Page Reflection Due.

November 6th and 9th: *“You are not absolutely defenseless. For the torch of the incendiary . . . beyond which they may not venture with impunity, cannot be wrested from you.” Anarchist Women, Part III: Lucy Parsons.* **Required Reading:** Gale Ahrens, “Lucy Parsons: Mystery Revolutionist, More Dangerous than a Thousand Rioters,” Lucy Parsons, “The Principles of Anarchism,” “The Negro,” “The Southern Lynchings,” “Are Class Interests Identical,” “The Factory Child,” “Famous Women of History,” “The IWW and the Shorter Workday,” and “I’ll be Damned if I Go Back to Work Under Those Conditions!” and Roxanne Dunbar-Ortiz, “Afterword.” **By Email:** Historical Portrait/Experimental Essay First Submission Due.

November 13th: *Can you stand in comparative idleness, in purposeless wrangling, when there is earnest, practical, united work to be done?* **Required Reading:** Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases*: <https://www.gutenberg.org/files/14975/14975-h/14975-h.htm>. **Recommended Reading**: Wells, “Iola’s Southern Field” and “The Requirements of Southern Journalism” and “How Enfranchisement Stops Lynching.”

November 15th: *Women’s interest as every agony that has been dumb. Refusing to pit the advancement of white women over that of people of color. The question of measuring value.* **Required Reading**: Anna Julia Cooper, “The Higher Education of Women,” “Woman versus the Indian,” and “What are We Worth?”

<https://docsouth.unc.edu/church/cooper/cooper.html>

**Recommended Reading:** Carol Gilligan, *In a Different Voice*, chapter 1 and Carolyn G. Heilbrun, “The Hidden River of Androgyny.” **By Email:** Second Submission of Portrait/Experimental Essay.

November 27th: *Enriching the meaning of democracy beyond a narrow focus on the franchise.* Jane Addams, “The Subjective Necessity for Social Settlements,” “The Objective Value of a Social Settlement,” “The Settlement as a Factor in the Labor Movement,” “Women’s Conscience and Social Amelioration,” “If Men Were Seeking the Franchise,” and “Women’s Memories—Challenging War.” **Recommended Reading:** *Hull-House Maps and Papers by the Residents of Hull-House* and *Women Have Always Worked*, chapter 4.

November 29thd: *Is the category “woman” a deviation relative to a standard that is male? Do women possess desirable characteristics that are fruits of a situation of oppression? Can one be a creator if one is struggling to prove that one is human?* **Required Reading**: Simone de Beauvoir, *The Second Sex*, “Introduction,” “Woman’s Situation and Character,” and “Conclusion.” **Recommended Reading:** Julia de Burgos, *Song of the Simple Truth*, excerpts. **In class:** Peer-Review Portrait/Experimental Essay

December 4th: *Childbirth as a prison from which we might eventually be released?* **Required Reading:** Shulamith Firestone, “Down with Childhood,” “Love,” “Feminism and Ecology,” and “Conclusion.”

December 6th: Closing Discussion/Final Portfolio Due, including Portrait/Experimental Essay Third Submission

**2019-18 POLS 3030/W Add Course (G) (S) (guest: Jane Gordon)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9892 |
| **Request Proposer** | Gordon |
| **Course Title** | Settler Colonialism/Indigenous Thought and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Settler Colonialism/Indigenous Thought and Practice |
| **Course Number** | 3030 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 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** | 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** | lectures 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 |
| **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 3030. Settler Colonialism/Indigenous Thought and Practice. Three Credits. Open to juniors or higher. Recommended Preparation: POLS 1002 Exploration of political theoretical works engaging settler colonialism and historic and contemporary American indigenous thought and practice. POLS 3030W. Settler Colonialism/Indigenous Thought and Practice. Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher. Recommended Preparation: POLS 1002 |
| **Reason for the course action** | I have taught this course as a section of POLS 2998W and plan to offer it regularly both to enhance the POLS political theory offerings and to contribute to the Native American and Indigenous Studies (NAIS) minor. Currently, there are no political theory courses that center diagnosing and resisting past and present settler colonial practices in the U.S. and the Americas. |
| **Specify effect on other departments and overlap with existing courses** | This course offers a way for students in POLS and the NAIS minor to explore indigenous political thought while fulfilling their W requirement. |
| **Please provide a brief description of course goals and learning objectives** | Some of the most exciting current work in political theory engages with questions of settler colonialism and explores historic and contemporary indigenous thought and practice. We will devote fourteen weeks to studying a selection of these texts and themes. |
| **Describe course assessments** | In the non-W version, students would write 6 one-page response papers and midterm and final take-home essays. |
| **General Education Goals** | This course aims to expand the overall breadth of political ideas that students will encounter while at UCONN through a special focus on historical and contemporary indigenous thought and practice in the Americas. In illuminating both the processes of settler colonialism and how such processes have been resisted, students will encounter reflections on themes including what it is to be made the object of extractive inquiry, how one grapples with the inheritances of having been occupied, how we understand dispossession and settler governmentality, red pedagogy, and the rejection of state-centric forms of recognition. 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** | We will use the form and content of the readings to inform our writing assignments. In addition to four one-page responses that ask you to focus closely on sections of the September readings, the first larger writing project requires that you craft a personal narrative organized around reflections on your and your family’s relationships to particular geographical spaces and physical locations. The last writing assignment is to develop an open letter that invites a carefully designated audience to reflect on and respond to an ongoing theme from the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2-JG-Course-Proposal-SCITP-Currently-2998W.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140775&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C27d788153bf24f2337ac08d666cb6fb9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636809421270500947&sdata=qU7Myd6dC5D500E%2BWynSKHPjRPpimOGolPN2zsJ1nOY%3D&reserved=0) | 2-JG-Course-Proposal-SCITP-Currently-2998W.docx | Syllabus | | [POLS 3030W Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141555&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C27d788153bf24f2337ac08d666cb6fb9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636809421270510956&sdata=2IdOevNXutEAblFJSRRnqfvp7FjyfXtH1hxKUKuWdhk%3D&reserved=0) | POLS 3030W Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 12/06/2018 - 20:54 | Submit |  | Thank you for considering this proposal. | | Political Science | Evan J Perkoski | 12/20/2018 - 12:37 | Approve |  | Approved by EP. | |

**Settler Colonialism/Indigenous Thought and Practice**

**POLS 2998W---006 [Proposed as 3030W]**

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

**Tuesdays 4-6:30p.m.**

**BUSN 215**

**Office Hours: 9-10:30am and 12:30-2pm on Tuesdays or By Appointment**

Some of the most exciting current work in political theory engages with questions of settler colonialism and explores historic and contemporary indigenous thought and practice. We will devote fourteen weeks to studying a selection of these texts and themes, listed below beside each class session.

We will use the form and content of the readings to inform our writing assignments. In addition to four one-page responses that ask you to focus closely on sections of the September readings, the first larger writing project requires that you craft a personal narrative organized around reflections on your and your family’s relationships to particular geographical spaces and physical locations. The last writing assignment is to develop an open letter that invites a carefully designated audience to reflect on and respond to an ongoing theme from the course.

Finally, in each week’s class, we will read aloud and discuss a short reflection on a particular dimension of the craft of writing. For much of the semester, these will be drawn from Robert Harris’ *When Good People Write Bad Sentences*. Later in the semester, we will read reflections on writing composed by Indigenous political thinkers. I will bring copies of this second set of readings to class.

**Readings:**

All of the required readings are posted on HuskyCT, except for Vine Deloria, Jr.’s *Custer Died for Your Sins: An Indian Manifesto* and Robert W. Harris’, *When Good People Write Bad Sentences*, **which you should purchase at your earliest convenience**. I also recommend, as a supplementary resource and guide, Roxanne Dunbar-Ortiz’s *An Indigenous People’s History of the United States.*

**Assignments:**

Over the course of the semester, you’ll construct a portfolio **due in class on December 5th**. According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for each of these graded writing components, which together total at least 15 pages of revised writing:

*• a revised cover letter describing yourself as a writer and the portfolio’s contents*

*• your revised five one-pagers*

*• your final five-page personal narrative*

*• your final five-page open letter*

*Weekly Writing Exercises:*

Research on writing and the experience of productive writers affirm that *the best way to improve one’s writing is through writing*. So, in addition to the two bigger assignments that we will draft, discuss, and revise, you are required to submit four (single-spaced) one-page responses during the month of September (on September 5th, 12th, 19th, and 26th). These should relate to the week’s readings, but in any way that you would like. (*I would much prefer that they focus on questions, themes, or ideas that genuinely interest you*.) I will underline sentences that strike me as particularly strong, mark sections that I think work less well, and pose questions in the margins that I think you should address further. **These must be submitted each Tuesday in class or emailed to me beforehand. They cannot be turned in late.** I will give each a √+, √, or √-, which are roughly equivalent to an A, B, or C. Together these are worth 25% of your final grade.

*Revised versions of these four one-pagers will make up the first portion of your final portfolio, following your revised cover letter. You will want to reformulate awkward phrases and unclear ideas and to address questions I have posed. If you make substantial and effective changes to your one-pagers, I will raise the original grade they received.*

*Personal Narrative*

We will draft, share, and revise your personal narrative during October. While I will hand out more specific guidelines, please note the deadlines relevant to this assignment: Your first submission is due in class on **October 3rd** for peer review. (Please bring two printed copies.) I will ask your peer reviewers to identify the central argument of your narrative and to make recommendations about what should be expanded and pruned. The second submission, which I will read and comment on, is due by email (to [jane.gordon@uconn.edu)](mailto:jane.gordon@uconn.edu)) before class on **October 10th**.I will focus primarily on the organization of your writing, on how you might strengthen transitions, and on some writing mechanics. A third submission is due in class on **October 24th** along with all previous drafts, peer reviews, and a cover letter. I will ask that your cover letter specifies how you responded to the feedback you received on your previous drafts. While I will give this third submission a grade (worth 25% 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 in the fourth week of October, please note the deadlines relevant to this assignment: You will email your first submission to me before class on **October 31st** along with a cover letter. I will help you to identify the argument you want to make and the evidence you will need to advance it convincingly. For peer review, you will bring two copies of a second submission on **November 14th**.I will ask your peers to identify your central argument and the most convincing aspect of how it is explored. I will ask them to raise potential objections that you might still need to consider and address. You will turn in the third submission on **December 5th** in your final portfolio with all previous drafts, peer reviews, and a cover letter, outlining, among other items, how you responded to the feedback you received from your peers and from me. This is worth 25% of your final grade.

*Cover Letter*

I will hand out a template for your final portfolio cover letter in class on **October 31st**. Your first draft of it is due via email before class on **November 7th**. Your revised version of it, worth 5% of your final grade, will be the first item 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* **20% 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 academic presentations and talks that will take place this semester that relate to the themes of our course. If you attend one and write one (single-spaced) page about its content and your reactions to it, I would be happy to change the grade of one one-pager from a √ to a √+ or a √- to a √. I will announce these events as they arise by email and in class.

### 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 at the beginning of 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**

August 29th: *Overview of Course Syllabus and Introductions.*

In Class: Robert W. Harris, “Step 1.”

September 5th: *The more we try to be ourselves the more we are forced to defend what we have never been. We need fewer “experts” on Indians. What we need is a cultural leave-us-alone agreement, in spirit and in fact.* *Wars waged against Indians continue into the present.* Required Reading: *Custer Died for Your Sins: An Indian Manifesto*, chapters 1-6. FIRST ONE-PAGER DUE IN OR BEFORE CLASS.

In Class: Harris, “Step 2.”

September 12th: *Do Indians overemphasize humor? Attention to black civil rights to the exclusion of Indians? Can there be modern Indians? Reckoning with inescapable colonial inheritances.* Required Reading: *Custer Died for Your Sins: An Indian Manifesto*, chapters 7-11. SECOND ONE-PAGER DUE IN OR BEFORE CLASS. In Class: Harris, “Step 3.”

September 19th: *What happened in my lifetime is a repetition-in-miniature of the last two centuries of North American history. Do Indians have feelings? The Fourth World that will emerge when Indian peoples come into their own.* Required Reading: George Manuel and Michael Posluns, “Introduction” and “The Fourth World” and Vine Deloria, Jr., “The Indian Movement,” “The Indians of the American Imagination,” “The Religious Challenge,” and “Thinking in Time and Space.” THIRD ONE-PAGER DUE IN OR BEFORE CLASS. In Class: Harris, “Step 4.”

September 26th: *Dispossessing Indians, Making the United States. From “discovery” of* terra nullius *to settler governmentality; from international relations to identity politics. Ending the frontier through elimination by assimilation.* Required Reading: Patrick Wolfe, chapters 5 and 6 and Carole Pateman, “The Settler Contract.” FOURTH ONE-PAGER DUE IN OR BEFORE CLASS. In Class: Harris, “Step 5.”

October 3rd: *Shifting temporalities of reason actively to resist the death project. Extermination, Rights, and Development. The Now in the Past and the Future; the Past and the Future in the Now.* Required Reading: JuliaSuárez Krabbe*,* chapters 2, 3, and 4 and Leonard Peltier’s *Prison Writings*, pp. 50-55, 61-64, 201-212. BRING TWO COPIES OF YOUR FIRST PERSONAL NARRATIVE DRAFT TO CLASS FOR PEER REVIEW.

October 10th: *Countering American Indian miseducation with Red Pedagogy that challenges the values of independence and detachment from local knowledge and from nature. The bristly question of “culture” in social interventions for urban Indigenous youth. When restorative projects to sustain Indigenous knowledge and language trivialize the ongoing impact of settler colonialism and frame Indigenous-state relations as rectifiable through state accommodation.* Required Reading: Jaskiran Dhillon,

pp. 189-250 and Sandy Grande*,* chapters 3, 4, and 6. EMAIL THE SECOND DRAFT OF YOUR PERSONAL NARRATIVE TO ME BEFORE CLASS.

In Class: Harris, “Step 6.”

October 17th: *How unresolved trauma implicating psychic integrity undercuts the ability to nurture and sustain self-determining governing bodies. Can there be personal healing without a healing of larger relations? Why the composition of government is integral to communal well-being. Self-determination over self-management. An alternative to caring anonymously in the face of a suicide epidemic, when it is not clear that preserving life is a value in and of itself.* Required Reading: Dian Million, “Therapeutic Nations” and “What Will Our Nations Be?” and *Life Beside Itself*, chapters 3, 4, 5. In Class: Harris, “Step 7.”

October 24th: *The relationship of political to personal sovereignty. From raping a woman to raping a country. The close connection between self-determination for individual survivors and Indian nations. Criminal jurisdiction in Indian country. Possibilities and limitations of indigenous philosophical foundations for responding to rape.* Required Reading: *The Beginning and End of Rape*, chapters 3, 4, 5, 7, 8, 9. Recommended Reading: Chris Finley, “Decolonizing the Queer Native Body*.*”YOUR FINAL PERSONAL NARRATIVE IS DUE IN CLASS.

October 31st: *“Indian Blood” and Blood-Quantum? “Native Americans are really Mongolians”? The 50-percent rule as a settler-colonial proxy for native ancestry and measure of legitimate indigenous claims in struggles over territorial sovereignty. Varieties of indigenous kinship practices as mapping genealogical distance and proximity with attendant responsibilities and obligations.* Required Reading: Kim Tallbear, *Native American DNA*, chapters 1, 2, and 4 **OR** J. Kehaulani Kauanui, Introduction, chapters 1 and 6. Recommended Reading: Jodi A. Byrd, “Satisfied with Stones.” FIRST DRAFT OF OPEN-LETTER DUE BY EMAIL BEFORE CLASS.

November 7th: *The empowerment of critical self-affirmation and self-transformation directed away from the assimilative lure of statist politics of recognition. Embracing anger and resentment to avoid premature forgiveness and reconciliation on terms dictated primarily by a colonial state. What happens when we refuse what all “sensible” people perceive as political goods? Borders as sites where the rights of members of reserve nations are activated.* Required Reading: Glen Coulthard, chapters 1, 4, and Conclusion and *Audra Simpson,* chapters 1, 2, and 5. COVER LETTER DRAFT DUE BY EMAIL BEFORE CLASS.

November 14th: *Refusing a false choice. Varieties of sovereignty beyond accommodation in a settler-state’s political system.* Required Reading: Kevin Bruyneel, *The Third Space of Sovereignty*, Conclusion and Manu Vimalassery, “The Prose of Counter-Sovereignty.” BRING TWO COPIES OF YOUR OPEN LETTER FOR IN-CLASS PEER REVIEW.

November 28th: *Unlikely alliances or when native nations and white U.S. communities join to defend rural lands.* Required Reading: Zoltán Grossman, pp. 207-290.

December 5th: *Wrap-up and Conclusions*. ALL REVISED AND FINAL DRAFTS DUE AS FINAL PORTFOLIO IN CLASS.

**2019-19 POLS/WGSS 5119 Add Course (guest: Jane Gordon)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8662 |
| **Request Proposer** | Gordon |
| **Course Title** | Historical Women Political Thinkers |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > 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** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **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** | The course has significant WGSS content. Students pursuing the WGSS Graduate Certificate have enrolled and found it useful in the past. |
| **Course Title** | Historical Women Political Thinkers |
| **Course Number** | 5119 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 5100 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | We do not offer graduate-level POLS classes at the other campuses. |
| **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 5119. Historical Women Political Thinkers Recommended Preparation: POLS 5100 Critical study of the writings of several historical women political thinkers. |
| **Reason for the course action** | I have taught this class before under a generic number and title, but plan to offer it regularly since it contributes to PhD examination preparation in Political Theory. |
| **Specify effect on other departments and overlap with existing courses** | I would like to cross-list the course with WGSS as it might be useful to their Graduate Certificate students. (It was in the past.) |
| **Please provide a brief description of course goals and learning objectives** | If one wants to encounter the writing of women in political theory courses, one still has to specify them as one’s focus. That is exactly what we will do in this course. As we engage the writing of several historical women political thinkers (spanning the 14th through 20th centuries), we will ask whether women bring particular commitments, concerns, and refusals with them when they become vocal members of political life. We will also consider whether the distinctiveness of women’s contributions to public discourse diminishes as their incorporation in the political domain is increasingly normalized. This course aims to cover almost all of the women writers on the Political Theory Ph.D. Exam Reading List. |
| **Describe course assessments** | This is a reading intensive seminar, in which students are typically expected to study a book per week. In addition, students are expected to prepare response papers on and presentations of two different sets of readings. Lastly, students will write one longer paper of 8-10 single-spaced pages, drawing on their shorter writings. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [4-JG-GWPT-5119.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136658&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7c62762418624a54189408d64fda913f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636784197492540392&sdata=YLtjvgmu9Ldap4Z4ImWpD2Qix7%2BpMDBU5NTv%2FZ1TcC0%3D&reserved=0) | 4-JG-GWPT-5119.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 10/04/2018 - 15:55 | Submit |  | Thank you for your consideration. I hope that I can attend the October 9th C&C meeting to discuss this proposal. | | Political Science | Evan J Perkoski | 11/12/2018 - 14:02 | Approve | 11/12/2018 | Approved by EP. | | Women's Gender and Sexuality Studies | Sherry L Zane | 11/12/2018 - 14:04 | Approve | 10/17/2018 | approved per WGSS faculty | |

**Seminar in Political Theory: Historical Women Political Thinkers**

**POLS 5119,** **Dr. Jane Gordon**

Thursdays 4:00-6:30p.m. Office: Oak 413

Oak Hall 438 Office Hours: Fridays 12:15-3:15

Many female readers, aware of historical practices of excluding women, can easily insert themselves into references in texts made to male subjects. In other words, where they see “man,” they read “human” and where “he” is written, they might instead say “she.” Could the same happen in reverse? If a text consistently said “she” or “woman,” could male readers, without pause, read “he” or “man,” assimilating themselves into the female designation? If the answer is no, what are the implications?

Most students’ first encounters with political theory include much talk about women but few, if any, women authors. Socrates, for example, defends equal education for men and women and, in pursuit of aristocratic governance, insists on the need for collective child-raising. Aristotle, by contrast, claims that women can reason but that no one will listen to them when they do and that they should remain entirely outside of public life. Fortune, finally, appears in Machiavelli's *Prince*, as a woman who distinctly favors male leaders who are bold and audacious rather than cold and cautious.

If one wants really to encounter the writing of women, one still has to specify them as one’s focus. That is exactly what we will do in this course. As we engage the writing of several historical women political thinkers (spanning the 14th through 20th centuries), we will ask whether women bring particular commitments, concerns, and refusals with them when they become vocal members of political life. We will also consider whether the distinctiveness of women’s contributions to public discourse diminishes as their incorporation in the political domain is increasingly normalized. *This course aims to cover almost all of the women writers on the Political Theory Ph.D. Exam Reading List*. (All are included; only one as recommended rather than required.)

***Required Texts [in the order that we’ll use them]:***

Joanna Russ, *How to Suppress Women’s Writing*, University of Texas Press.

Penny Weiss, *Canon Fodder: Historical Women Political Thinkers*, Penn State University Press.

Christine de Pizan, *Book of the City of Ladies*, Penguin Classics.

Mary Wollstonecraft, *A Vindication of the Rights of Women*, Dover Thrift.

Mary Shelley, *Frankenstein.* Dover Thrift.

*The Rosa Luxemburg Reader*, edited by Peter Hudis and Kevin B. Anderson, Monthly Review Press.

Emma Goldman. *Anarchism and Other Essays*, Dover Press.

Anna Julia Cooper, *A Voice from the South*, CreateSpace Independent Publishing Platform.

Hannah Arendt, *Totalitarianism*, Harcourt, Inc.

Simone de Beauvoir, *The Second Sex,* Vintage.

Angela Davis, *Women, Race, and Class*, Vintage.

Carole Pateman, *The Sexual Contract*, Stanford University Press.

Gloria Anzaldua, *Borderlands/La Frontera*, Aunt Lute.

Lisa Lowe, *Immigrant Acts*, Duke University Press.

Writings by Laurel Thatcher Ulrich, Eleanor Marx, Emma Goldman, He-Yin Zhen,

Jane Addams, Hannah Arendt, Grace Lee Boggs, Claudia Jones, Sylvia Wynter, and Katherine McKittrick will be posted on HuskyCT.

***Assignments*:**

This is a reading intensive seminar in which we will work through a selection of (sometimes) difficult and (always) fascinating texts together. In this context, *not reading* affects the entire fabric of the course, so please come prepared.

**• *Two response papers/presentation***:The first of these must engage Pizan, Wollstonecraft, Shelley, Luxemburg, Goldman, He-Yin Zhen, Cooper, Addams, Arendt, or Beauvoir, and the second should focus on Lee Boggs, Davis, Pateman, Anzaldua, Wynter, or Lowe. We will sign you up for two figures at our second, class meeting. You’ll then choose a particular passage or theme in the text that is of special interest and devote one single-spaced page to its exploration, concluding with some theoretical questions raised by the author that continue to puzzle you. *This essay should be posted on HuskyCT on the Tuesday following our discussion of that author*. *You will begin our class the following week by presenting the ideas in your short essay and posing your questions to us as a class*. These two short papers and your presentation of them together are worth 25% of your grade. LATE PAPERS WILL NOT BE ACCEPTED.

**• *Longer Essay***:One essay, 8-10 single-spaced pages in length, is due on **December 15th by 10p.m.** (via email). I encourage you to draw on and integrate your two shorter essays into this final paper. This is worth 50% of your grade.

**• *Attendance and participation*:** Participation, worth 25% of your grade, requires active, critical engagement and evidence of having read and grappled with the required reading for each class meeting.

**Class Meeting Themes/Assignments**

September 10th: *Introductions and Course Syllabus*. *What happens when women do political theory?: Some Initial Answers.* Required Readings: Joanna Russ, *How to Suppress Women’s Writing* and Penny Weiss, *Canon Fodder.* [Please note that because of the annual American Political Science Association meetings, there will be no class on September 3rd. I had hoped to have a make-up class on the 7th, but it is Labor Day.]

September 17th: *Why is so much time and energy devoted to the disparaging of women? Why are these arguments advanced not only by ordinary, mediocre men, but also by Ovid and Aristotle? What must one do to reveal the fallacies of this misogyny and construct a genuine alternative?*  Required Reading: Christine de Pizan, *Book of the City of Ladies* and Laurel Thatcher Ulrich, “Three Writers.” Recommended Reading: Christine de Pizan, “The Tale of Joan of Arc.”

September 24th: *Pioneering English Feminists: Women are rendered wretched and weak, “barren bloomings.” A new conception of female excellence, beyond a tyrannizing artificial weakness, is urgently needed, one through which women seek power over them selves rather than over men. How are* ***monsters*** *created? How might this process be averted?* Required Reading: Mary Wollstonecraft, *A Vindication of the Rights of Women* and (as much as you can of) Mary Shelley, *Frankenstein*. Recommended Reading: Mary Astell, *A Serious Proposal to the Ladies.*

October 1st: *A Marxist Turn: Why must one have a special science devoted to understanding the economic relations of human beings? Can bourgeois women really be allies in liberation struggles or are they parasites of the parasites?* Required Reading: *The Rosa Luxemburg Reader,* Parts I and II. Recommended Reading: Raya Dunayevskaya, *Marxism and Freedom* and *Women’s Liberation and the Dialectics of Revolution: Reaching for the Future* and selections by Eleanor Marx*.*

October 8th: *When Marxism Isn’t Sufficiently Radical? Anarchist Considerations in the U.S. and China.* Required Reading: Emma Goldman, *Anarchism and Other Essays* and He-Yin Zhen, “On the Question of Women’s Liberation,” “On the Question of Women’s Labor,” “Economic Revolution and Women’s Revolution,” “On the Revenge of Women,” “On Feminist Antimilitarism,” and “The Feminist Manifesto.” Recommended Reading: Peter Zarrow, “He Zhen and Anarcho-Feminism in China” and selections from *Living My Life*.

October 15th: *A U.S. Turn: Women’s interest as every interest that has lacked an interpreter, every agony that has been dumb. Enriching the meaning of democracy beyond the narrow focus on the franchise. The indispensability of humanistic education in the transformation of former slaves (and masters) into citizens.* Required Reading: Anna Julia Cooper, *A Voice From the South,* parts I and II and Jane Addams, “The Subjective Necessity for Social Settlements,” “The Objective Value of a Social Settlement,” “The Settlement as a Factor in the Labor Movement,” “The Wrecked Foundations of Domesticity,” “Survivals of Militarism in City Government,” “If Men Were Seeking the Franchise,” “Women’s Conscience and Social Amelioration,” “Aspects of the Women’s Movement,” and “Women’s Memories—Challenging War.”

October 22nd: *Biography/Autobiography of Worldlessness, of What* Did Not *Happen. The Healing Power of Narration. Normal Men Do Not Know That Everything is Possible.* Required Reading: Hannah Arendt, excerpts from *Rahel Varnhagen: The Life of a Jewess* and *Totalitarianism.*

October 29th: *Becoming the Second Sex: Is there an essential content to being a woman? Is the category “woman” a deviation and peculiarity, the other and relative measure to a standard that is male? What does it mean to claim that one becomes, rather than being born, a woman? Do women possess desirable characteristics (of patience, sympathy, and irony) that are fruits of a situation of oppression? Can one be a creator if one is struggling to prove that one is human? Is mediocrity inevitable in the work of even independent women?* Required Reading: Simone de Beauvoir, *The Second Sex.*

November 5th: *The Second Sex, Continued and Twentieth-Century Revolutions.* Required Reading: Grace Lee Boggs (with C.L.R. James and Pierre Chaulieu), *Facing Reality* and *Women and the Movement to Build a New America*, and excerpts from (with James Boggs) *Revolution and Evolution in the Twentieth Century* and *The Next American Revolution: Sustainable Activism for the Twenty-First Century.*

November 12th: *Gender as Racialized and Class-Inflected All the Way Down:* Angela Y. Davis, *Women, Race, & Class.* Recommended Reading: “Race and Black Human Rights” by Claudia Jones.

November 19th: *Social Contract Refashioned:* Carole Pateman, *The Sexual Contract.* Recommended Reading: Nancy Hartsock, *Money, Sex and Power.*

December 3rd : *Shifting the Geographies of Reason.* Required Reading:Gloria Anzaldua, *Borderlands/La Frontera: The New Mestiza* and Sylvia Wynter, “On How We Mistook the Map for the Territory, and Re-Imprisoned Ourselves in the Unbearbale Wrongness of Being, of *Désêtre*: Black Studies Toward the Human Project.” Recommended Readings by Katherine McKittrick and Clyde Woods, “No One Knows the Mysteries at the Bottom of the Ocean” and Katherine McKittrick, “Freedom is a Secret.”

December 10th: *Geo-politics of Citizenship and Belonging*: Lisa Lowe, *Immigrant Acts: On Asian-American Cultural Politics.*

**2019-67 MCB 3003 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9731 |
| **Request Proposer** | Cole |
| **Course Title** | Biophysical Chemistry I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Biophysical Chemistry I |
| **Course Number** | 3003 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | 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** | 30 |
| **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** | MATH 2110Q or 2130Q PHYS 1402Q, 1502Q, or 1602Q |
| **Corequisites** | None |
| **Recommended Preparation** | MCB 2000 or 3010 |
| **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** | MCB 3003. Biophysical Chemistry I Three credits. Prerequisite: MATH 2110Q or 2130Q; PHYS 1402Q, 1502Q, or 1602Q, or instructor permission. Recommended preparation: MCB 2000 or 3010. An introduction to the physical chemistry of biological molecules and systems. Principal topics include biomolecular thermodynamics, kinetics, transport properties, and biomolecular structure. |
| **Reason for the course action** | The structural biology and biophysics major previously included two semesters of physical chemistry. This course and MCB 3004, Biophysical Chemistry II, will replace this sequence. These courses specifically focus on the application of physical chemistry to biological molecules and systems. |
| **Specify effect on other departments and overlap with existing courses** | The chemistry department has been apprised of our plan to develop an alternative physical chemistry course sequence for the structural biology and biophysics major. There is some overlap with CHEM 3563-3564 Physical Chemistry, but as mentioned above, MCB 3003 is focused on biological molecules and phenomena. |
| **Please provide a brief description of course goals and learning objectives** | This course provides an introduction to the basic principles of physical chemistry as applied to biological molecules and cellular processes. Students will learn basic molecular thermodynamics, structure, kinetics, transport phenomena, and ligand interactions from a biological perspective. The course is intended for structural biology and biophysics majors as well as students majoring in other fields who would wish to develop an understanding of the physical-chemical basis for biological processes. |
| **Describe course assessments** | Mastery of the scientific material will be assessed though exams and problem sets. Students will be assigned presentations of key applications of basic biophysical chemistry that address important biological questions and will be evaluated based on their presentations and participation in the discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_MCB\_3003\_5003\_12-21-18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141583&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd487b5a037a8493fe75b08d667708fa7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636810130474705856&sdata=1vw%2FJdO0XbzK9qJJMKTn7y0xZj6cEV0Ee4lrLuV%2BHUk%3D&reserved=0) | Syllabus\_MCB\_3003\_5003\_12-21-18.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 11/30/2018 - 16:57 | Submit |  | Complete. | | Molecular and Cell Biology | James L Cole | 12/09/2018 - 16:31 | Approve | 12/7/2018 | Approved by MCB C+C committee and department. | | College of Liberal Arts and Sciences | Pamela Bedore | 12/20/2018 - 17:30 | Return | 12/20/2018 | Returning to initiator as per proposer email, 12.20.2018. PB. | | Return | James L Cole | 12/21/2018 - 11:30 | Resubmit |  | Revised course number to avoid conflict with archived course. JLC | | Molecular and Cell Biology | James L Cole | 12/21/2018 - 11:33 | Approve | 12/7/2018 | . | |

**MCB 3004/5004: Biophysical Chemistry II**

4:40-5:55 pm Monday/Wednesday

## **Instructor**

## Dr. Eric May

## Office: BPB, Room 305

## Phone: 486-0484

E-mail: [eric.may@uconn.edu](mailto:Peter.Burkhard@uconn.edu)

## Office Hours: arranged by email

**Overview**

This course is intended to introduce students to concepts of statistics, probability, and thermodynamics in the context of biomolecular systems. Through the framework of statistical mechanics, we will explore the driving forces for equilibrium properties of microscopic systems. Additional topics will include electrostatics, intermolecular interactions, ligand binding, protein stability and folding. The goal is for students to gain a physical-chemical understanding of biomolecular structure and interactions.

**Text Books**

***Required Text***

Molecular Driving Forces, 2nd Edition, Dill, K. and Bromberg S., Garland Science, New York, 2011.

***Supplementary Texts***

Proteins: Concepts in Biochemistry, Almedia P., Garland Science, New York, 2016.

Physical Chemistry: Principles and Applications in Biological Sciences. 5th Edition, Tinoco, I., Sauer, K., Wang, J.C., Puglisi, J.D., Harbison, G.H., and Rovnyak, D. 2014, Pearson.

**Topics:**

***Probability and Statistical Mechanics***

From Entropy to Free Energy

Boltzmann Distribution and the Partition Function

Chemical Equilibrium

Transition State Theory

***Electrostatics***

Intermolecular Forces

Electrochemical Equilibrium

***Biomolecular Interactions***

Ligand Binding

Allostery and Cooperativity

Protein Stability and Folding

**Grading**

Grading will be based upon homework, three exams, a group journal article presentation as well as general class participation, particularly during the journal clubs. Final grades will be determined on a curved scale. Undergraduate and graduate sections will be evaluated independently and given different exams.

**Grading**

Exams: 60%

Problem Sets: 25%

Presentations/Class Participation: 15%

**Policy Statements**

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

[Student Conduct Code](http://www.community.uconn.edu/the-student-code)

[Academic Integrity Statement](http://community.uconn.edu/the-student-code-appendix-a/)

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).

Final Exam Policy

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Dean of Students. If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**2019-68 MCB 5003 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9776 |
| **Request Proposer** | Cole |
| **Course Title** | Biophysical Chemistry I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Biophysical Chemistry I |
| **Course Number** | 5003 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | 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** | 30 |
| **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** | . |
| **Corequisites** | . |
| **Recommended Preparation** | . |
| **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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 5003. Biophysical Chemistry I Three credits. Not open for credit to students who have passed MCB 3003. An introduction to the physical chemistry of biological molecules and systems. Principal topics include biomolecular thermodynamics, kinetics, transport properties, and biomolecular structure. |
| **Reason for the course action** | Create a new graduate course that focuses on the application of physical chemistry to biological molecules and systems. |
| **Specify effect on other departments and overlap with existing courses** | There is some overlap with CHEM 5350 Advanced Physical Chemistry I, but MCB 5003 is focused on biological molecules and phenomena. |
| **Please provide a brief description of course goals and learning objectives** | This course provides an introduction to the basic principles of physical chemistry as applied to biological molecules and cellular processes. Students will learn basic molecular thermodynamics, structure, kinetics, transport phenomena, and ligand interactions from a biological perspective. The course is intended for students who wish to develop an understanding of the physical-chemical basis for biological processes. |
| **Describe course assessments** | Mastery of the scientific material will be assessed though exams and problem sets. Students will be assigned presentations of key applications of biophysical chemistry that address important biological questions and will be evaluated based on their presentations and participation in the discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_MCB\_3003\_5003\_12-21-18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141584&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca1afa885da724a2a6e9508d66770d197%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636810131648485052&sdata=72S0k9voJLK3NLnZYWcoyuAPlZdd6aaUKg5NSTq%2F4Ik%3D&reserved=0) | Syllabus\_MCB\_3003\_5003\_12-21-18.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 12/03/2018 - 20:55 | Submit |  | Complete | | Molecular and Cell Biology | James L Cole | 12/09/2018 - 16:44 | Approve | 12/7/2018 | Approved MCB C+C and department. | | College of Liberal Arts and Sciences | Pamela Bedore | 12/20/2018 - 17:31 | Return | 12/20/2018 | Returning to initiator as per proposer email, 12.20.2018. PB. | | Return | James L Cole | 12/21/2018 - 11:34 | Resubmit |  | Revised course number. | | Molecular and Cell Biology | James L Cole | 12/21/2018 - 11:41 | Approve |  | . | |

**2019-69 MCB 3004 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9791 |
| **Request Proposer** | May |
| **Course Title** | Biophysical Chemistry II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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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** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Biophysical Chemistry II |
| **Course Number** | 3007 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | May |
| **Proposer First Name** | Eric |
| **Select a Person** | erm12009 |
| **Proposer NetId** | erm12009 |
| **Proposer Phone** | +1 860 486 0484 |
| **Proposer Email** | [eric.may@uconn.edu](mailto:eric.may@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** | 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** | 30 |
| **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** | MATH 2110Q or 2130Q. PHYS 1402Q, 1502Q, or 1602Q, or instructor permission. |
| **Corequisites** | . |
| **Recommended Preparation** | MCB 2000 or 3010. MCB 3003 or CHEM 3563. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MCB 3007. Introduction to Biophysical Chemistry Three credits. Prerequisite: CHEM 2443; MATH 1132Q; PHYS 1202Q, 1402Q or 1602Q or instructor consent. Energetics and kinetics of metabolic reactions. Interactions of electromagnetic radiation and biological macromolecules. Formation and energetics of supramolecular structures. The basis of selected techniques of molecular biology, such as DNA hybridization, radioimmune assays. DNA melting and thermal transitions in polymers, thermodynamics, analysis of reactions, binding theory, cooperative interactions. |
| **Provide proposed title and complete course catalog copy** | MCB 3004. Biophysical Chemistry II Three credits. Prerequisite: MATH 2110Q or 2130Q; PHYS 1402Q, 1502Q, or 1602Q, or instructor permission. Recommended preparation: MCB 2000 or MCB 3010; MCB 3003 or CHEM 3563. An introduction to the physical chemistry of biological molecules and systems. Emphasis on a statistical framework for understanding biomolecular phenomena. Principal topics will include electrostatics, intermolecular forces, ligand binding and protein stability and folding. |
| **Reason for the course action** | The course material has been revised to focus on the statistical mechanics underlying biomolecular phenomena. The course number and name have been changed to indicate that it represents the second of two courses in biophysical chemistry. The first course, MCB 3003 Biophysical Chemistry I, focuses on thermodynamics, kinetics, and transport processes. Both of these courses will be required for majors in structural biology and biophysics. |
| **Specify effect on other departments and overlap with existing courses** | The chemistry department has been informed of our plan to develop an alternative physical chemistry course sequence for the structural biology and biophysics majors. There is some overlap with CHEM 3563-3564 Physical Chemistry, but as mentioned above, MCB 3004 is focused on biological molecules and phenomena. |
| **Please provide a brief description of course goals and learning objectives** | This course provides a presentation of physical chemistry principles applied to biological molecules and phenomena. This is a companion course to MCB 3003 Biophysical Chemistry I, although MCB 3003 is not a prerequisite for this course. This course will emphasize a statistical approach to understanding the behavior of biomolecules. Additional topics will include electrostatics, intermolecular interactions, ligand binding, protein stability and folding. The goal is for students to gain a physical-chemical understanding of biomolecular structure and interactions. |
| **Describe course assessments** | Mastery of the scientific material will be assessed though exams and problem sets. Students will be assigned presentations of a primary literature article that highlights the application of course material applied to biological systems of interest, and will be evaluated based on their presentations and participation in the discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_MCB3004\_5004\_12-20-18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141586&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C11c7c089bedd4228a60e08d6677130ba%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636810133180478497&sdata=YOLfnqpiAAJ59nholFDRrBSvM%2FTFrx8wmZ4bs65qvhM%3D&reserved=0) | Syllabus\_MCB3004\_5004\_12-20-18.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 12/04/2018 - 08:36 | Submit |  | Complete. | | Molecular and Cell Biology | James L Cole | 12/09/2018 - 16:58 | Approve | 12/7/2018 | Approved MCB C+C and department. | | College of Liberal Arts and Sciences | Pamela Bedore | 12/20/2018 - 17:31 | Return | 12/20/2018 | Returning to initiator as per proposer email, 12.20.2018. PB. | | Return | James L Cole | 12/21/2018 - 11:49 | Resubmit |  | Course number changed. | | Molecular and Cell Biology | James L Cole | 12/21/2018 - 11:51 | Approve |  | . | |

**MCB 3004/5004: Biophysical Chemistry II**

4:40-5:55 pm Monday/Wednesday

## **Instructor**

## Dr. Eric May

## Office: BPB, Room 305

## Phone: 486-0484

E-mail: [eric.may@uconn.edu](mailto:Peter.Burkhard@uconn.edu)

## Office Hours: arranged by email

**Overview**

This course is intended to introduce students to concepts of statistics, probability, and thermodynamics in the context of biomolecular systems. Through the framework of statistical mechanics, we will explore the driving forces for equilibrium properties of microscopic systems. Additional topics will include electrostatics, intermolecular interactions, ligand binding, protein stability and folding. The goal is for students to gain a physical-chemical understanding of biomolecular structure and interactions.

**Text Books**

***Required Text***

Molecular Driving Forces, 2nd Edition, Dill, K. and Bromberg S., Garland Science, New York, 2011.

***Supplementary Texts***

Proteins: Concepts in Biochemistry, Almedia P., Garland Science, New York, 2016.

Physical Chemistry: Principles and Applications in Biological Sciences. 5th Edition, Tinoco, I., Sauer, K., Wang, J.C., Puglisi, J.D., Harbison, G.H., and Rovnyak, D. 2014, Pearson.

**Topics:**

***Probability and Statistical Mechanics***

From Entropy to Free Energy

Boltzmann Distribution and the Partition Function

Chemical Equilibrium

Transition State Theory

***Electrostatics***

Intermolecular Forces

Electrochemical Equilibrium

***Biomolecular Interactions***

Ligand Binding

Allostery and Cooperativity

Protein Stability and Folding

**Grading**

Grading will be based upon homework, three exams, a group journal article presentation as well as general class participation, particularly during the journal clubs. Final grades will be determined on a curved scale. Undergraduate and graduate sections will be evaluated independently and given different exams.

**Grading**

Exams: 60%

Problem Sets: 25%

Presentations/Class Participation: 15%

**Policy Statements**

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

[Student Conduct Code](http://www.community.uconn.edu/the-student-code)

[Academic Integrity Statement](http://community.uconn.edu/the-student-code-appendix-a/)

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).

Final Exam Policy

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Dean of Students. If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**2019-70 MCB 5004 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-10073 |
| **Request Proposer** | May |
| **Course Title** | Biophysical Chemistry II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Biophysical Chemistry II |
| **Course Number** | 5004 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course is being offered again after being archived. The material is consistent with the previous course description. |

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| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | May |
| **Proposer First Name** | Eric |
| **Select a Person** | erm12009 |
| **Proposer NetId** | erm12009 |
| **Proposer Phone** | +1 860 486 0484 |
| **Proposer Email** | [eric.may@uconn.edu](mailto:eric.may@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** | 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** |  |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MCB 5004. Biophysical Chemistry II Three credits. The physico-chemical behavior of biological macromolecules, their interactions, the forces involved, and the physical methods for studying such systems. |
| **Provide proposed title and complete course catalog copy** | MCB 5004 Biophysical Chemistry II Three credits Not open for credit to students who have passed MCB 3004. An introduction to the physical chemistry of biological molecules and systems. This course will emphasis a statistical framework for understanding biomolecular phenomena. Principal topics will include electrostatics, intermolecular forces, ligand binding and protein stability and folding. |
| **Reason for the course action** | The course material has been revised to focus on the statistical mechanics underlying biomolecular phenomena. |
| **Specify effect on other departments and overlap with existing courses** | There is some overlap with CHEM 5350 Advanced Physical Chemistry I, but MCB 5004 is focused on biological molecules and phenomena. |
| **Please provide a brief description of course goals and learning objectives** | This course provides a presentation of physical chemistry principles applied to biological molecules and phenomena. It is a companion course to MCB 5003, Biophysical Chemistry, although MCB 5003 is not a prerequisite. This course will emphasize a statistical approach to understanding the behavior of biomolecules. Additional topics will include electrostatics, intermolecular interactions, ligand binding, protein stability and folding. The goal is for students to gain a physical-chemical understanding of biomolecular structure and interaction. |
| **Describe course assessments** | Mastery of the scientific material will be assessed though exams and problem sets. Students will be assigned presentations of a primary literature article that highlights the application of course material applied to biological systems of interest, and will be evaluated based on their presentations and participation in the discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_MCB3004\_5004\_12-20-18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141553&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf0531ed72ae44784cea508d66771641e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636810134036788244&sdata=sAGR451ixcz2n7DDghMz831y34%2Fzbzg%2Fofm0y8e%2FfKw%3D&reserved=0) | Syllabus\_MCB3004\_5004\_12-20-18.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 12/20/2018 - 15:17 | Submit |  | . | | Molecular and Cell Biology | James L Cole | 12/21/2018 - 11:58 | Approve | 12/7/2018 | Approved by MCB C+C and department. | |

**2019-20 TRST 3100 Add Course (guest: Peter Constantine)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8497 |
| **Request Proposer** | Theologhides |
| **Course Title** | Editing and Publishing International Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | TRST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Editing and Publishing International Literature |
| **Course Number** | 3100 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Peter C Theologhides |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | pct15101 |
| **Initiator Email** | [peter.constantine@uconn.edu](mailto:peter.constantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 3 |
| **Instructional Pattern** | writing practicum and editing seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to sophomores or higher |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior,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?** | 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** | Instructor is 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** | TRST 3100. Editing and Publishing International Literature Three credits. Instructor consent required. Open to sophomores or higher. May be repeated once for credit. Practicum in editing publications of international literature in translation, culminating in the production and publication of the All Translation anthology. |
| **Reason for the course action** | This course will be part of UConn's new Program in Literary Translation, and will provide practical training to students that is not offered in the Program's other translation theory and practice courses, or in any other courses offered at LCL. This course is designed to help students develop a broad range of professional editorial skills to give them a competitive edge in today’s job market, utilizing the resources of LCL’s new international print publication, All Translation, an annual anthology of exceptional translations by young, cutting-edge translators ranging¢ from UConn students to early-career translators from around the world. This course will allow students to cultivate a skillset for editing and publishing international literature in translation, and will result in a professional portfolio demonstrating editorial expertise. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students will receive a comprehensive overview of international literary editorial and publishing roles, and will engage in hands-on learning by working closely as a collaborative unit on the production of the All Translation anthology. The course will be a practicum in editing literature in translation, culminating in the publication of this anthology. |
| **Describe course assessments** | The final grade for this course will be evaluated based on four components: 30% Editorial assignments and milestone evaluations 20% Participation 20% Publication packet 30% Final portfolio This course will not have a midterm or a final examination. The students will be graded according to the four components mentioned above. No formal texts will be required. Reading material will be made available on a weekly basis on HuskyCT. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [TRST 3100—Editing and Publishing International Literature, Syllabus .docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136089&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C40e5442b36bf409a46be08d67cad1e19%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636833480312078247&sdata=QCrvtPjHyA%2BcdPnSeyn3ukK1KgHqoyBKjUDXgpLsLrY%3D&reserved=0) | TRST 3100—Editing and Publishing International Literature, Syllabus .docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Peter C Theologhides | 09/25/2018 - 10:48 | Submit |  | This course would be a vital part of UConn's expanding Program in Literary Translation. | | Literatures, Cultures and Languages | Jennifer Terni | 01/16/2019 - 22:28 | Approve |  | I approve this course which provides an exceptional opportunity to learn about the world of profession translation and editing. | |

**TRST 3100—Editing and Publishing International Literature**

Instructor: Brian Sneeden, [brian.sneeden@uconn.edu](mailto:brian.sneeden@uconn.edu)

**Description**

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

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

**Required Texts**

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

**Course Components**

*Editorial Roles*

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

*Publication Packet*

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

*Final Portfolio*

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

**Evaluation**

The final grade will be evaluated based on four components:

30% Editorial assignments and milestone evaluations

20% Participation

20% Publication packet

30% Final portfolio

**Plagiarism**

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

**Accommodations**

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

**Plan of Classes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**2019-21 Literary Translation Add Minor (guest: Peter Constantine)**



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: 09/24/2018

2. Department or Program: Program in Literary Translation [or: Literatures, Cultures and Languages]

3. Title of Minor: Literary Translation Minor

4. Does this Minor have the same name as the Department or a Major within this

Department? Yes \_X No

    (If no, explain in Justification section below how this proposed Minor satisfies

the [CLAS rule](http://ccc.clas.uconn.edu/form-instructions/#minors) limiting each department to one minor).

5. [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.)

# Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

In the Literary Translation Minor, students will practice the craft of translating literary texts from any language into English and explore international theories of literary translation. The Literary Translation Minor consists of a minimum 15 credits at the 2000-level or above.

Requirements:

1. **Two required translation courses**: TRST 3010 and TRST 3011.
2. **Two literary / cultural courses chosen from: ARAB, CAMS, CHIN, CLCS, CRLP, FREN, GERM, HIND, ILCS, JAPN, KORE, MGRK, PERS, PLSH, PORT, RUSS, SPAN, VIET.**
3. One Creative Writing or related Genre Course from English chosen from:

Creative Writing: ENGL 3701; ENGL 3703; ENGL 3705; ENGL 3711; ENGL 3715

Genre Course: ENGL 2401; ENGL 2405; ENGL 2407; ENGL 2408/w; ENGL 2409,  ENGL 2413/W; ENGL 3403; ENGL 4401W; ENGL 4405W; ENGL 4407W.

With the Minor Advisor’s approval, students may count up to six credit hours in independent study in lieu of courses from sections B and C. AP credits may not be counted toward the Minor. Courses used to fulfill the field requirements of the student’s Major can also be used to fulfill the Literary Translation Minor.

The Minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/). For further information, please contact [peter.constantine@uconn.edu](mailto:peter.constantine@uconn.edu)

# Justification

1. Identify the core concepts and questions considered integral to the discipline:

The core concept integral to the discipline of literary translation studies is the production of translations and the analysis of the process of translation. Also integral to the discipline is the study of the theories of translation over the centuries. This Minor will address international translation practices and theories, as well as the crossing of cultures, literatures, and languages. This Minor would be part of UConn's new Program in Literary Translation.

1. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The two required translation courses will introduce students to the theories and practices of literary translation, covering a range of literary genres (poetry, prose, and drama).

**The two literary / cultural courses** will immerse students in any of the languages, cultures, and literatures of their choice taught at UConn.

The one course requirement in English will help students further their understanding of English literary style, craft, and genre, which are vital elements in literary translation.

1. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

This Minor would be part of the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/)’s Program in Literary Translation, and would aim to offer students a specific academic focus on literary translation.

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

    Department Curriculum Committee:

    Department Faculty:

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

Peter Constantine

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

Department of Literatures, Cultures & Languages

Oak Hall East SSHB Room 207

365 Fairfield Way U-1057

Storrs, CT 06269

**2019-22 Sustainable Food Add Minor (guest: Andy Ballantine)**



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: January 14, 2019

2. Department or Program: Environmental Studies

3. Title of Minor: Sustainable Community Food Systems

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes \_X\_\_ No

    (If no, explain in Justification section below how this proposed Minor satisfies

the CLAS rule limiting each department to one minor).

5. Effective Date (semester, year) : August, 2019

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

# Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive, internship during the summer (200 hours paid) and fall (6 credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include:
  + SOCI 2705. Sociology of Food
  + ARE 3260. Food Policy
  + ARE 4438. Valuing the Environment
  + NRE 3265. Sustainable Urban Ecosystems
  + NUSC 3230. Community Nutrition
* A capstone writing class approved by the SCFS minor advisor (e.g. GEOG 4000W)
* A capstone seminar in Sustainable Community Food Systems approved by the minor advisor (e.g. GEOG 4098)
* Six (6) credits of an internship class in a department appropriate to the SCFS minor
* One elective class from CAHNR, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include:
  + SPSS 2100. Environmental Sustainability of Food Production in Developed Countries
  + SPSS 2500. Principles and Concepts of Agroecology
  + SPSS 3610. Organic and Sustainable Vegetable Production

This minor is offered by the Environmental Studies program (EVST).

# Justification

1. Identify the core concepts and questions considered integral to the discipline: Access to quality food is a critical issue in many communities with healthy food choices and education being unavailable in many poorer communities. The key to health and community stability is not just in providing healthy food, but in creating a sustainable, local, food system that addresses social justice, economic, and environmental facets of food production. This minor gives students interested in working with underserved communities a service-based, hands-on, and theoretically grounded approach in how sustainable, local food production can be an avenue to create social justice, economic opportunity, and healthy citizens and environment.

2. Explain how the courses required for the Minor cover the core concepts identified in the previous question: The courses designed for this minor revolve around the concept of a “Rural Semester” experience, modeled on the successful Urban Semester program of Urban and Community Studies and the Field Internship course of Sustainable Plant and Soil Science (SPSS 3081). Because understanding the link between sustainable food production and the social food system are essential to the program, we need to make the intensive, on-site experience happen during the summer growing season. The summer experience will include working and/or living at Spring Valley Student Farm with a weekly, evening check-in seminar (non-credit) where students will work with an advisory board member on relevant readings and discuss their respective projects. The students will be expected to work 30 hours/week; 10 at the farm and 20 at an internship site in the Windham area. Funds are available for the community internship in the summer. Student applications for funding will be evaluated by the SCFS Advisory Board, based on criteria set by the Advisory Board. The summer internship project will be continued as a for-credit internship in the fall. Credit for the internship in the fall will be obtained through a 6-credit internship in an appropriate department. Between 200 hours of paid, summer internship and approximately 250 hours of internship in the fall, the students will be able to develop a strong link to their community partner, developing skills and ideas that will be the foundation of a major portfolio piece. In the fall, students will take a writing class focused on sustainability in which they will write a thesis about their intensive, internship experience (e.g., GEOG 4000W). In the fall, students will also take a class focused on sustainable, community food systems, community organizing, social entrepreneurship, non-profit leadership, and non-profit collective impact models (GEOG 4095). The fall classes will be taught by Andy Jolly-Ballantine (Geography) in the near term. We emphasize that this program involves many departments (e.g., SOCI, EVST, NRE, SPSS, NUSC, ARE) and professors from any of these departments can lead the internships and/or the fall classes in the future. The residential (at Spring Valley Student Farm), immersive experience in the summer and fall is essential to the hands-on, community-building focus of this program. As a result, students are expected to take 12 credits with the program in the fall so they can remain on the farm working on their projects and with their cohort. A broad, practical and theoretical approach to community food systems will be taken as preparation for the summer program and to identify students interested in the more intensive summer “rural semester” internship that is the heart of the minor. Finally, students will join the program from many disciplines across colleges, but need a grounding in courses from agriculture, health, and natural resources so the program requires an elective from a list of relevant courses in CAHNR to ground the minor experience in a facet of food production. We anticipate this sequence of courses will create an experience-based program in sustainable food systems, unique in the US, and provide students with this minor with many post-graduation opportunities in community organizing, Americorps VISTA, etc.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor. This minor is designed for the EVST program because of its sustainability focus, it draws expertise from so many departments, and will complement student majors in several departments. We believe this could anchor a “practical” track within the EVST major where students focus many of their credits in hands-on work.

4. Dates approved by

    Department Curriculum Committee: October 1, 2018

    Department Faculty: October 1, 2018

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu

# Plan of Study

Attach a "Minor Plan of Study" form to your submission email as a separate document. This form will be used like the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the Minor in <insert name>

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept. of <insert name>

               Minor Advisor

**2019-23 ASLN 3193 Drop Course (guest: Linda Pelletier)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9362 |
| **Request Proposer** | Pelletier |
| **Course Title** | Foreign Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Linguistics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Foreign Studies |
| **Course Number** | 3193 |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

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| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | Duplication. We already have ASLN 1193 and 3293 |
| **Specify effect on other departments and overlap with existing courses** | None |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Linda J Pelletier | 11/09/2018 - 21:16 | Submit |  | Delete ASLN 3193 Foreign Studies | | Linguistics | Jon Gajewski | 11/12/2018 - 08:10 | Approve | 11/6/2018 | Approved. | |

**2019-24 ASLN 3290 Add Course (guest: Linda Pelletier)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9585 |
| **Request Proposer** | Pelletier |
| **Course Title** | Field Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > 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** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Field Study |
| **Course Number** | 3290 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ASLN 1104 |
| **Corequisites** | None |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ASLN 3290. Field Study One to three credits. Instructor consent required. This course is designed to provide students with a practical learning experience, working in an environment that fosters ASL communication and a deeper appreciation and understanding of the Deaf community. Field study placements are arranged or approved by the ASL Coordinator or course instructor. |
| **Reason for the course action** | To provide students an opportunity to work within a language rich environment |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The primary goal of the field study placement is to gain practical experience communicating in American Sign Language in a setting closely tied to the Deaf community. Students will improve both their receptive and expressive skills in ASL while at the same time, gain a deeper understanding of Deaf cultural and social norms that differ from those of the larger hearing society. |
| **Describe course assessments** | Your final grade will be determined on a satisfactory or unsatisfactory (S/U) basis. Assessment is primarily based on the paper related to your field study placement, mid-semester questionnaire and review of your final assessment. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 3294 Field Study syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143564&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cba1b4297c13c4977bdc808d682426d07%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839619146282358&sdata=SBtU1MXss1G9mSa67cI9WiTmaZwJynHoWNPnVlU51EI%3D&reserved=0) | ASLN 3294 Field Study syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/22/2018 - 19:49 | Submit |  | Pending approval from Jon Gajewski | | Linguistics | Jon Gajewski | 01/23/2019 - 09:25 | Approve | 1/23/2019 | \_ | |

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**ASLN 3290: Field Study**

**Syllabus**

**Field Study Coordinator:** Joan Hannah

**Email:** [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu)

**Advising Hours:**Monday’s and Wednesday’s, 1:45-3:00, OAK 367.

**Course Description:** This course is designed to provide students with a practical learning experience, working in an environment that fosters ASL communication and a deeper appreciation and understanding of the Deaf community. Field study placements are arranged or approved by the Coordinator.

**Prerequisite**: Completion of ASLN 1104 with a grade of C or better, or consent of the Field Study Coordinator.

**Learning Objective**: The primary goal of the field study placement is to gain practical experience communicating in American Sign Language in a setting closely tied to the Deaf community. In addition, students will experience job related opportunities as it relates to their career interests either working directly with professionals or students who are Deaf or hard of hearing. Students will further develop their ASL skills, both receptively and expressively, while at the same time, gain a deeper understanding of Deaf cultural and social norms.

**Text**:  No textbook is required.

**Credit Hours**: One credit hour is awarded for each hour per week at their field study placement for a total of no more than 3 credits or 3 hours per week.

**Academic Requirements and Expectations**:  You are required to meet with your faculty coordinator **at least two** times during the semester. Meeting times to be discussed and arranged at the beginning of the semester. The role of the student is that of a participant observer. Students are expected to be professional, engaged, inquisitive and ready to learn and contribute.

**Assignments**:

* Complete a mid-semester questionnaire
* Complete a final assessment of field placement,
* Complete an analytical, academic paper. Papers should be 10 pages in length and incorporate at least two references to scientific journal articles.

**Time Sheet:**A time sheet will be distributed in order to keep track of your field study hours.

**Examinations**:  There will be no examinations for the course.  The final assessment of your field study placement and your academic assignment are due at the end of the semester.

**Assessment**:   Assessment is primarily based participation at the field site location, scheduled meetings, the paper related to your field study placement, mid-semester questionnaire and review of your final assessment (to be discussed further during week 1).

**Grading Scale:**

95-100 A

90-94 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0-59 F

|  |  |
| --- | --- |
| **Course Schedule:** | |
| **Week 1:** | Field Study hours may begin.  Contracts are due. |
| **Week 2:** | Recommended check-in with field study supervisor to discuss projects. |
| **Weeks 3-7:** | Recommended check-in with field study sponsor to discuss academic assignment. |
| **Week 8:** | **Mid-Semester questionnaire due** |
| **Week 9:** | Verify continuing internship if applicable |
| **Weeks 10-13:** | Recommended check-in to verify you are on track to complete required internship hours. |
| **Week 14:** | Recommended check-in to verify you are on track to complete required internship hours |
| **Week 15:** | **Final Assessment of Field Placement due** |

**University and Course Policies**

***Students with Disabilities***: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations. Please contact the Office of Disability Services and me if you would like to request accommodations (<http://www.csd.uconn.edu/>).

***Student Code of Conduct:*** Please refer to the student code of conduct:<http://www.community.uconn.edu/student_code.html> for policies related to your rights and responsibilities in class. You are responsible for upholding this code.

***University Writing Center:*** All UConn students are encouraged to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For more information, please visit [www.writingcenter.uconn.edu](http://www.writingcenter.uconn.edu).

***Academic Integrity:*** 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/).

***Confidentiality Clause*:** As part of your field study experience, you will be engaging directly with students and staff members of particular schools. Even though you are not conducting research, you will still have interactions in the field that are discussed in this course. Therefore, to protect the confidentiality of those you work with, please do not use real names of any teacher, administrator, parent, or student in any written or oral presentation of material. You may use a pseudonym or simply refer to the persons as “teacher”, “student”, etc. In addition, the information you collect as a part of any class project may not be made public in written, oral or video form to audiences outside the classroom.

***Inclement Weather:*** This class will follow the Central Administration’s decisions about closure of the campus due to weather. You are also expected to follow any inclement weather related closure at your field study location.

***Course Evaluation***: Students will be provided an opportunity to evaluate this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).



Field Study Contract

American Sign Language, Deaf Studies or Interpreting

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Study Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Field Study Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location (city, state):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Study Site Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The primary goal of the field study placement is to gain practical experience communicating in American Sign Language in a setting closely tied to the Deaf community. In addition, students will experience job related opportunities as it relates to their career interests either working directly with professionals or students who are Deaf or hard of hearing. Field study placements are carefully selected to offer students opportunities to further develop ASL skills, both receptively and expressively, while at the same time, gain a deeper understanding of Deaf cultural and social norms.

At the beginning of the course the student will give an evaluation form to the site supervisor or contact person. At the end of the course the supervisor or site contact person will complete the form and send it the field study coordinator.

After agreeing to goals, assignments, and a schedule, student will arrive faithfully on time and stay on task to complete the work as efficiently and effectively as possible. Student will observe the expectations for conduct as defined by the profession and workplace. Student will ask questions as needed, communicate problems or issues, and follow a regular schedule of reporting and course assignments.

As part of this contract, describe the following:

• Goals for this field study

• Assignments and responsibilities

• Schedule (including start date, expected end date, and weekly hours)



Field Study

STUDENT EVALUATION

Please complete this brief evaluation at the end of the student’s time with your organization. We encourage your comments in addition to the ratings. We ask that you review the evaluation with the student, and remind you that constructive criticism will only help to improve the student’s performance.

Please return this evaluation to:

Joan Hanna

University of Connecticut

Oak Hall, Room 356

365 Fairfield Way, Unit 1145

Storrs, CT 06269-1145

[Joan.hanna@uconn.edu](mailto:Joan.hanna@uconn.edu)

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Study Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1=Unacceptable

2=Acceptable

3=Average

4=Good

5=Excellent

Work Habits

|  |  |
| --- | --- |
| Student was punctual and remained on the job until shift ended |  |
| Student made arrangements with supervisor if he/she needed to make adjustments in the schedule |  |
| Student took responsibility for own learning |  |
| Student dressed appropriately for work, according to workplace policy |  |
| Student followed workplace policies and procedures |  |
| Student completed assigned tasks |  |
| Student sought supervision as needed |  |
| Student completed readings, trainings, etc. as required by the organization and supervisor |  |
|  |  |

Professional Demeanor

|  |  |
| --- | --- |
| Student worked constructively within the organization’s parameters |  |
| Student asked appropriate questions |  |
| Student maintained good working relationships with staff members |  |
| Student maintained good working relationships with clients/consumers |  |
| Student worked effectively as a team member |  |
|  |  |

Communication Unacceptable Acceptable Average Good Excellent

|  |  |
| --- | --- |
| Student communicated clearly and concisely in both written and oral form |  |
| Student used appropriate channels of communication |  |
| Student provided supervisor with HDSR Field Study information and communicated the goals and rationale of the Field Study |  |
|  |  |
|  |  |

Supervisor Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_

**2019-25 ASLN 3292 Add Course (guest: Linda Pelletier)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9584 |
| **Request Proposer** | Powell |
| **Course Title** | Experiential Learning |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > 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** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Experiential Learning |
| **Course Number** | 3292 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Powell |
| **Proposer First Name** | Sherry |
| **Select a Person** | shm07006 |
| **Proposer NetId** | shm07006 |
| **Proposer Phone** | +1 860 486 8123 |
| **Proposer Email** | [sherry.powell@uconn.edu](mailto:sherry.powell@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Approval of Experiential Learning Supervisor |
| **Corequisites** | None |
| **Recommended Preparation** | Completion of the course for which the student will provide tutoring services. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ASLN 3292. Experiential Learning One to three credits. Prerequisite: approval of Experiential Learning Supervisor. Instructor consent required. Recommended Preparation: completion of the course for which the student will provide tutoring services. This course is for students who wish to extend their knowledge and experience in American Sign Language and Deaf studies as tutors and as Instructional Assistants in related courses. |
| **Reason for the course action** | In the past, students have satisfied this course as an Independent Study. The duties, expectations and responsibilities are better suited as an Experiential Learning course and is better aligned with our curriculum needs. Independent Study will remain an option for students who wish to pursue this opportunity. This change will have no effect on degree requirements or enrollment in other courses. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Provide student-centered, peer tutoring services in a welcoming, connected, supportive, safe, and collaborative environment. Students will also serve as Instructional Assistants, assisting faculty in all facets of classroom needs. |
| **Describe course assessments** | Students will be evaluated based on the completion of their performance evaluation, including an evaluation from the instructor for which the student served as an Instructional Assistant. Students are also required to submit a reflection paper detailing their experience. Grades are awarded as either satisfactory or unsatisfactory (S/U). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 3297 Experiential Learning syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140664&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C300f2db4f5b94e1aa07a08d68241fe09%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839617282693887&sdata=BCKJSnajev0XpgQhM8tRK17Aoyl7k2eEu%2B3wT1iKP3g%3D&reserved=0) | ASLN 3297 Experiential Learning syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/22/2018 - 19:28 | Submit |  | Pending approval from Jon Gajewski | | Linguistics | Jon Gajewski | 01/23/2019 - 09:22 | Approve |  | Looks good. | |

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**ASLN 3292: Experiential Learning**

**Syllabus**

**Experiential Learning Supervisor:** Sherry Powell

**Email:** [sherry.powell@uconn.edu](mailto:sherry.powell@uconn.edu)

**Office Hours:** Monday’s and Wednesday’s, 12:15-1:15, OAK 365 or by appointment.

**Course Description:** This course is for students who wish to extend their knowledge and experience in American Sign Language and Deaf studies as tutors and as Instructional Assistants in related courses. This course is offered for up to 3 credits based on the number of hours assigned per week.

**Prerequisite**: Students must consult with the Experiential Learning Supervisor and complete an Instructional Assistant application.

**Goal**: Provide student-centered, peer tutoring services in a welcoming, connected, supportive, safe, and collaborative environment. Students will also serve as Instructional Assistants, assisting faculty in all facets of classroom needs.

**Materials**:  Instructional Assistance Manual (made available by the Supervisor).

**Credit Hours**: Two to three credits are awarded based on the number of hours per week. Students should devote an average of 6 hours per week for 2 credits or 9 hours per week for 3 credits (including time in class, time in the American Resource Center, various meetings, and prep time).

**Examinations**:  There will be no examinations for the course.

**Course Assignments and Expectations**:

* Students are expected to follow the guidelines as detailed in the Instructional Assistant Manual. The Instructional Assistant Manual must be signed off by each student.
* Provide weekly tutoring sessions scheduled by the IA Coordinator or Supervisor and appropriately log hours as set by the IA Coordinator. Students should devote an average of 6 hours per week for 2 credits or 9 hours per week for 3 credits (including time in class, time in the ARC, meeting and prep time).
* Students must log their hours in Google Drive (to be created by the Coordinators or Supervisor) and will be checked periodically and submitted at the end of the semester.
* Students will attend a training session at the beginning of the semester and attend all IA meetings throughout the semester.
* At the close of the semester, students must complete the Performance Evaluation form and Program Evaluation Form found in the Instructional Assistant Manual and submit it to the Supervisor.
* Students are required to submit a typed 2-page report (1.5-line spacing) critical reflection paper detailing thoughts and analysis of what was learned or experienced throughout the semester.

**Assessment**: Students will be evaluated based on the completion of their self-assessment and performance evaluation (see below), including an evaluation from the instructor for which the student served as an Instructional Assistant. Students are also required to submit a reflection paper detailing their experience.

**Grading Scale:**

95-100 A

90-94 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0-59 F

**University and Course Policies**

***Students with Disabilities***: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact the Office of Disability Services and me if you would like to request accommodations (<http://www.csd.uconn.edu/>).

***Student Code of Conduct:*** Please refer to the student code of conduct:<http://www.community.uconn.edu/student_code.html> for policies related to your rights and responsibilities in class. You are responsible for upholding this code.

***University Writing Center:*** All UConn students are encouraged to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For more information, please visit [www.writingcenter.uconn.edu](http://www.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 obligated to document every occasion when you use another’s ideas, language, or syntax. 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/).

***Confidentiality Clause*:** As part of your experience, you will be engaging directly with students and staff. Therefore, to protect the confidentiality of those you work with, please do not use real names of any teacher, administrator, or student in any written or oral presentation of material. You may use a pseudonym or simply refer to the persons as “teacher”, “student”, etc.

***Inclement Weather:*** This course will follow the Central Administration’s decisions about closure of the campus due to weather.

**INSTRUCTIONAL ASSISTANT**

**SELF ASSESSMENT AND EVALUATION**

Instructional Assistant Name: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be completed separately by the IA and the Faculty Supervisor and/or course instructor at the end of the semester.  Please also include comments, ideas, and suggestions on the back of this form. How would you rate yourself for the following attributes:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Needs Significant Improvement | Needs Some Improvement | Satisfactory | Very Good | Exceptional |
| Punctual |  |  |  |  |  |
| Attentive in class |  |  |  |  |  |
| Organized |  |  |  |  |  |
| Professional |  |  |  |  |  |
| Knowledge of the course |  |  |  |  |  |
| Prepared |  |  |  |  |  |
| Patient and understanding |  |  |  |  |  |
| Ability to tutor at appropriate level |  |  |  |  |  |
| Available to work with students |  |  |  |  |  |
| Supportive and respectful |  |  |  |  |  |
| Overall effectiveness |  |  |  |  |  |
|  |  |  |  |  |  |

How were you most effective as an IA?

What areas do you feel you can improve upon?

What suggestions would you like to make, if any, to improve the service provided to students?

What grade would you give yourself, and why?

Please make any additional comments if desired?

|  |
| --- |
| Comments from IA Coordinator, course instructor and/or Faculty Supervisor: |



Department of Linguistics

American Sign Language, Deaf Studies and Interpreting Courses

Manual for Instructional Assistants

**INTRODUCTION**

Welcome and thank you for your interest in supporting students and staff as an Instructional Assistant (IA) through our course offerings in ASL, Deaf studies and interpreting.  The Instructional Assistant program is run by the Faculty Supervisor and the IA Coordinator(s). This manual is designed to provide an overview of the expectations and duties for IAs and to help you work with students in an effective and professional manner.

Faculty Supervisor:  A designated member of the ASL faculty who supervises the tutoring program and works closely with the Instructional Assistant Coordinator(s).  The supervisor solicits applications and conducts interviews for vacancies for both the IA’s and coordinators, provides training and support, assigns grades, and generally supervises all aspects of the program.

Instructional Assistant Coordinator: A student who oversees the scheduling of IA’s, works with the supervisor in providing training and orientation for IA’s, and serves as a communication liaison between IA’s and the faculty supervisor for any emergency needs.

Instructional Assistant: A student who provides academic and tutorial support.

**QUALIFICATIONS**

Instructional Assistants must be an undergraduate student and have completed the course in which they will assist with a grade of B or better.  In rare cases, an IA may be assigned to a course they have not taken if they are recommended and approved by one of the ASL, Deaf studies or interpreting faculty.  While no specific overall GPA is required, the IA is expected to be in good academic standing.

Students who are interested in serving as an IA should submit an application form during the semester before the term they want to begin work. Application forms can be obtained by the Supervising Faculty (or when they become available on the UConn ASL website page).

**CREDIT**

IAs must enroll in ASLN 3297 Independent Study (future change to ASLN 3297 Experiential Learning) for two or three credits each semester they serve as an IA. This course has the following requirements:

* Students should devote an average of 6 hours per week for 2 credits or 9 hours per week for 3 credits (including time in class, time in the ARC, meeting and prep time).
* Students must log their hours in Google Drive (to be created by the Coordinators or Supervisor) and will be checked periodically and submitted at the end of the semester.
* Students will attend training and IA meetings throughout the semester.
* Students will type a 2-page report (1.5-line spacing) of what they learned through this experience and submit it at the end of the semester.
* Students will complete the self-assessment form at the end of the semester (see attached).
* The Faculty Supervisor will assess the student using the IA self-assessment form and provide feedback.
* Based on the student’s performance in class, in the ARC, the number of logged hours, a required brief report, and the Faculty Supervisor’s evaluation, a S/U grade will be assigned. The IA coordinator may provide the Faculty Supervisor with information, but will NOT evaluate or grade their fellow student.

**EXPECTATIONS AND RESPONSIBILITIES**

Responsibilities During Class

Responsibilities in class vary based on the discretion of the ASL professor. Start each class by taking attendance.  Follow what the professor asks of you during each class. You are not expected, and not permitted to teach or sub for any class in any way.

Make sure students are not talking during class.  Encourage them to sign. Do not allow them to talk to you as the IA.  Use ASL. An exemption can be made for students in ASLN 1101 who have limited or not skills in ASL.  With the consent of the professor, you may speak to students for instructional purposes only.

IAs may help proctor quizzes and exams.  You are there to help make sure no one is cheating.  This is especially important during a quiz or exam, and that you keep students from talking.  The professors are pretty good about being able to identify when this is happening, but if you notice students are whispering answers during a quiz or exam, it is your responsibility to intervene by letting the professor know it is happening.

Tutoring in the ARC

The American Sign Language Resource Center (ARC) is located in Oak, 357 for tutoring during the academic year.  Each IA will have his or her schedule arranged in collaboration with the Coordinator and posted on the door. The schedule will also be posted on the ARC website page: (https://asl.uconn.edu/asl-resource-center/).  In some cases, tutoring is also available during the summer and winter sessions.

The purpose of the tutoring sessions is to provide further explanation or clarification, to answer questions related to course content and to practice and review what was learned in class.  Tutorial assistance is provided for students at their request and/or the advice of their professors or academic counselor. Students who wish to meet with a tutor can view the tutor schedule posted on the ARC door and meet with a tutor when desired. The IA Coordinator can also arrange a time with both the IA and the student based on need and availability.Because it is such an important role, it is asked that IAs commit to the program from the inception of the assignment through final exams.

Preparation

You should be able to tutor with a minimal amount of preparation, but you must be certain you come to every tutorial session thoroughly familiar with the topics discussed in class.  You have every reason to expect that students will come to the session prepared, with all relevant texts and papers and having worked through as much of the material as possible (it is important that you let the Faculty Supervisor know if this is not the case.)  Students have the right to expect that you will be prepared as well. Be honest when you are not sure of an answer and feel free to ask for help or refer students to the professor of their section.

Planning a Session

It is the responsibility of the student to contact the IA or coordinator within a timely fashion to arrange tutoring sessions. You are responsible for responding to students within 48 hours of receiving any requests.  Or students are welcome to attend any of the open scheduled office hours arranged by the IA Coordinator and posted on the ARC door and website.

If you cannot attend class or your scheduled office hours due to conflicts in your schedule such as illness, family emergency, etc., it is YOUR responsibility to make sure your hours are covered by another IA.  If you need help with getting your shift(s) (office hours and/ or class) covered, let the IA Coordinator know.

Reporting a Tutoring Session

Make sure students sign in when they visit the ARC (ASL Resource Center) for office hours. The best way to keep track is to log into arc.uconn@gmail.com and enter the student's names/ date in the Tutoring-Log-in/Log-off folder (ask the Faculty Supervisor for the password). The session report serves as the primary method of feedback regarding progress in each tutoring session. The session report must also be completed when a student fails to show up for a scheduled session.  If you encounter an error while attempting to submit your report, you should email the Faculty Supervisor right way.

Grading

IAs and Coordinators are not responsible, nor are they allowed to issue or determine grades.  You may evaluate the student’s work in terms of the progress which he or she has made with you in the tutorial sessions. Avoid guessing what kind of grade the student may receive on a specific assignment or test.

In some cases, IAs will assist with correcting student work, using a key provided by the professor. Follow the guidelines of the instructor when correcting and ask about anything that is not completely clear.  However, if the time required or expectations asked by any instructor interferes with your personal academic responsibilities, make this known to the instructor, IA partner (if available), IA Coordinator or Faculty Supervisor.

**PROFESSIONALISM AND INTEGRITY**

Academic Integrity

Academic integrity is understandably of the utmost importance and is essential in a tutoring relationship. Never do any work for any student. If you are ever asked to do more than help a student understand the material, you must make it clear that you cannot and will not do so.  Any conversation of this nature should be reported to the Faculty Supervisor.

Conduct

IA’s must conduct themselves in a professional manner in all aspects of their relationship with the student. In addition, you must be honest and upfront with the professor(s) you work with.  It is important that you never criticize (directly or indirectly) an assignment, a course, or a professor. Please keep in mind that, while the relationships in our program will end up feeling more like a family, you must maintain a professional demeanor; this means complaining about students and the professor(s) on the job is unacceptable! If you notice other students doing so, try to diffuse the situation.  Bullying is not tolerated. If any students are having an issue with one another, please intervene in a professional manner and try to alleviate the situation immediately.

Professionalism

IA’s are expected to behave in a professional manner.  Professionalism ensures a comfortable environment for all IAs, students and teachers.  Inappropriate behaviors will not be tolerated at any time. Inappropriate behaviors include, but are not limited to, sexual harassment, physical or verbal abuse, inappropriate language, and drug and/or alcohol use before/during appointments. If any of these behaviors are reported and verified, the IA will be terminated and may face additional disciplinary action.  If an IA feels as though any student is acting inappropriately, the Faculty Supervisor is to be contacted immediately.

IA’s must be punctual and prepared for all tutoring sessions and classrooms. Be aware of what is currently being taught and any current assignments.   It is critical that all IA’s maintain good communication with other IA’s to make sure there are no(t) (many) discrepancies in signing between IA’s. Answer students’ questions to the best of your ability.  If you are unsure of a sign, DO NOT guess what it is and relay it to the student. If this happens to you, be honest and let the student know that you will get back to them about the sign if a professor is not available to ask at the time.

If you find yourself in a special relationship with another IA or a student, we expect professional behavior in the ARC and/or in the classroom. The Faculty Supervisor will determine the impact, if any, of the relationship on the program and the service being provided.  In addition, it is advised that IA’s not tutor or supervise roommates or suitemates.

Confidentiality

Confidentiality is one of the most important aspects of your relationship with the student. Mutual respect and trust are at the heart of any tutoring relationship. If a student feels that they can trust you, they are more likely to cooperate fully and learn from you. Therefore, you must be particularly careful in your conversations not to discuss the students you work with, either their academic progress or their personal lives. Even the most harmless remark may be perceived as a form of invasion of the student’s privacy and betrayal of trust. Any lapses in confidentiality may be viewed as grounds for dismissal.

**ARC RULES**

* The ARC can only be accessed by IA’s, coordinators and faculty and can only be used for ASL-related activities.  Please keep in mind, the ARC is located next to faculty offices, so please try to prevent noise from becoming disruptive.
* For students who are studying ASL or enrolled in an ASL course, encourage students to use only ASL as the mode of communication.  Remember, you are within sight of faculty offices and therefore must be considerate towards them and their involvement in our communication.
* Under no circumstance are students allowed to be alone in the ARC.
* The ARC has books and materials for IA’s and are considered property of the university.  All textbooks must be returned at the end of each semester.
* Please DO NOT let students use the computer for personal use! The computer and printer should only be used by the IA or IA Coordinator and be used for work-related functions, not personal use!
* Some papers including quizzes and exams are kept in a locked file cabinet close to the computer.  The key is hidden in the ARC and must be returned to the same location (if the location has to be changed because students see the key or whatever the reason is, IA/coordinator must notify professors where the key is). Never show or tell students where is the key! Keep this confidential!
* The door to the ARC must remain open unless you need to leave the room, in which case make sure the door is closed while you are away.  When you leave, (especially if you are the last to leave) turn off the computer and lights. Also, make sure the ARC **stays clean**!

**SELF ASSESSMENT AND DISCIPLINARY ACTIONS**

Self-Assessment

Each IA is asked to complete a self-evaluation at the end of the semester (see attached). The Faculty Supervisor and/or course instructor will do the same for each IA.  The purpose of the self-assessment is to see if expectations and responsibilities were met, to determine your overall grade for your experiential learning course requirements and to provide feedback and suggestions for individual performance and any program needs.  You must also satisfy the requirements stated above in the “credit” section of this manual in order to receive full credit. It is important to keep in mind that appointment as an IA is not guaranteed for the following semester or anytime during your UConn career.

Disciplinary Actions

This program is a benefit and a privilege, therefore, it will not be tolerated if any of these rules or privileges are taken advantage of or disregarded.  Disciplinary action may include but not be limited to, loss of access to the ARC, grade reduction and may result in termination of your responsibilities as an IA.

**CONCLUSION**

As an IA, you are a valuable resource for the Department of Linguistics and for students who choose to study ASL or Deaf and interpreting related courses. This manual has been designed to answer frequently asked questions, discuss policies, procedures and expectations regarding the tutorial program.

**INSTRUCTIONAL ASSISTANT**

**SELF ASSESSMENT AND EVALUATION**

Instructional Assistant Name: ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be completed separately by the IA and the Faculty Supervisor and/or course instructor at the end of the semester.  Please also include comments, ideas, and suggestions on the back of this form. How would you rate yourself for the following attributes:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Needs Significant Improvement | Needs Some Improvement | Satisfactory | Very Good | Exceptional |
| Punctual |  |  |  |  |  |
| Attentive in class |  |  |  |  |  |
| Organized |  |  |  |  |  |
| Professional |  |  |  |  |  |
| Knowledge of the course |  |  |  |  |  |
| Prepared |  |  |  |  |  |
| Patient and understanding |  |  |  |  |  |
| Ability to tutor at appropriate level |  |  |  |  |  |
| Available to work with students |  |  |  |  |  |
| Supportive and respectful |  |  |  |  |  |
| Overall effectiveness |  |  |  |  |  |
|  |  |  |  |  |  |

How were you most effective as an IA?

What areas do you feel you can improve upon?

What suggestions would you like to make, if any, to improve the service provided to students?

What grade would you give yourself, and why?

Please make any additional comments if desired?

|  |
| --- |
| Comments from IA Coordinator, course instructor and/or Faculty Supervisor: |

**Agreement Form**

**for**

**Instructional Assistants**

I understand that as a student of the University of Connecticut that I am responsible for upholding the University’s Community Standards and appropriate student behavior:<http://community.uconn.edu/the-student-code-preamble/>

I have read and understood the Student Policy on Sexual Harassment and Misconduct, Student Policy on Alcohol and Illegal Drugs and Rules of Student Confidentiality).<http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>

I have read and understood the provisions of the Family Education Rights Privacy Act (FERPA). <http://ferpa.uconn.edu/>

I have read and understood the policies stated in the Instructional Assistant Manual.

I understand that my performance as an IA will be monitored and evaluated.

I understand the appointment of this position is for the following semester(s):  \_\_\_\_\_\_\_\_\_\_\_\_\_

**I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby state that I have reviewed / received and understand the policies governing the tutoring program, and agree to all the conditions and requirements stated therein.**

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

(Signature)                                                                                            (Date)

Contract for ASLN 3297 Experiential Learning

Undergraduate experiential learning requires students to provide tutorial support and assistance to faculty as Instructional Assistants within the Department of Linguistics, namely, the ASL, Deaf studies and interpreting courses.  Responsibilities and requirements for this opportunity are detailed in the Instructional Assistant Manual. IAs are required to complete the Instructional Assistant Self-Assessment and Evaluation at the completion of the course in order to receive a grade and credit.

Instructional Assistant Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Supervisor: Sherry Powell

Department of Linguistics, U-1145

University of Connecticut

Storrs, CT  06269-1145

Department Office:  860-486-4229

sherry.powell@uconn.edu

IA Responsibilities: Refer to IA Manual

Grading Policy/Requirements:  Refer to IA Manual

Hours per week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Days and Times: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Units of Credit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note: This contract must be completed and signed by all parties by the**

**second week of the semester.**

Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Faculty Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2019-26 ASLN 3360 Add Course (guest: Linda Pelletier)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9340 |
| **Request Proposer** | Simons |
| **Course Title** | Deaf Art and Artists |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > 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** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Deaf Art and Artists |
| **Course Number** | 3360 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Simons |
| **Proposer First Name** | Doreen |
| **Select a Person** | dls02013 |
| **Proposer NetId** | dls02013 |
| **Proposer Phone** | +1 860 486 8123 |
| **Proposer Email** | [doreen.simons@uconn.edu](mailto:doreen.simons@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language (interpreter provided) |
| **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 and discussion course |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | ASLN 3360. Deaf Art and Artists Three credits. Introduction to Deaf art, Deaf artists, and the historical transformation of Deaf art including the De'VIA movement. Topics include diversity of Deaf artists as well as Deaf cultural norms and the role they play in the unique distinction of Deaf art. Varying perspectives and a comparative critical analysis between Deaf art and the various forms of art produced by non-Deaf artists. |
| **Reason for the course action** | To add to the growing interest in the study of Deaf culture and linguistic expression through the use of art. |
| **Specify effect on other departments and overlap with existing courses** | No known effect on other departments or any overlap with existing courses |
| **Please provide a brief description of course goals and learning objectives** | Introduction to Deaf art and Deaf artists in the United States. Students will learn about Deaf cultural arts, how Deaf artists have been influence through their personal experiences and the way they have contributed to past and contemporary forms of art. Varying perspectives and a comparative critical analysis will focus on the work produced by Deaf artists and the various forms of art produced by non-Deaf artists. Topics and themes will address diversity of Deaf artists, Deaf cultural norms and how this plays an important role in the unique distinction of Deaf art. A historical perspective Deaf art and artists will also be addressed including the De’VIA movement. |
| **Describe course assessments** | Mid term and final exams based on assigned readings, required museum tour including one page summary, book test on an assigned text, "A Deaf Artists in Early America--The Worlds of John Brewster Jr.", and an oral presentation focused on a comparative analysis of the work produced by two Deaf artists and two non-Deaf artists. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 3360 Deaf Art and Artists syllabus 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140514&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C09bd068f27db427124de08d681634473%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838660696197202&sdata=KM4IuWIPm3hou%2BdJBoTYwcr0gp56eYsS5FOZkpiCLYw%3D&reserved=0) | ASLN 3360 Deaf Art and Artists syllabus 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/08/2018 - 15:31 | Submit |  | Pending approval from Jon Gajewski | | Linguistics | Jon Gajewski | 01/23/2019 - 09:24 | Approve | 1/23/2019 | I approve. | |



**ASLN 3360**

**Deaf Art and Artists**

Fall 2019

Oak Building # 108

TuTh 12:30PM-1:45PM

**Lecturer: Doreen Simons**

Office: Linguistics Department – Oak Hill Bldg (O.H.B) - Room # 354

Email: Doreen.Simons @[uconn.edu](http://uconn.edu/)

Office hours: T/TH 11:00AM- 12:00PM and F 10AM-3:00PM or see me after class to make an appointment or call me via videophone at: 860-553-3338.

**Course Description:**

Introduction to Deaf art and Deaf Artists in the United States. Students will learn about Deaf cultural arts, how Deaf artists have been influence by their personal experiences and the way they have contributed to past and contemporary forms of art. Varying perspectives and a comparative critical analysis between Deaf artists and the various forms of art produced by non-Deaf artists. Topics and themes will address diversity of Deaf artists, Deaf cultural norms and how this plays an important role in the unique distinction of Deaf art. A historical perspective Deaf art and artists will also be addressed including the De’VIA movement.

**Prerequisites**: None

**Course Objectives:**

1. To understand and draw comparison between the similarities and differences of Deaf art and non-Deaf art work.
2. To learn about Deaf art in the United States from a historical perspective.
3. To understand the influence of the Deaf cultural experience as influenced by the work produced by Deaf artists.
4. To better understand how art by Deaf artists represents societal and cultural perspectives.
5. To understand how Deaf artists express their art from personal experiences as an oppressed and marginalized minority.

**Required Text for Course Readings:**

Sonnenstrahl, Deborah M. (2002) *Deaf Artists in America*. DawnSignPress, San Diego, California. (SD)

**Required Text for Book Test (discussed below):**

Lane, Harlan (2004) *A Deaf Artist in Early America-The Worlds of John Brewester Jr.* Beacon Press, Boston Massachusetts. (LH)

**Assignments and Exams:**

**Oral Presentation:**

Students are required to create a class presentation focused on a comparative analysis of the work produced by two Deaf/deaf artists and two non-Deaf artists. Students are required to create a poster or electronic visual display of the artist’s work. Presentations will be graded based on: preparedness (translating from English to “simple” English in writing and practicing), organization, creativity, props, and effort. Details will be further explained in class. Presentations must be pre-approved and must be approximately 20-minute in length. Time will be set aside for questions.

**Museum Tour:**

Students are required to visit a museum as related to the objectives of this course. The Wadsworth Athenaeum and Yale Library (Archives) have some Deaf painters and statues. The American School for the Deaf maintains an archival collection containing many items from the history of deaf education. Visits must be pre-approved. Students are required to submit a one-page summary of their visit. This assignment will be discussed further in class.

**Book Test:**

The book test will focus only on the required text,Lane, Harlan (2004) *A Deaf Artist in Early America-The Worlds of John Brewester Jr.* The test will be administered in class on Tuesday, December 4th.

**Midterm and Final Exams:**

The midterm and final exams will be based on the material discussed in class, readings from *Deaf Artists in America,* assigned articles*,* PowerPoint slides andany guest speakers including class discussion.

**Assessments:**

                Book Test 20%

Oral Presentation 20%

Exams 50% (25% each for Midterm and Final)

Museum tour 10%

**Grading System:**

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 64-66

D- = 60-63

F = 0-59

**Course Expectations:**

***Attendance***

You are advised to attend each class and take advantage of the learning opportunity and to seek support where and when needed. Although I am able to arrange time during my office hours to provide any support, participation in class is the best means of fostering the development of specific skills and at the benefit of the class as a whole. When absent, you are expected to make arrangements for getting information about the missed class (e.g., content, assignment information, etc.) from a classmate and for handing in assignments that are due on the date that you miss class.

***Participation***

Class participation is vital to the success of this learning experience. You will routinely be asked to present, discuss, reflect and attend carefully to your peers. Thus, your thoughtful participation adds value to the course for everyone involved. Participation in this class is *preparation* and *meaningful participation*. Meaningful participation is defined as making frequent contributions to discussion and activities while being respectfully responsive to others in the class.

**University and Course Policies**

***Students with Disabilities***: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations. Please contact the Office of Disability Services and me if you would like to request accommodations (<http://www.csd.uconn.edu/>).

***Student Code of Conduct:*** Please refer to the student code of conduct:<http://www.community.uconn.edu/student_code.html> for policies related to your rights and responsibilities in class. You are responsible for upholding this code.

***University Writing Center:*** All UConn students are encouraged to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. 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 more information, please visit [www.writingcenter.uconn.edu](http://www.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. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. 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/).

***Confidentiality Clause*:** As part of your practicum experiences, you will be engaging directly with students and staff members of particular schools. Even though we are not conducting research, we still have interactions in the field that are discussed in this course. Therefore, to protect the confidentiality of those we work with, please do not use real names of any teacher, administrator, parent, or student in any written or oral presentation of material. You may use a pseudonym or simply refer to the persons as “teacher”, “student”, etc. In addition, the information you collect as a part of any class project may not be made public in written, oral or video form to audiences outside the classroom.

                               j

***Inclement Weather:*** This class will follow the Central Administration’s decisions about closure of the campus due to weather. In the event of a canceled class, watch for an e-mail from me about how we will adapt course readings and assignments.

**Syllabus is subject to change depending upon student needs and interests.**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Topic** | **Readings and Assignments**  **(Subject to change)** |
| August 28-30 | Introduction to the Deaf Art History and A Study in the Unknown-A New Nation | Syllabus review on 8/28  **Sonnenstrahl, Deborah M. (2002) *Deaf Artists in America*. DawnSignPress, San Diego, California. (SD)** Introduction pages xv-xxii and Chapter One: pages 1-28 |
| September 4-11 | Testing the Waters | Chapter Two: pages 35-94 |
| September 13-25 | New Traditions | Continued from last week: Testing the Waters  **Sonnenstrahl, Deborah M. (2002) *Deaf Artists in America*. DawnSignPress, San Diego, California. (SD)** Chapter Three: pages 101-165 |
| September 25 | New Traditions | Continued from last week: New Traditions |
| October 9 -11 | Midterm plan | **Midterm review (10/9)**  **Midterm (10/11)** |
| October 16-23 | Forging Ahead | Midterm discussion  **Sonnenstrahl, Deborah M. (2002) *Deaf Artists in America*. DawnSignPress, San Diego, California. (SD)** Chapter Four: pages 171-292 |
| October 23-30 | Forging Ahead | Continued from last week: Forging Ahead |
| November 6-8 | Continued from last week & Imitates Deaf Life | Continued from last week: Forging Ahead  **Sonnenstrahl, Deborah M. (2002) *Deaf Artists in America*. DawnSignPress, San Diego, California. (SD)** Chapter Five: pages 297-369 |
| November 13-15 | Imitates Deaf Life  A Deaf Artist in Early America – The Worlds of John Brewster Jr. Art | Continued from last week: Imitates Deaf Life  **Lane, Harlan (2004) *A Deaf Artist in Early America-The Worlds of John Brewester Jr.* Beacon Press, Boston Massachusetts. (LH)** Group Discussion 11/15 |
| November 20-22 | No class | Thanksgiving Break |
| November 27-29 | Deaf Imitates Deaf  Deaf Way II Featured Visual Artists | **The book test this Thursday, November 27**  Continued from two weeks ago: Imitates Deaf Life  :**Deaf Way II Featured Visual Artists hosted by Gallaudet University, Washington, D.C in Summer 2002. Page 1-79** |
| December 4-6  December 15 | Elements of a Culture: Visions by Deaf Artists  Final Exam | **Schertz, Brenda and Lane, Harlan** [**"Elements of a Culture: Visions by Deaf Artists" First National Touring Exhibit of Deaf Culture Art. Northeastern University, *Boston*, Massachusetts 1999-2000**](https://www.google.com/search?q=%22Elements+of+a+Culture:+Visions+by+Deaf+Artists%22+First+National+Touring+Exhibit+of+Deaf+Culture+Art.+Northeastern+University,+Boston,+Massachusetts+1999-2000,+p.+2+by+Schertz,+Brenda+and+Harlan+Lane&spell=1&sa=X&ved=0ahUKEwiGi6yUqc_RAhUKKiYKHVRcASgQvwUIGSgA&biw=1920&bih=945)  **Your Oral Presentation (December 6th)**  **Final Exam: December 15, Saturday from 8:00AM to 10:00AM at MCHU 109** |

**2019-27 ASL Add Major (guest: Linda Pelletier)**



**Proposal to Create a Major**

Last revised: March 22, 2016

1. Date: November 23, 2018

2. Department or Program: Linguistics

3. Title of Major: American Sign Language

4. 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.)

# Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

The BA in American Sign Language allows students to pursue one of two tracks: ASL Literature and Deaf Cultural Studies or Interpreting ASL and English. ASL 1101-1104 are prerequisites and the credits do not count towards the major.

1. **Students must complete the following 15 credits:**

ASLN 3305 Advanced American Sign Language I 3

ASLN 3306W Advanced American Sign Language II 3

ASLN/LING 3800 Structure of ASL 3

LING 2850 Intro to Sociolinguistics of the Deaf Community 3

LING 3850 Cultural and Linguistic Variation in the Deaf Comm. 3

1. **Students must complete one of two tracks: Deaf Studies or Interpreting ASL and English.** 
   1. **Deaf Studies Track: Students must complete a minimum of 9 credits, of which, a minimum of 6 credits must be from group A. All 9 credits may be satisfied from Group A.**

GROUP A:

ASLN 3266 Methods of Teaching American Sign Language 3

ASLN/WGSS 3254 Women and Gender in the Deaf World 3

ASLN 3650 Deaf Writers and ASL Literature 3

ASLN 3360 Deaf Art and Artists 3

GROUP B:

ASLN 3294 Field Study 3

ASLN 3295 Special Topics 3

ASLN 3297 Experiential Learning Up to 3

ASLN 3298 Variable Topics 3

ASLN 3299 Independent Study 3

* 1. **Interpreting ASL and English Track: Students must complete all of the courses in Group A (12 credits) with an additional 3 credits from Group B.**

GROUP A:

ASLN 2500 Introduction to Professional Interpreting 3

ASLN 2600 Process of Interpreting 3

ASLN 2700 Interpreting in Educational and Other Settings 3

ASLN 2800 Consecutive Interpreting 3

GROUP B:

ASLN 3294 Field Study 3

ASLN 3295 Special Topics 3

ASLN 3297 Experiential Learning Up to 3

ASLN 3298 Variable Topics 3

ASLN 3299 Independent Study 3

# Justification

1. Identify the core concepts and questions considered integral to the discipline:

According to a 2016 survey of enrollment in languages other than English, American Sign Language (ASL) has experienced a steady increase of “advanced enrollments over an eight-year period” with the second highest number of enrollments in world languages and it is the third most commonly studied language behind French and Spanish and is the most commonly used signed language in the world (see, [MLA Report, 2016](https://www.mla.org/content/download/83540/2197676/2016-Enrollments-Short-Report.pdf)). The University of Connecticut has embraced this growing interest by offering six levels of ASL courses, including an increasing number of courses in Deaf studies and interpreting. UConn will serve as the first and only institution in the state to offer a BA in American Sign Language and will join many well established programs throughout the United States including nearby institutions such as Framingham State University, Northeastern University, University of New Hampshire and the University of Southern Maine.

The American Sign Language Major will offer students a rich educational experience that allows students to develop both linguistic proficiency and a deep understanding and respect for the Deaf community. As more people learn sign language, the range of careers has broadened beyond more traditional roles such as American Sign Language instructors and interpreters. Of interest, the U.S. Bureau of Labor Statistics shows a career as an interpreter growing much faster than average, with 17 percent growth predicted through 2026 ( [US Bureau of Labor Statistics](https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm) ). This coincides with the growth of ASL instruction as a world language. Medical professionals who know sign language are in demand including speech-language pathologist, mental health counselors, audiologists, and occupational therapists. Social workers and psychologists who know American Sign Language are employed at schools for the Deaf and public schools who provide educational programs for the vast majority of students who are Deaf or hard of hearing.

1. Explain how the courses required for the Major cover the core concepts identified in the previous question:

The 15 required credits include the most advanced study of American Sign Language, ASLN 3305 and 3306W, both of which are designed to offer students linguistic competency and advanced communicative skills in ASL. ASLN/LING 3800, Structure of ASL, explores the phonology, morphology, syntax, semantics, and discourse structure of American Sign Language.

Curriculum in all of the ASL courses follow language specific standards according to the American Council on the Teaching of Foreign Languages (ACTFL). In addition, core concepts related to the study of American Deaf culture are covered in LING 2850 and 3850.

The Deaf studies track offers students courses that are more specific in the study of Deaf culture and to further foster communicative fluency and cultural competency. All of the Deaf studies courses are taught by Deaf native ASL signers who share their personal insight regarding ASL and the Deaf community. The interpreting track includes 4 specific introductory courses that cover core concepts necessary for students to take advantage of further research and study in the field of professional interpreting. Given the complexities and challenges of interpreting ASL and English, this track requires an additional 3 credit course as part of the track. All courses are taught by a native ASL signer and nationally certified practitioner of the interpreting profession.

3. Dates approved by

    Department Curriculum Committee: Approved 12/12/18

    Department Faculty:

Diane Lillo-Martin

Doreen Simon

Sherry Powell

Linda Pelletier

Joan Hanna

1. Name, Phone Number, and e-mail address of principal contact person: Linda Pelletier, [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu)

# General Education

Describe below how majoring students will fulfill each of the general education requirements below.

For this major, students must meet the minimum graduation requirements including the completion of 120 credits, 45 of which must be numbers 2000 or higher, including a minimum of 24 credits in the major and 12 credits in related courses; meet the CLAS general education and track requirements, and have an overall grade point average of at least 2.0 (see, [CLAS BA Degree Requirements](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/)). Students shall submit their plan of study with an ASL advisor, and request approval from the Registrar by the end of the 4th week of the semester in which they expect to graduate. Students completing a double major must file a plan of study for each major.

1. Writing in the major: ASLN 3306 is offered as a W course.
2. Information literacy:

                Courses offered in the proposed ASL Major already incorporate varying levels of information literacy skills applied for the purpose of conducting research in Deaf culture, the study of ASL, interpreting ASL and English and ASL literature.  Instruction in research methods as well as where and how to access relevant information, including primary and secondary sources in American Sign Language such as video libraries and data bases, are discussed.    Students are actively engaged in academic inquiry and use multiple strategies for revising and enhancing their searches, applying evaluation criteria to an information source, as well as, setting ethical standards in gathering, use, and dissemination of information.  Information literacy skills are further developed by way of academic composition of ASL embedded in the required, in the major W course, ASLN 3306W, Advanced American Sign Language II.  Research and information skills appropriate to the discipline will be developed in the process of teaching academic composition of ASL.   The following courses include assignments that incorporate information literacy skills:

ASLN 3650, Deaf Writers and American Sign Language Literature

ASLN 3298, Deaf Art and Artists

ASLN/LING 3800 Structure of American Sign Language

LING 2850 Introduction to Sociolinguistics of the Deaf Community

LING 3850 Cultural and Linguistic Variation in the Deaf Community

ASLN 3266 Methods of Teaching American Sign Language

ASLN 3306W Advanced American Sign Language II

               ASLN 3306W verifies advanced information literacy exit expectations.   In addition, students will be required to take both literature and Deaf culture courses that also address this competency.

**2019-28 ASL Revise Minor (guest: Linda Pelletier)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: December 22, 2018

2. Department or Program: Linguistics

3. Title of Minor: American Sign Language and Deaf Culture

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: Addition of two courses for the minor (ASLN 3360 and ASLN 3306W) and add information regarding the limitation of only one overlapping course for double minors in ASL and interpreting.

# Existing Catalog Description of Minor

American Sign Language Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](https://catalog.uconn.edu/ASLN/#1101) and [1102](https://catalog.uconn.edu/ASLN/#1102) or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299)\*, [3298](https://catalog.uconn.edu/ASLN/#3298)\*, [3305](https://catalog.uconn.edu/ASLN/#3305), [3650](https://catalog.uconn.edu/ASLN/#3650); [ASLN/WGSS 3254](https://catalog.uconn.edu/ASLN/#3254); [ASLN/LING 3800](https://catalog.uconn.edu/ASLN/#3800); [LING 2850](https://catalog.uconn.edu/LING/#2850), [3799](https://catalog.uconn.edu/LING/#3799)\*, [3850](https://catalog.uconn.edu/LING/#3850).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](https://catalog.uconn.edu/LING/#3799) and no more than three credits of [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299) may count towards the minor. Credit earned for field study does not count towards the minor.

\*As approved by the American Sign Language Studies minor advisor.

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

# Proposed Catalog Description of Minor

American Sign Language Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](https://catalog.uconn.edu/ASLN/#1101) and [1102](https://catalog.uconn.edu/ASLN/#1102) or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299)\*, [3298](https://catalog.uconn.edu/ASLN/#3298)\*, [3305](https://catalog.uconn.edu/ASLN/#3305), 3306W, **3360** [3650](https://catalog.uconn.edu/ASLN/#3650); [ASLN/WGSS 3254](https://catalog.uconn.edu/ASLN/#3254); [ASLN/LING 3800](https://catalog.uconn.edu/ASLN/#3800); [LING 2850](https://catalog.uconn.edu/LING/#2850), [3799](https://catalog.uconn.edu/LING/#3799)\*, [3850](https://catalog.uconn.edu/LING/#3850).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](https://catalog.uconn.edu/LING/#3799) and no more than three credits of [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299) may count towards the minor. Credit earned for field study does not count towards the minor. **Only one overlapping course may be used by students doing a minor in both American Sign Language and Deaf Studies and Interpreting American Sign Language and English.**

\*As approved by the American Sign Language Studies minor advisor.

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

# Justification

1. Reasons for changing the minor:
   1. Addition of two courses for the minor: ASLN 3360 and ASLN 3306W.
   2. We would like to include information regarding the limitation of only one overlapping course for both minors (Interpreting and ASL minors). This change will be consistent with the interpreting minor.

2. Effects on students: 0

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:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Linda Pelletier linda.pelletier@uconn.edu

**2019-29 AMST/CLCS/HEJS 2204 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7892 |
| **Request Proposer** | Sibelman |
| **Course Title** | Jewish Culture in American Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | CLCS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | AMST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | American Studies |
| **Reason for Cross Listing** | The course is comparative in its focus and would be an ideal fit for the Film Studies minor. The focus of the course is also on American culture in American film and hence an ideal fit for American Studies. |
| **Course Title** | Jewish Culture in American Film |
| **Course Number** | 2204 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sebastian Wogenstein |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | sew05007 |
| **Initiator Email** | [sebastian.wogenstein@uconn.edu](mailto:sebastian.wogenstein@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Sibelman |
| **Proposer First Name** | Grae |
| **Select a Person** | ges15108 |
| **Proposer NetId** | ges15108 |
| **Proposer Phone** | +1 860 904 5504 |
| **Proposer Email** | [grae.sibelman@uconn.edu](mailto:grae.sibelman@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | 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 A: Arts |
| **General Education Competency** |  |
| **Environmental Literacy** | 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** |  |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | AMST 2204. Jewish Culture in American Film (also offered as CLCS 2204 and HEJS 2204) Three credits. Representations of the diversity of Jewish culture (historical, religious, secular) in American film. Introduction to film analysis and interpretation. CA1-A. CA4. |
| **Reason for the course action** | We currently have no such film course in the curriculum, and it will add to the other film courses we offer in LCL. We have courses in German, French, Italian, and Spanish Film. Having a course that focusses specifically on Jewish culture in American film has been approved for inclusion in the Film Minor in LCL and by the American Studies Program. For an introductory course without any prerequisites, the 2000 level course number appears appropriate. The level of difficulty will be comparable to the existing course HEJS 2203 The Holocaust in Print, Theater, and Film, which is also taught by Grae Sibelman. |
| **Specify effect on other departments and overlap with existing courses** | The course compliments the other film courses mentioned above but doesn't compete with any of them. American Studies and the Film Studies minor in LCL are in favor of adding this course. |
| **Please provide a brief description of course goals and learning objectives** | 1) To provide students the tools to analyze films from a variety of perspectives, including themes (dramatic structure, historical events, characterization, setting, symbolism); visual elements (cinematography, editing, visual effects, lighting); sound and music; and ideology (political, moral, philosophical and social statements). 2) To examine Jewish life in America through the prism of film. Tracing the changing representation of Jews in American society. 3) Help students develop their own perspective as film viewers, emphasizing critical seeing, reading, thinking and writing. |
| **Describe course assessments** | Weekly Film Journal 35% Midterm 25% Final Exam 25% Class Participation 15% Students will submit weekly journals. The journals offer the students the opportunity to analyze assigned films and readings; to interpret the historical, psychological and artistic dimensions of these films; to reflect on their own reactions to the films; and to pose questions. The midterm and final exams will be take home exams. |
| **General Education Goals** | This course addresses all General Education goals. 1) It provides a film analysis background that gives students the tools to talk critically about film and, through class participation and the weekly journals, helps them develop their skills to express their ideas clearly. 2) It introduces students to the diversity of Jewish culture in the American context and to the analysis of film as an important medium for exploring representations of Jewish life. It thereby contributes to increasing students’ intellectual breadth and versatility. 3) It helps students develop their own perspective as film viewers, developing their analytical skills in seeing, reading, thinking and writing. 4) Many of the films’ themes address moral and ethical questions, and discussions about the films will help students sharpen their moral sensitivity. 5) Students will acquire a deeper awareness of their era and society: The course is arranged topically and will address important issues in twentieth- and twenty-first-century history and culture such as anti-Semitism, assimilation, Jewish comedy, the Holocaust, Zionism, Israel, Jewish identity, representation of women, and the American Jewish experience. 6) The focus of this course is on the American Jewish experience in its breadth and diversity (religious and secular, addressing a broad spectrum of diverse political positions and societal groups and strata). The class will address gender and sexuality as well as different forms of Jewish identity within American society. The aim of this course is specifically to help students become conscious of the diversity of human culture and experience. |
| **Content Area: Arts and Humanities** | This course provides students with the tools to analyze the assigned films with the aid of related readings; to interpret the historical, psychological and artistic dimensions of these films; and to critically reflect on their own reactions to the films. The students learn to understand films as modes of expression and as aesthetic form. More specifically, the course focuses on the representation of Jewish culture in American films. Social factors that contributed to choices in depicting Jews and Jewish life will be discussed, and the way in which these films/characters portray many historical, religious, and secular facets that make up the diversity of Jewish culture. The course explores the historical and societal contexts that shaped Jewish representation on the screen and also the ways in which Jewish representation on the screen might have attempted to shape societal views. |
| **Content Area: Diversity and Multiculturalism (non-International)** | The aim of this course is specifically to help students become conscious of the diversity of human culture and experience. This goal will be achieved by: 1. Emphasizing the diversity within the population that defines itself as Jewish and various aspects of religion, culture, gender, sexuality, class, etc.; 2. Exploring and discussing the interpretive systems and social structures represented in the films, and different ways of understanding films as modes of expression; 3. Learning about the American Jewish experience within a diverse American society; 4. Developing an understanding of, and sensitivity to, issues involving human rights and migration, especially in light of the defining role the Holocaust has for many American Jews and the immigration and refugee family histories that most American Jews share; 5. Developing an awareness of the changing dynamics of social, political, and economic power and solidarity within the American context. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sibelman Jewish Culture in Film Syllabus-rev2019-01-16.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143069&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C05206f796fcc42cf683908d682fc8ba9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636840418522603977&sdata=HUXPVTPFfau96FSpMiOt7Nlwz1zYuwK4XrgSJ3mc8h8%3D&reserved=0) | Sibelman Jewish Culture in Film Syllabus-rev2019-01-16.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sebastian Wogenstein | 07/26/2018 - 15:05 | Submit |  | We hope to offer this class for the first time in the fall semester 2019. | | Literatures, Cultures and Languages | Jennifer Terni | 01/15/2019 - 21:15 | Return |  | Dear Sebastian and Gael, I have made a number of small edits to the course details page. Could you check and approve the new language? The other issue that will need to be upgraded is the syllabus. There is now a suggestion that GEN ED syllabi include a description of how the course corresponds to the Gen Ed requirement. Is it possible to develop a short paragraph with this language and to resubmit this CAR with the enhanced syllabus? | | Return | Sebastian Wogenstein | 01/16/2019 - 15:47 | Resubmit |  | Thanks, Jennifer. Thanks for your edits. All looks great. I've attached a revised syllabus that includes information on how the course meets the Gen Ed goals and criteria more broadly and CA 1 and 4 specifically. | | Literatures, Cultures and Languages | Jennifer Terni | 01/16/2019 - 22:35 | Approve |  | This course covers an important part of Jewish-American culture that is not yet covered by HEJS even as it meets the relevant criterion for a GEN ED CA1 and 4. Well conceived and presented. | | Literatures, Cultures and Languages | Jennifer Terni | 01/23/2019 - 13:35 | Approve | 1/23/2019 | Unanimous approval by committee | | American Studies | Matthew G McKenzie | 01/24/2019 - 17:24 | Approve | 1/24/2019 | As per AMST Exec Committee vote, conducted via email, 1/24/19 | |

Jewish Culture in American Film

Course Location:

Time:

Instructor: Grae Sibelman

Office:

Office Hours:

Email: grae.sibelman@uconn.edu

Course Website:

**Course Description:**

In this course we will examine how Jewish culture has been represented in American films. We will take a closer look at the social factors that contributed to choices that were made in depictions of Jews and Jewish life, and the way in which these films/characters portray the diversity of Jewish culture in its historical, religious, and secular facets. We will explore not only how societal viewpoints shaped Jewish representation on the screen, but also the ways in which Jewish representation on the screen might have attempted to shape societal views. The course is arranged topically and will address issues such as anti-Semitism, assimilation, Jewish comedy, the Holocaust, Zionism, Israel, Jewish identity, representation of women, and the American Jewish experience.

**Course Goals:**

1. To analyze films from a variety of perspectives, including themes (dramatic structure, historical events, characterization, setting, symbolism); visual elements (cinematography, editing, visual effects, lighting); sound and music; and ideology (political, moral, philosophical and social statements).
2. To examine Jewish life in America through the prism of film. Tracing the changing representation of Jews in American society.

**General Education Goals:**

This course meets the broader General Education goals as described below, and also addresses the criteria for Content Area 1 (Arts and Humanities) and Content Area 4 (Diversity).

1) It provides a film analysis background that gives students the tools to talk critically about film and, through class participation and the weekly journals, helps them develop their skills to express their ideas clearly.

2) It introduces students to the diversity of Jewish culture in the American context and to the analysis of film as an important medium for exploring representations of Jewish life. It thereby contributes to increasing students’ intellectual breadth and versatility.

3) It helps students develop their own perspective as film viewers, developing their analytical skills in seeing, reading, thinking and writing.

4) Many of the films’ themes address moral and ethical questions, and discussions about the films will help students sharpen their moral sensitivity.

5) Students will acquire a deeper awareness of their era and society: The course is arranged topically and will address important issues in twentieth- and twenty-first-century history and culture such as anti-Semitism, assimilation, Jewish comedy, the Holocaust, Zionism, Israel, Jewish identity, representation of women, and the American Jewish experience.

6) The focus of this course is on the American Jewish experience in its breadth and diversity (religious and secular, addressing a broad spectrum of diverse political positions and societal groups and strata). The class will address gender and sexuality as well as different forms of Jewish identity within American society. The aim of this course is specifically to help students become conscious of the diversity of human culture and experience.

**Content Area 1A (Arts and Humanities - Arts)**

This course provides students with the tools to analyze the assigned films with the aid of related readings; to interpret the historical, psychological and artistic dimensions of these films; and to critically reflect on their own reactions to the films. The students learn to understand films as modes of expression and as aesthetic form.

More specifically, the course focuses on the representation of Jewish culture in American films. Social factors that contributed to choices in depicting Jews and Jewish life will be discussed, and the way in which these films/characters portray many historical, religious, and secular facets that make up the diversity of Jewish culture. The course explores the historical and societal contexts that shaped Jewish representation on the screen and also the ways in which Jewish representation on the screen might have attempted to shape societal views.

**Content Area 4 (Diversity)**

The aim of this course is to help students become conscious of the diversity of human culture and experience. This goal will be achieved by:

1. Emphasizing the diversity within the population that defines itself as Jewish and various aspects of religion, culture, gender, sexuality, class, etc.;

2. Exploring and discussing the interpretive systems and social structures represented in the films, and different ways of understanding films as modes of expression;

3. Learning about the American Jewish experience within a diverse American society;

4. Developing an understanding of, and sensitivity to, issues involving human rights and migration, especially in light of the defining role the Holocaust has for many American Jews and the immigration and refugee family histories that most American Jews share;

5. Developing an awareness of the changing dynamics of social, political, and economic power and solidarity within the American context.

**Class Structure**

This course focuses on film, so a significant amount of class time will be dedicated to watching and discussing feature films as well as some film clips. Mondays will be primarily screening days, while Wednesdays will be analysis and discussion days. Attendance – with eyes open – is critical to success in this class.

**Grade Distribution:**

Weekly Film Journal 35%

Midterm 25%

Final Exam 25%

Class Participation 15%

Grading scale: A (94-100) A- (90-93) 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- (60-63) F (below 60)

**Weekly Film Journals**

Journal entries should be (typed, 300-600 words, approximately 1-2pp double-spaced). They will be due each week. These journals will be your opportunity to analyze assigned films and readings; to interpret the historical, psychological and artistic dimensions of these films; to reflect on your own reactions to the visual images and performances that you see; and to pose questions. They will help you develop your own perspective as a film viewer, emphasizing critical seeing, reading, thinking and writing. You will be able to choose one of several questions to respond to, which I will send out, or to write about a topic of your choice. Film journals will be evaluated based on the strength of their arguments, their use of appropriate examples from the films and texts, and their clear and concise writing.

**Midterm:** There will be a take home mid-term. The mid-term answers should be written as complete essays, with a beginning, middle, and end. The essays should include direct quotes or detailed references from the texts/films that you are discussing.

**Final Exam:** There will be a take home final exam. The final exam answers should be written as complete essays, with a beginning, middle, and end. The essays should include direct quotes or detailed references from the texts/films that you are discussing.

**Class Participation:** Class Participation is essential! This entails participating in class activities/discussions and regularly reviewing material outside class. Courteous behavior is required at all times. Students should arrive on time and be prepared to remain in the room for the duration of the class. Students are also expected to give their full attention to the activities of the course during the class time. If you are using your laptop/phone in class for non-class related activities this will negatively impact your class participation grade.

**Schedule**

Reading assignments are subject to modification, but any changes will be announced at least a week in advance. Remember, all readings are to be completed before the date indicated and brought to class for discussion.

Week 1: Historic Jewish representation. Watch: *The Merchant of Venice*

Read: “The Primitive Years” from *The Jew in American Cinema* by Patricia Erens.

Week 2: Representation of Jews in early cinema. Watch *Cohen’s Advertising Scheme, Romance of a Jewess,* and *Cohen Saves the Flag.*

Read: Excerpts from *An Empire of Their Own* by Neal Gabler

Week 3: The rise of Jewish influence in Hollywood. Watch: *Hollywoodism: Jews, movies, and the American Dream*

Read: Carr, “Jew and Not-Jew: Antisemitism and the Postwar Hollywood Social Problem Film” from *The Modern Jewish Experience in World Cinema* edited by Lawrence Baron. (MJE, 266–273) and Sarna, Jonathan. “Antisemitism and American History” *Commentary Volume 71.3,* March 1981https://www.brandeis.edu/hornstein/sarna/popularandencyclopedia/Archive/Anti-SemitismandAmericanHistory.pdf

Week 4: Anti-Semitism in America. Watch: *Gentleman’s Agreement*

Read: Excerpts from *Writing Jazz, Race, Nationalism, and Modern Culture in the 1920s* by Nicholas M Evans. and Rosenberg, “Cultural Erosion and the (Br)other at the Gateway of Sound Cinema (MJE, 105–113)

Week 5: Assimilation in America. Watch: *The Jazz Singer*

Read: “The Right Film at the Right Time” (MJE, 98- 105)

Week 6: Assimilation in America. *Hester Street?*

Read: “Jewish New York in Crossing Delancy” (MJE, 385 – 390) and Klein, Alvin. “Crossing Obstacles for Delancy,” New York Times, October 2, 1998. <https://www.brandeis.edu/hornstein/sarna/popularandencyclopedia/Archive/Anti-SemitismandAmericanHistory.pdf>

Week 7: Assimilation in America. Watch *Crossing Delancy*

Read: “Mel Brooks: Farts will be heard” from *American-Jewish Filmmakers* by David Dessler and Lester D. Friedmanand Fermaglich, “Mel Brooks’ *The Producers*: Tracing American Jewish Culture through Comedy, 1967–2007” (59–87) or Halkin, “Why Jews Laugh at Themselves”; Ben-Amos, “The ‘Myth’ of Jewish Humor” (112–131)

Week 8: Jewish comedy. Watch Mel Brooks’ *The Producers*

Read: “Woody Allen: The Schlemiel as Modern Philosopher” from *American-Jewish Filmmakers* by David Dessler and Lester D. Friedmanand “When Chippewa Falls Meets Manhattan” (MJE, 303 – 310)

Week 9: Jewish comedy. Watch: *Annie Hall* byWoody Allen

Read: Rubinoff, “*The Chosen*: The Jew as Both American and Alien” (MJE, 259–266); and Biale, “The Melting Pot and Beyond: Jews and the Politics of American Identity” (17–33) and Whitfield, “The Distinctiveness of American Jewish Humor” (245–260)

Week 10: Zionism in American. Watch: *The Chosen*

Read: Wylen, Ch. 21: “Anti-Semitism and the Holocaust” (358–379)

Additional Readings: Manchel, “A Reel Witness: Steven Spielberg’s Representation of the Holocaust in *Schindler’s List*” (MJE, 168–177)

Week 11: The Holocaust. Watch: *Schindler’s List*

Read: Baron, “*Keeping the Faith*: A Multicultural Jazz Singer” (MJE, 412–419) and Sasson, “New Analysis of Pew Data: Children of Intermarriage Increasingly Identify as Jews”

Week 12 Contemporary views on interfaith relationships. Watch: *Keeping the Faith.*

Read: “*Munich* A Bitter Fruit on the Olive Branch” (MJE, 349 – 358), “The Post-Holocaust Jew in the Age of "The War on Terror": Steven Spielberg's Munich” by Yosefa Loshitzky from Journal of Palestine Studies, Vol. 40, No. 2 (Winter 2011), pp. 77-87

Week 13 Contemporary Israel, Watch: *Munich*

Read: Samuelson, “A Serious Film” (MJE, 294–303);

Week 14 Watch: *A Serious Man*

**2019-30 FREN Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 02/09/2018

2. Department or Program: Literatures Cultures and Languages

3. Title of Major: French

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): summer 2018

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

5. Nature of change: Add an existing course to major and clarify the number of courses for the Writing Requirement in the Major.

# Existing Catalog Description of Major

[Course descriptions](https://catalog.uconn.edu/fren/)

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

**French for the Global Community**

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

**French Cultural and Literary Studies**

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

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

**Education Abroad in Paris**

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

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

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

# Proposed Catalog Description of Major

[Course descriptions](https://catalog.uconn.edu/fren/)

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

**French for the Global Community**

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

**French Cultural and Literary Studies**

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

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

**Education Abroad in Paris**

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

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

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

# Justification

1. Reasons for changing the major: to add an existing course FREN 3251 to the Major so that students have the option of taking two classes in the Global Culture option of the Major. Also the official catalog mistakenly implies that students have to take all three [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), and [3268W](https://catalog.uconn.edu/FREN/#3268W), when, in fact, they need only two of three.

2. Effects on students: Give them more flexibility; clarify requirements

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 02/13/2018

    Department Faculty: Jennifer Terni

6. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni, 404-486-3186, jennifer.terni@uconn.edu

**2019-31 FREN Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 20, 2019

2. Department or Program: LCL (FRENCH)

3. Title of Minor: FREN

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring 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: Adding three courses (FREN 3226, 3267, 3270W) and modifying language that makes it clear that students can substitute classes between the different levels A, B and C.

# Existing Catalog Description of Minor

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200-level in French:

1. **Language:** Six credits from [FREN 3268](https://catalog.uconn.edu/FREN/#3268) or [3269](https://catalog.uconn.edu/FREN/#3269), [3250](https://catalog.uconn.edu/FREN/#3250), [3251](https://catalog.uconn.edu/FREN/#3251), [3257](https://catalog.uconn.edu/FREN/#3257).
2. **French and Francophone Culture:** Six credits from [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3211](https://catalog.uconn.edu/FREN/#3211), [3215](https://catalog.uconn.edu/FREN/#3215) or [3216](https://catalog.uconn.edu/FREN/#3216), [3217](https://catalog.uconn.edu/FREN/#3217), [3218](https://catalog.uconn.edu/FREN/#3218), [3224](https://catalog.uconn.edu/FREN/#3224).
3. **French Literary Studies:** Six credits from [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W) and/or [3262W](https://catalog.uconn.edu/FREN/#3262W), [3223](https://catalog.uconn.edu/FREN/#3223), [3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), [3235](https://catalog.uconn.edu/FREN/#3235), [3272](https://catalog.uconn.edu/FREN/#3272), [3280](https://catalog.uconn.edu/FREN/#3280).

Study abroad in our Paris program is highly recommended (students studying in Paris may earn up to 9 credits towards the French Minor).

Any of the Minor courses may be replaced by the appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) from Paris.

Students must demonstrate proficiency in French at a level equivalent to [FREN 1164](https://catalog.uconn.edu/FREN/#1164).

# Proposed Catalog Description of Minor

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200-level in French. Ideally students should take 2 courses from each distribution group:

1. **Language:** Six credits from [FREN 3268](https://catalog.uconn.edu/FREN/#3268) or [3269](https://catalog.uconn.edu/FREN/#3269), [3250](https://catalog.uconn.edu/FREN/#3250), [3251](https://catalog.uconn.edu/FREN/#3251), [3257](https://catalog.uconn.edu/FREN/#3257).
2. **French and Francophone Culture:** Six credits from [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3211](https://catalog.uconn.edu/FREN/#3211), [3215](https://catalog.uconn.edu/FREN/#3215) or [3216](https://catalog.uconn.edu/FREN/#3216), [3217](https://catalog.uconn.edu/FREN/#3217), [3218](https://catalog.uconn.edu/FREN/#3218), [3224](https://catalog.uconn.edu/FREN/#3224), **3226, 3267.**
3. **French Literary Studies:** Six credits from [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W) and/or [3262W](https://catalog.uconn.edu/FREN/#3262W), [3223](https://catalog.uconn.edu/FREN/#3223), [3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), [3235](https://catalog.uconn.edu/FREN/#3235), 3270W, [3272](https://catalog.uconn.edu/FREN/#3272), [3280](https://catalog.uconn.edu/FREN/#3280).

Students may, however, substitute **up to 2 courses** from any distribution groupand use them for any other distribution group and still have them count towards a minor.

Study abroad in our Paris program is highly recommended (students studying in Paris may earn up to 9 credits towards the French Minor).

Any of the Minor courses may be replaced by the appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) from Paris.

Students must demonstrate proficiency in French at a level equivalent to [FREN 1164](https://catalog.uconn.edu/FREN/#1164).

# Justification

1. Reasons for changing the minor: We realized that we were teaching classes which had been left off of the list of classes eligible for the Minor.

2. Effects on students: To improve the range of offerings for the Minor.

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: January 21, 2019

    Department Faculty:Jan 23, 2019

6. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni, [Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu), 404-775-9851.

**2019-32 AASI/HIST 3820 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9587 |
| **Request Proposer** | Zarrow |
| **Course Title** | History of Modern Chinese Political Thought |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course is already cross-listed; now putting in for meeting General Education requirements |
| **Course Title** | History of Modern Chinese Political Thought |
| **Course Number** | 3820 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The content of the course is not being revised. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Peter Zarrow |
| **Initiator Department** | History |
| **Initiator NetId** | pez13004 |
| **Initiator Email** | [peter.zarrow@uconn.edu](mailto:peter.zarrow@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 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)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 39 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures - discussions |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | HIST3820 / AASI3820. History of Modern Chinese Political Thought Three credits. Survey of Chinese political ideas and ideologies since the nineteenth century. |
| **Provide proposed title and complete course catalog copy** | 3820. History of Modern Chinese Political Thought Three credits. Survey of Chinese political ideas and ideologies since the nineteenth century, examining the influences of Confucianism and Western conceptions on the revolutionary changes in political thought in China over the last 100 years, including Marxism, liberalism, anarchism, authoritarianism, and democracy. CA1 (E). CA4-INT. |
| **Reason for the course action** | To qualify for the General Education requirements |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | -to acquaint students with the variety of political conceptions that have shaped modern Chinese history -to enable students to analyze ideological texts -to give students an appreciation for Chinese intellectuals' quests to reconstruct the political system |
| **Describe course assessments** | Reading assignments consist both of scholarly histories of Chinese political thought, particular intellectuals, and particular ideas, and of primary sources (translated into English), which consist primarily of full and abridged essays and other political writings by Chinese intellectuals and political leaders. Course assessment is based on students' participation in general discussion and class report, as well as three 4-6 page papers analyzing historical problems that I set. |
| **General Education Goals** | This course gives students an appreciation of the way political ideas have operated for good and for ill in different global contexts (for example Chinese liberalism has not been the same as Western liberalism; Chinese Marxism has not been the same as Russian Marxism, but these "isms" nonetheless represent different members of the same conceptual family). In examining ideas and ideologies in modern China, we see that moral questions are explicitly discussed, while implicitly they inform any understanding we ourselves reach of the issues at stake. All this requires critical judgment. |
| **Content Area: Arts and Humanities** | Political concepts, ideas, and ideologies are central to all of the world's cultures. By examining how particular Chinese intellectuals and leaders (and to some extent, the populace at large) have understood what are better and what are worse ways of governance, this course helps students reflect on their own ideas and become better citizens. |
| **Content Area: Diversity and Multiculturalism (International)** | This courses focuses on modern China--a force in the world today that cannot be understood without a full appreciation of the ideas and motives of its people. As well, the nature of the course is inherently comparative: we examine political conceptions not in national isolation but as the global circulation of ideas. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3820 SYL fall 2016.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140084&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caa455922d6934a00579708d653bb55b9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636788461396285933&sdata=Q0W32m%2FqMYfz8HaqZQN2sXKfU9hooTBZy3NaQdm9e%2FM%3D&reserved=0) | 3820 SYL fall 2016.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter Zarrow | 11/23/2018 - 14:55 | Submit |  | CAR submitted for consideration as meeting requirements for General Education | | History | Melina A Pappademos | 11/24/2018 - 00:54 | Approve | 11/23/2018 | This CAR once approved will expand course offerings in History and Asian-Asian American studies with GEN Ed designations. | | AASI | Cathy Schlund-Vials | 11/25/2018 - 12:47 | Approve |  | This revision enhances the Institute's offerings while extending its cross-disciplinary purview. | |

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

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

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

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

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

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

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

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

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

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

Book to buy:

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

Other readings will be available on HuskyCT

**Class schedule**

**Unit I: OVERVIEW**

8/30 – Course introduction

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

-Cheek: 1-28

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

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

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

-Cheek: 29-69

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

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

-Cheek: 70-112

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

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

-Cheek: 113-162

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

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

-Cheek: 163-216

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

9/20 – The Reform Era (1976-1995)

-Cheek: 217-261

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

9/22 – Contemporary China

-Cheek: 262-319

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

**Unit II: Methods / Theory**

9/27 – Problems of language and translation

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

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

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

9/29 – Translation 2

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

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

10/4 – The Eurocentrism problem

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

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

10/6 – Globalizing the history of thought

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

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

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

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

10/11 – Confucianism: idealism & critique

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

10/13 – Confucianism: practical administration

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

10/18 – Utopianism

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

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

10/20

NO CLASS

10/25 – Critique

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

10/27 – The 1911 Revolution

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

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

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

11/1 – Feminism; the “woman question”

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

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

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

11/3 – “May Fourth” fiction

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

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

11/8 – Liberalism

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

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

11/10 – The Nationalists’ ideology

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

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

11/15 – 11/17

NO CLASSES

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

11/29 – Maoism 1

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

11/31 – Maoism 2

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

12/6 – Tiananmen: 1989, and after

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

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

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

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

12/8 – Conclusions

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

-Cheek: 320-331

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

**Further (selected) readings**

**primary sources in translation**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Secondary studies**

**General & background**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Unit IV － since Mao (1976-)**

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

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

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

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

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

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

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

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

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

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

**2019-33 GEOG 2320E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8819 |
| **Request Proposer** | Stephenson |
| **Course Title** | Climate Change: Current Geographic Issues |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > 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** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Climate Change: Current Geographic Issues |
| **Course Number** | 2320 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This CAR proposal is to approve an existing course for the Environmental Literacy Gen Ed requirement, so the course number will remain the same. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Scott Stephenson |
| **Initiator Department** | Geography |
| **Initiator NetId** | scs14004 |
| **Initiator Email** | [stephenson@uconn.edu](mailto:stephenson@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** | No |
| **Content Area 2 Social Sciences** | Yes |
| **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** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 125 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | 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** | GEOG 2320. Climate Change: Current Geographic Issues Three credits. Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2. |
| **Provide proposed title and complete course catalog copy** | GEOG 2320E. Climate Change: Current Geographic Issues Three credits. Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2. |
| **Reason for the course action** | Approve this course for the Environmental Literacy requirement |
| **Specify effect on other departments and overlap with existing courses** | Same as original CAR |
| **Please provide a brief description of course goals and learning objectives** | Same as original CAR |
| **Describe course assessments** | Same as original CAR |
| **General Education Goals** | Same as original CAR |
| **Content Area: Social Sciences** | Same as original CAR |
| **Environmental Literacy** | This course: 1. Provides an introduction to the science, impacts, and politics of climate change from a geographic perspective; 2. Examines the science underpinning the physical mechanisms of climate change and its impacts on human societies; 3. Considers options for mitigation and adaptation to climate change through economic and political approaches; 4. Examines spatial variation in environmental stresses, impacts, and vulnerabilities at multiple scales; 5. Investigates ways in which environmental and human systems are interrelated; 6. Investigates how human societies exist within local and global ecosystems; 7. Challenges students to critically assess the value of the environment to themselves, society, and future generations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG2320\_Syllabus\_F2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137165&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2c02863fd07c476e583008d680cd49e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838016531593920&sdata=%2BwhtxsA535nKWaS3iydPWeCfVimQtOS%2FBCkSnLSK0cM%3D&reserved=0) | GEOG2320\_Syllabus\_F2018.docx | Syllabus | | [GEOG 2320 Original Request.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143530&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2c02863fd07c476e583008d680cd49e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838016531593920&sdata=dRsypm3nhjVop0FEC0egUVNojRMbo87Y1xHL91u56lU%3D&reserved=0) | GEOG 2320 Original Request.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Scott Stephenson | 10/13/2018 - 10:07 | Submit |  | n/a | | Geography | Carol Atkinson-Palombo | 12/06/2018 - 19:12 | Approve | 12/5/2018 | Approved by Dept C&C: 11/28/18 Approved by Department: 12/5/18 | |

**Add Course Request**

**Submitted on: 2015-02-05 15:02:38**

|  |  |
| --- | --- |
| 1. **COURSE SUBJECT** | GEOG |
| 2. **COURSE NUMBER** (OR PROPOSED NUMBER) | 2320 |
| 3. **COURSE TITLE** | Climate Change: Current Geographic Issues |
| 4. **INITIATING DEPARTMENT or UNIT** | Geography |
| 5. **NAME OF SUBMITTER** | Scott Stephenson |
| 6. **PHONE of SUBMITTER** | Phone: +1 860 486 0374 |
| 7. **EMAIL of SUBMITTER** | Email: stephenson@uconn.edu |
| 8. **CONTACT PERSON** | Robert Cromley |
| 9.**UNIT NUMBER of CONTACT PERSON** (U-BOX) | 4148 |
| 10. **PHONE of contact person** | Phone: 860-486-2059 |
| 11. **EMAIL of of contact person** | Email: robert.cromley@uconn.edu |
| 12. Departmental Approval Date | 11/04/2014 |
| 13. School/College Approval Date | 11/11/2014 |
| 14. Names and Dates of additional Department and School/College approvals |  |
| 15. Proposed Implementation Date | Term: Fall, Year: 2015 |
| 16.Offered before next printed catalog is distributed? | No |
| 17. **General Education Content Area** | Content Area 2 Social Sciences |
| 18. **General Education Skill Code (W/Q).**       Any non-W section? | None No |
| 19. Terms Offered | Semester: Fall        Year: Every\_Year |
| 20. Sections | Sections Taught: 1 |
| 21. Student Number | Students/Sections: 125 |
| 22. Clarification: |  |
| 23. **Number of Credits** | 3 if VAR Min: Max: credits each term |
| 24. **INSTRUCTIONAL PATTERN** | |
| 25. Will this course be taught in a language other than English? | No If yes, then name the language: |
| 26. Please list any prerequisites, recommended preparation or suggested preparation: | |
| 27. Is Instructor, Dept. Head or Unit **Consent Required**? | No |
| 28. Permissions and Exclusions: | |
| 29. Is this course **repeatable for credit**? | No If yes, total credits allowed:  Allow multiple enrollments in same term? |
| 30. **Grading Basis** | Graded |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**: | |
| 32. Will the course or any sections of the course be taught as Honors? | |
| 33. Additional Details: | |
| 34. Special Attributes: | |
| 35. **REGIONAL CAMPUS AVAILABILITY**: This course will be offered at the Storrs campus only, as the instructor (Scott Stephenson) is based at the Storrs campus. | |
| 36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:  2320. Climate Change: Current Geographic Issues Three credits. Prerequisite: none Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. | |
| 37. **RATIONALE** FOR ACTION REQUESTED  a) Geography currently offers several courses on the science of climate change; however, an integrated, introductory course covering the basic science, likely impacts on human societies, and possible solutions is lacking.   b) This 2000-level course will introduce students to a wide range of issues related to climate change in preparation for more advanced study in 3000- or 4000-level courses.  c) Enrollment will be capped at 125 students to facilitate participation in classroom discussions.  d) The course will provide students in other departments with an option for exploring climate change topics from a geographical perspective.  e) Some overlap with similar courses in Anthropology and NRE is expected; however, the course will complement these courses by focusing on topics such as polar impacts, energy strategies, and policy and negotiations.  f) Anthropology; NRE  g) No effects on regional campuses expected  h) n/a  i) n/a  j) n/a | |
| 38. **SYLLABUS:**  Online URL: ( <https://web2.uconn.edu/senateform/request/course_uploads/scs14004-1417449294-GEOG2320_Syllabus_F2015_v2.docx> ) | |
| 39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**  a) This course will provide an introduction to a range of critical issues on climate change, including the scientific uncertainties, impacts on human societies, and ongoing efforts to respond to the climate challenge. Students will engage with a range of required readings including scientific papers, newspaper articles, policy documents, and documentary films.   b) Class participation (10%); weekly 1-page reading response papers (20%); midterm exam (30%; multiple choice and short answer questions); final exam (40%; multiple choice, short answer, and essay questions)  c) brief history of climate science; current and future impacts on human societies; politics of the climate debate; possibilities for a future low-carbon economy  d) n/a | |
| 40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**  Climate change is one of the most significant challenges to humanity in the 21st century. A broad understanding of the science, politics, and social and economic impacts of climate change will enable students to think more critically about how human activities and the environment are interrelated. As such, this course meets the following goals of General Education:   1. Acquire intellectual breadth and versatility;  2. Acquire critical judgement; 3. Acquire moral sensitivity;  4. Acquire awareness of their era and society. | |
| 41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.:** Specific Criteria      a. **Arts and Humanities:**      b. **Social Sciences:**  This course will fulfill the requirements for Content Area 2 (Social Sciences) in the following ways: 1. Introduce students to the theories and concepts of the social sciences: in this age of the Anthropocene, theoretical frameworks that minimize the role of human activities in causing environmental change (and the role of the environment in constraining human activities) must be reassessed. Addressing this need, this course will examine climate change through a geographical lens, emphasizing a scale-dependent, systems approach to understanding human-environment relations. 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face: climate change entails an ethical dilemma in which economic development (via burning of fossil fuels and other pollutive practices) in the short term leads to environmental and societal costs in the long term. Negotiating solutions to this dilemma has been at the heart of international climate change policy. This course will introduce students to the methods social scientists use to assess climate vulnerability and resilience in underprivileged populations, such as surveys, interviews, and quantitative geospatial analysis. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment: a prevailing theme in this course will be that humans and the environment are fundamentally interrelated. This course will show how individual human activities occurring at local scales have diffuse global impacts that cross political and physical boundaries, and often manifest non-linearly, as in the case of rapid melting of the Greenland ice sheet. 4. Provide students with the tools to analyze social, political, or economic groups/organizations, and to examine social issues and problems at the individual, cultural, societal, national, or international level: a focus of this course will be on national and international attempts to respond to the threat of climate change. Through close reading of policy documents and scientific papers, this course will highlight the limitations of existing institutions in facilitating effective climate solutions, and require students to think critically about the role of multi-scalar institutions in creating and implementing climate policy.      c. **Science and Technology:**          i. **Laboratory:**      d. **Diversity and Multiculturalism:**          43. **International:**      e. **Q course:**      f. **W course:** | |
| 42. **RESOURCES:**  Does the department/school/program currently have resources to offer the course as proposed YES If NO, please explain why and what resources are required to offer the course. | |
| 43. **SUPPLEMENTARY INFORMATION**: | |
| **ADMIN COMMENT**:  Senate Approved\_3/2/15 and 5/4/15kcp. Sen C&C Appr as New/CA2 Pending\_3/23/15kcp. NewCA2\_12/8/14kcp. | |

**Climate Change: Current Geographic Issues (Geography 2320)**

Instructor: Scott Stephenson

Email: [stephenson@uconn.edu](mailto:stephenson@uconn.edu)

Office: CLAS 421

# Introduction

Climate change is causing unprecedented changes to human societies and the global environment. Warming of the climate system is unequivocal, and largely the result of emissions of greenhouse gases from human activities such as industrial development and deforestation. Across the physical and social sciences, evidence is growing of numerous alterations to essential linked human-environment systems such as water, agriculture, and transportation, as communities around the world struggle to cope with a “new normal” of prolonged droughts, excessive rainfall, and extreme weather events. Polar regions, in particular, are undergoing a profound change as melting ice portends new climate vulnerabilities and economic opportunities. At the same time, efforts to mitigate and adapt to the effects of climate change are underway. New energy sources, technologies, and infrastructures offer opportunities for reducing greenhouse gas emissions in an emerging “green” economy. Despite recent failures to forge binding international agreements on emissions reductions, there are reasons to believe that humankind can effectively respond to the challenges of climate change.

# Course Objectives

This course will provide an introduction to a range of critical issues on climate change, including the scientific uncertainties, impacts on human societies, and ongoing efforts to respond to the climate challenge. First, it will examine a brief history of climate science and the latest research informing our understanding of the mechanisms of climate change. Second, it will explore current and future impacts on human societies, with particular focus on the changing physical and socioeconomic landscape of the northern high latitudes. Third, it will examine the politics of the climate debate through the diplomatic mitigation efforts of the UN Framework Convention on Climate Change (UNFCCC). Finally, it will explore the possibilities for a future low-carbon economy through implementation of alternative energy strategies. Students will engage with a range of required readings including scientific papers, newspaper articles, policy documents, and documentary films.

# Required Texts

The following books will be available for purchase at the Co-op:

1. Roger Barry and Eileen Hall-McKim (2014). Essentials of the Earth’s Climate System, Cambridge University Press.
2. Fred Krupp and Miriam Horn (2008). Earth: The Sequel – The Race to Reinvent Energy and Stop Global Warming, W.W. Norton & Co.
3. Laurence Smith (2010). The World in 2050: Four Forces Shaping Civilization’s Northern Future, Dutton.

**A variety of required additional readings will be available on the course website (including but not limited to):**

1. Herring, Hoerling, Peterson, and Stott (ed.) (2014). Explaining Extreme Events of 2013 from a Climate Perspective. Special Supplement to the Bulletin of the American Meteorological Society 95(9).
2. IPCC (2013). Climate Change 2013: The Physical Science Basis. Summary for Policymakers. Contribution of Working Group I to the IPCC.
3. IPCC (2014). Climate Change 2014: Impacts, Adaptation, and Vulnerability. Summary for Policymakers. Contribution of Working Group II to the IPCC.
4. IPCC (2014). Climate Change 2014: Mitigation of Climate Change. Summary for Policymakers. Contribution of Working Group II to the IPCC.
5. National Academies (2008). Understanding and Responding to Climate Change.
6. UK Government (2006). Stern Review: The Economics of Climate Change – Executive Summary.
7. Union of Concerned Scientists (2004). Nuclear Power in a Warming World.

# Recommended Supplementary Texts

1. John Houghton (2009). Global Warming: The Complete Briefing (4th ed.), Cambridge University Press.
2. Ingrid Kelley (2008). Energy in America – A Tour of Our Fossil Fuel Culture and Beyond, University of Vermont Press.
3. David MacKay, (2009). Sustainable Energy – Without the Hot Air. UIT Cambridge Ltd. Available for download [here](http://www.withouthotair.com/download.html).
4. Eric Pooley, (2010). The Climate War, Hyperion.
5. Daniel Yergin (2012). The Quest: Energy, Security, and the Remaking of the Modern World. Simon & Schuster.

# Assignments

Students will be evaluated according to the following criteria:

Class participation: 10%

Response papers: 20%

Midterm exam: 30%

Final Exam: 40%

1. ***Participation (10%):*** students are expected to read required texts **in advance of covering the material in class** and participate regularly in class. A portion of class will be spent on collaborative learning, including group discussions.
2. ***Response papers (20%):*** during weeks 2-14, students are expected to complete a weekly 1-page paper demonstrating comprehension of the readings. Papers will be graded credit/no-credit and **will not be accepted late** except in the event of extenuating circumstances (see late policy below). **Students will be allowed to miss one response paper over the course of the term without negative repercussions on their grade**.
3. ***Midterm exam (30%):*** a midterm will be given on XX during the normal class period. The exam will cover material from the first half of the course and will consist of multiple choice and short answer questions.
4. ***Final exam (40%):*** a comprehensive final exam will be given on XX. It will focus mainly on material from the second half of the course and will consist of multiple choice, short answer, and essay questions.

# Policies

1. **Late Assignments:** Response papers must be turned in at the beginning of class on the day they are due. **Assignments with a timestamp later than XX will not be accepted.** Exceptions will only be granted for medical reasons (requiring a written note from a medical practitioner stating your inability to complete the assignment) or other extreme personal crises.
2. **Email:** I aim to respond to inquiries via email within 24 hours. Therefore, if I receive an email by 9:00am on Monday, you can expect a reply by 9:00am Tuesday. **All email messages about this course should include “GEOG 2320” in the subject line and follow proper email etiquette** (for a list of commonly accepted email practices, see: <http://www.ctcs.uconn.edu/ec/email_etiquette.pdf>)
3. **Cell phones:** Use of cell phones during class is not permitted. Phones must be turned off or set to silent.

# Office Hours

Students are strongly encouraged to come to office hours to discuss questions about readings, lectures, and assignments. If you cannot attend the regularly scheduled office hours, you may make an appointment to meet at another time. Talk to me after class or email me.

# HuskyCT

Readings, lecture notes and assignment materials will be communicated through HuskyCT. You will also upload your assignments to HuskyCT.

# Course Outline

**Week 1:** Overview of global climate change issues. Introduction to the science.

**Week 2:** A deeper look at the science.

**Week 3**: The science in *An Inconvenient Truth*

**Week 4:** Global warming in “the new North”

**Week 5:** Extreme weather and rapid climate change

**Week 6:** Impacts: water and food systems

**Midterm Exam**

**Week 7**: Impacts: infrastructure and transportation systems

**Week 8:** Economic impacts of climate change and costs of stabilizing greenhouse gas emissions.

**Week 9**: The politics of climate negotiation

**Week 10:** Climate change and energy security

**Week 11**: Solutions: adaptation; mitigation with renewable energy

**Week 12**: Solutions: renewables and other clean technology

**Week 13**: Red Herrings: clean coal, nuclear power and geoengineering

**Week 14**: Thanksgiving (no class)

**Week 15**: Alternate Endings: how global warming may surprise us

**Final Exam**

**Climate Change: Current Geographic Issues (GEOG 2320)**

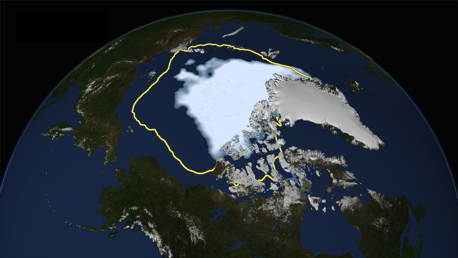
Instructor: Scott Stephenson

Office Hours: Tuesday 1:00-3:00 pm and by appointment (AUST 421)

Email: stephenson@uconn.edu

Twitter: @SRStephenson

Class meetings: TTh 11:00-12:15, Arjona 105



# Introduction to the Course

Human-induced climate change is arguably the defining issue of our time. The science is unequivocal – people are dramatically altering the Earth’s climate, causing unprecedented changes to human societies and the global environment such as prolonged droughts, sea level rise, more intense storms, biodiversity loss, and food insecurity. The Arctic is undergoing an especially profound change as melting ice portends both climate vulnerabilities and economic opportunities. At the same time, efforts to mitigate and adapt to the effects of climate change are underway. New energy sources, technologies, and infrastructures offer opportunities for reducing greenhouse gas emissions in an emerging “green” economy. Despite recent failures to forge binding international agreements on emissions reductions, there are reasons to believe that humankind can effectively respond to the challenges of climate change.

# Course Description

This course will provide an introduction to the science, impacts, and politics of climate change from a geographic perspective. Geography as a discipline has a long history of exploring environmental change of all sorts, and climate change in particular. In the first half of the course, we will examine the science underpinning the physical mechanisms of climate change, as well as current and future impacts of climate change on human societies. We will focus especially on the changing physical and socioeconomic landscape of the northern high latitudes. In the second half of the course, we will consider humanity’s options for mitigation and adaptation to climate change through economic and political approaches, including negotiations within the UN Framework Convention on Climate Change (UNFCCC). In this course you will engage with a variety of required readings including textbooks, scientific papers, newspaper articles, and policy documents, and demonstrate your understanding of course material through an online thematic forum.

# Course Objectives

The goal of this course is to give you the conceptual tools to explore, interpret, and engage critically with the science and potential impacts of climate change. By the end of the course, you will be able to:

* Understand the physical processes that influence climate;
* Examine spatial variation in environmental stresses, impacts, and vulnerabilities at multiple scales;
* Describe numerous ways in which environmental and human systems are interrelated;
* Articulate how human societies exist within local and global ecosystems;
* Critically assess the value of the environment to yourself, society, and future generations;
* Engage collaboratively with other students in class and online through thematic reflections, debates, and constructive feedback.

As a General Education course, this course aims to promote UConn’s mission of training students to become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is my hope that the readings and online and in-class discussions in this course will further these goals.

# Required Texts

**A variety of readings will be given each week in the lecture slides and in the online thematic forum (details below) as links to news stories and scientific articles**. Slides will be distributed via HuskyCT after each lecture is complete. You are not required to read all of every scientific (i.e. journal) article, but you should be familiar with their main findings. There is no required textbook for the course.

# Recommended Supplementary Texts

These texts are not required, but offer excellent background/supplementary reading.

1. Andrew Dessler (2016). Introduction to Modern Climate Change. Cambridge University Press.

* This book is useful as a general reference to review and dig deeper into the topics discussed in lecture.

1. Laurence Smith (2010). The World in 2050: Four Forces Shaping Civilization’s Northern Future. Dutton.

* A look at some of the major trends facing humanity in the coming decades. The first half of the book examines global environmental, economic and demographic trends, while the second half focuses on the Arctic and sub-Arctic.

1. David MacKay, (2009). Sustainable Energy – Without the Hot Air. UIT Cambridge Ltd. Available for free download [here](http://www.withouthotair.com/download.html).

* A "straight-talking" look at the numbers behind sustainable energy. We’ll cover some of this in class, but the whole book is recommended.

1. Daniel Yergin (2012). The Quest: Energy, Security, and the Remaking of the Modern World. Simon & Schuster.

* Yergin is a world expert on oil and energy. If this topic interests you, this book is essential reading.

# Assignments

Student learning will be assessed according to the following criteria:

1. ***Online thematic forum (30%):*** while this class officially runs from 11:00-12:15, we will “reserve” a portion of this time each week for participation in an **online thematic forum** to discuss course material, demonstrate comprehension of weekly readings, and share your experiences playing the climate change simulation game [*Fate of the World*](http://www.soothsayergames.com/what-we-do/). You will be expected to read required texts, respond to questions posed by the instructor, and pose questions of your own for discussion. Credit will be awarded based on the quality and frequency of participation. **The discussion period will open after class on Thursdays and close the following Tuesday at 11:59pm.** You are allowed (indeed, encouraged!) to contribute to the discussion after the “official” period has ended; however, credit may only be earned during the open discussion period for a given week.

**Further detailswill be given in the first week of class.**

1. ***Midterm exam (30%):*** a midterm will be given on **Thursday, November 1** during the normal class period. The exam will cover material from the first half of the course and will consist of multiple choice and short answer questions.
2. ***Final exam (40%):*** a comprehensive take-home final exam will be assigned on **Monday, December 3**. **It will be due by 11:59 pm on Friday December 7 (the Friday before finals week).** For each 24-hour period that your exam is late, you will lose one full grade (i.e. an “A” exam turned in 1 day late will earn a grade of “B”). More details about the final exam will be discussed later in the semester.

# Office Hours

You are strongly encouraged to come to office hours to discuss questions about readings, lectures, and exams. Because I sometimes need to leave my office for brief periods, I would prefer if you would email me in advance to let me know when to expect you. If you cannot attend the regularly scheduled office hours, you may make an appointment to meet at another time. Talk to me after class or email me.

# Other Policies

1. **My name:** you can call me Professor Stephenson, Dr. Stephenson, or just Scott. I will answer to all three. However, please be aware that other professors may prefer the more formal “Prof./Dr. X,” and you should default to this unless told otherwise.
2. **Email:** I aim to respond to inquiries via email within 24 hours. Therefore, if I receive an email by 9:00 am on Monday, you can expect a reply by 9:00 am Tuesday. If you do not receive a reply within 24 hours, send me a follow-up email.
3. **Plagiarism**: in this course, if you make a statement in the thematic forum or on your exams that is not your original idea, **you must cite the relevant source**. Copying text and passing it off as your own without attribution is a violation of the [UConn Student Code](http://community.uconn.edu/the-student-code-preamble/), and will result in a **grade of zero.** When in doubt, cite the relevant source, and make an effort to state the ideas in your own words. We will discuss further steps to avoid plagiarism in class.
4. **Cell phones:** please do not use your cell phone for non-class activities, such as messaging. I find it disrespectful, and besides, [research shows that people are not nearly as good at multi-tasking as they think they are](http://www.npr.org/sections/health-shots/2013/01/24/170160105/if-you-think-youre-good-at-multitasking-you-probably-arent).

# Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). 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 me so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

# Course Outline

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Activities and Deliverables** |
|  | Aug 28, 30 | Introduction to the course and the climate system | **Online:** Thematic Forum 1 |
| 1 |
|  |
|  | Sep 4, 6 | Climate basics (cont.) | **Online:** Thematic Forum 2 |
| 2 |
|  |
|  | Sep 11, 13 | Oceans, ice sheets, sea level rise | **Online:** Thematic Forum 3 |
| 3 |
|  |
|  | Sep 18, 20 | Water, food systems, extreme weather | **Online:** Thematic Forum 4 |
| 4 |
|  |
|  | Sep 25, 27 | Extremes (cont.), climate change in the Arctic | **Online:** Thematic Forum 5 |
| 5 |
|  |
|  | Oct 2, 4 | The “New North?” Social and political dimensions of Arctic change | **Online:** Thematic Forum 6 |
| 6 |
|  |
|  | Oct 9, 11 | Climate and conflict | **Online:** Thematic Forum 7 |
| 7 |
|  |
|  | Oct 16, 18 | Vulnerability and adaptation | **Online:** Thematic Forum 8 |
| 8 |
|  |
|  | Oct 23, 25 | Climate politics, policy, and the Paris Agreement  **October 25: Midterm Review** | **Online:** Thematic Forum 9 |
| 9 |
|  |
|  | Oct 30, Nov 1 | **October 30: Guest Lecture – Bo Zhang**  **November 1: Midterm** | **Study for the midterm!**  Break from Thematic Forum this week |
| 10 |
|  |
|  | Nov 6, 8 | Energy systems | **Online:** Thematic Forum 10 |
| 11 |
|  |
|  | Nov 13, 15 | Geoengineering; public perceptions of climate change | **Jung Typology Test**  **Online:** Thematic Forum 11 |
| 12 |
|  |
| 13 | No class | **Thanksgiving** | **Eat!** |
|  | Nov 27, 29 | “Alternate endings”: how climate change may surprise us  **November 29: Final Exam Review** | **Online:** Thematic Forum 12 |
| 14 |
|  |
|  | Dec 4, 6 | **Take-home final exam assigned December 3** | **Take-home final exam DUE 12/7** |
| 15 |
|  |
|  | Dec 10-14 | **Finals Week (no class)** | **\*No in-class final exam\*** |

**2019-34 GEOG 2400E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8801 |
| **Request Proposer** | Atkinson-Palombo |
| **Course Title** | Introduction to Sustainable Cities |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > 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** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Introduction to Sustainable Cities |
| **Course Number** | 2400 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request is to have the course designated as Environmental Literacy |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Carol Atkinson-Palombo |
| **Initiator Department** | Geography |
| **Initiator NetId** | caa07006 |
| **Initiator Email** | [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@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** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 80 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, in-class assignments, discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | 0 |
| **Corequisites** | 0 |
| **Recommended Preparation** | 0 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 2400. Introduction to Sustainable Cities Three credits. Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations. CA 2. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | GEOG 2400E. Introduction to Sustainable Cities Three credits. Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations. CA 2. CA 4-INT. |
| **Reason for the course action** | add an E |
| **Specify effect on other departments and overlap with existing courses** | same as in original course request |
| **Please provide a brief description of course goals and learning objectives** | same as in original course request |
| **Describe course assessments** | same as in original course request |
| **General Education Goals** | same as in original course request |
| **Content Area: Social Sciences** | All information remains the same as original request |
| **Content Area: Diversity and Multiculturalism (International)** | All information remains the same as original request |
| **Environmental Literacy** | Cities around the world are exposed to climate change in various way. Coastal cities are vulnerable to storm surge associated with extreme weather events such as Hurricanes. Cities located along waterways and in delta have become increasingly prone to flooding caused by extreme precipitation. In addition, by concentrating population into dense settlements, cities can also offer ways to reduce GHG emissions through more efficient use of resources. The course offers students a myriad of ways to explore the complex recursive interactions between people and their environments, and work towards providing solutions that move towards the creation of cities that are more environmentally, economically, and socially sustainable. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG2400SYLLABUSSPRING2018.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137067&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfa89fb1d9d154e691b1108d680cd020f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838015326126200&sdata=HKhIggJXiEj60uB5I12nxReOK0nF0R0SxQHQOLc5VYA%3D&reserved=0) | GEOG2400SYLLABUSSPRING2018.pdf | Syllabus | | [GEOG 2400 Original Request.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143529&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfa89fb1d9d154e691b1108d680cd020f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838015326126200&sdata=L7ADSC3j3QUGspACZoA0H0kadeAu%2BuTKFe1xL1JjBVE%3D&reserved=0) | GEOG 2400 Original Request.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Carol Atkinson-Palombo | 10/11/2018 - 18:15 | Submit |  | Request is being made to add as Environmental Literacy designation | | Geography | Carol Atkinson-Palombo | 12/06/2018 - 19:10 | Approve | 12/5/2018 | Approved by Department C&C: 11/28/18 Approved by Department: 12/5/18 | |

**Add Course Request**

**Submitted on: 2015-09-30 16:17:11**

|  |  |
| --- | --- |
| 1. **COURSE SUBJECT** | GEOG |
| 2. **COURSE NUMBER** (OR PROPOSED NUMBER) | 2400 |
| 3. **COURSE TITLE** | Introduction to Sustainable Cities |
| 4. **INITIATING DEPARTMENT or UNIT** | Geography |
| 5. **NAME OF SUBMITTER** | Carol Atkinson-Palombo |
| 6. **PHONE of SUBMITTER** | Phone: +1 860 486 3023 |
| 7. **EMAIL of SUBMITTER** | Email: carol.atkinson-palombo@uconn.edu |
| 8. **CONTACT PERSON** | Robert Cromley |
| 9.**UNIT NUMBER of CONTACT PERSON** (U-BOX) | 4148 |
| 10. **PHONE of contact person** | Phone: 860-486-2059 |
| 11. **EMAIL of of contact person** | Email: robert.cromley@uconn.edu |
| 12. Departmental Approval Date | 4/1/2015 |
| 13. School/College Approval Date | 4/14/2015 |
| 14. Names and Dates of additional Department and School/College approvals |  |
| 15. Proposed Implementation Date | Term: Spring, Year: 2016 |
| 16.Offered before next printed catalog is distributed? | No |
| 17. **General Education Content Area** | Content Area 2 Social Sciences Content Area 4 Diversity and Multiculturalism  International |
| 18. **General Education Skill Code (W/Q).**       Any non-W section? | None |
| 19. Terms Offered | Semester: Fall  Spring  Summer    Year: Every\_Year |
| 20. Sections | Sections Taught: 1 |
| 21. Student Number | Students/Sections: 125 |
| 22. Clarification: |  |
| 23. **Number of Credits** | 3 if VAR Min: Max: credits each term |
| 24. **INSTRUCTIONAL PATTERN** Two times per week, for 1 1/4 hours each week during the regular semester. Five week Summer 1 and/or Summer 2 course, online. | |
| 25. Will this course be taught in a language other than English? | No If yes, then name the language: |
| 26. Please list any prerequisites, recommended preparation or suggested preparation:  No | |
| 27. Is Instructor, Dept. Head or Unit **Consent Required**? | No |
| 28. Permissions and Exclusions: | |
| 29. Is this course **repeatable for credit**? | No If yes, total credits allowed:  Allow multiple enrollments in same term? No |
| 30. **Grading Basis** | Graded |
| 31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**: | |
| 32. Will the course or any sections of the course be taught as Honors? An Honors discussion section may be added. | |
| 33. Additional Details: | |
| 34. Special Attributes: | |
| 35. **REGIONAL CAMPUS AVAILABILITY**: Could be taught at regional campuses if instructors are available. | |
| 36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:  GEOG 2400 Introduction to Sustainable Cities Pathways to make cities more sustainable from social, economic, and environmental perspectives. Topics include sustainable transportation, renewable energy, recycling of waste, and green infrastructure in contemporary metropolitan areas in developed and developing nations. | |
| 37. **RATIONALE** FOR ACTION REQUESTED  (a) REASON FOR ADDING COURSE: Not only is global population continuing to grow, but a greater proportion of people are moving to cities. Cities around the world are striving to become more economically, environmentally, and socially sustainable in the face of challenges such as climate change mitigation and adaptation, and growing inequity. At the same time, places are becoming increasingly connected, both socially, economically and environmentally. Cities around the world offer tremendous potential as sites for inquiry into our changing world and how society both causes and responds to those changes. UCONN does not currently offer a course like this.  (b) 2000-LEVEL JUSTIFICATION: This course will give students a solid foundation into a variety of the main challenges and opportunities presented in cities around the world as they strive to achieve sustainability. This is a high-level introductory course that both serves a stand-alone course and provides a solid foundation for more in-depth study.  (c) not applicable (d) not applicable (e) slight overlap with around 10% of The City in the Western Tradition course (to provide historical context) (f) Urban and Community Studies, Environmental Studies and Environmental Science are all supportive of this course being offered (g) not applicable (h) not applicable (i) not applicable (j) not applicable | |
| 38. **SYLLABUS:**  Online URL: ( <https://web2.uconn.edu/senateform/request/course_uploads/caa07006-1430344552-Syllabussustainablecities.docx> ) | |
| 39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**  Cities offer the potential to accommodate the world�s expanding population in an efficient manner by concentrating people in places designed to use (and recycle) fewer (and more renewable) resources. This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will be introduced to various problems experienced in many contemporary metropolitan areas such as air and water pollution, sprawl, traffic congestion, affordable housing, and inequity in general. They will then learn about solutions to some of those problems including sustainable transportation, renewable energy, recycling of waste, and green infrastructure.   Summary of Course Grading:  Course Components Weight Homework Assignments 30% Two mid-term exams at 10% each 20% Component C 15% Final Exam 35%  Component A Five homework assignments, each worth 5% of the overall grade.  Component B Two mid-term exams each worth 10% each aimed at testing basic understanding of course material.  Component C Reflective Journal. A minimum of one entry per week for the duration of the course to reflect upon course material.  Component D  Final exam comprised of 4 short essay questions selected from a list of 8.  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   The overarching course objective is to have students think critically about the challenges and opportunities associated with creating cities that are ostensibly more sustainable and to provide them with a solid foundation in some of the key concepts and tools used in this endeavor to enable them to undertake more advanced study in one or more chosen areas.   By the end of the semester, students should be able to:   1. Understand in broad terms how and why cities form and how and why they grow or shrink over time. 2. Recognize how cities in developed and developing countries were (and continue to be) affected by (1) The Era of Trade and Mercantilism; (2) The Industrial Revolution; and (3) The American Dream. 3. Recognize the most important paradigms that have dominated development thinking, understand the limitations of and critiques levied at these approaches, and understand why the concepts of sustainability/sustainable development emerged. 4. Be aware of various ways in which the concept of sustainability has been interpreted and some useful working definitions of this approach. 5. Understand the basic objectives of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities. 6. Be aware of various ways in which cities can be conceptualized, and recognize that the sustainable cities approach requires systems thinking. 7. Be acquainted with the notion of �Rights to the City� and the uneven effect that global capital is having within and between cities around the world. 8. Understand how hazards, risk, vulnerability and resilience interrelate; and be aware of strategies that cities have adopted to reduce their vulnerability to climate change. 9. Understand energy use, specifically greenhouse gas emissions, and their relationship to global climate change. 10. Understand the concept of climate justice�the idea that those who are most affected by global climate change often have the least ability to cope. 11. Be aware of the challenges and opportunities associated with the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development. 12. Be aware of the main social, economic and environmental costs and benefits of wind, solar, and nuclear energies.  Module 1: Cities, An Historical Overview�How and why cities form and how they grow or shrink over time including a discussion of �push� and �pull� factors. An important aspect of this discussion will focus on the complex relationship between cities and agriculture. This module will also contain a detailed discussion of how trade, commerce and capital have affected the evolution of cities over time, paying particular attention to three distinct eras. First is the Era of Trade and Mercantilism (roughly the three centuries following 1452), and how its influence on cities in developed and developing country settings. Second is the industrial revolution and its impact on cities in developed nations. Third is the automobile era, the evolution of the suburban ideal, and the export to the rest of the world of the notion of �The American Dream�.  Module 2: How and Why did the Concept of Sustainability Emerge? This module critically examines two important paradigms that have dominated development thinking in the past seventy years. First is Modernization, a process characterized by mass production, specialization, and mechanization. The various steps required for a country to modernize were outlined in �Rostow�s Stages Model� that envisioned �high mass consumption� as its end goal. Second is Neoliberalism which emphasizes free market ideologies such as free trade and freely-flowing capital. Widespread criticism of both approaches has emerged on the grounds that they equate development with economic growth, and ignore how wealth is distributed and the impact that economic development has on the natural environment. Accordingly, alternative conceptualizations of development were formulated, including (but not limited to) the related ideas of sustainable development and sustainability.  Module 3: What is Sustainability? This module discusses some of the various ways in which the concepts of sustainable development and sustainability have been interpreted, and what current thinking is about what a sustainability approach ought to take into consideration. Two important ideas about sustainability are emphasized. First that it is a call for change away from our current trajectory�essentially a call to action and second that it is not so much about an end goal but rather about creating the capacity for people to adapt continuously to changing environmental and social conditions. This leads naturally into a discussion about what types of competencies students engaging in sustainability need to have. Emphasis is placed on three important oversights in the current literature on sustainability competencies�an appreciation of social justice, an understanding that public acceptance of sustainability-oriented solutions is shaped by values, attitudes, and behaviors associated with the economy, the environment and society; and an awareness of the importance of public, as opposed to and privately-owned space.  Module 4: Sustainable Cities�Introduction to the concept of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities. Three important components of this module will cover debates about (1) the importance of public (or communally-held) space in urban environments; (2) investigating the relationship between connectivity and power within the context of world cities; and (3) a discussion of the differences and similarities within and between developed and developing world settings, and discussion of how much of modern development has been antithetical to sustainability.  Module 5: Conceptualizing the City�This module will feature three ways in which cities can be conceptualized. The first approach looks at cities as flows of material and energy. Second is the city as an amalgamation of distinct components each serving a distinct function, such as Social/Political (Finances/tax collection, Elected/shared governance, Education and libraries, Youth, family, and elder services; Housing and Community Development; Labor relations; Investment and economic development; Public relations; Justice; Immigration and human rights: Homeless services), Critical Services (Information Technology, Emergency Management, Health, Police, Corrections, Fire, Environmental protection), Infrastructure (City Planning, Parks and Recreation, Water and sanitation, Public Works, Transportation). Third is Cities as Complex Adaptive Systems, which emphasizes the interconnectedness of various components of a city, and the need to think about cities in a holistic manner.  Module 6: Rights to the City. This module builds upon Modules 1 and 2 by explaining how �footloose� global capital, one of the hallmarks of economic globalization, has intensified inter-city competition. Urban governance has responded by moving away from a managerial mode of operation to a more entrepreneurial model, and created the concept of Competitive Cities. This, in turn, has exacerbated uneven development both within and between cities and led to the concept of gentrification whereby people with limited resources are being displaced to facilitate �development� become a global phenomenon.  Module 7: Social & Environmental Justice�This module examines how hazards, risk, vulnerability and resilience interrelate and looks at how both rapid and gradual onset hazards differentially impact communities depending on their ability to cope.  Module 8: Cities and Climate Change. This module comprises three overlapping sections that examine (1) energy use, specifically greenhouse gas emissions and their relationship to global climate change; (2) the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development; and (3) renewable energy, specifically the social, economic and environmental costs and benefits of wind, solar, and nuclear energies. | |
| 40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**  1. Become articulate: students will learn how to express their ideas in writing via discussion threads and homework assignments.  2. Acquire intellectual breadth and versatility: many of the topics covered (e.g. human rights-based approaches, the complex ways in which social, economic and environmental spheres of life interact) will provide students with the ability to examine issues from a broad perspective.   3. Acquire critical judgement: Many of the topics covered (e.g. global poverty, inequality, the geographic bounds of social and ethical responsibility) require students to think deeply about their own values, attitudes and beliefs, and how they do/(not) contribute to these problems. Reflective journals will allow students to engage critically with these questions.  4. Becoming more aware of the 1 billion + people who are living in global slums and those who are facing challenges associated with global climate change will make students more aware of these moral issues.  5. Growing inequality is a hallmark of contemporary society. This is especially pronounced in cities. This course will enable students to use these specific sites of human settlement to examine many of society\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\'s most pressing issues such as access to clean water, access to adequate food and shelter, and exposure to human-induced and natural hazards.  6 The examination of various urban settings in both developed and developing nations will provide students with an appreciation of the diversity of human culture and experience.  7. Students will be presented with numerous ways in which they can continue to learn about Sustainable Cities. These will include opportunities for further study at UCONN both on campus and through Education Abroad and resources to enable them to stay abreast of news on Sustainable Citis (listserves and news sites) | |
| 41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.:** Specific Criteria      a. **Arts and Humanities:**      b. **Social Sciences:**  Students will become acquainted with a number of theories and concepts in the social sciences such as urbanization, sustainability, social justice, environment justice, equity, human rights, development/underdevelopment theories, and globalization.  Various geographic methods used to understand and explain rural-to-urban migration, underdevelopment, concentrated poverty/segregation, the creation of ethnic enclaves will be explained.  Students will learn how individuals, groups, institutions and societies in cities interact and influence one another and the natural environment.   Theories such as urban regime theory, political economy, political ecology, and game theory (along with intersectionality approaches) will be used to explain how and why places and the people in them unfold in the way that they do.      c. **Science and Technology:**          i. **Laboratory:**      d. **Diversity and Multiculturalism:**  First of all, many cities in themselves are diverse and multi-cultural. The variation in values, attitudes and beliefs within and between cities illustrates the tremendous variation in human experiences, perceptions, thoughts, values and/or modes of creativity (fulfilling Criteria 1 of CA4). The increasing pace of rural to urban migration (within and between countries) will provide students with a solid understanding of various theories of migration. Comparing and contrasting the limitations that are imposed on the movement of people through visas, quotas, etc. compared to the movement of goods and capital in a free market economy will expose students to important debates about human rights within the context of �rights to the city�, meeting Criteria 4 in CA4. When situated within a geopolitical framework all of these issues will help students to gain an awareness of the dynamics of social, political, and/or economic power that exists within and between cities in developed and developing world settings.          43. **International:**  Beyond that, we will be investigating cities all over the globe (with about 60% of the emphasis being placed on cities in the Global South, 20% in the US, and another 20% in other developed country settings.)      e. **Q course:**      f. **W course:** | |
| 42. **RESOURCES:**  Does the department/school/program currently have resources to offer the course as proposed YES If NO, please explain why and what resources are required to offer the course. | |
| 43. **SUPPLEMENTARY INFORMATION**: | |
| **ADMIN COMMENT**:  Senate Approved\_10/12/15kcp. Form updated\_10/2/15kcp. Form Updated\_6/3/15kcp. NewCA2/CA4-INT\_5/14/15kcp. | |

GEOG 2400

Introduction to Sustainable Cities

Department of Geography

Syllabus – Spring 2016

**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: Introduction to Sustainable Cities**

**Credits:** 3

**Format:** In-person

**Prerequisites:**  None

**Professor:** Carol Atkinson-Palombo

**Email:** [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu)

**Office Hours/Availability:** Wednesday, 10-noon and by appointment. Please expect to receive a response to your email within 24 hours.

Course Materials

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

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

Required Materials:

Item 1. Understanding Sustainable Cities: Concepts, Cases and Solutions, K. David Pijawka and Martin A. Gromulat, Kendall Hunt (2012). ISBN978-1-4652-0344-1

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

Course Description

Cities offer the potential to accommodate the world’s expanding population in an efficient manner by concentrating people in places designed to use (and recycle) fewer (and more renewable) resources. This course introduces various pathways to make cities more sustainable from social, economic, and environmental perspectives. Students will be introduced to various problems experienced in many contemporary metropolitan areas such as air and water pollution, sprawl, traffic congestion, affordable housing, and inequity in general. They will then learn about solutions to some of those problems including sustainable transportation, renewable energy, recycling of waste, and green infrastructure.

Course Objectives

The overarching course objective is to have students think critically about the challenges and opportunities associated with creating cities that are ostensibly more sustainable and to provide them with a solid foundation in some of the key concepts and tools used in this endeavor to enable them to undertake more advanced study in one or more chosen areas.

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

1. Understand in broad terms how and why cities form and how and why they grow or shrink over time.
2. Recognize how cities in developed and developing countries were (and continue to be) affected by (1) The Era of Trade and Mercantilism; (2) The Industrial Revolution; and (3) The American Dream.
3. Recognize the most important paradigms that have dominated development thinking, understand the limitations of and critiques levied at these approaches, and understand why the concepts of sustainability/sustainable development emerged.
4. Be aware of various ways in which the concept of sustainability has been interpreted and some useful working definitions of this approach.
5. Understand the basic objectives of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities.
6. Be aware of various ways in which cities can be conceptualized, and recognize that the sustainable cities approach requires systems thinking.
7. Be acquainted with the notion of “Rights to the City” and the uneven effect that global capital is having within and between cities around the world.
8. Understand how hazards, risk, vulnerability and resilience interrelate; and be aware of strategies that cities have adopted to reduce their vulnerability to climate change.
9. Understand energy use, specifically greenhouse gas emissions, and their relationship to global climate change.
10. Understand the concept of climate justice—the idea that those who are most affected by global climate change often have the least ability to cope.
11. Be aware of the challenges and opportunities associated with the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development.
12. Be aware of the main social, economic and environmental costs and benefits of wind, solar, and nuclear energies.

Course Outline (and Calendar if Applicable)

Module 1: Cities, An Historical Overview—How and why cities form and how they grow or shrink over time including a discussion of ‘push’ and ‘pull’ factors. An important aspect of this discussion will focus on the complex relationship between cities and agriculture. This module will also contain a detailed discussion of how trade, commerce and capital have affected the evolution of cities over time, paying particular attention to three distinct eras. First is the Era of Trade and Mercantilism (roughly the three centuries following 1452), and how its influence on cities in developed and developing country settings. Second is the industrial revolution and its impact on cities in developed nations. Third is the automobile era, the evolution of the suburban ideal, and the export to the rest of the world of the notion of “The American Dream”.

Module 2: How and Why did the Concept of Sustainability Emerge? This module critically examines two important paradigms that have dominated development thinking in the past seventy years. First is Modernization, a process characterized by mass production, specialization, and mechanization. The various steps required for a country to modernize were outlined in “Rostow’s Stages Model” that envisioned “high mass consumption” as its end goal. Second is Neoliberalism which emphasizes free market ideologies such as free trade and freely-flowing capital. Widespread criticism of both approaches has emerged on the grounds that they equate development with economic growth, and ignore how wealth is distributed and the impact that economic development has on the natural environment. Accordingly, alternative conceptualizations of development were formulated, including (but not limited to) the related ideas of sustainable development and sustainability.

Module 3: What is Sustainability? This module discusses some of the various ways in which the concepts of sustainable development and sustainability have been interpreted, and what current thinking is about what a sustainability approach ought to take into consideration. Two important ideas about sustainability are emphasized. First that it is a call for change away from our current trajectory—essentially a call to action and second that it is not so much about an end goal but rather about creating the capacity for people to adapt continuously to changing environmental and social conditions. This leads naturally into a discussion about what types of competencies students engaging in sustainability need to have. Emphasis is placed on three important oversights in the current literature on sustainability competencies—an appreciation of social justice, an understanding that public acceptance of sustainability-oriented solutions is shaped by values, attitudes, and behaviors associated with the economy, the environment and society; and an awareness of the importance of public, as opposed to and privately-owned space.

Module 4: Sustainable Cities—Introduction to the concept of sustainable cities and related ideas such as green cities, eco-cities, livable cities, compact cities, just cities, and resilient cities. Three important components of this module will cover debates about (1) the importance of public (or communally-held) space in urban environments; (2) investigating the relationship between connectivity and power within the context of world cities; and (3) a discussion of the differences and similarities within and between developed and developing world settings, and discussion of how much of modern development has been antithetical to sustainability.

Module 5: Conceptualizing the City—This module will feature three ways in which cities can be conceptualized. The first approach looks at cities as flows of material and energy. Second is the city as an amalgamation of distinct components each serving a distinct function, such as Social/Political (Finances/tax collection, Elected/shared governance, Education and libraries, Youth, family, and elder services; Housing and Community Development; Labor relations; Investment and economic development; Public relations; Justice; Immigration and human rights: Homeless services), Critical Services (Information Technology, Emergency Management, Health, Police, Corrections, Fire, Environmental protection), Infrastructure (City Planning, Parks and Recreation, Water and sanitation, Public Works, Transportation). Third is Cities as Complex Adaptive Systems, which emphasizes the interconnectedness of various components of a city, and the need to think about cities in a holistic manner.

Module 6: Rights to the City. This module builds upon Modules 1 and 2 by explaining how ‘*footloose*’ global capital, one of the hallmarks of economic globalization, has intensified inter-city competition. Urban governance has responded by moving away from a managerial mode of operation to a more entrepreneurial model, and created the concept of Competitive Cities. This, in turn, has exacerbated uneven development both within and between cities and led to the concept of gentrification whereby people with limited resources are being displaced to facilitate ‘development’ become a global phenomenon.

Module 7: Social & Environmental Justice—This module examines how hazards, risk, vulnerability and resilience interrelate and looks at how both rapid and gradual onset hazards differentially impact communities depending on their ability to cope.

Module 8: Cities and Climate Change. This module comprises three overlapping sections that examine (1) energy use, specifically greenhouse gas emissions and their relationship to global climate change; (2) the transition to low carbon economies through densification, the use of public transportation, the consumption of local produce, and the construction of green infrastructure such as green roofs and low impact development; and (3) renewable energy, specifically the social, economic and environmental costs and benefits of wind, solar, and nuclear energies.

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Homework Assignments | 30% |
| Two mid-term exams at 10% each | 20% |
| Component C | 15% |
| Final Exam | 35% |

Component A

Five homework assignments, each worth 5% of the overall grade.

Component B

Two mid-term exams each worth 10% each aimed at testing basic understanding of course material.

Component C

Reflective Journal. A minimum of one entry per week for the duration of the course to reflect upon course material.

Component D

Final exam comprised of 4 short essay questions selected from a list of 8.

Grading Scale:

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

Due Dates and Late Policy

All course due dates are identified in HuskyCT. 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.*

Late Policy: Work handed in after the due date will be subject to a 5% penalty per day it is late. Exceptions will for documented extenuating circumstances.

Feedback and Grades

I will make every effort to provide feedback and grades within one week of an assignment being due or an exam being taken. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [2](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
* [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, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

**2019-35 GSCI 1010E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10377 |
| **Request Proposer** | Thorson |
| **Course Title** | Dinosaurs, Extinctions, and Environmental Catastrophes |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Dinosaurs, Extinctions, and Environmental Catastrophes |
| **Course Number** | 1010 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Adding an E designation only |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@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** | 100-150 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75-minute lecture periods per week. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | 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 GSCI 1050, 1051, 1055, or 1070. |
| **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** | limited faculty resources, little 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** | GSCI 1010. Dinosaurs, Extinctions, and Environmental Catastrophes Three credits. Not open for credit to students who have passed GSCI 1050, 1051, 1055, or 1070. Students who complete both GSCI 1010 and GSCI 1052 may request that GSCI 1010 be converted to a CA 3 laboratory course. A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Past and present environmental catastrophes leading to mass extinctions and changes in biodiversity. Fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3. |
| **Provide proposed title and complete course catalog copy** | GSCI 1010E. Dinosaurs, Extinctions, and Environmental Catastrophes Three credits. Not open for credit to students who have passed GSCI 1050, 1051, 1055, or 1070. Students who complete both GSCI 1010 and GSCI 1052 may request that GSCI 1010 be converted to a CA 3 laboratory course. A reconstruction of the Mesozoic world of the dinosaurs based on paleontological and geological evidence. Past and present environmental catastrophes leading to mass extinctions and changes in biodiversity. Fundamental concepts of geology, stratigraphy, historical geology, and paleoclimatology. CA 3. |
| **Reason for the course action** | Add an E designation only. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This is 2/3 general geology (equivalent to GSCI 1051 or lecture component of GSCI 1050), and 1/3 emphasis on the age of the dinosaurs as a model earth system. From the syllabus: By the end of the course you should be able to: • Apply the scientific method to test hypotheses, solve problems and make decisions. • Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior. • Discuss the geologic history of a region on the basis of its principal rock types. • Observe landscape features and make inferences regarding their formation. • Describe how our lives are influenced by geology and how human actions modify Earth processes. • Explain how dinosaurs are studied and what this study can tell us about dinosaur traits and behaviors. • Discuss the various species of dinosaurs that existed on Planet Earth. • Describe the evolutionary trends and patterns among dinosaur species. • Explain what factors contributed to the rise of dinosaurs during the Mesozoic period. • Explain what factors contributed to the demise of dinosaurs at the end of the Mesozoic period. • Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world Course |
| **Describe course assessments** | From the sample syllabus: Of the total 600 points: 400/n - Four in class proctored exams 100/n - Preparation quizzes prior to class 100/n - Class participation based on clicker results |
| **General Education Goals** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on General Education Goals pasted below is common to them all. GSCI 1010 meets the seven stated goals of General Education at UConn, with an emphasis on 2 - intellectual breadth and versatility; 5-awareness of era and society; and 7-acquiring/using knowledge. Specifically It helps the student: (1) become articulate by introducing them to a broad realm of factual knowledge about the planetary systems supporting cultures and modern society. (2) It adds intellectual breadth and versatility by leading them to the causes beneath the causes of things like ecosystems and cultures. (3) Critical judgments about resource use and extinctions requires knowing how the earth works as a whole system. (4) The moral sensitivity involves understanding the pre-human earth as a base line for impacting it. (5) Our era, the Anthropocene, is an epoch in which the aggregate of society has become the main geologic agent. (6) The diversity of culture and experience is analogous to biodiversity, in which geographic isolation has geologic causes. (7) This course illustrates the methods of science, particularly induction, hypotheses testing, and and system’s building, one in which knowledge leads to questions leading to more knowledge. |
| **Content Area: Science and Technology (non-Lab)** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on Group 3 Criteria pasted below is common to them all. GSCI 1010 meets the entire published general definition of Group 3 Courses (“These courses acquaint….developments”) and meets all the criteria for Group 3 science General Education at UConn. Specifically (1) It explores a broad coherent body of knowledge and the methods used to obtain that knowledge, (2) It promotes how scientific inquiry is done via the narrative of the so-called scientific method and the building of systems, (3) It introduces students to unresolved questions and the means by which answers might be obtained, and (4) It promotes lifelong learning by linking life choices to earthly constraints. |
| **Environmental Literacy** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on E-Course Criteria pasted below is common to them all. GSCI 1010 meets the criteria for Environmental Literacy by focusing throughout on: (1) how humans impact the natural world, being the dominant geological agency of the Anthropocene, (2) how humans are impacted by the natural world, meaning it is geology that determines the fundamentals of land, sea, climate, and organic evolution. “No rock, no ecosystem, no culture.” Additionally, it touches significantly on (3) how public policies, legal frameworks, and to some extent social systems, are constrained by geological underpinnings. (4) Only geology can provide the base line for understanding global change, hence it offers a moral components. (5) The “pale blue dot” of our planet from afar, and the intricate details of “how the earth works,” are both geologically constrained. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GSCI\_1010\_Spring18\_Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142913&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc4114b4eae5f4aecd40308d67b1e3ac1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636831767110008969&sdata=TCoLQejg4iJszdEiRatJKaZ889u7buR%2F6TY8hLau6jw%3D&reserved=0) | GSCI\_1010\_Spring18\_Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert M Thorson | 01/14/2019 - 15:51 | Submit |  | I initiated this as C&C Rep for the department. | | Geosciences | Robert M Thorson | 01/14/2019 - 16:04 | Approve | 1/14/2019 | I initiated this and approve it | |

**Syllabus – GSCI 1010 *(Dinosaurs, Extinctions, and Environmental Catastrophes)***

Spring Semester 2018 *[Classes run from January 16 – April 27, 2018]*

**TIME & PLACE**

Tues/Thurs, 3:30-4:45 in Austin Building Rm. 110 (AUST 110).

**INSTRUCTOR**

*Stephen (Steve) G. Smith*, Visiting Assistant Professor of Geology.

***Email:***stephen.g.smith@uconn.edu

***Office:***Beach Hall Rm. 238

***Office Hours:*** Tues/Thurs 1-3pm\*, or by appointment.

\*Please email ahead of time regardless, as some days I will have meetings during this time.   
  
**OVERVIEW**

This course will introduce you to Earth Science by exploring the composition, structure, and history of planet Earth, investigating the processes operating on and below Earth's surface, observing and interpreting our planet’s variety of landscapes, and reflecting on some of the relationships that human beings have with Earth’s hazards and resources. Melded into this introduction to Earth Science will be an emphasis on life during the Mesozoic Era, or the time of dinosaurs. The course will focus on the various types of dinosaurs and their behavior, the geologic events that led to both the evolution and extinction of the dinosaurs, and will serve to paint a picture of life in the Mesozoic Era, including discussion of the Mesozoic climate, landscapes, and diversity of life.

**MATERIALS NEEDED**

1. *Textbook.***Exploring Geology (4th Edition)** by Reynolds, Johnson, Morin, and Carter (New York: McGraw-Hill, 2016).  We will use only certain chapters from this text, so a slimmed, custom version (that is thus less expensive) is available through the bookstore. Otherwise, any new/used/electronic copy is fine; you do not need an access code.
2. *Textbook.* **Dinosaurs: A Concise Natural History (3rd Edition)** by Fastovsky and Weishampel (United Kingdom: Cambridge, 2016).

1. *iClicker*. Can be new or used; required for use in class to receive clicker points.

**COURSE OBJECTIVES**

*By the end of the course you should be able to:*

* Apply the scientific method to test hypotheses, solve problems and make decisions.
* Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior.
* Discuss the geologic history of a region on the basis of its principal rock types.
* Observe landscape features and make inferences regarding their formation.
* Describe how our lives are influenced by geology and how human actions modify Earth processes.
* Explain how dinosaurs are studied and what this study can tell us about dinosaur traits and behaviors.
* Discuss the various species of dinosaurs that existed on Planet Earth.
* Describe the evolutionary trends and patterns among dinosaur species.
* Explain what factors contributed to the rise of dinosaurs during the Mesozoic period.
* Explain what factors contributed to the demise of dinosaurs at the end of the Mesozoic period.
* Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world Course

**COURSE SCHEDULE**

The course schedule, since it is subject to change, is available as a Google Doc [here](https://docs.google.com/document/d/169XxXEajRAQRqh0eF9xPriV_J92o448aZi2PEmlzyqE/edit?usp=sharing).

**STUDENT RESPONSIBILTIES**

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.

**DISABILITY**

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.)

**PARTICIPATION**

CLASS & AUDIENCE: The expectation is that you come to each session prepared for clicker-based audience activities. We will not be taking attendance per se, but your clicker activity will essentially track your level of class attendance and participation.

When you're in class, and when I'm in front of class, I can't be monitoring your on-line activities. What I can ask is for you to be considerate of others. If you sit brazenly surfing the internet, playing video games, or doing social media, you distract and diminish the experience for anyone who can see your screen. You also insult those who are there for the learning experience they've paid for and deserve to get, so please be considerate of others.

**COURSE PREP**

Preparing for each class session is the key to success in this course. Class preparation involves completing multiple assigned tasks prior to each session, which will typically involve reading portions of the text, but may also include tasks such as watching videos, reviewing powerpoints, listening to podcasts, and reading articles.

Prior to each class period you are required to complete a **PREP QUIZ** related to the assigned content. These are not meant to take a great deal of time, but will be much easier if you’ve done the assigned readings, etc. **Note that you are allotted two attempts for each quiz.**

The required tasks and associated quiz for each class session are listed on the course schedule. The Prep Quizzes can be accessed via HuskyCT under the “Prep Quiz’ tab.

**FOUR EXAMS**

The purpose of exams is to assess the learning that has taken place, which reflects some combination of your effort, your ability, my teaching, circumstantial factors beyond our control, and blind luck.

There will be four in-class, proctored exams equally spaced throughout the semester (with the 4th taking place during the final exam block). These exams will predominately consist of multiple-choice questions. The final exam will be cumulative.

Make-up exams will be allowed only for excused absences. This requires advance notice and/or written documentation of an emergency simultaneous with the exam.

**COURSE GRADING**

There are 600 points available in the course. How many of these 600 points you earn will determine your overall score in the course (% out of 100 if you are in the lecture only; % out of 75 if you are in the lecture/lab combined course).

***Prep quizzes***

100 points total. The total points for all the prep quizzes may not total 100 at the end of the semester owing to unexpected circumstances (snow days, etc.), but they will be scaled to 100 points to calculate your grade. (Ex. If you earned 90% of all the Prep Quiz points, you will receive 90 out of the 100 points.)

***Exams***

400 points total (4 exams x 100 points each)

***Class participation (clicker questions)***

100 points total\*

\*Note that your % of correct clicker answers will not be directly converted to a score out of 100. For instance, if you were to answer 90 questions correct out of 100, you would not receive 90/100 for this portion of the course grade. I will ask you lots of questions that I don't necessarily expect you to know the answer to, as well as questions of opinion, so the scale for clicker points is as follows (but is subject to change based on how the semester goes):

60% of all questions correct = 100 points

Less than 60% correct = your % correct / 60 x 100

For example, if you answered 50% correct, your score would be 50%/60% x 100 = 83 points.

IMPORTANT NOTE: The 60% correct needed for full credit is designed to accommodate occasional absences for being sick or for having periodic scheduling conflicts. So, unless you have a University-approved excuse, I won’t award ‘make-up’ clicker points if you miss class. If you are attending class most of the time and paying attention, 60% should be no problem.

**TOTAL POINTS AVAILABLE FOR COURSE = 600**

Once you know your total out of 600, you can use the following scale to figure out your letter grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A ≥ 555  A- 537 – 554 | B+ 525 – 536  B 495 – 524  B- 477 – 494 | C+ 465 – 476  C 435 – 464  C- 417 – 434 | D+ 405 – 416  D 375 – 404  D- 357 – 374 | F < 357 |

**ABOUT YOUR GRADE**

Although I reserve the right up bump borderline letter grades based on extenuating circumstances, I will not bump up grades for charity. Any debate regarding the validity of grades aside, this is the current system by which student performance is assessed, and thus your score is your score. There will be multiple opportunities for extra credit throughout the semester, and so when the semester is over and all your points are totaled up, **this is your grade.** Please do not email me with requests to bump up your score to the next letter grade, even if you are only a point away. I agree that being one point away is a total bummer, but the truth of the matter (however unfortunate) is that there has to be a cut-off somewhere.

**DUE DATES AND LATE POLICY**

All Prep Quiz due dates are identified on the Course Schedule. *The instructor reserves the right to change dates accordingly as the semester progresses.  All changes will be communicated in an appropriate manner.*  
  
Perhaps obvious from the name, Prep Quizzes are designed to *PREPARE* you for the topics that will be presented during each class session. As such, submitting a Prep Quiz late defeats this purpose, but nevertheless I would rather you complete a Prep Quiz late than not at all. So, the policy is as follows:

* -20% for Prep Quizzes submitted within 7 days (168 hours, to be exact) of the due date.
* No work will be accepted later than 7 days (168 hours) past the due date.

**A COUPLE NOTES ON HOW TO PERFORM WELL IN THIS CLASS**

This is an introductory course, and is designed as such. Nevertheless, geology is quite an interdisciplinary subject, and students without much background in science may be a bit uncomfortable with the material from time to time. However, I would argue that this is easily overcome by fulling engaging in the class, interacting with your peers, consulting me as necessary, and asking lots of questions.

Regardless of background, here is some info about the class and a few tips for how to approach this class in order to be most successful:

* I like to try to keep the audience engaged during my lectures, so I will ask you lots of clicker questions and will also periodically ask you to do things like...
  + talk things over with the students sitting around you
  + draw diagrams in your notebook
  + contemplate ‘what-if’ scenarios
  + apply the course content to everyday life
* I like to include a lot of photos and real-world examples in my lecture slides, and so often I will say important things without them actually showing up as text on the slide.

***What these two bullet-points imply: Not only do you need to attend class in order to earn clicker points, but attending class will help you figure out what is important to study (not to mention help you learn!). Research also show that grades correlate positively with attendance.***

* Perhaps this goes without saying, but the grade you earn will reflect the time and effort that you commit to the course.

***What this implies: If you are diligent about doing the assigned readings, completing the Prep Quizzes, reviewing the material, making sure you get your questions answered, and preparing adequately for the exams, you will put yourself in a good position to be successful.***

* There is a LOT of information in the textbooks.

***What this implies: The concepts we cover in class are what I deem to be most important, and it is mostly this material that will show up on the exam. It will always relate to the assigned readings, but a good rule-of-thumb is that if I never mentioned it in class or otherwise told you that it is important, it is likely not something I would ask an exam question about.***

Finally, the last page provides a bit of information on how to read and study efficiently…

Research shows that we can retain and understand more information when we become more aware of our personal learning habits. Poor reading occurs when we see the words but don’t make an effort to understand their meaning, like when we “read” and watch TV at the same time. In contrast, effective reading can improve our comprehension of a topic, provide us with new information, and make preparing for exams much easier. Effective reading requires three basic steps, planning, monitoring, and regulating.

1. **Planning** involves preparing and organizing a reading task. This requires; i) Finding a good reading space where you can concentrate; ii) Setting goals of how much you will read and for how long; and, iii) Having materials available to take notes for later review.
2. **Monitoring** involves making sure you are focusing your attention during the reading process. You should recognize distractions and attempt to prevent them. Develop strategies to keep your mind on the reading, and recognize when you read something that you don’t understand. Students who are more effective readers slow down and pay closer attention to their reading when they come across concepts that are more challenging to understand.

Consider adopting one or more of the monitoring strategies below so that you can stay focused on the reading material and be less easily distracted:

* Try to think through a topic and decide what you are supposed to learn from it rather than just reading it over.
* Make notes as you read the assignment. Try to write a summary sentence after you read each paragraph or blocks of text. Don’t wait until you finish a section or page to take notes, break the information down to smaller, readily accessible pieces.
* Alternatively, make lists of important items (term + definition) from the section as you read.
* Less effective strategies include highlighting or underlining text. It is the summarizing or listing of ideas that actually helps learn the material and neither of these techniques provides that.

1. **Regulating** involves checking your understanding of the material during and following reading. Having completed a reading assignment, close the book and go over the major points of the reading in your head or answer questions related to the reading in the text. (Try responding to the question prompts at the end of each pair of pages.)

* Think about what you don’t understand and take steps to overcome the obstacles that prevent you from learning that material.
* If you identify things that you don’t understand, make a note of them and discuss them with other students in class or listen to see if you can understand them any better when the instructor covers them in class. (This is why it’s best to read before coming to class.)
* If you still don’t understand something after class, ask another student or the instructor. One of the most common explanations for poor exam performance is students not seeking help when they know they don’t understand a concept.

**2019-36 GSCI 1050E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10376 |
| **Request Proposer** | Thorson |
| **Course Title** | Earth's Dynamic Environment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Earth's Dynamic Environment |
| **Course Number** | 1050 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Sole purpose is to add an E designation |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@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** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 150-250 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Two class period lectures per week and one 3 hour lab |

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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?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed GSCI 1010, 1050, 1055, or 1070. |
| **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 |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1050. Earth’s Dynamic Environment Four credits. Three class periods and one 3-hour laboratory period. Not open for credit to students who have passed GSCI 1010, 1051, 1055, or 1070. Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth’s crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3-LAB. |
| **Provide proposed title and complete course catalog copy** | 1050E. Earth’s Dynamic Environment Four credits. Three class periods and one 3-hour laboratory period. Not open for credit to students who have passed GSCI 1010, 1051, 1055, or 1070. Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth’s crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3-LAB. |
| **Reason for the course action** | Add an E designation only |
| **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 course you should be able to: • Apply the scientific method to test hypotheses, solve problems and make decisions. • Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior. • Discuss the geologic history of a region on the basis of its principal rock types. • Observe landscape features and make inferences regarding their formation. • Describe how our lives are influenced by geology and how human actions modify Earth processes. • Evaluate the application of scientific principles in earth science-related articles presented in the mass media. • Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world scenarios. |
| **Describe course assessments** | Course total n=700 points 400/n - Four in-class proctored exams 150/n - Preparation quizzes before each session 150/n - Class participation based on clicker responses |
| **General Education Goals** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on General Education Goals pasted below is common to them all. GSCI 1050 meets the seven stated goals of General Education at UConn, with an emphasis on 2 - intellectual breadth and versatility; 5-awareness of era and society; and 7-acquiring/using knowledge. Specifically It helps the student: (1) become articulate by introducing them to a broad realm of factual knowledge about the planetary systems supporting cultures and modern society. (2) It adds intellectual breadth and versatility by leading them to the causes beneath the causes of things like ecosystems and cultures. (3) Critical judgments about resource use and extinctions requires knowing how the earth works as a whole system. (4) The moral sensitivity involves understanding the pre-human earth as a base line for impacting it. (5) Our era, the Anthropocene, is an epoch in which the aggregate of society has become the main geologic agent. (6) The diversity of culture and experience is analogous to biodiversity, in which geographic isolation has geologic causes. (7) This course illustrates the methods of science, particularly induction, hypotheses testing, and and system’s building, one in which knowledge leads to questions leading to more knowledge. |
| **Content Area: Science and Technology (Lab)** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on Group 3 Criteria pasted below is common to them all. However, this is the only course that combines the lecture with the lab. It satisfies the lab requirement through nine 3-hour hands-on lab units, each with four stations, and two field trips. Write up reports are required for all. GSCI 1050 meets the entire published general definition of Group 3 Courses (“These courses acquaint….developments”) and meets all the criteria for Group 3 science General Education at UConn. Specifically (1) It explores a broad coherent body of knowledge and the methods used to obtain that knowledge, (2) It promotes how scientific inquiry is done via the narrative of the so-called scientific method and the building of systems, (3) It introduces students to unresolved questions and the means by which answers might be obtained, and (4) It promotes lifelong learning by linking life choices to earthly constraints. |
| **Environmental Literacy** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on E-Course Criteria pasted below is common to them all. GSCI 1050 meets the criteria for Environmental Literacy by focusing throughout on: (1) how humans impact the natural world, being the dominant geological agency of the Anthropocene, (2) how humans are impacted by the natural world, meaning it is geology that determines the fundamentals of land, sea, climate, and organic evolution. “No rock, no ecosystem, no culture.” Additionally, it touches significantly on (3) how public policies, legal frameworks, and to some extent social systems, are constrained by geological underpinnings. (4) Only geology can provide the base line for understanding global change, hence it offers a moral components. (5) The “pale blue dot” of our planet from afar, and the intricate details of “how the earth works,” are both geologically constrained. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-GSCI\_1050-1051\_Fall18\_Steve.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142911&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8051f72c44a540afda7608d67b1dc27a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636831765083470782&sdata=oF0JXxOaK1oFSpRBLML4GhO%2FJrhf56HVG%2FqG7goLA1c%3D&reserved=0) | Syllabus-GSCI\_1050-1051\_Fall18\_Steve.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 01/14/2019 - 15:35 | Submit |  | Thorson, the initiator, is initiating this at the request of the instructors, and is also the C&C rep. | | Geosciences | Robert M Thorson | 01/14/2019 - 15:49 | Approve | 1/14/2019 | I initiated and approved | |

**Syllabus – GSCI 1050/1051**

Fall Semester 2018 *[Classes run from August 27 – December 7 , 2018]*

**TIME & PLACE**

Tues/Thurs, 9:30-10:45 in McHugh Hall (*formerly Laurel Hall*) Rm. 101 (MCHU 101).

**INSTRUCTOR**

*Stephen (Steve) G. Smith*, Visiting Assistant Professor of Geology.

***Email:***stephen.g.smith@uconn.edu

***Office:***Beach Hall Rm. 238

***Office Hours:*** Tues/Thurs 11am-2pm\*, or by appointment.

\*Please email ahead of time regardless, as some days I will have meetings during this time.   
  
**OVERVIEW**

This course will introduce you to Earth Science by exploring the composition, structure, and history of planet Earth, investigating the processes operating on and below Earth's surface, observing and interpreting our planet’s variety of landscapes, and reflecting on the relationships that human beings have with Earth’s hazards and resources.

**MATERIALS NEEDED**

1. *Textbook.***Essentials of Geology: 5th Edition** by Stephen Marshak (New York: Norton, 2016).  Any new/used/electronic copy is fine; you do not need an access code.

1. *iClicker*. Can be new or used; required for use in class to receive clicker points.

*OR*

*Subscription* to iclicker REEF polling (allows use of personal electronic device as a clicker)

*Info on clicker options can be found here:* [*Clicking at UConn*](https://cetl.uconn.edu/educational-technologies/clickers/clicking-at-uconn-fyi/)

**GSCI 1050 vs. 1051 vs. 1052**

**GSCI 1050:** This is the combined 4-credit lecture plus laboratory. Your performance in lecture and lab are independent of one another, but are calculated together to determine your final grade. Your lecture performance is scaled to 75% of your grade, whereas your lab performance is scaled to 25% of your grade. \*\*\**Note: Department policy is such that if you fail the lab portion of the course, you automatically fail the entire course, even though technically your score could still be passing.*

**GSCI 1051:** This is the lecture only. It is a 3-credit course and your grade is solely based on your performance in lecture.

**GSCI 1052:** This is the lab only. It is a 1-credit course and your grade is solely based on your performance in lecture.

**COURSE OBJECTIVES**

*By the end of the course you should be able to:*

* Apply the scientific method to test hypotheses, solve problems and make decisions.
* Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior.
* Discuss the geologic history of a region on the basis of its principal rock types.
* Observe landscape features and make inferences regarding their formation.
* Describe how our lives are influenced by geology and how human actions modify Earth processes.
* Evaluate the application of scientific principles in earth science-related articles presented in the mass media.
* Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world scenarios.

**COURSE SCHEDULE**

The course schedule, since it is subject to change, is available as a Google Doc [here](https://docs.google.com/document/d/1YHCvlOVnFgcRqQItFTbJXiayb25dnhKNdILhI7HSHSA/edit?usp=sharing).

**STUDENT RESPONSIBILTIES**

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.

**DISABILITY**

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.)

**PARTICIPATION**

CLASS & AUDIENCE: The expectation is that you come to each session prepared for clicker-based audience activities. We will not be taking attendance per se, but your clicker activity will essentially track your level of class attendance and participation.

When you're in class, and when I'm in front of class, I can't be monitoring your on-line activities. What I can ask is for you to be considerate of others. If you sit brazenly surfing the internet, playing video games, or doing social media, you distract and diminish the experience for anyone who can see your screen. You also insult those who are there for the learning experience they've paid for and deserve to get, so please be considerate of others.

**COURSE PREP**

Preparing for each class session is the key to success in this course. Class preparation involves completing multiple assigned tasks prior to each session, which will typically involve reading portions of the text, but may also include tasks such as watching videos, reviewing powerpoints, listening to podcasts, and reading articles.

Prior to each class period you are required to complete a **PREP QUIZ** related to the assigned content. These are not meant to take a great deal of time, but will be much easier if you’ve done the assigned readings, etc. **Note that you are allotted two attempts for each quiz.**

The required tasks and associated quiz for each class session are listed on the course schedule. The Prep Quizzes can be accessed via HuskyCT under the “Prep Quiz’ tab.

**FOUR EXAMS**

The purpose of exams is to assess the learning that has taken place, which reflects some combination of your effort, your ability, my teaching, circumstantial factors beyond our control, and blind luck.

There will be four in-class, proctored exams equally spaced throughout the semester (with the 4th taking place during the final exam block). These exams will predominately consist of multiple-choice questions. The final exam will be cumulative.

Make-up exams will be allowed only for excused absences. This requires advance notice and/or written documentation of an emergency simultaneous with the exam.

**COURSE GRADING**

There are 700 points available in the course. How many of these 700 points you earn will determine your overall score in the course (% out of 100 if you are in the lecture only; % out of 75 if you are in the lecture/lab combined course).

***Prep quizzes***

150 points total. The total points for all the prep quizzes may not total 150 at the end of the semester owing to unexpected circumstances (snow days, etc.), but they will be scaled to 150 points to calculate your grade. (Ex. If you earned 90% of all the Prep Quiz points, you will receive 90%, or 135 out of the 150 points.)

***Exams***

400 points total (4 exams x 100 points each)

***Class participation (clicker questions)***

150 points total\*

\*Note that your % of correct clicker answers will not be directly converted to a score out of 150. For instance, if you were to answer 135 questions correct out of 150, you would not receive 135/150, or 90% for this portion of the course grade. I will ask you lots of questions that I don't necessarily expect you to know the answer to, as well as questions of opinion, so the scale for clicker points is as follows (but is subject to change based on how the semester goes):

60% of all questions correct = 150 points

Less than 60% correct = your % correct / 60 x 150

For example, if you answered 50% correct, your score would be 50%/60% x 150 = 125 points.

IMPORTANT NOTE: The 60% correct needed for full credit is designed to accommodate occasional absences for being sick or for having periodic scheduling conflicts. So, unless you have a University-approved excuse, I won’t award ‘make-up’ clicker points if you miss class. If you are attending class most of the time and paying attention, 60% should be no problem.

**TOTAL POINTS AVAILABLE FOR COURSE = 700**

Once you know your total out of 700, you can convert this to a letter grade by dividing by 700. Then, your percent out of 700 converts to a letter grade based on the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A ≥ 92.5%  A- 90 – 92.4% | B+ 87.5 – 89.9%  B 82.5 – 87.4%  B- 80 – 82.4% | C+ 77.5 – 79.9%  C 72.5 – 77.4%  C- 70 – 72.4% | D+ 67.5 – 69.9%  D 62.5 – 67.4%  D- 60 – 62.4% | F < 60% |

*Remember, if you are enrolled in the lab/lecture combo, you will then have to scale this % out of 100 to a % out of 75, then add your % out of 25 from the lab to get your total. For example, 90% in lecture = 95% x 75 = 67.5. 80% of lab = 80% x 25 = 20. Total = 67.5 + 20 = 87.5. An 87.5 would be a B+ according to the scale above.*

**ABOUT YOUR GRADE**

Although I reserve the right up bump borderline letter grades based on extenuating circumstances, I will not bump up grades for charity. Any debate regarding the validity of grades aside, this is the current system by which student performance is assessed, and thus your score is your score. There will be multiple opportunities for extra credit throughout the semester, and so when the semester is over and all your points are totaled up, **this is your grade.** Please do not email me with requests to bump up your score to the next letter grade, even if you are only a point away. I agree that being one point away is a total bummer, but the truth of the matter (however unfortunate) is that there has to be a cut-off somewhere.

**DUE DATES AND LATE POLICY**

All Prep Quiz due dates are identified on the Course Schedule. *The instructor reserves the right to change dates accordingly as the semester progresses.  All changes will be communicated in an appropriate manner.*  
  
Perhaps obvious from the name, Prep Quizzes are designed to *PREPARE* you for the topics that will be presented during each class session. As such, submitting a Prep Quiz late defeats this purpose, but nevertheless I would rather you complete a Prep Quiz late than not at all. So, the policy is as follows:

* -20% for Prep Quizzes submitted within 7 days (168 hours, to be exact) of the due date.
* No work will be accepted later than 7 days (168 hours) past the due date.

**A COUPLE NOTES ON HOW TO PERFORM WELL IN THIS CLASS**

This is an introductory course, and is designed as such. Nevertheless, geology is quite an interdisciplinary subject, and students without much background in science may be a bit uncomfortable with the material from time to time. However, I would argue that this is easily overcome by fulling engaging in the class, interacting with your peers, consulting me as necessary, and asking lots of questions.

Regardless of background, here is some info about the class and a few tips for how to approach this class in order to be most successful:

* I like to try to keep the audience engaged during my lectures, so I will ask you lots of clicker questions and will also periodically ask you to do things like...
  + talk things over with the students sitting around you
  + draw diagrams in your notebook
  + contemplate ‘what-if’ scenarios
  + apply the course content to everyday life
* I like to include a lot of photos and real-world examples in my lecture slides, and so often I will say important things without them actually showing up as text on the slide.

***What these two bullet-points imply: Not only do you need to attend class in order to earn clicker points, but attending class will help you figure out what is important to study (not to mention help you learn!). Research also show that grades correlate positively with attendance.***

* Perhaps this goes without saying, but the grade you earn will reflect the time and effort that you commit to the course.

***What this implies: If you are diligent about doing the assigned readings, completing the Prep Quizzes, reviewing the material, making sure you get your questions answered, and preparing adequately for the exams, you will put yourself in a good position to be successful.***

* There is a LOT of information in the book.

***What this implies: The concepts we cover in class are what I deem to be most important, and it is mostly this material that will show up on the exam. It will always relate to the assigned readings, but a good rule-of-thumb is that if I never mentioned it in class, or don’t specify that it’s a topic from the book you should know, it is likely not something I would ask an exam question about.***

Finally, the last page provides a bit of information on how to read and study efficiently…

Research shows we can retain and understand more information when we are more aware of our personal learning habits. Poor reading occurs when we see the words but don’t make an effort to understand their meaning, like when we “read” and watch TV at the same time. In contrast, effective reading can improve comprehension of a topic, provide us with new information, and make preparing for exams much easier. Effective reading requires 3 basic steps, planning, monitoring, and regulating.

1. **Planning** involves preparing and organizing a reading task. This requires; i) Finding a good reading space where you can concentrate; ii) Setting goals of how much you will read and for how long; and, iii) Having materials available to take notes for later review.
2. **Monitoring** involves making sure you are focusing your attention during the reading process. You should recognize distractions and attempt to prevent them. Develop strategies to keep your mind on the reading, and recognize when you read something that you don’t understand. Students who are more effective readers slow down and pay closer attention to their reading when they come across concepts that are more challenging to understand.

Consider adopting one or more of the monitoring strategies below so that you can stay focused on the reading material and be less easily distracted:

* Try to think through a topic and decide what you are supposed to learn from it rather than just reading it over.
* Make notes as you read the assignment. Try to write a summary sentence after you read each paragraph or blocks of text. Don’t wait until you finish a section or page to take notes, break the information down to smaller, readily accessible pieces.
* Alternatively, make lists of important items (term + definition) from the section as you read.
* Less effective strategies include highlighting or underlining text. It is the summarizing or listing of ideas that actually helps learn the material and neither of these techniques provides that.

1. **Regulating** involves checking your understanding of the material during and following reading. Having completed a reading assignment, close the book and go over the major points of the reading in your head or answer questions related to the reading in the text. (Try responding to the question prompts at the end of each pair of pages.)

* Think about what you don’t understand and take steps to overcome the obstacles that prevent you from learning that material.
* If you identify things that you don’t understand, make a note of them and discuss them with other students in class or listen to see if you can understand them any better when the instructor covers them in class. (This is why it’s best to read before coming to class.)
* If you still don’t understand something after class, ask another student or the instructor. One of the most common explanations for poor exam performance is students not seeking help when they know they don’t understand a concept.

**2019-37 GSCI 1051E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9974 |
| **Request Proposer** | Thorson |
| **Course Title** | Earth's Dynamic Environment (Lecture) |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Earth's Dynamic Environment (Lecture) |
| **Course Number** | 1051 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We're adding an E to an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@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** | 150-250 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, 2 75-minute periods a week |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | 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 GSCI 1010, 1050, 1055, or 1070. |
| **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 |

|  |  |
| --- | --- |
| **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** | At the regional campuses, only the lecture+lab version of this course (GSCI 1050) is taught. |
| **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** | GSCI 1051. Earth’s Dynamic Environment (Lecture) Three credits. Three class periods. Not open for credit to students who have passed GSCI 1010, 1050, 1055, or 1070. Students who complete both GSCI 1051 and 1052 may request that GSCI 1051 be converted to a CA 3 laboratory course. Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth’s crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3. |
| **Provide proposed title and complete course catalog copy** | GSCI 1051E. Earth’s Dynamic Environment (Lecture) Three credits. Three class periods. Not open for credit to students who have passed GSCI 1010, 1050, 1055, or 1070. Students who complete both GSCI 1051 and 1052 may request that GSCI 1051 be converted to a CA 3 laboratory course. Origin and history of planet Earth, emphasizing how rock, air, water, and life interact at different scales to produce the earth’s crust, landforms, life systems, natural resources, catastrophes, and climatic regimes. Provides a scientific context for human-induced global change. CA 3. |
| **Reason for the course action** | Add an E designation. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | (from the attached syllabus) • Apply the scientific method to test hypotheses, solve problems and make decisions. • Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior. • Discuss the geologic history of a region on the basis of its principal rock types. • Observe landscape features and make inferences regarding their formation. • Describe how our lives are influenced by geology and how human actions modify Earth processes. • Evaluate the application of scientific principles in earth science-related articles presented in the mass media. • Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world scenarios. |
| **Describe course assessments** | Course is assessed out of n=700 points, 400/n for four proctored in class exams 150/n for preparations quizzes before class periods 150/n for class participation based on clicker questions |
| **General Education Goals** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on General Education Goals pasted below is common to them all. GSCI 1051 meets the seven stated goals of General Education at UConn, with an emphasis on 2 - intellectual breadth and versatility; 5-awareness of era and society; and 7-acquiring/using knowledge. Specifically It helps the student: (1) become articulate by introducing them to a broad realm of factual knowledge about the planetary systems supporting cultures and modern society. (2) It adds intellectual breadth and versatility by leading them to the causes beneath the causes of things like ecosystems and cultures. (3) Critical judgments about resource use and extinctions requires knowing how the earth works as a whole system. (4) The moral sensitivity involves understanding the pre-human earth as a base line for impacting it. (5) Our era, the Anthropocene, is an epoch in which the aggregate of society has become the main geologic agent. (6) The diversity of culture and experience is analogous to biodiversity, in which geographic isolation has geologic causes. (7) This course illustrates the methods of science, particularly induction, hypotheses testing, and and system’s building, one in which knowledge leads to questions leading to more knowledge. |
| **Content Area: Science and Technology (non-Lab)** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on Group 3 Criteria pasted below is common to them all. GSCI 1051 meets the entire published general definition of Group 3 Courses (“These courses acquaint….developments”) and meets all the criteria for Group 3 science General Education at UConn. Specifically (1) It explores a broad coherent body of knowledge and the methods used to obtain that knowledge, (2) It promotes how scientific inquiry is done via the narrative of the so-called scientific method and the building of systems, (3) It introduces students to unresolved questions and the means by which answers might be obtained, and (4) It promotes lifelong learning by linking life choices to earthly constraints. |
| **Environmental Literacy** | NOTE: We have five versions of non-lab introductory geoscience (1010, 1051, 1055, 1070, and the lecture component of 1050). The material on E-Course Criteria pasted below is common to them all. GSCI XXXX meets the criteria for Environmental Literacy by focusing throughout on: (1) how humans impact the natural world, being the dominant geological agency of the Anthropocene, (2) how humans are impacted by the natural world, meaning it is geology that determines the fundamentals of land, sea, climate, and organic evolution. “No rock, no ecosystem, no culture.” Additionally, it touches significantly on (3) how public policies, legal frameworks, and to some extent social systems, are constrained by geological underpinnings. (4) Only geology can provide the base line for understanding global change, hence it offers a moral components. (5) The “pale blue dot” of our planet from afar, and the intricate details of “how the earth works,” are both geologically constrained. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-GSCI\_1050-1051\_Fall18\_Steve.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142901&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfae1644aea044715e87f08d67b1cfdf5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636831761783147491&sdata=pJeu%2Bqgj%2FfADE1O3q1Uc9fy8lrrc0HLCvbbmHw%2BB8Bk%3D&reserved=0) | Syllabus-GSCI\_1050-1051\_Fall18\_Steve.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 12/13/2018 - 11:59 | Submit |  | I'm the initiator on behalf of the other 1000-level instructors. | | Geosciences | Robert M Thorson | 01/14/2019 - 15:32 | Approve | 1/14/2019 | I initiated this on behalf of our 1000-level instructors. | |

**Syllabus – GSCI 1050/1051**

Fall Semester 2018 *[Classes run from August 27 – December 7 , 2018]*

**TIME & PLACE**

Tues/Thurs, 9:30-10:45 in McHugh Hall (*formerly Laurel Hall*) Rm. 101 (MCHU 101).

**INSTRUCTOR**

*Stephen (Steve) G. Smith*, Visiting Assistant Professor of Geology.

***Email:***stephen.g.smith@uconn.edu

***Office:***Beach Hall Rm. 238

***Office Hours:*** Tues/Thurs 11am-2pm\*, or by appointment.

\*Please email ahead of time regardless, as some days I will have meetings during this time.   
  
**OVERVIEW**

This course will introduce you to Earth Science by exploring the composition, structure, and history of planet Earth, investigating the processes operating on and below Earth's surface, observing and interpreting our planet’s variety of landscapes, and reflecting on the relationships that human beings have with Earth’s hazards and resources.

**MATERIALS NEEDED**

1. *Textbook.***Essentials of Geology: 5th Edition** by Stephen Marshak (New York: Norton, 2016).  Any new/used/electronic copy is fine; you do not need an access code.

1. *iClicker*. Can be new or used; required for use in class to receive clicker points.

*OR*

*Subscription* to iclicker REEF polling (allows use of personal electronic device as a clicker)

*Info on clicker options can be found here:* [*Clicking at UConn*](https://cetl.uconn.edu/educational-technologies/clickers/clicking-at-uconn-fyi/)

**GSCI 1050 vs. 1051 vs. 1052**

**GSCI 1050:** This is the combined 4-credit lecture plus laboratory. Your performance in lecture and lab are independent of one another, but are calculated together to determine your final grade. Your lecture performance is scaled to 75% of your grade, whereas your lab performance is scaled to 25% of your grade. \*\*\**Note: Department policy is such that if you fail the lab portion of the course, you automatically fail the entire course, even though technically your score could still be passing.*

**GSCI 1051:** This is the lecture only. It is a 3-credit course and your grade is solely based on your performance in lecture.

**GSCI 1052:** This is the lab only. It is a 1-credit course and your grade is solely based on your performance in lecture.

**COURSE OBJECTIVES**

*By the end of the course you should be able to:*

* Apply the scientific method to test hypotheses, solve problems and make decisions.
* Identify and explain the fundamental processes that operate on Earth’s surface and within Earth’s interior.
* Discuss the geologic history of a region on the basis of its principal rock types.
* Observe landscape features and make inferences regarding their formation.
* Describe how our lives are influenced by geology and how human actions modify Earth processes.
* Evaluate the application of scientific principles in earth science-related articles presented in the mass media.
* Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world scenarios.

**COURSE SCHEDULE**

The course schedule, since it is subject to change, is available as a Google Doc [here](https://docs.google.com/document/d/1YHCvlOVnFgcRqQItFTbJXiayb25dnhKNdILhI7HSHSA/edit?usp=sharing).

**STUDENT RESPONSIBILTIES**

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.

**DISABILITY**

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.)

**PARTICIPATION**

CLASS & AUDIENCE: The expectation is that you come to each session prepared for clicker-based audience activities. We will not be taking attendance per se, but your clicker activity will essentially track your level of class attendance and participation.

When you're in class, and when I'm in front of class, I can't be monitoring your on-line activities. What I can ask is for you to be considerate of others. If you sit brazenly surfing the internet, playing video games, or doing social media, you distract and diminish the experience for anyone who can see your screen. You also insult those who are there for the learning experience they've paid for and deserve to get, so please be considerate of others.

**COURSE PREP**

Preparing for each class session is the key to success in this course. Class preparation involves completing multiple assigned tasks prior to each session, which will typically involve reading portions of the text, but may also include tasks such as watching videos, reviewing powerpoints, listening to podcasts, and reading articles.

Prior to each class period you are required to complete a **PREP QUIZ** related to the assigned content. These are not meant to take a great deal of time, but will be much easier if you’ve done the assigned readings, etc. **Note that you are allotted two attempts for each quiz.**

The required tasks and associated quiz for each class session are listed on the course schedule. The Prep Quizzes can be accessed via HuskyCT under the “Prep Quiz’ tab.

**FOUR EXAMS**

The purpose of exams is to assess the learning that has taken place, which reflects some combination of your effort, your ability, my teaching, circumstantial factors beyond our control, and blind luck.

There will be four in-class, proctored exams equally spaced throughout the semester (with the 4th taking place during the final exam block). These exams will predominately consist of multiple-choice questions. The final exam will be cumulative.

Make-up exams will be allowed only for excused absences. This requires advance notice and/or written documentation of an emergency simultaneous with the exam.

**COURSE GRADING**

There are 700 points available in the course. How many of these 700 points you earn will determine your overall score in the course (% out of 100 if you are in the lecture only; % out of 75 if you are in the lecture/lab combined course).

***Prep quizzes***

150 points total. The total points for all the prep quizzes may not total 150 at the end of the semester owing to unexpected circumstances (snow days, etc.), but they will be scaled to 150 points to calculate your grade. (Ex. If you earned 90% of all the Prep Quiz points, you will receive 90%, or 135 out of the 150 points.)

***Exams***

400 points total (4 exams x 100 points each)

***Class participation (clicker questions)***

150 points total\*

\*Note that your % of correct clicker answers will not be directly converted to a score out of 150. For instance, if you were to answer 135 questions correct out of 150, you would not receive 135/150, or 90% for this portion of the course grade. I will ask you lots of questions that I don't necessarily expect you to know the answer to, as well as questions of opinion, so the scale for clicker points is as follows (but is subject to change based on how the semester goes):

60% of all questions correct = 150 points

Less than 60% correct = your % correct / 60 x 150

For example, if you answered 50% correct, your score would be 50%/60% x 150 = 125 points.

IMPORTANT NOTE: The 60% correct needed for full credit is designed to accommodate occasional absences for being sick or for having periodic scheduling conflicts. So, unless you have a University-approved excuse, I won’t award ‘make-up’ clicker points if you miss class. If you are attending class most of the time and paying attention, 60% should be no problem.

**TOTAL POINTS AVAILABLE FOR COURSE = 700**

Once you know your total out of 700, you can convert this to a letter grade by dividing by 700. Then, your percent out of 700 converts to a letter grade based on the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A ≥ 92.5%  A- 90 – 92.4% | B+ 87.5 – 89.9%  B 82.5 – 87.4%  B- 80 – 82.4% | C+ 77.5 – 79.9%  C 72.5 – 77.4%  C- 70 – 72.4% | D+ 67.5 – 69.9%  D 62.5 – 67.4%  D- 60 – 62.4% | F < 60% |

*Remember, if you are enrolled in the lab/lecture combo, you will then have to scale this % out of 100 to a % out of 75, then add your % out of 25 from the lab to get your total. For example, 90% in lecture = 95% x 75 = 67.5. 80% of lab = 80% x 25 = 20. Total = 67.5 + 20 = 87.5. An 87.5 would be a B+ according to the scale above.*

**ABOUT YOUR GRADE**

Although I reserve the right up bump borderline letter grades based on extenuating circumstances, I will not bump up grades for charity. Any debate regarding the validity of grades aside, this is the current system by which student performance is assessed, and thus your score is your score. There will be multiple opportunities for extra credit throughout the semester, and so when the semester is over and all your points are totaled up, **this is your grade.** Please do not email me with requests to bump up your score to the next letter grade, even if you are only a point away. I agree that being one point away is a total bummer, but the truth of the matter (however unfortunate) is that there has to be a cut-off somewhere.

**DUE DATES AND LATE POLICY**

All Prep Quiz due dates are identified on the Course Schedule. *The instructor reserves the right to change dates accordingly as the semester progresses.  All changes will be communicated in an appropriate manner.*  
  
Perhaps obvious from the name, Prep Quizzes are designed to *PREPARE* you for the topics that will be presented during each class session. As such, submitting a Prep Quiz late defeats this purpose, but nevertheless I would rather you complete a Prep Quiz late than not at all. So, the policy is as follows:

* -20% for Prep Quizzes submitted within 7 days (168 hours, to be exact) of the due date.
* No work will be accepted later than 7 days (168 hours) past the due date.

**A COUPLE NOTES ON HOW TO PERFORM WELL IN THIS CLASS**

This is an introductory course, and is designed as such. Nevertheless, geology is quite an interdisciplinary subject, and students without much background in science may be a bit uncomfortable with the material from time to time. However, I would argue that this is easily overcome by fulling engaging in the class, interacting with your peers, consulting me as necessary, and asking lots of questions.

Regardless of background, here is some info about the class and a few tips for how to approach this class in order to be most successful:

* I like to try to keep the audience engaged during my lectures, so I will ask you lots of clicker questions and will also periodically ask you to do things like...
  + talk things over with the students sitting around you
  + draw diagrams in your notebook
  + contemplate ‘what-if’ scenarios
  + apply the course content to everyday life
* I like to include a lot of photos and real-world examples in my lecture slides, and so often I will say important things without them actually showing up as text on the slide.

***What these two bullet-points imply: Not only do you need to attend class in order to earn clicker points, but attending class will help you figure out what is important to study (not to mention help you learn!). Research also show that grades correlate positively with attendance.***

* Perhaps this goes without saying, but the grade you earn will reflect the time and effort that you commit to the course.

***What this implies: If you are diligent about doing the assigned readings, completing the Prep Quizzes, reviewing the material, making sure you get your questions answered, and preparing adequately for the exams, you will put yourself in a good position to be successful.***

* There is a LOT of information in the book.

***What this implies: The concepts we cover in class are what I deem to be most important, and it is mostly this material that will show up on the exam. It will always relate to the assigned readings, but a good rule-of-thumb is that if I never mentioned it in class, or don’t specify that it’s a topic from the book you should know, it is likely not something I would ask an exam question about.***

Finally, the last page provides a bit of information on how to read and study efficiently…

Research shows we can retain and understand more information when we are more aware of our personal learning habits. Poor reading occurs when we see the words but don’t make an effort to understand their meaning, like when we “read” and watch TV at the same time. In contrast, effective reading can improve comprehension of a topic, provide us with new information, and make preparing for exams much easier. Effective reading requires 3 basic steps, planning, monitoring, and regulating.

1. **Planning** involves preparing and organizing a reading task. This requires; i) Finding a good reading space where you can concentrate; ii) Setting goals of how much you will read and for how long; and, iii) Having materials available to take notes for later review.
2. **Monitoring** involves making sure you are focusing your attention during the reading process. You should recognize distractions and attempt to prevent them. Develop strategies to keep your mind on the reading, and recognize when you read something that you don’t understand. Students who are more effective readers slow down and pay closer attention to their reading when they come across concepts that are more challenging to understand.

Consider adopting one or more of the monitoring strategies below so that you can stay focused on the reading material and be less easily distracted:

* Try to think through a topic and decide what you are supposed to learn from it rather than just reading it over.
* Make notes as you read the assignment. Try to write a summary sentence after you read each paragraph or blocks of text. Don’t wait until you finish a section or page to take notes, break the information down to smaller, readily accessible pieces.
* Alternatively, make lists of important items (term + definition) from the section as you read.
* Less effective strategies include highlighting or underlining text. It is the summarizing or listing of ideas that actually helps learn the material and neither of these techniques provides that.

1. **Regulating** involves checking your understanding of the material during and following reading. Having completed a reading assignment, close the book and go over the major points of the reading in your head or answer questions related to the reading in the text. (Try responding to the question prompts at the end of each pair of pages.)

* Think about what you don’t understand and take steps to overcome the obstacles that prevent you from learning that material.
* If you identify things that you don’t understand, make a note of them and discuss them with other students in class or listen to see if you can understand them any better when the instructor covers them in class. (This is why it’s best to read before coming to class.)
* If you still don’t understand something after class, ask another student or the instructor. One of the most common explanations for poor exam performance is students not seeking help when they know they don’t understand a concept.

**2019-38 GSCI 1055E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9975 |
| **Request Proposer** | Thorson |
| **Course Title** | Geoscience and the American Landscape |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Geoscience and the American Landscape |
| **Course Number** | 1055 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | adding an E designation only |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@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 75 minute class periods used for faculty-led, student-facilitated discussions of required, quizzed readings. Also for field trips, special discussions, and final symposium. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | Honors students only. |
| **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 GSCI 1010, 1050, 1051, or 1070 |
| **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 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** | Location of honors program and teaching faculty. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GSCI 1055. Geoscience and the American Landscape (Formerly offered as SCI 1051.) Three credits. Prerequisite: Open only to Honors students. Not open for credit to students who have passed GSCI 1010, 1050, 1051, or 1070. Students who complete both GSCI 1055 and 1052 may request that GSCI 1055 be converted to a CA 3 laboratory course. An Honors Core course. Foundation course in geology linked to the American Landscape through readings from American history and literature. CA 3. |
| **Provide proposed title and complete course catalog copy** | GSCI 1055E. Geoscience and the American Landscape Three credits. Prerequisite: Open only to Honors students. Not open for credit to students who have passed GSCI 1010, 1050, 1051, or 1070. Students who complete both GSCI 1055 and 1052 may request that GSCI 1055 be converted to a CA 3 laboratory course. An Honors Core course. Foundation course in geology linked to the American Landscape through readings from American history and literature. CA 3. |
| **Reason for the course action** | E designation. The "formerly offered" no longer relevant because we're past the transition period. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | • GOAL: To learn how Earth works. This requires learning the origin as a planet, the co-evolution of Earth and life through time, the scientific methods used by geologists, and the basic facts about geology that you'll need to be an informed citizen. Specifically: • Geoscience literacy is broader part of general literacy than you might think. The popular media is fascinated by a subject they really don't understand, in part because the public school education on the subject remains marginalized for historic religious reasons. • Geology has a pervasive influence on human societies. For example, human origins, climate change, natural disasters, the history of technology, landscape art, and coastal adaptation. • Geology is a well-paid career that extends far beyond its traditional role in developing mineral and energy resources and hazards assessment. Increasingly, geoscience is an important specialization within global change, risk management, and the marine, planetary, and life sciences. For example, geoscience majors will graduate to work on opposite sides of the fracking debate. • A geoscience major provides a respected platform for graduate education in other non-science fields, including education, communication, government, risk management, law, and ecotourism. GSCI 1055 is an introductory geology course similar in content to GSCI 1051 at UConn and to comparable courses at peer institutions throughout the United States. It's different in having: a dramatically higher faculty/student ratio, a pedagogy based on student leadership, teamwork, and individual engagement, and an elevated rigor to match the expectations of honors students. It is the oldest course atUConn designed specifically for honors students to meet general education requirements. |
| **Describe course assessments** | Five components of grade, roughly equal in proportion: (1) Course culminates in final written project also presented orally in culminating symposium. (approx 1/3 grade) (2) Two in-class, timed essays, based on open-ended writing prompts. (3) 15, in-class, 5 minute writes, preparation for each content day (4) Four Reflections based on campus field trips combined with course content. |
| **General Education Goals** | GSCI 1055 meets the seven stated goals of General Education at UConn, with an emphasis on 2 - intellectual breadth and versatility; 5-awareness of era and society; and 7-acquring/using knowledge. Specifically It helps the student: (1) become articulate by introducing them to a broad realm of factual knowledge about the planetary systems supporting cultures and modern society. (2) It adds intellectual breadth and versatility by leading them to the causes beneath the causes of things like ecosystems and cultures. (3) Critical judgments about resource use and extinctions requires knowing how the earth works as a whole system. (4) The moral sensitivity involves understanding the pre-human earth as a base line for impacting it. (5) Our era, the Anthropocene, is an epoch in which the aggregate of society has become the main geologic agent. (6) The diversity of culture and experience is analogous to biodiversity, in which geographic isolation has geologic causes. (7) This course illustrates the methods of science, particularly induction, hypotheses testing, and and system’s building, one in which knowledge leads to questions leading to more knowledge. |
| **Content Area: Science and Technology (non-Lab)** | GSCI 1055 meets the entire published general definition of Group 3 Courses (“These courses acquaint….developments”) and meets all the criteria for Group 3 science General Education at UConn. Specifically (1) It explores a broad coherent body of knowledge and the methods used to obtain that knowledge, (2) It promotes how scientific inquiry is done via the narrative of the so-called scientific method and the building of systems, (3) It introduces students to unresolved questions and the means by which answers might be obtained, and (4) It promotes lifelong learning by linking life choices to earthly constraints. |
| **Environmental Literacy** | GSCI 1055 meets the criteria for Environmental Literacy by focusing throughout on: (1) how humans impact the natural world, being the dominant geological agency of the Anthropocene, (2) how humans are impacted by the natural world, meaning it is geology that determines the fundamentals of land, sea, climate, and organic evolution. “No rock, no ecosystem, no culture.” Additionally, it touches significantly on (3) how public policies, legal frameworks, and to some extent social systems, are constrained by geological underpinnings. (4) Only geology can provide the base line for understanding global change, hence it offers a moral components. (5) The “pale blue dot” of our planet from afar, and the intricate details of “how the earth works,” are both geologically constrained. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-GSCI 1055 Fall 2017.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142897&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2cb7ef4dea144adadc7508d67b1c5aaa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636831759043336260&sdata=Si50PkMmcHhl87Y77HTqkv2%2B5GSPYiWXpRaDdYeaarY%3D&reserved=0) | Syllabus-GSCI 1055 Fall 2017.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 12/13/2018 - 12:00 | Submit |  | Submitted by Thorson, Instructor and CLAS C&C Rep | | Geosciences | Robert M Thorson | 01/14/2019 - 15:03 | Approve | 1/14/2019 | I initiated this course that I teach and advocate for as CC rep | |

**Syllabus – GSCI 1055 – Geoscience and the American Landscape – Fall 2017**

Note: This is the bare-bones of a mainly online syllabus.

* **GOAL: To learn how** Earth works.  This requires learning the origin as a planet, the co-evolution of Earth and life through time, the scientific methods used by geologists, and the basic facts about geology that you'll need to be an informed citizen.  Specifically:
  + **Geoscience literacy**is broader part of general literacy than you might think. The popular media is fascinated by a subject they really don't understand, in part because the public school education on the subject remains marginalized for historic religious reasons.
  + Geology has a pervasive influence on **human societies**.  For example, human origins, climate change, natural disasters, the history of technology, landscape art, and coastal adaptation.
  + Geology is a **well-paid career** that extends far beyond its traditional role in developing mineral and energy resources and hazards assessment.  Increasingly, geoscience is an important specialization within global change, risk management, and the marine, planetary, and life sciences.  For example, geoscience majors will graduate to work on opposite sides of the fracking debate.
  + A geoscience major provides a respected platform for **graduate education** in other non-science fields, including education, communication, government, risk management, law, and ecotourism.

GSCI 1055  is an introductory geology course similar in *content* to GSCI 1051 at UConn and to comparable courses at peer institutions throughout the United States. It's different in having: a dramatically higher faculty/student ratio, a pedagogy based on student leadership, teamwork, and individual engagement, and an elevated rigor to match the expectations of honors students. It is the oldest course atUConn designed specifically for honors students to meet general education requirements.

Our course mantra is:   “No Rock, no Ecosystem, no Culture.”

* Item

**https://d1e7kr0efngifs.cloudfront.net/3500.5.0-rel.17+9a607af/images/ci/icons/generic_updown.gifEssential Details**

[Essential Details item options](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset#contextMenu)[Hide Details](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset)

**SYLLABUS:**Online Only - This is the syllabus.

**MEETINGS:**

Tues, Thurs 12:30-1:45, Beach Hall 302

**INSTRUCTOR:**

Robert M. Thorson, Professor of Geology.  Email: Use robert.thorson@uconn.edu with *Subject Line*: GAL-YourName.

Office Hours:  Beach Hall 237; T 11:30-12:30, Th 9:30-10:45, after class, or by appointment. Phone 860-486-1396 during office hours or leave a message.

**TEXTBOOK:**

Because this course is the honors version of introductory geology (*Earth's Dynamic Environment,* GSCI 1050, 1051, we will use the same textbook. It's Stephen Marshak's *Portrait of a Planet, 5th Edition*(Norton),which is available in many options on-line and through the bookstore. All page numbers refer to the print version.

**PURPOSE:**

This course satisfies the University's general education requirement for a Group 3, non-lab science course, and the Honors Program requirement for a core course. By taking GSCI 1052 (concurrently or subsequently) it satisfies the Group 3 lab science requirement. It leverages student interest in U.S. landscapes, history, and literature to modern geology, now known as geoscience.

**SCHEDULE:**

The schedule is posted separately and will be closely adhered to. I will bring a paper copy of the schedule on the first day.  I suggest you tape on the inside cover of your paper text or class folder.  It lists all events, topics, reading assignments, writing assignments, and due dates.  There are 29 scheduled 75-minute sessions including the final exam period.

**HuskyCT:**

All announcements and document deliveries will take place on this interface.   It is your responsibility to check the course website site the evening prior to each class period in case there are changes.   I will be changing the site weekly, if not daily.  Every time I make a change, I'll alert the student group with an announcement.

* Content Folder

**https://d1e7kr0efngifs.cloudfront.net/3500.5.0-rel.17+9a607af/images/ci/icons/generic_updown.gif**[**Description of Activities**](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630140_1&course_id=_33228_1)

[Description of Activities item options](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset#contextMenu)[Hide Details](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset)

**Read Instructions for Items Below and then Open Folder on Control Panel**:

* + Typical days
  + Special Days
  + Class Project
  + Symposium
  + Written reflections
  + Essays
  + Forms
* Content Folder

**https://d1e7kr0efngifs.cloudfront.net/3500.5.0-rel.17+9a607af/images/ci/icons/generic_updown.gif**[**Course Grading**](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630149_1&course_id=_33228_1)

[Course Grading item options](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset#contextMenu)[Hide Details](https://lms.uconn.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_1630095_1&course_id=_33228_1&mode=reset)

**Open folder for:**

* + Preliminaries
  + General rubric
  + Course points
  + Final grade
* ***Course Points***
* Below is the relative weighting of different components of this course relative to the total of 100 course points.
* **25       Project**
* Text                          15 (C=5, S=8, P=2)
* BLMaps/BLTables    10
* **10       Symposium**
* Presentation              8 (slides, oral pres, geo-quality)
* Audience
* Evaluation     1
* Summary      1
* **16       Essays**(n=2)             8 each
* **16       Reflections**(n=4)                   4 each
* **18       Preparation** 5MW (n=20-2)   Convert to 18
* **2          Leadership Day**
* Student Handouts      1
* Expertise                    1
* **13       Participation**
* Forms                         3
* Timeliness                  3
* Engagement               7
* **\_\_\_\_**
* **100     Total**

**2019-39 GSCI 2140E Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6867 |
| **Request Proposer** | Tabor |
| **Course Title** | Our Evolving Atmosphere |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Our Evolving Atmosphere |
| **Course Number** | 2140E |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | 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** | Lectures and discussions |

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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** | The course materials are not in online format. Therefore, classes will only be available on 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** | GSCI 2140E. Our Evolving Atmosphere Three credits. An introduction to atmospheric science, including history of the field, features of the atmosphere, weather forecasting, and climate change. CA 3 (non-lab). |
| **Reason for the course action** | Geosciences involve the study of the earth system. The atmosphere is an integral component of this complex system. Often, understanding biological, hydrological, and chemical responses depend on atmospheric changes. Currently, there is no introductory atmospheric sciences class to help students develop a more complete understanding of the earth system. Further, introductory atmospheric sciences will help guide students’ future academic pursuits and help them better understand the consequences of climate change. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other 2000 level classes on atmospheric sciences in the UConn catalog. The most similar course is “Meteorology” (NRE 3145), which is only open to juniors and above. The proposed course will broadly cover meteorology and climatology at an introductory level for majors and non-majors, and emphasize connections between the atmosphere and other Earth system components. |
| **Please provide a brief description of course goals and learning objectives** | Course goals include: -Understand the mechanisms that drive weather and climate -Know how to interpret weather maps and model forecasts -Understand the causes and consequences of climate change Learning objectives include: -Composition and structure of the atmosphere -Energy distribution and balance -Atmospheric circulation -Clouds and precipitation -Weather systems and climate variability |
| **Describe course assessments** | -Exam format: concept-based and quantitative questions that test comprehension of topics covered in lecture -Readings: book chapters that reinforce and expand upon concepts covered in lecture -Homework: fact, concept, and quantitative questions that test students’ ability understand course material -Project: short research project that gets student to apply class learning objectives for a long term regional climate forecast |
| **General Education Goals** | Climate change is one of the major challenges of our time. Unfortunately, climate change is frequently presented as a controversial topic. Starting from the physical basis, students will be challenged to think critically about the causes and consequences of anthropogenic climate change. Through lecture and discussion, students will learn that the costs of climate change will not be shared equally. Students will be required to communicate this knowledge through a short climate forecast presentation for a region of their choice. By course conclusion, students will be well versed in the science of climate change and be able to separate fact from fiction. This knowledge will allow students to make informed decisions for a better climate future. They will discover that the actions of their generation are critical to determining the fate of the climate system for generations to come. |
| **Content Area: Science and Technology (non-Lab)** | This course will provide a broad overview of the field of atmospheric science, with topics ranging from atmospheric composition to severe weather forecasts to long term climate change. A history of atmosphere science will serve as a vehicle for explaining the scientific method as well as highlight how atmospheric science has and continues to influence society. Lectures on the tools of atmospheric science will help students understand the science behind the weather forecasts they use on a daily basis. In assignments, student will apply concepts from class to determine the potential consequences of climate change and how best to mitigate the impacts. Students will also learn about the remaining physical and societal uncertainties surrounding climate change. By completion, students will know 1) the mechanisms that drive weather and climate, 2) how to interpret weather maps and model forecasts, 3) how and why their choices impact our shared atmosphere, and 4) why their generation is key to deciding our climate future. |
| **Environmental Literacy** | 1. theories, observations, or models of how humans impact the health and well-being of the natural world. MUCH OF THIS COURSE INVOLVES MATCHING MODELS TO OBSERVATIONS, INCLUDING HUMAN IMPACT SCENARIOS FOR CLIMATE CHANGE. 2. theories, observations, or models of how the natural world affects human health and well-being. THE NATURAL BOUNDARY CONDITIONS FOR ATMOSPHERIC BEHAVIOR, AND THE CHANGES THEREOF, IMPACT HUMAN WELL BEING, I.E. WILDFIRES, HEATWAVES, DROUGHT, STORMS, ETC. ALL THESE ARE EXPLORED 3. public policies, legal frameworks, and/or other social systems that affect the environment. NONE. 4. moral and/or ethical dimensions regarding the environment. THE NATURAL ATMOSPHERIC CHANGES DRAMATICALLY, PUTTING ANTHROPOGENIC CHANGE IN PERSPECTIVE. 5. cultural, creative, or artistic representations of human-environment interactions NONE |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_Our\_Evolving\_Atmosphere\_f.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F119769&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4d95c306e3404d2104a708d6606d96b9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636802421130792592&sdata=foiptY6SLaAapV3I5h0miedHqAE4nkLYsH4SkQz8fAw%3D&reserved=0) | syllabus\_Our\_Evolving\_Atmosphere\_f.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 03/14/2018 - 13:56 | Submit |  | I am submitting a proposal for a new course, GSCI 2140 - Our Evolving Atmosphere. This course proposal has been discussed with and approved by the Center for Integrative Geosciences' curriculum committee. | | Geosciences | Robert M Thorson | 12/12/2018 - 12:42 | Approve |  | This was approved long ago by Geoscience. I am only now approving because I was unaware that it was on an approval dashboard. I added the E designation because we've agreed to do this for all our 1000 and 2000 level courses. | |

**2019-40 GSCI 2500E Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9971 |
| **Request Proposer** | Thorson |
| **Course Title** | Earth System Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > College of Liberal Arts and Sciences > Return > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Earth System Science |
| **Course Number** | 2500E |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Simply adding "E" designation to existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@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** | 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** |  |
| **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** | 1 75 minute per week 1 3-hour block used for field trips, lectures, discussions 1 weekend trip |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | GSCI 1050 or 1052 and one of these (1010, 1051, 1055, 1070) |
| **Corequisites** | 1052 may be taken concurrently |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GSCI 2500. Earth System Science Three credits. One one-hour class and one three-hour laboratory period per week plus one weekend field trip. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070; open to Geoscience majors, others by instructor consent. Introduction to earth system science, geoscience research methods, and professional practice through lab work, field work in UConn Forest, visits to faculty labs, and culminating project. |
| **Provide proposed title and complete course catalog copy** | GSCI 2500E. Earth System Science Three credits. One one-hour class and one three-hour laboratory period per week plus one weekend field trip. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070; open to Geoscience majors, others by instructor consent. Introduction to earth system science, geoscience research methods, and professional practice through lab work, field work in UConn Forest, visits to faculty labs, and culminating project. |
| **Reason for the course action** | Add E designation. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | gateway course into geoscience major. Build student cohort, learn profession, take professor lab tours, review introductory material, learn system's thinking. |
| **Describe course assessments** | Midterm, final project, weekly writeups and quizzes, symposium presentation. |
| **General Education Goals** | Meeting the E Requirement - see below |
| **Environmental Literacy** | See my explanation in caps after each: 1. theories, observations, or models of how humans impact the health and well-being of the natural world. IN THE ANTHROPOCENE, HUMANS ARE AN IMPORTANT PART OF EARTH SYSTEMS, AND ARE TREATED AS AN IMPORTANT GEOLOGICAL AGENCY. 2. theories, observations, or models of how the natural world affects human health and well-being. WE STUDY GROUNDWATER CHEMISTRY IN THE FIELD, THE RESULT OF MANY PROCESSES 3. public policies, legal frameworks, and/or other social systems that affect the environment. WE WALK THROUGH ABANDONED FARMSTEADS IN FENTON FOREST, EXPLAINING HOW THE ECONOMIC HISTORY IMPACTS THE REGROWTH. 4. moral and/or ethical dimensions regarding the environment. AESTHETICS IN WATERSHEDS. 5. cultural, creative, or artistic representations of human-environment interactions. WE REQUIRE SKETCHES. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-GSCI 2500 Fall 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141126&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C45ec18ec6f254f18627008d66069ba5a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636802404548414992&sdata=U0NLALGG8DHgLpfQPw%2FVVMJs9BgdU94uyJwArcFwYj4%3D&reserved=0) | Syllabus-GSCI 2500 Fall 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert M Thorson | 12/12/2018 - 13:02 | Submit |  | Department has approved this change. | | Geosciences | Robert M Thorson | 12/12/2018 - 13:16 | Approve |  | I just submitted this, and I am the approver. | | College of Liberal Arts and Sciences | Pamela Bedore | 12/12/2018 - 13:42 | Return | 12/12/2018 | Returning to proposer for gen ed info (as per email). PB. | | Return | Robert M Thorson | 12/12/2018 - 14:15 | Resubmit |  | I added what was missing. I didn't find instructions on how to change catalog description to include E designation. | | Geosciences | Robert M Thorson | 12/12/2018 - 14:37 | Approve |  | I'm the approver for this resubmission, which I just completed. | |

**Syllabus: - GSCI 2500 – Earth System Science – Fall 2018**

(Note: This document combines an online syllabus and online schedule without illustrations and formatting).

**Course Description**

This new gateway course to the geoscience major is an experiential, active-learning, student-centered learning experience.  It's designed to: help you build a mutually supportive cohort of new friends; help you review what you've learned in introductory courses; introduce you to the UCONN geoscience faculty and their research labs, and; teach you how to think scientifically a systems approach and *sense of place* and *case-study* pedagogies; and bring you up to date with the latest developments in Earth System Science.

**BASICS**

**Registration:**GSCI 2500, Section 01, 4 credits, Beach Hall 141, Every fall semester.

**Instructor:**Robert M. Thorson, Professor. Officer Hours by appointment.

<https://robertthorson.clas.uconn.edu/>

**General Schedule:**Wednesday 12:15-3:15, Thursday 11:00-12:15, and a weekend trip to be arranged, probably Sun Oct 28).  On fair-weather Wednesday's we will carpool to Glen Brook in UConn Forest. On otherWednesday's we will meet for inside work. Every Thursday we will meet for a normal class period.

**Student Pool:**Designed for incoming geoscience majors, minors, and concentrators in Environmental Science and Education. The only pre-requisite is introductory geoscience: 1050; or 1052 plus either 1051, 1010, 1055, or 1070, or transfer equivalent.

**Readings:**  This website contains links to all the readings you need, introduced separately.  A recommended text is Kump, Lee R., Kasting, James F., and Crane, Robert G. *The Earth System: Third Edition,*(New York: Prentice Hall, 2010).

**COURSE GOALS**

* Enhance ***cohort bonding*** for new majors by offering a common, field-based, inquiry-driven gateway course as early as possible in their undergraduate careers.
* ***Review and reinforce*** the common learning objectives of all five 1000 level courses in preparation for advanced work, especially our 3000-level core courses (3010, 3020, 3030, 3040).
* Develop an integrated ***sense of place*** and time with 5 field trips Glenbrook, a small, heavily impacted bedrock strike valley in UConn's Fenton Forest.
* Learn to ***think scientifically***and***systematically***, which are not the same thing.  We'll give special attention to creating conceptual systems out of material reality, and learning the "practice" of science through hypotheses testing and the writing of an idealized scientific report.
* Introduce the ***geoscience profession***via the Beach Hall faculty (and their research groups) within the context of state, national, and international organizations like GSA, AGU, IGU, and IAPG.  One goal here is to help you identify what sort of undergraduate research experience you would like.
* Bring you up to date on the ***latest developments***in Earth System Science that you might share with others

**SPECIFIC ACTIVITIES**

For dates and times, see course schedule.  I arrange these in decreasing order of importance.

**Glen Brook Field Trips**(3-hours)

Five field trips will take place in part of UConn forest called the Glen, through which runs Glenbrook.  For each trip, we will leave at a designated car-pool departure point, drive a few miles, meet those who have driven by themselves, and gather as a group.  There is a *narrative* to the trips. The first introduces you to the ***whole system***. The next four sequentially examine the four basic aspects inextricably present in every scene: ***material***, mainly bedrock, regolith, sediment, organics, water, and air; ***form***, mainly  hillslope shapes, discrete landforms, relief, and particles; **time**, mainly nested scaled of orogenic, glacial, Holocene, and Anthropocene; and ***process***,  mainly the fluxes of air, water, leaf litter, soil. These I bundle under the metaphor the "geoscope." The last trip is reserved for individual student work on their project of choice.

OUTSIDE field trips are staggered with INSIDE activities.  To optimize exposure to uncertain weather, between Sep 5 and Nov 14, you must be prepared either to make the scheduled trip (Plan A) or to meet inside to cover the next assigned Wednesday unit (Plan B).  You will be notified by class announcement on the morning of the scheduled trip.

There are some unavoidable hazards on the trips that include generic falls from stumbling/slipping on off-trail walking, falling limbs, ticks, and hornets. By enrolling, you accept these hazards.  A tick handbook is included under odds and ends.

Each of our five field trips requires a HuskyCT write-up due by the end of the week.  Each is worth 2 course points.

**Inside Wednesdays**(3 hours)

These six 3-hour blocks of inside group-work alternate with the five 3-hour blocks used for field trips. By group-work I mean something that isn't a straight lecture or information session: perhaps a discussion, lab exercise, demonstration, map-work, etc. There is also a narrative for inside Wednesdays.  We start with three units that train you to think scientifically and systematically.  The next three review, introduce, and integrate geological thinking.  The final two Inside Wednesdays allow you to personalize the experience within the context of the group.     On Oct 24, when we're scheduled to learn about the geoscience profession, we will have a visiting speaker and you are required to attend.

**Faculty Research Lab Visits**

An important component of this course is to introduce you to the geoscience major through the 15 faculty labs where the research is done.  (1) There you will find people to serve as career models. Modeling parts of yourself after people you've encountered is a seriously under-rated component of undergraduate learning.  (2) There you will also find equipment, tools, and instrumentation, and methods that might appeal to you.  Our campus-wide curricula mistakenly emphasizes science *knowledge* over science *methods*, despite the fact that most students are drawn to the experiential learning of methods (i.e. shipboard work, wetland coring, office-mapping, microscope work, statistical, chemical instrumentation, etc.).  In fact, scientific papers are increasingly multi-authored by teams with different methodologies.

Most of these visits will be scheduled ad hoc on Thursdays.  Be prepared to be flexible.  Some of the trips will be on inside Wednesdays. 

**All Day Connecticut Field Trip**(Sunday, Oct 28)

Our main goal for field experience is  to learn one local system (Glenbrook) well via six local field trips to the same place, seeing it differently each time. Unfortunately, this place cannot do justice to the importance of "soft-rock" geology and deep time paleontology.    To plug this hole, we will take an all day field trip to Central Connecticut where sedimentary rocks of the Jurassic rift basin are well exposed.  This trip will also include a broad circuit of  Proterozoic terranes, catchments of different scales, the Connecticut shore, and glacial geology.  It's tentatively scheduled for Sunday Oct 28, with a rain date to be scheduled ad hoc.

**Readings**

The experiential part of this course is structured more around method and process than about content. The non-experiential part will mainly involve assigned readings from five basic folders:  ***Text Chapters***, (texts by Robert Thorson written specifically for this course);  ***Faculty Papers***, (research articles from UConn faculty labs); ***Glenbrook Papers****(r*esearch articles relevant to our five field trips); ***Science Updates*** from an annotated bilbiography; and ***Odds & Ends***. (just that).  The schedule of readings is listed  in the Day by Day  MASTER FOLDER.

To ensure preparation, we will have six HuskyCT closed-book quizzes on this material, each worth 2 course points each. (See quizzes)

**Individualizing Your Experience**

The last four 3-hour sessions are devoted exclusively to your own work.

Your ***projects*** will be a synthesis of readings, field work, and inside experiences.  You will write and test a hypothesis within the framework of field ESS, and support your hypothesis with citations from our text and the literature.  You will follow the "grammar" of a scientific paper presented as a tool in the text.  All projects require prior approval on a proposal form. Field work will take place on the last field trip (Nov 28).

Your ***Round Table*** will be a sharing combining a newsworthy point of interest to to you with some aspect of geoscience work being done in one of the faculty labs.  You will generate a handout to share. (Nov 14).

Your ***Symposium*** will be a brief, scripted presentation of your personal project to the the rest of the class. This will take place on our last Wednesday (Dec 5).  Every student must give a brief presentation of their research  These will be a scripted to a common format.

Your ***Updates*** will be a chance for you to explore one of the papers and present it in class on Nov 7.

**Thursday Meetings**(75 minutes)

There are twelve Thursday sessions meeting from 11:00-12:15.  This block will be used for a variety of activities, most importantly visiting faculty labs, and returning to share what we learned. Any time left over will be devoted to course housekeeping, reviewing what we've learned, and finishing lecture/demos from Wednesday groups.

**Assessments**

This course will have two open-book, in-class, scenario-based written assessments, each designed to take 75 minutes. I do not consider them exams because this course emphasizes process, rather than content, i.e. the thinking scientifically about our local systems (object, grid, catchment). The first will be on Oct 4, when I am away,  and will be proctored by staff.   The second will be during the scheduled final exam period (Dec 10-16).  There will be no memorizing required.  (40 points)  These two assessment constitute much of your final score, so preparation is essential. A study guide will be distributed.

**Quizzes**

There will be six online, closed-book, timed quizzes designed to motivate you to do the assigned readings before our Wednesday inside sessions.  They will be available for for several days before the Wednesday session and close at 9:00 AM on the day of the session.  They will be timed, meaning you will have only 30 minutes to answer a short essay questions designed to integrate the assigned course material, meaning you will benefit from having reviewed it ahead of time.  Each is worth 2 points on your final score.

**Write Ups**

There will be six write-ups due at midnight on the Fridays following our Wednesday trips.  You will be prompted to write an integrative essay about the experience .  Each is worth 2 points on the final score. The prompts will change each time.

**Updates**

On six occasions during indoor class time, at the moments of your choosing, you will contribute to the class based on one of the *Science*article updates from the annotated bibliography.  Taking approximately one minute, you explain why you chose that moment to share your paper (Is it an example of what we're doing?) and share a key insight from it. Once shared, that article will no longer be in the pool of options to choose from. No more than one sharing per day is permitted.  After your in-class contribution, you must document what happened in the attached form within 20 hours.  Each form is worth 1 point on the final score.     

**Grading**

I do not give grades. Students earn them, based on my mostly anonymous scoring. I assign them by aligning scoring to letter-grade cutoffs of  90, 80, 70, and 60 percent for A, B, C, and D.  Plus or minus grades will be at the 2.5 and 7.5 cutoffs. My only discretion will be to tweak borderline grades upwards owing to extenuating circumstances.

***Points  Item***

20        Assessment 1 (Midterm)

20        Assessment 2 (Final)

15        Personal Project

12        Write-ups - Field Trips  (n=6) for 2 points each.

12        Quizzes - Readings Day by Day  (n=6) for 2 points each.

6          Updates - Documentation of In-class contribution (n=6 for 1 point each

5          Round Table

5          Symposium

5        Participation/readiness

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

100      TOTAL



**2019-41 GSCI 4210 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9972 |
| **Request Proposer** | Thorson |
| **Course Title** | Glacial Processes and Materials |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Glacial Processes and Materials |
| **Course Number** | 4210 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Modifying the meeting times and description of an existing course. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75-minute class periods for lecture/discussion and two days of weekend field trips. |

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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** | GSCI 3020 (Earth Surface Processes) 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** |  |
| **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** | GSCI 4210. Glacial Processes and Materials Three credits. One 2-hour class period and one 3-hour laboratory (for lab exercises and field trips). Recommended preparation: GSCI 3020. Reconstruction of former glaciers and the interactive processes leading to the character and distribution of unconsolidated surface materials in glaciated regions. Techniques for interpreting subsurface unconsolidated materials. |
| **Provide proposed title and complete course catalog copy** | GSCI 4210. Glacial Processes and Materials Three credits. Two 75-minute class periods and two weekend days of field trips to be scheduled. Recommended preparation: GSCI 3020. The climates and dynamics of glaciers, the geologic processes responsible for the materials and landforms of glaciated regions, and the applications of glacial geology to paleoclimatology, paleoecology, land use history, hydrology, engineering, and natural resources. |
| **Reason for the course action** | Glacial geology is a standard upper-division elective in virtually all geology programs in glaciated regions because the rivers, aquifers, shorelines, farms, shorelines, water bodies, and engineering substrates all glacial in origin. The new description merely aligns with present course content. The new schedule reflects a need for change. (1) Fifteen years ago, we shifted the schedule to emphasize a 3-hour block to allow for local field trips and to accommodate working professionals interested in upgrading their training. Online access makes the latter no longer necessary. (2) Increasingly volatile spring weather has made the local field trips during the 3-hour blocks challenging, hence the need to bundle them on two weekend days. (3) Current students have increasing trouble paying attention for 3-hour indoor time blocks. |
| **Specify effect on other departments and overlap with existing courses** | No known overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The goal of the course is to bring students interested in the physical landscape to a sophisticated understanding of how it came to be by working them through the narrative of: Climatology --> glaciology (physics)--> geological processes --> resultant materials and landforms --> human utility, hazards, and interaction. The geographic emphasis expands outward from modern southern New England to paleo-ice sheet global configurations. The learning objectives are to understand each step and the linkages between them. |
| **Describe course assessments** | Midterm and final open-book exams, final project, weekly quizzes based on a 400-page text written specifically for the class. The project and exam are scenario based applications. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GPMs18-SyllabusSchedule.xlsx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141134&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdad502201427494ad09f08d661138c28%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636803133917968645&sdata=dH0z8jofq9AN9CjJe4OOt7CZ%2FLqVIjaaLeZgNfGZoSE%3D&reserved=0) | GPMs18-SyllabusSchedule.xlsx | Syllabus | | [Glacial Geology Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141135&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdad502201427494ad09f08d661138c28%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636803133917968645&sdata=PPIBB3axjQXKC1Xw7UidwO769tq1SQZmdi7%2FYtECssw%3D&reserved=0) | Glacial Geology Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert M Thorson | 12/12/2018 - 15:46 | Submit |  | This was approved in general (Sep 2018) and more specifically (Nov 2018) by the GSCI Curriculum Committee, and by the whole faculty at their penultimate meeting. I am the only faculty member who teaches this specialized course. | | Geosciences | Robert M Thorson | 12/12/2018 - 16:49 | Approve |  | I just submitted this and am the approver as well. | |

SYLLABUS – GSCI 4210 - Glacial Processes and Materials

Note: This is a bare bones syllabus, mainly for the purpose of reference. Course descriptions and activities are embedded in the course-book

**Course Administration:** GSCI 4210 - ***Glacial Processes and Materials***, University of Connecticut, Spring Semester 2018

**Schedule:** Meets in full session Tuesday 2-5 in Beach Hall 141, with asynchronous work during the week done on-line.

**Coursebook:** *The Glacier Book,*by Robert Thorson, a first-draft written explicitly for his course, and available on-line through HuskyCT.  This is a coursebook, rather than a textbook, meaning it is personal, integrated with our activities, tailored to New England, and designed for in-class use only. It is nowhere nearly as well sourced as one would expect in a textbook.

**Coursesite:** All handouts, submissions, quizzes, journals, and exams will be handled through UConn's HuskyCT interface. Communications to the class will take place all week long through the announcement tool linked to new postings.  Individual communications will be either in person or via UCONN email.

**Instructor:** Robert M. Thorson, Professor of Geology.  Office Hours Tuesday 11:00-2:00 and afternoons by appointment.  All initial contact should be by email to robert.thorson@uconn.edu.  Phone 860-486-1396. My home page is  <https://robertthorson.clas.uconn.edu/>

**Grading:** 100 course points distributed accordingly.

* 10        PREPARATION  measured by Reading Quizzes taken 24 hours before class (10 on-line quizzes, 1 point each)
* 10        WRITE-UPS:  after each session, due 48 hours after class  (10 write-ups for 1 point each)
* 10        ENGAGE:  Class preparation and engagement.  Includes OSIC score.
* 20        Midterm Exam
* 10        Symposium
* 20        Student Project
* 20        Final Exam

**Schedule:** Meets in group session Tuesday 2-5 in Beach Hall 141.  Additionally we meet for a 12 hour field trip in late spring, and students expected to meet me in person for at least 1 hour of *ad hoc* help each week.  Students work asynchronously with me both online and in office hours.

**2019-42 GSCI 5210 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9973 |
| **Request Proposer** | Thorson |
| **Course Title** | GSCI |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | GSCI |
| **Course Number** | 5210 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Modifying the meeting times and description of an existing course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate enrollees (always 3 or fewer) attend undergraduate class meetings: two 75-minute class periods for lecture/discussion, two days of weekend field trips. They also schedule regular tutorials with faculty member for reading primary literature and doing a research project. |

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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** | For the graduate version, we are case-specific for entry to the course in order to include working professionals in science, land-use, and education interested in a sophisticated understanding of the physical landscape. |
| **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** | Field trips based out of Storrs, the locus of faculty expertise. |
| **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** | GSCI 5210. Glacial Processes and Materials Three credits. Reconstruction of former glaciers and the interactive processes leading to the character and distribution of unconsolidated surface materials in glaciated regions. Techniques for interpreting subsurface unconsolidated materials. |
| **Provide proposed title and complete course catalog copy** | GSCI 5210. Glacial Processes and Materials Three credits. Two 75-minute class periods, two weekend days of field trips to be scheduled, and tutorial meetings. Recommended preparation: GSCI 3020. Not open for credit to students who have passed GSCI 4210. The climates and dynamics of glaciers, the geologic processes responsible for the materials and landforms of glaciated regions, and the applications of glacial geology to paleoclimatology, paleoecology, land use history, hydrology, engineering, and natural resources. |
| **Reason for the course action** | Glacial geology is a standard upper-division elective in virtually all geology programs in glaciated regions because the rivers, aquifers, shorelines, farms, shorelines, water bodies, and engineering substrates all glacial in origin. The new description aligns with present course content. The new schedule reflects a need for change: (1) Fifteen years ago, we emphasized a 3-hour block to allow for local field trips and to accommodate working professionals interested in upgrading their training. Online access makes the latter no longer necessary. (2) Increasingly volatile spring weather has made the local field trips during the 3-hour blocks challenging, hence the need to bundle them on two weekend days. (3) Current students have increasing trouble paying attention for 3-hour indoor time blocks. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The goal of the course is to bring students interested in the physical landscapes of glaciated regions to a sophisticated understanding of how they came to be by working them through the narrative of: Climatology --> glaciology (physics)--> geological processes --> resultant materials and landforms --> human utility, hazards, and interaction. The geographic emphasis expands outward from modern southern New England to paleo-ice sheet global configurations. The learning objectives are to understand each step and the linkages between them. The goals of the graduate version of this course are to build research strength through a research project and readings from the primary literature done in collaboration with the instructor during scheduled tutorials. |
| **Describe course assessments** | Graduate students will complete all undergraduate assessments for GSCI 4210, including midterm and final open-book exams, and weekly quizzes based on a 400-page text written specifically for the class. The undergraduate course project will be expanded and deepened into a research project appropriate for graduate students. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Glacial Geology SyllabusGrad.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141158&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb1d78d83d4ab433a588408d6611b252c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636803166544626928&sdata=vPmHbEzP0U4Rch0UJ0Jvo1es3rwvkPiZksO7zAatxVo%3D&reserved=0) | Glacial Geology SyllabusGrad.docx | Syllabus | | [GPMs18-SyllabusSchedule.xlsx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141159&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb1d78d83d4ab433a588408d6611b252c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636803166544636945&sdata=5uHn1pLNaIPQc0ZAf%2FYy0VTdoytTfKT4uU7ZKunMXQA%3D&reserved=0) | GPMs18-SyllabusSchedule.xlsx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert M Thorson | 12/13/2018 - 11:17 | Submit |  | This is the graduate version of GSCI 4210. The courses run in tandem, with the grad students doing a more substantial research project and meeting for reading-based research tutorials. The change in teaching schedule is our main motive for change. | | Geosciences | Robert M Thorson | 12/13/2018 - 11:47 | Approve |  | I am the initiator and the approver of this course. I just submitted this moments ago. | |

SYLLABUS – GSCI 5210 - Glacial Processes and Materials

Note: This is a bare bones syllabus, mainly for the purpose of reference. Course descriptions and activities are embedded in the course-book

**Course Administration:** GSCI 5210 - ***Glacial Processes and Materials***, University of Connecticut, Spring Semester 2018

**Schedule:** Meets in full session Tuesday 2-5 in Beach Hall 141, with asynchronous work during the week done on-line.

**Coursebook:** *The Glacier Book,*by Robert Thorson, a first-draft written explicitly for his course, and available on-line through HuskyCT.  This is a coursebook, rather than a textbook, meaning it is personal, integrated with our activities, tailored to New England, and designed for in-class use only. It is nowhere nearly as well sourced as one would expect in a textbook.

**Coursesite:** All handouts, submissions, quizzes, journals, and exams will be handled through UConn's HuskyCT interface. Communications to the class will take place all week long through the announcement tool linked to new postings.  Individual communications will be either in person or via UCONN email.

**Instructor:** Robert M. Thorson, Professor of Geology.  Office Hours Tuesday 11:00-2:00 and afternoons by appointment.  All initial contact should be by email to robert.thorson@uconn.edu.  Phone 860-486-1396. My home page is  <https://robertthorson.clas.uconn.edu/>

**Grading:** 100 course points distributed accordingly.

* 10        PREPARATION  measured by Reading Quizzes taken 24 hours before class (10 on-line quizzes, 1 point each)
* 10        WRITE-UPS:  after each session, due 48 hours after class  (10 write-ups for 1 point each)
* 10        ENGAGE:  Class preparation and engagement.  Includes OSIC score.
* 20        Midterm Exam & Final Exam (10 points each)
* 10        Symposium
* 40        Student Project – Original research

**Schedule:** Meets in group session Tuesday 2-5 in Beach Hall 141.  Additionally we meet for a 12 hour field trip in late spring, and students expected to meet me in person for at least 1 hour of *ad hoc* help each week.  Students work asynchronously with me both online and in office hours.

**2019-43 JOUR 3005 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5548 |
| **Request Proposer** | Croteau |
| **Course Title** | Introduction to Online Journalism |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | Introduction to Online Journalism |
| **Course Number** | 3005 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just changing the course name to better reflect its position in our curriculum. The content and catalog description will remain the same. |

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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** | 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** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Three hours of lectures and discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Journalism 2000W |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is an upper-division course. The major is 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** | JOUR 3005. Introduction to Online Journalism Three credits. Prerequisite: JOUR 2000W. Application of newswriting techniques to online journalism including assembling and producing interactive news stories. |
| **Provide proposed title and complete course catalog copy** | JOUR 3005. Online Journalism Three credits. Prerequisite: JOUR 2000W. Application of newswriting techniques to online journalism including assembling and producing interactive news stories. |
| **Reason for the course action** | As online journalism has grown, we have adapted our curriculum to include instruction in its uses, ethics and techniques in many of our courses, beginning as early as sophomore-level courses. Although this course once served as an introduction, that is no longer the case. By the time students take this course, they have already been introduced to the field in other courses, including JOUR 2000W, which is a prerequisite for this course. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | • Recognize the difference between producing news for traditional, linear media such as print and broadcast forms and creating news for digital audiences who may access information through a desktop computer, tablet, mobile phone or other digital communication device. • Analyze how audiences comprehend textual and visual information online relative to traditional media. • Learn fundamentals of specific tools used in the production and distribution of online news – basic HTML, photo editing, audio editing, and social media. • How to integrate text, images, audio and video on a web page, using a content management system (CMS). • Report and produce a diverse set of news stories that exploit the multimedia dimensions of the online space to give an audience thorough understanding of the subject matter, encouraging engagement and participation. • How to find and evaluate information using online sources, including social media. • How to conduct yourself professionally as a journalist using email, social media and other communication methods. |
| **Describe course assessments** | Readings are assigned throughout the semester and students are required to write responses online. They also report and write projects using varied media: In-Class Workshop Practice Assignments/Response Essays/Participation – 35 percent Midterm – 5 percent Photo, Audio and Data Story Packages – 10 percent each Final Exam – 10 percent Explanatory Story Package – 20 percent |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [J3005.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143656&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C83000f2ddd584633e0a708d68240a020%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839611411379037&sdata=%2Bq1KevuezPUYL163Pa9zL6TGJCc4B8t%2FW0%2BhP%2FdQaIY%3D&reserved=0) | J3005.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Maureen E Croteau | 12/06/2017 - 16:24 | Submit |  | Approved by the Journalism Department 1/23/19 | | Journalism | Maureen E Croteau | 01/24/2019 - 15:51 | Approve | 1/23/2019 | Approved by Journalism Department 1/23/19 | |

**JOUR3005: Introduction to Online Journalism**

**Instructors: Marie K. Shanahan, Assistant Professor, Journalism,**[marie.shanahan@uconn.edu](mailto:marie.shanahan@uconn.edu), Office Oak 461, Book appointment: <https://marie-shanahan-journalism.youcanbook.me/>

**Julie Serkosky, Assistant Professor in Residence, Journalism,**[julie.serkosky@uconn.edu](mailto:julie.serkosky@uconn.edu), Office 452 Oak. Office Hours: Mondays 10 to 11 a.m. & 1:15 to 3 p.m.; Tuesdays/Thursdays 9:30 to 11 a.m. By appointment. Walk-ins welcome.

PREREQUISITE JOUR2000W: NEWSWRITING I.

Welcome to Introduction to Online Journalism.  This course is an exercise in modern news making, designed to help students understand the current digital media ecosystem. It will provide students with a practical and theoretical foundation in digital journalism, multimedia reporting and online production.

The course is intended to build upon the basic journalism skills learned in Newswriting I - writing, reporting, interviewing, editing, research and use of technology. Students will gather and report information using smartphones, social media and other digital tools. Students will experiment with interactive approaches to storytelling, assembling text, graphics, photos, audio, video and data sets into original works of journalism. Students will also learn how to engage online audiences whose expectations differ from print or broadcast media.

Core components of digital  journalism will be presented and practiced each week during class meetings, **so attendance is essential**. Each class will serve as a workshop on how to create your own digital news content.

Outside of class, there are required weekly reading assignments, audio stories, video or news websites to evaluate. You will be required to post short response essays (about 150-200 words) showing your understanding of the material by the assigned deadlines.

All required reading/listening/viewing will be linked from the course Wordpress site or the JOUR3005 HUSKYCT site.

You'll put what you learn into practice throughout the semester by reporting and producing your own original digital news stories. Assignments include producing a photo story, data visualization, covering a live news event with social media and crafting an explanatory story.

All content will be posted on our class Wordpress site.

The midterm and final examinations will be administered on HuskyCT.

Modules:

* Today’s Information Climate
* Basic Digital Design, HTML
* Search and Verification
* The Web is a Visual Medium
* Midterm
* Audio, Podcasts, Video
* Copyright and Fair Use in the Digital Age
* Data Journalism and Data Visualization
* Social Media, Aggregation, Live News
* Digital Ethics, Reputation, Audience Engagement
* Explanatory Story Project
* Final Exam

REQUIRED TEXT

The Associated Press Stylebook and Briefing on Media Law by Associated Press, Basic Books, latest edition.

All other required readings/podcasts/videos for the class are available online.

FREE SOFTWARE ACCOUNTS

If you don't already have an account, you will also need to sign up for free accounts on:

* Google - regular Gmail, NOT Huskymail
* Wordpress.com
* Facebook
* Twitter
* Polldaddy
* Tableau Public

Learning Objectives

* Recognize the difference between producing news for traditional, linear media such as print and broadcast forms and creating news for digital audiences who may access information through a desktop computer, tablet, mobile phone or other digital communication device.
* Analyze how audiences comprehend textual and visual information online relative to traditional media.
* Learn fundamentals of specific tools used in the production and distribution of online news – basic HTML, photo editing, audio editing, and social media.
* How to integrate text, images, audio and video on a web page, using a content management system (CMS).
* Report and produce a diverse set of news stories that exploit the multimedia dimensions of the online space to give an audience thorough understanding of the subject matter, encouraging engagement and participation.
* How to find and evaluate information using online sources, including social media.
* How to conduct yourself professionally as a journalist using email, social media and other communication methods.

**ATTENDANCE/PARTICIPATION**

This is a challenging course that moves quickly. Class participation is REQUIRED to receive a passing grade in this course. Your success in this class requires thoughtful participation and the completion of all readings and assignments. Each student is expected to attend every class meeting, to be on time, to have read completely and with care all assignments, and to engage actively and intelligently in discussions.

Class participation includes sharing and discussing examples of interesting online works of journalism on the class blog or through the JOUR3005 Facebook group.

All in-class work is graded, and grades are posted on HuskyCT, so if you don't attend class regularly, it will reflect in your grade.

BE MINDFUL OF DEADLINES. EACH ASSIGNMENT HAS ITS OWN UNIQUE DEADLINE. DEADLINES ARE NOT FLEXIBLE.

MISSED DEADLINES = ZERO GRADE.

Assignments are due by posted deadline dates *without exception,* unless specific arrangements have been made prior to deadline based on an exceptional circumstance. CHECK THE CLASS SCHEDULE FOR DEADLINE DETAILS.

If a student must miss a class due to illness, emergency or religious observance, **the student must provide instructor with PRIOR written notice of absence**. *Email is acceptable*.

Without prior written notice, the student will receive an unexcused absence and points will be deducted from final course grade.

**It is the student's responsibility to take the initiative to make up missed work by the next class meeting or receive ZERO points for the assignment.**

Students who must to miss class due to extracurricular activities, such as scholarly presentations, performing arts and intercollegiate sports, are also required to inform their instructor in writing PRIOR to the anticipated absence and take the initiative to make up missed work by the next class meeting.

**SCHEDULE**

This class will be held for 14 weeks from Tuesday, January 16, 2018 through Thursday, April 26, 2018

The midterm examination will take place on Feb. 27.

No classes will be held March 12-16 for Spring Break.

Final examination will be held on the last day of class, Thursday April 26, 2018.

**COURSEWORK**

All coursework will be posted on a shared class Wordpress blog. Students are expected to keep up with assigned readings, and post assignments and comments to the blog or on the class Facebook group to gain experience participating in professional online conversations and producing news content online.

Discussion questions will be provided when response posts are required. Students are expected to respond in an original blog post (150-250 words), integrating the ideas presented in the readings, lectures, their own experience and independent research. Use quotes, citations and hyperlinks to support ideas. All posts must include an image with caption and credit, featured image, and Facebook promo.

Spelling, grammar and style count. This is a journalism class and students should make the most of all writing opportunities. Writing should follow AP Style.

Consider the class blog to be a public research journal. Students’ writing will be open to the rest of the class. This is deliberate, so collectively we can learn from each other.

Students should not post any personal information that they do not want made public. All posts are time-stamped and logged.

Students are also expected to keep up with the news. For online conversations to be successful, students should read what others have written, and engage and respond with thoughtful comments.

UConn journalism students are preparing for a profession in which deadlines are absolute, so late work is not accepted. HOWEVER, REVISIONS ARE ACCEPTED ON SOME ASSIGNMENTS.

**Students are strongly encouraged to revise/resubmit those assignments after editing by instructor for additional points.**

**RESPONSE ESSAYS, CLASS WORK, PRACTICE SKILL ASSIGNMENTS (34% of grade):**

– Introduction post (REVISION ACCEPTED, if original post filed by deadline)

– 24-hour news cycle response

– Design critique

– Formatting practice (REVISION ACCEPTED, if original post filed by deadline)

– Copyright & Control response

– Podcast critique

– Reputation response

– Social media sharelines, aggregation, 20-30 second auto play video you can read

**ONLINE STORY PACKAGES**

During the semester, students are required to pitch/report/write/produce online story packages that meet journalistic standards of newsworthiness, timeliness and accuracy. Story ideas should reflect diversity, both in subject matter and presentation.

Online story packages count for 30 percent of your overall grade. Story packages must be original works of journalism that have not yet been presented in other courses or published. Deadlines will be listed. All work for this class will be judged by professional standards: for thoroughness of reporting, precision, clarity, fairness and writing style. Students are expected to correct problems of grammar, syntax and spelling before work is submitted.

**STORY PACKAGE ASSIGNMENTS**

**1. Photo Gallery (10%)**

REVISION ACCEPTED, if original post filed by deadline

**2.  Audio (10%)**

Conduct an audio interview with a source about a timely topic as assigned by instructor. Edit the interview into short audio clips. Post with accompanying story providing context, hyperlinks for facts and original images of the source. REVISION ACCEPTED, if original story is filed by deadline.

**3. Data Visualizations (10%)**

Students will visualize a variety of data sets (customized Google map, Tableau graphic), and supplement each data visualization with original reporting and context/background.

**4. FINAL PROJECT: Explanatory story (20%)**

Design an elegant crash course for an issue or problem that is timely and repeatedly in the news. Provide necessary background for understanding the history of the issue/problem, and any updates with original interviews and hyperlinks. Produce the information online in an engaging, well-organized presentation. The piece should be crafted with multiple multimedia elements showing expansion/depth/improvement from previous assignments.

\*YOUR EXPLANATORY STORY PROJECT IS DUE ON APRIL 20.  If you submit your project by the deadline, you will be allowed to revise it by MAY 1, 2017 for additional points.

Grading

Assignments will be evaluated for:

**Headline -** Keyword-filled, search engine optimized, authoritative and/or creative

**Organization** – Intuitive layout. Text formatted for ease of reading. Easy to navigate. Visual center.

**Writing** – Clear, follows AP style, journalistic, engaging, accurate, fair and objective. No spelling or grammatical errors. Does not plagiarize others' work. "Writing" includes the captions for photographs and graphics. Include plenty of attribution. Response essays are expected to include your opinion. As a rule in this class, story packages SHOULD NOT include your personal opinion on the topic. For all story packages, interview sources and leave yourself out of it. '

**Reporting/Credibility** – The most important category. Each and every story must have at least 3 credible, primary sources – NO EXCEPTIONS. Attribution for all facts is required. Includes properly sourced quotes and credit information for images, graphics. Hyperlink to source material/additional information when appropriate. Date your work.

**Multimedia** – Every post on our class blog should include hyperlinks and at least one image with caption and credit. The web is a visual medium. Images are essential. You must provide credit for all images - photos or graphics. DO NOT STEAL IMAGES FROM OTHER WEBSITES. No copyright infringement allowed. Other required multimedia elements will be indicated on each assignment by instructor. Types may include interactive maps, polls, comments, tweets, interactive graphics, searchable databases, aggregated content, photo galleries, PDFs, audio or video.

**Social Media promotion** – As directed, promote your story on our class Facebook group. Encourage participation, comments and sharing.

**UCONN JOURNALISM DEPARTMENT GRADING STANDARDS**

A - No factual errors; a first-rate lead; no major mechanical errors, sound structure, organization, throughout; thorough coverage of the story subject; excellent writing throughout - in other words, of publishable quality as is.

B - No serious factual errors; an acceptable lead; acceptable story structure, organization; very few mechanical errors; thorough coverage of the story subject; clear, concise writing. Could be published with minor copy editing.

C - No serious factual errors; an acceptable lead; acceptable story structure, organization; few mechanical errors; adequate coverage of the story subject. Could be published with average copy editing.

D - Minor, sloppy factual errors; weak lead; poor story structure, organization; several mechanical errors; inadequate coverage of story subject; unclear, foggy writing - could not be published without substantial copy editing or rewriting.

F - Major factual errors including misspelled names; plagiarism, missed deadline; unacceptable lead; unacceptable story structure, organization; omission of important information; numerous mechanical errors - the kind of errors that would cause the story to be returned to the reporter for a second effort.

**COMMITTMENT TO DIVERSITY**

The UConn Journalism Department strongly encourages students to seek out assignment ideas and journalistic experiences that will help them hear, understand and tell the stories of people whose circumstances or backgrounds are unlike their own.

**FINAL EXAM NOTICE**

The final exam for JOUR3005 will be held on the last regular day of class.

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Students are required to be available and/or complete an assessment during the time stated in the Registrar's Office Schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this assessment. Students who have a conflict about which they have or should have had advanced notice (bunched, religious obligation, legal/medical appointments…) MUST seek permission to reschedule their assessment. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable excuses for missing a final assessment. If you think that your situation warrants permission to reschedule, please contact the [Office of Student Services and Advocacy](http://www.ossa.uconn.edu/) (2nd floor Wilbur Cross) to meet with a staff member.

**FINAL COURSE GRADES**

Final grades for this course will be calculated as follows.

In-Class Workshop Practice Assignments/Response Essays/Participation – 35 percent

Midterm – 5 percent

Photo, Audio and Data Story Packages – 10 percent each

Final Exam – 10 percent

Explanatory Story Package – 20 percent

Final letter grades for this course will be determined based on the following scale:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| **93-100** | **A** | **4.0** |
| **90-92.99** | **A-** | **3.7** |
| **87-89.99** | **B+** | **3.3** |
| **83-86.99** | **B** | **3.0** |
| **80-82.99** | **B-** | **2.7** |
| **77-79.99** | **C+** | **2.3** |
| **73-76.99** | **C** | **2.0** |
| **70-72.99** | **C-** | **1.7** |
| **67-69.99** | **D+** | **1.3** |
| **63-66.99** | **D** | **1.0** |
| **60-62.99** | **D-** | **0.7** |
| **<60** | **F** | **0.0** |

**ACADEMIC MISCONDUCT and PLAGIARISM**

[Academic misconduct](http://www.community.uconn.edu/student_code_appendixa.html) is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

In addition, the UConn Journalism Program is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the [Society of Professional Journalists' Code of Ethics.](http://www.spj.org/ethicscode.asp)

Do not plagiarize. Plagiarism involves using another person’s language, ideas, photos, graphics or other original material without acknowledging its source, as if it were one’s own work. Plagiarism is considered a breach of journalistic ethics and is detrimental to academic integrity and professional reputation.

* If you make use of another person’s ideas, citations must be included.
* If you make use of words and phrases that are substantially similar to another person’s work, you must provide attribution.
* If you make use of phrases that are identical to another writer, regardless of the length of the phrase, you must place these in quotations and provide the source of the material.
* If you make use of another person's images, photographs or other copyrighted graphical material, you must provide source attribution, including a hyperlink back to where you obtained the content. You must also obtain written permission to use the content.

**Failure to properly cite constitutes academic and journalistic misconduct and will result in a failing grade in the course.** Remember: ignorance is not an acceptable excuse.

- [UConn Plagiarism Tutorial](http://www.irc.uconn.edu/PlagiarismModule/intro_m.htm)

- [How to Recognize Plagiarism](https://www.indiana.edu/%7Eistd/)

- [How to Avoid Plagiarism](http://owl.english.purdue.edu/owl/resource/589/01)

**CLASSROOM MISCONDUCT**

UConn is a proponent of civility among members of its learning community. As such, classroom misconduct includes obstruction or disruption of teaching, including late arrival or early departure; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct offline or online in class-designated spaces or activities; failure to turn off cellular telephones leading to disruption of teaching; abuse of computer time such as playing games or surfing the Internet on personal electronic devices unless instructed to do so; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

**ACCESSIBILITY**

To request accommodations for a disability you must first contact the Center for Students with Disabilities. Located in room 204 of the Wilbur Cross Building, you can also reach them at 860.486.2020, csd@uconn.edu, or on the web at <http://www.csd.uconn.edu>. You must have the appropriate forms from this office before we can arrange accommodations.

**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](https://exchange.uconn.edu/owa/redir.aspx?C=fJBDaP7V5kOZLK8THA2zoIvpF1eVB9IIla1qTT22ugWl8E-LhCkKS1aF42sts-3IS6ufwwWGoNY.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).

**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](https://exchange.uconn.edu/owa/redir.aspx?C=fJBDaP7V5kOZLK8THA2zoIvpF1eVB9IIla1qTT22ugWl8E-LhCkKS1aF42sts-3IS6ufwwWGoNY.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=fJBDaP7V5kOZLK8THA2zoIvpF1eVB9IIla1qTT22ugWl8E-LhCkKS1aF42sts-3IS6ufwwWGoNY.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  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/](https://exchange.uconn.edu/owa/redir.aspx?C=fJBDaP7V5kOZLK8THA2zoIvpF1eVB9IIla1qTT22ugWl8E-LhCkKS1aF42sts-3IS6ufwwWGoNY.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f)

**2019-44 JOUR 3031 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8158 |
| **Request Proposer** | Croteau |
| **Course Title** | Online and Print News Design |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | Online and Print News Design |
| **Course Number** | 3031 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This merely changes the name of the course and replaces one word in the description to more accurately reflect content. |

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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** | 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** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Instruction and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | JOUR 3030 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3031. Online and Print News Design Three credits. Prerequisite: JOUR 3030. Copy and photo selection, copy fitting, photo editing layout and production for print and online publications. |
| **Provide proposed title and complete course catalog copy** | 3031. Design for Digital Journalists Three credits. Prerequisite: JOUR 3030. Copy and photo selection, copy fitting, photo editing, layout and production for digital and print publications. |
| **Reason for the course action** | Digital is a broader term than online journalism. Much of our news is read not only in print or on a computer, but in various digital ways. This course has evolved to meet the changing technology. The changes address these issues. The new title frames the course in terms of the audience, which indicates that current practices are taught. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Students will: • gain a basic understanding of the principles and techniques used by designers for editorial content • learn to apply tools and technology appropriate to design •develop strategies for effectively presenting images and written material in print and digital formats • think critically and creatively about designing material for diverse audiences • develop an understanding of how to assess and critique visual journalism work |
| **Describe course assessments** | Visual assignments - 50 percent Final portfolio - 20 percent Midterm - 10 percent Participation (including in-class critiques) - 20 percent |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [J3031 syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143673&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccb255998e9ad49bf0eba08d682403c3b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839609730062727&sdata=Kqm7cq9%2BRm6UwOC6pvE1PXtPG8fOzXX3B9zuqQZhg1w%3D&reserved=0) | J3031 syllabus.pdf | 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 - 16:06 | Submit |  | Approved by Journalism Department 1/23/19 | | Journalism | Maureen E Croteau | 01/24/2019 - 15:49 | Approve | 1/23/2019 | Approved by Journalism Department | |

**Journalism** Course title: **Online and Print News Design**

Course section number: JOUR 3031-001 3-credit course

**Associate Professor Steven G. Smith** Phone (860) 486-6845 Oak Hall, Office #454

E-mail [steven.g.smith@uconn.edu](mailto:steven.g.smith@uconn.edu)

**Lecture** 2:00 p.m. - 3:15, Tues. Thurs., Oak Hall 473

**Office hours** Thursday 11:00 - 1:00

Additional office hours by appointment

**Textbooks** A variety of assigned readings, (epub approx. $12) Optional resource: The Newspaper Designer's Handbook, by Tim Harrower

**Course requirements** Free Dropbox account, and additional digital storage, flash drive, etc.

# Course Description

This course deals with the fundamentals of visual design as applied to journalism. The course material can be applied to all forms of journalistic presentation. We will address the following issues in a seminar approach: design principles, aesthetics, intuitive design, typography, layout, photo editing, color theory, color reproduction, file types, readability, informational graphics, etc.

We will plan to work with InDesign, Photoshop and additional needed software. We may also spend some time looking at and experimenting with software designed for new media development. Adherence to deadlines will be strictly enforced.

# Course Objectives

This course is designed to give you an introduction to publication design in print and digital formats. During the course of the semester, we will:

* gain a basic understanding of the principles and techniques used by designers for editorial content
* learn to apply tools and technologies appropriate to design
* develop strategies for effectively presenting images and written material in print and digital formats
* think critically and creatively about designing material for diverse audiences
* develop an understanding of how to assess and critique visual journalism work

**Evaluation Methods** and Class Management Grade Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| A 93-100 | A- 90-92 | B+ 88-89 | B 83-87 |
| B- 80-82 | C+ 78-79 | C 73-77 | C- 70-72 |
| D+ 68-69 | D 63-67 | D- 60-62 | F 59 and below |

# Participation: (20% of grade)

Students in this course are encouraged and expected to demonstrate the ability to discuss and assess work, communicate how work demonstrates application of visual principles, and to use classroom concepts, terminology of the discipline and historical reference in these discussions. Comments made in class discussions and during critiques are expected to be articulate, respectful and constructive. Free discussion, inquiry and expression are encouraged in class, but students must act in accordance with commonly accepted standards of academic conduct.

# Attendance

Students in the visual journalism courses are required to attend all classes. However, emergencies and illnesses do occur. When you are truly ill, and especially when you are contagious, it would be better if you didn’t attend class. It is your responsibility to e-mail me on such occasions. Unexcused absences will result in a grade reduction.

Absences beyond three will lower your grade one letter for each absence. The grade reduction would be due to lack of class participation.

# Visual Assignments: (50% of grade)

Assessment of visual journalism assignments is based on criteria selected by the instructor from the course rubric for visual assignments\*. Please see the attached grading rubric as an example for visual assignments.

Any homework assignments given will be averaged, and this average will count as one visual assignment.

# Mid-Term: (10% of grade) Final Portfolio: (20% of grade)

**Quizzes**

Any quizzes will be averaged and count as a visual assignment.

**Policy on late work** (Department Policy)

We look at deadlines as deadlines, which means that we don’t accept late work. The only exceptions are the same ones you would have at a workplace. If there is some reason the student absolutely cannot complete the work on time (sick, stranded at an airport, etc.), then he or she needs to notify the instructor **BEFORE** the deadline and request an extension. Proof may be requested. It is unacceptable to not turn in an assignment. A zero grade can easily cause you to fail this course or, at a minimum, reduce your grade significantly.

# Redoing Assignments

* Redoing assignments is for the purpose of improving your grade and learning the objectives of the assignment.
* Only two assignments per class may be redone in a semester. The midterm and final projects cannot be redone.
* An assignment must be redone **within one week** of receiving your grade.
* A caption can also be redone or appended. The new caption is worth a maximum of 5 pts.

# Snow days

If the class is canceled due to severe weather, please make sure to check your university email for any updates on assignment work.

# Students with Disabilities

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204, and can be reached at (860) 486-2020 or at [csd@uconn.edu.](mailto:csd@uconn.edu) Detailed information regarding the accommodation process is also available 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 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/.](http://sexualviolence.uconn.edu/)

**Grading standards for written work** (based on department policy)

* 1. No factual errors; no major mechanical\*\* errors, sound structure, organization, follows AP style; excellent writing – in other words, publishable.
  2. No serious factual errors; structure, organization; very few mechanical errors; follows AP style; clear, concise writing — could be published with minor editing.
  3. No serious factual errors; structure, organization; few mechanical errors; adequate coverage of subject

– could be published with average editing.

* 1. Minor, sloppy factual errors; poor structure, organization; several mechanical errors; inadequate coverage of subject; unclear, foggy writing – could not be published without substantial editing.

**F** Major factual errors including misspelled names; plagiarism; missed deadline; unacceptable lead, structure, organization; omission of important information; numerous mechanical errors that would cause the caption or story to be returned to the journalist for a second effort.

\*\* Mechanical errors are errors in style, spelling, grammar, sentence or paragraph structure. Definition includes computerized spell-checking errors and oversights as well as any typographical errors you may have failed to correct by hand when copy editing your captions.

**Academic integrity** (department and university policy)

Please review the revised Student Code located at [http://www.community.uconn.edu/student\_code.html.](http://www.community.uconn.edu/student_code.html) Note in particular the sections on cheating and plagiarism in Appendix A: Academic Integrity in Undergraduate Education and Research [http://www.community.uconn.edu/student\_code\_appendixa.html.](http://www.community.uconn.edu/student_code_appendixa.html)

Academic misconduct is taken seriously at UConn. For journalists, plagiarism is enough to end a job and often a career. We take it very seriously in this department. Students who are found to have committed plagiarism or other forms of cheating usually are given a failing grade for the course, not the assignment. As journalists, faculty members are adept at exactly the kind of research needed to reveal plagiarism. Please consider this fair warning.

The Office of the Dean of Student Affairs provides this **description of Academic misconduct: Academic misconduct** includes but is not limited to:

* Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor. Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
* Plagiarism
* Doing academic work for another student
* Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
* Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

# Notices:

Students should be prepared to spend additional time during the open lab times to complete assignments.

Textbooks may contain images or a discussion on subjects that some students may feel are controversial, such as extreme violence or nudity.

Projects produced for the class may be retained by the instructor and used in the future as examples and promotions for the class and the University of Connecticut Journalism Department.

The instructor may alter any or all, of this syllabus during the semester as the learning environment requires.

# Diversity Statement:

The Journalism Department’s mission statement states that one of our goals is to help “students to hear, understand and tell the stories of people whose circumstances or backgrounds are unlike their own."

In keeping with this spirit, I desire to provide an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience diversity as we focus on issues surrounding visual interpretations of gender, race, religion, and multicultural groups. Please take advantage of these opportunities in your work, but also, learn from the information and ideas shared by your classmates.

“A university is a place where the universality of the human experience manifests itself.”

– Albert Einstein

In this class, you will have the chance to indicate the name that you prefer to be called and, if you choose, the pronouns by which you would like to be addressed. I will do my best to address and refer to all students accordingly and to support classmates in doing so as well.

– Eberly Center, Diversity Statement

Approximate course schedule and topics

Section 1 Introduction to editorial design and aesthetics

Form follows function? Aesthetics

Section 2 Design Thinking

Creative strategies for designers

Section 3 Design Principles

Section 4 Working with Color

Color Theory Color Management

Section 5 Typography

Type Fonts and Families

Section 6 Working with Visuals

Photography, Selection, Cropping, Editing, Ethics, etc. Illustrations, Assigning

Section 7 Digital File prep & file types

Section 8 Structured Design

The Grid System Front Page

Story Design

Mid-Term Exam/Project

Section 9 Digital Media Design

Section 10 UX and UI Design

User Experience Design and User Interface Design

Section 11 Informational graphics

Data Visualization

**Final Exam/Project**

Sample grading rubric

Course: **Online and Print News Design**

Student’s Name: Assignment:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Advanced | Proficient | Competent | Substandard | Failing |
| **Assignment Objectives** (Worth 50% of the grade) 50 pts. |  |  |  |  |  |
| **Use of Aesthetics**  Visual Design 10 pts. |  |  |  |  |  |
| **Technique**  10 pts. |  |  |  |  |  |
| **Use of Typography**  10 pts. |  |  |  |  |  |
| **Creativity/Originality**  Uniqueness of Idea 10 pts. |  |  |  |  |  |
| **File Prep**  Software Applications  10 pts. |  |  |  |  |  |
| Did the assignment meet the  deadline?  Pass or  Fail |  |  |  |  |  |
| Final Grade |  |  |  |  |  |

Please see the syllabus for details on redoing an assignment.

Additional Feedback:

If you would like additional feedback, please feel free to come see me during my office hours.

**Notes:**

**2019-45 JOUR 3040 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10637 |
| **Request Proposer** | Croteau |
| **Course Title** | Newswriting for Radio and Television |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | Newswriting for Radio and Television |
| **Course Number** | 3040 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is the same course. We are only changing the name and adding two words to the description to make it more accurately reflect current content. Audio and video news is now available on many media other than radio and TV. These changes reflect that. |

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

|  |  |
| --- | --- |
| **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** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Jour 2000W |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | JOUR 3040. Newswriting for Radio and Television Three credits. Two 75-minute lab-lecture sessions plus a field trip. Prerequisite: JOUR 2000W. Application of newswriting techniques to the broadcast media. |
| **Provide proposed title and complete course catalog copy** | JOUR 3040. Audio and Video Reporting and Writing Three credits. Two 75-minute lab-lecture sessions plus a field trip. Prerequisite: JOUR 2000W. Application of newswriting techniques to the broadcast and other media. |
| **Reason for the course action** | Audio and video journalism were once the province of only TV and radio, but now they are available through many other media. This is a more accurate assessment of the course as it exists. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students who have learned basic reporting and writing skills in Newswriting I, now learn to use those skills to create audio and video news packages. • Learn writing style for audio and video • Learn structure of audio and video writing • Use appropriate software to report and edit news packages in both formats • Critique their own and professional news packages, including local and national broadcast news • Apply ethical standards. • Follow legal standards, including copyright and fair use • Capture audio and video at a professional standard • Edit audio and video |
| **Describe course assessments** | 3 audio reporting and writing assignments - 10 percent each (30 percent) 2 video reporting and writing assignments - 15 percent each (30 percent) midterm - 5 percent final exam - 5 percent In-class and out-of-class writing assignments and pop quizzes - 15 percent Participation - 15 percent |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [J3040 Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143667&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceec085dd231b4310105208d68240e2c7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839612523840240&sdata=K6mlippVHEhz6c3C6ZbKbROpRivPUBnMSolf6gWQ6l0%3D&reserved=0) | J3040 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Maureen E Croteau | 01/24/2019 - 10:48 | Submit |  | Approved by Journalism Department 1/23/19 | | Journalism | Maureen E Croteau | 01/24/2019 - 15:50 | Approve | 1/23/2019 | Approved by Journalism Department 1/23/19 | |

**JO 3040 Newswriting for Radio & Television**

**Spring 2019**

**University of Connecticut Journalism Department**

**Instructor: Professor Kalb**

**Materials needed:**

1. “Broadcast News & Writing Stylebook” Robert A Papper, Routledge, ISBN: 978-1-136-68261-0
2. USB drive or transportable hard drive with 64GB minimum of free storage space
3. “Radio.com” installed on your computer
4. “Adobe Reader” installed on your computer
5. “Adobe Premier” installed on your computer (journalism majors)

**What is expected (the absolute minimum)**:

1. Attend.
2. Be on time. Class starts on time and you are expected to be on time.
3. Write in broadcast style.
4. Meet deadlines. You can only make up work if you can document any illness that keeps you from class. As appropriate a doctor’s note may be required.
5. If you miss a class for any reason, it is your responsibility to e-mail or call me prior to class. See me before the following class to discuss what you missed.
6. Check your email and respond the same day.
7. Stay “current” with current events.
8. Watch/listen at least 2 newscasts per week (not weekends.)

**News Package Standards and Fair Use:**

**We should strive to include individuals in stories that reflect the different racial, ethnic, religious, and gender backgrounds of our community. In our reporting we should seek to ascertain if the status quo serves or fails to serve the needs of all citizens. We should avoid “loaded language” such as “welfare mothers” or “illegal aliens.” We should also avoid any use of offensive labels such as “retarded” or “crippled.” At each and every opportunity we should challenge ourselves to do better and to succeed in that challenge**.

The following are the basic standards for news packages developed for this class. As appropriate, material may be “re-purposed” on UCTV or another medium *only* after it has been first submitted to this class for a grade.

1. The length of a package is fixed at 1:45-2:00 not including anchor lead.

2. :10 is the max length for a video clip unless the clip is so compelling as to make cutting it silly.

3. All packages will have either a “look live” open and close or a standup bridge in the package.

4. Reporters are strongly urged to dress professionally and appropriately for their standup.

5. Tripods are mandatory.

6. All scripts require script approval unless I waive the requirement on a *per incident* basis.

**Academic Integrity:**

## Please review the revised Student Code located at:. <http://community.uconn.edu/the-student-code-preamble/>

## Please note in particular the sections on cheating and plagiarism: <http://community.uconn.edu/the-student-code-appendix-a/>

## You will see that academic misconduct is taken very seriously at UCONN. I plan to follow the steps outlined in the Code to prevent misconduct and report it should it occur.

**Office Hours:**

I am available before and after class in my office at Oak Hall, 468B. Additionally I will make myself available under the appropriate circumstances. I encourage you to contact me should you have problems with an assignment.

**Office Hours: (Please use the online scheduler)**

<https://professorkalb.youcanbook.me/>

Others times by individual agreement.

UCONN Office: 860-486-3102

Cell: 203-927-7921 (preferred)

e-mail: steven.kalb@gmail.com

**Grading**

15% **Attendance, Attitude & Participation.**

15% “Writing assignments” both “in-class” and for the next class. “Writing assignments” can include re-writing copy in class and/or researching and writing a story for the next class but does not include work done for one of four projects listed below. There may be announced or unannounced quizzes.

5% Mid-term exam

60% Students will work individually or in groups to produce:

* 1. 3 audio projects (30%)
  2. 2 videoprojects (30%)

5% Final exam

**Miscellaneous:**

Please make sure you have a current version of *Adobe Reader* on your computer. For editing purposes please forward any scripts or other material to me using *Microsoft Word*.

Advisory: You may elect to edit your audio or video material on your own computer equipment or that provided by the University. You will submit a finished copy when you “share” it with me online. That said, it is your responsibility to insure the project plays on the first try. As appropriate, I will adjust a project’s final grade if it fails to play on the first attempt.

**JO 3040 Class Schedule (subject to change)**

**Tuesday, Week 1**

Introductions

Review syllabus

Overview of difference between print and “broadcast” writing.

Homework assignment for Thursday: Chapter 6, 7 & 8 (71-112 inclusive)

**Thursday, Week 1**

Introduction to critical listening of radio news

The All Important Lead Sentence.

Homework Assignment for Tuesday: Chapter 9 & 10 (113-139)

**Tuesday, Week 2**

Review reading to date

Critique reporter news package

Re-write AP copy in class

Homework reading: Chapter 4 (34-56)

Homework assignment: Re-write AP copy.

**Thursday, Week 2**

**Optional Quiz**

Discuss different types of audio forms: voicer, VA.

Critique reporter news package

Review homework project in class

Re-write AP copy.

**Tuesday, Week 3**

Review AP re-write homework project in class.

Critique reporter news package

Elements of audio editing workshop in class

Homework: Re-write AP copy

Homework Reading: Chapter 6 (57-69) & Chapter 14 (180-186)

**Thursday, Week 3**

Critique reporter news package

Review of audio editing

1st radio project assigned

Review AP re-write from homework.

**Tuesday, Week 4**

1st project in class time

Homework: Complete first audio project

**Thursday Week 4**

**Project due at the beginning of class.**

Critique reporter news package assignment (1st audio package)

Writing and delivery for the eye and ear

**Tuesday, Week 5**

Critique reporter news package

Audio Project #2 Assigned

**Thursday, Week 5**

Critique reporter news package

Project 2 due

Review to date

Homework: Mid Term Tuesday

**Tuesday, Week 6**

**MID-TERM**

Assign 3rd audio project

**Thursday Week 6**

3rd and last audio project due

Critique reporter news package

**Tuesday, Week 7**

**FULL STOP: We review everything you have learned to date.**

Homework Reading: RTNDA Field guide Chapters 1,2,3,6

**Thursday, Week 7**

“Shooting Video 1 & 2” presentation in class

Review Chapter 1,2,3,6,

Homework reading: 5, 7, 8, 9,

**Tuesday, Week 8**

Introduction to Adobe C6

Homework: Review linked video

Homework 2: Produce 2 story ideas for 1st video package

**Thursday, Week 8**

**Guest Availability**

**Video News Package: pick one and start**

Homework reading: Chapter 11 (140-163)

**Tuesday, Week 9**

Critique video news package

Class time for package

**Thursday, Week 9**

Critique video News Package

Class time for package. Script due at end of class.

**Tuesday, Week 10**

In class discussion of local TV news package

Class time to work on your project

**Thursday, Week 10**

**Final edit time for package**

**Tuesday Week 11**

**1st video package is due.**

**Thursday, Week 11**

**Come in with second set of story ideas**

**Class time for 2nd class video project**

**Tuesday, Week 12**

In-class editing time available

**Thursday, Week 12**

In class edit time for package

**Tuesday Week 13**

In class time for package

Script approval as needed.

**Thursday, Week 13**

In class time for package

**Tuesday, Week 14**

Package due at the beginning of class

**Thursday, Week 14**

You’re the consultant: Critique TV news material from other TV markets

**\*Guest availability\***

**Final exam will be given during exam period.**

**JO 3040 Contact**

**“Tear” Sheet**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(seniors may NOT use a UCONN email address)**

**phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2019-46 ENGL 6450 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-10056 |
| **Request Proposer** | Bedore |
| **Course Title** | Special Topics in American Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Special Topics in American Literature |
| **Course Number** | 6450 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Title change only |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only to English graduate students, others with consent. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 6450. Special Topics in American Literature Three credits. Prerequisite: Open only to English graduate students, others with consent. With a change in content, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 6450. Seminar in American Literature Three credits. Prerequisite: Open only to English graduate students, others with consent. With a change in content, may be repeated for credit. |
| **Reason for the course action** | Course title is being changed to avoid use of the term "special topics," as this is a regularly offered seminar course rather than a special topics that can be offered only three times before receiving a unique course number. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Graduate seminar allows students to do advanced reading, research, and writing in a topic in American Literature. |
| **Describe course assessments** | These will vary by section, and may include research papers, abstracts, presentations, etc. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL 6450 Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141541&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C28f9f294f2da4c2ca8ea08d6823792c3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839572575868839&sdata=nat6PUgNhGRYzh7vt6QQoRKUKcsEJ%2BQckQ1GR1oOKL8%3D&reserved=0) | ENGL 6450 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 12/20/2018 - 12:48 | Submit |  | Submitting | | English | Clare C King'oo | 01/24/2019 - 14:54 | Approve | 12/21/2018 | Approved by the English Department. | |

**Engl 6450**

**Corporate Personhood and Income Inequality in the Two Progressive Eras**

**Clare Eby, Professor of English**

**Austin 229, office phone 486-2683 (not for messages—please use email instead)**

**Office hours: Tuesdays 11:30-1:30**

**Thursdays 12:15-1:45**

**and by appointment**

[clare.eby@uconn.edu](mailto:clare.eby@uconn.edu)

In the muckraking classic *The History of the Standard Oil Company* (1904), Ida Tarbell describes John D. Rockefeller’s brainchild as a “power verging on the superhuman . . . . carrying concealed weapons . . . and endowed with . . . diabolic cleverness.” Her description of Standard Oil as “superhuman” is particularly intriguing since corporations had earned the status of legal persons just twenty years earlier. Historians, lawyers, justices, and activists routinely cite *County of Santa Clara v. Southern Pacific Railroad* (1886) as the Supreme Court decision that first granted legal personhood to corporations. (And so Mitt Romney’s infamous comment, “Corporations are people too,” however politically unwise in 2011, had been commonplace in the eyes of the law for over a century.) This course dips into legal history, reading *Santa Clara* as well as the notorious *Citizens United v. FEC* (2010)--which greatly expanded the free speech rights of corporations--alongside muckraking accounts, scholarship from various disciplines, and fiction, all of it illuminating what is at stake in corporate personhood. A separate issue, but intertwined with the “diabolic” and “superhuman” powers that Tarbell attributes to Standard Oil, is the simple fact that the corporate pursuit of profits underwrites an ever-increasing concentration of wealth. The alarming income inequality that has become increasingly obvious since the so-called Great Recession beginning in 2007 first became a scandal in the late Gilded Age (c. 1870s-1890s) and Progressive Era (c.1890-1915).



The “time travel” aspect of this syllabus is admittedly odd. We will be jumping from the turn into the twentieth century to the turn into the twenty-first, skipping over one hundred years in between. (Or more precisely, jumping back and forth several times.) One reason

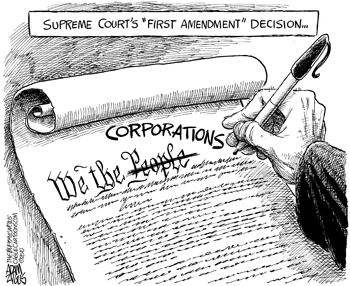
to bring these eras together

is because they mark

the most dramatic escalations of both corporate power and income inequality--though we must also attend to differences between the two periods. Current pundits and commentators frequently opine that we occupy a “New Gilded Age,” but I find the idea of two Progressive Eras even more generative.[[2]](#footnote-2) Historiography on the Progressive Era is contentious, but a keynote has always been reform—with some accounts stressing glorious possibilities while others emphasize dismal failures. Considering the promises and the pitfalls of reform remains instructive when looking at income inequality and corporate personhood today. The Progressive Era, in any case, was the time of massive consolidations of firms known as the merger movement (1898-1904), prompting the era’s well-known “trust busting.” It also saw the establishment of crucial (if not necessarily effective) legislation such as the Sherman Antitrust Act (1890) as well as the Federal Bureau of Corporations (1903). Another of Congress’s signature acts in the Progressive Era, the Fourteenth Amendment authorizing the income tax (1913), reminds us that unease over escalating corporate power *can* go hand in hand with attempts at wealth redistribution. Even in the US.

\* \* \* \*

For me, the overarching question driving this course is: what are the human costs—the costs to actual persons like you and me—of corporate personhood? To borrow Justice Stevens’s dissenting opinion in *Citizens United*, given that corporations have “no consciences, no beliefs, no feelings,” what does it mean to treat them as “members of ‘We the People’ by whom and for whom our Constitution was established"? What happens to human agency as we grant more and more rights to corporations? What are the implications as the legal rationale for corporate rights shifts from the Reconstruction Amendments to the Bill of Rights?

In his landmark study, *The Incorporation of America: Culture and Society in the Gilded Age* (1982), Alan Trachtenberg contends that incorporation involves not just the form a business takes but also the “reorganization of perceptions,” most notably “the remaking of cultural perceptions.” While known as a “legal fiction” (a term that does not carry pejorative connotations), corporate personhood is also a *metaphor*. It is a metaphor that illuminates much, but may occlude even more (such as how corporations do *not* resemble natural persons). And this is precisely where literature becomes essential. For who is better equipped to probe the implications of metaphor than creative writers? And who better to elucidate the seductive treachery of the metaphor of corporate personhood than literary scholars such as ourselves? The first novel on the syllabus, Richard Powers’s *Gain*, invokes corporate personhood quite blatantly, but once alerted to the corporate literary presence, we can trace iterations in all kinds of texts. As literary scholars, we occupy a uniquely advantageous position for contributing to the public debate on the human costs of corporate personhood.



\* \* \* \*

I do not at all intend my concerns as exhaustive indicators of what we should spend fourteen weeks discussing. Seriously. There are unlimited issues for us to explore, and we can examine *any* that interest you. In fact I invite you--or better yet, *challenge* you--to decide what *you* find important in our shared books.

Hands down, the most important aspect of this class is that I want you not simply to “contribute” to discussions that I instigate but to **help determine what gets talked about** over the course of the semester.[[3]](#footnote-3) Yes, I’ll provide mini-overviews (occasionally, perhaps, mini-rants), but the core of my graduate seminars is that:

You sign up to "co-teach" two sessions. *This does not mean a formal report, or even any additional secondary reading.* What I would like you to do when you co-teach is to **decide on about three areas, issues, topics, or concerns** that you want us to address that day. **For each of your three topics**, please generate **a few different questions** (thus, if one way “in” to your subject doesn’t work, you’ll have another approach handy). **Please also select at least one passage from the reading that you can use to prime discussion for each of your three topics.** (An almost sure-fire way to get a group talking about any topic is to direct attention to an exciting, troubling, or disturbing passage.) The basic idea here is thinking about multiple strategies for approaching each topic you want us to explore—a few questions and a key textual passage or two.

While you can and should raise questions every week, the two sessions you sign up for co-teaching are your particular opportunities to raise questions that matter to you, to prod the discussion in whatever directions you wish. What do you find interesting, baffling, or problematic in the day's reading? How does it make you reconsider other works we have read?

**Logistics on this co-teaching:**

--If at all possible, please meet with me during the half hour immediately before class to inform me of your interests so that we can coordinate. (I don’t have that slot listed on my office hours because it is reserved for you!) If you can’t meet me then, please meet with me some other time, or if that proves impossible, email me with your thoughts.

--You are not responsible for running the whole class, just for launching your three topics. I will have plenty of topics of my own, and so will other people in the class.

--If anyone else signs up to co-teach with you, please meet with him or her *before* class to coordinate. If the two of you find overlap in your interests or see ways to consolidate ideas, you can boil your topics down to three--or expand to five or six if you prefer. It’s your call.

--It seems counterproductive for me to grade co-teaching sessions; I’m not sure what would be gained from it, aside from adding pressure and self-consciousness. But I will email you with some evaluative comments and suggestions that I hope will be helpful not only for your second co-teaching session but also in your own teaching.

\* \* \* \*

**Items preceded by an asterisk have been ordered through the co-op. Everything else is on reserve on huskyct (lms.uconn.edu—see “library resources”). I do suggest downloading PDFs whenever possible, not only because it’s much easier in class if we all have the same page numbers but also to streamline your work, should you end up using something in writing.**

9/3 welcome/overview

9/10 *Citizens United v. Federal Election Commission* (2010)

Martin J. Sklar, “Introduction: Corporate Capitalism and Corporate Liberalism,” *The Corporate Reconstruction of American Capitalism, 1890-1916: The Market, the Law, and Politics* (Cambridge: Cambridge UP, 1988), 1-42.

Frederic William Maitland, “Translator’s Introduction” to *Political Theories of the Middle Ages* by Otto Gierke, 1900, pp vii-xlvi.

9/17 \*Richard Powers, *Gain* (1998)

Ralph Clare, “Your Loss is Their Gain: The Corporate Body and the Corporeal Body in Richard Powers’s *Gain*,” *Fictions Inc: The Corporation in Postmodern Fiction, Film, and Popular Culture* (New Brunswick: Rutgers UP, 2014), 158-179. Please note, reserve link will take you to entire e-book. Clare’s Introduction is certainly worth reading for anyone who a) has the time and b) would like an overview of (mostly) recent history of the corporation.

9/24 \*Jennifer Egan, *Look at Me* (2001)

And a handful of keywords: "Capitalism," "Corporation," "Law," "Liberalism," "Neoliberalism," and "Market," *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler, 2d edition (New York: NYU, 2014). Reserve link will take you to entire e-book. If you have a hard copy, please be sure it is the *second* edition.

10/1 \*María Amparo Ruiz de Burton, *The Squatter and the Don* (1885)

Brook Thomas, “Ruiz de Burton, Railroads, Reconstruction.” *ELH* 80:3 (Fall 2013), 871-95.

10/8 \*Frank Norris, *The Octopus* (1901)

Walter Benn Michaels, “Corporate Fiction,” *The Gold Standard and the Logic of Naturalism: American Literature at the Turn of the Century* (Berkeley: U. California Press, 1987), 183-213.

10/15 Railroad & law grab bag: 

*Santa Clara County v. Southern Pacific Railroad* (1886). Make sure to read the full “case” and not just the “syllabus,” which (in legalese) means summary written by a clerk. The link will show you a separate entry for “syllabus” and for “case,” though the “case” itself begins with the “syllabus.”

Morton J. Horwitz, “*Santa Clara* Revisited: The Development of Corporate Theory,” *The Transformation of American Law, 1870-1960* (Oxford: Oxford U. P., 1992), 65-107. Please note link will take you to entire e-book.

Please note that there are two different Horwitzes on the syllabus, Morton J. and Howard!

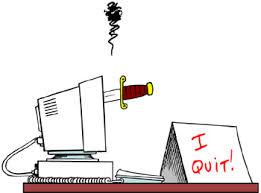
Joshua Barkan, “Property,” *Corporate Sovereignty: Law and Government under Capitalism* (Minneapolis: U. Minnesota P., 2013), 41-64. Please note link will take you to entire e-book.

10/22 \*Upton Sinclair, *The Jungle* (1906)

\*in Norton Critical Edition: "Contemporary Perspectives” section, 357-87 (and if you have time, also “What Life Means to Me”)

"Reform," *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler, 2d edition (New York: NYU, 2014).

**And SHORT PAPER target due date**

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10/29 Standard Oil grab bag: 

Henry Demarest Lloyd, “The Story of a Great Monopoly” *Atlantic* 47: 281 (March 1881), 317-34.

Ida Tarbell, *The History of the Standard Oil Company* (1904)

Howard Horwitz, “Transcendent Agency: Emerson, the Standard Trust, and the Virtues of Decorporation,” *By the Law of Nature: Form and Value in Nineteenth-Century America* (Oxford: Oxford U. P., 1991).

Please note that there are two different Horwitzes on the syllabus, Morton J. and Howard!

11/5 \*Theodore Dreiser, *The Financier* (1912)

David Harvey, “Private Property and the Capitalist State,” *Seventeen Contradictions and the End of Capitalism* (Oxford: Oxford U. P., 2014), 38-52.

"Property” and “Finance," *Keywords for American Cultural Studies*, ed. Burgett and Hendler, 2d edition (Reserve link will take you to entire book. If you have a hard copy, please be sure it is the second edition.)

NOT required but highly recommended (and easier reading than the above chapter assigned from this book!): Morton J. Horwitz, “Progressive Transformation in the Concept of Property,” *The Transformation of American Law*, 145-67. Reserve link will take you to entire e-book.

More highly recommended sources (NOT required, and unfortunately not available on reserve, either, as copyright law limits me to posting only one chapter from each book): Howard Horwitz, “Dreiser, Debs, and Deindividuation: Hypothecation, Union, Representation,” *By the Law of Nature* (full citation above), 192-217; Walter Benn Michaels, “Dreiser’s Financier: The Man of Business as a Man of Letters,” *The Gold Standard and the Logic of Naturalism* (full citation above), 137-180.

11/12 \*Gary Shteyngart, *Super Sad True Love Story* (2010)

Thomas Piketty, three selections from *Capital in the Twenty-First Century,* trans. Arthur Goldhammer (Harvard U. P., 2014), plus one optional fourth selection: Ch. 7, “Inequality and Concentration: Preliminary Bearings” (237-70); a selection from Ch. 8 with subhead “A More Complex Case: The Transformation of Inequality in the US” (291-303); “Conclusion” (571-77)

one final optional selection, from Ch. 5 with the subhead, “The Rise of the Supermanager: An Anglo-Saxon Phenomenon” (315-321).

11/19 \*Mohsin Hamid, *How to Get Filthy Rich in Rising Asia* (2013)

David Harvey, “Neoliberalism on Trial,” *A Brief History of Neoliberalism* (Oxford: Oxford U. P., 2005), 152-82.

“Globalization” (and, if you didn't already read it, "Property”), *Keywords for American Cultural Studies*, ed. Burgett and Hendler, 2d edition (Reserve link will take you to entire book. If you have a hard copy, please be sure it is the second edition.)

**THANKSGIVING BREAK**

12/3 \*Margaret Atwood, *Oryx and Crake* (2003)

David Harvey, “Capital’s Relation to Nature,” *Seventeen Contradictions*, 246-63**.**

**12/10 annotated bibliography and abstract due; informal discussion of work-in-progress**

**LONG PAPER** can be submitted by e-mail one week after the last day of class.

**COURSE LOGISTICS:**

--I am asking for one shorter (around 10 pp) and one longer (around 20 pp) paper, in MLA format. I encourage you to approach the shorter paper as a preliminary version of something you intend to develop in more detail (perhaps with additional primary, and certainly with additional secondary texts) in the longer paper. Alternatively, you can think about the shorter one as a conference paper (and indeed 8-10 pages is about all you could read in such a setting) and the longer one as moving in the direction of an article. Both papers should advance an original, focused argument in your own voice while also engaging meaningfully with secondary sources (whether theoretical, historical, legal, or lit-crit, to name only some of the possibilities). A major focus, beginning with the short paper, should be on deciding *what* in the secondary literature is relevant to your argument, and to articulate *how and why* your paper relates to, and goes beyond, what others have already said. Concentrating on how, in other words, you are *positioning* your argument should be a major order of business.

--Regarding the papers, I am open to any topic or approach and very much hope you can shape the papers so they are meaningful to you. One caveat: clear, organized prose is always in style. Please discuss your ideas with me before submitting written work--and the more we talk about your work, the better.

--**I strongly encourage you to avoid incompletes.** They do not inconvenience me, but almost always inconvenience the person who takes them, frequently assuming nightmarish proportions. 

--We'll use the last week of class to swap ideas on your final paper-in-progress: you'll be responsible for sharing with the class an annotated bibliography (of at least 7 entries) and an abstract and **informally** discussing your work in progress. To make these final exercises more meaningful, please target the abstract for submission to the American Literature Association’s (ALA’s) annual conference--see [www.americanliterature.org](http://www.americanliterature.org) for a list of all the authors’ societies and other groups (e.g., MELUS accepts proposals for papers), or to any other academic conference that you fancy. Needless to say, you’ll be able to write a better abstract after completing your paper, so think of this assignment as part of your professional development--and by all means send a revised abstract to the ALA.

**2019-47 ENGL 6750 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10657 |
| **Request Proposer** | Bedore |
| **Course Title** | Special Topics in Language and Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Special Topics in Language and Literature |
| **Course Number** | 6750 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision is a change of title only |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 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** | Open only to English graduate students, others with consent. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 6750. Special Topics in Language and Literature Three credits. Prerequisite: Open only to English graduate students, others with consent. With a change in content, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 6750. Seminar in Language and Literature Three credits. Prerequisite: Open only to English graduate students, others with consent. With a change in content, may be repeated for credit. |
| **Reason for the course action** | Course title is being changed to avoid use of the term "special topics," as this is a regularly offered seminar course rather than a special topics that can be offered only three times before receiving a unique course number. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Graduate seminar allows students to do advanced reading, research, and writing on a topic in Language and Literature. |
| **Describe course assessments** | These will vary by section, and may include research papers, abstracts, presentations, etc. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL 6750 Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143723&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce3f2e9f2bfbe4be320bf08d6823b2230%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839587830246575&sdata=Q198w09scfmSBQDhbvjp4DlTfh3XaAchUSczcYfQm64%3D&reserved=0) | ENGL 6750 Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Pamela Bedore | 01/24/2019 - 14:43 | Submit |  | Submitting | | English | Clare C King'oo | 01/24/2019 - 14:50 | Approve | 12/21/2018 | Approved by the English Department. | |

**Description**  
While feminists across the world may seem united by similar agendas, racialized, queer and transgendered subjects claim that there, in fact, exists a gap between mainstream understanding of feminism and themselves. Third World feminists have sought to dismantle the uniform understanding of “woman” upon which feminist ideals of the 1960s and 1970s were based. Women from the global South are indeed constrained by the existence of a monolithic feminist script. Queer and trans subjects express their discontents with feminism because of its tendency towards generating essentialist categories of gender and sexuality. Alternative and counterpoint histories of feminism have continually worked to destabilize imperial, essentialist and centralizing paradigms. This course will focus on an oppositional body of work that will include Black feminism, Third World feminism, Chicana feminism, queer theory, and transgender studies, among others. We examine feminist thinking through the prisms of race, nationalism, indigeneity, queerness, digitality, globalization, technology and colonialism.

**Required Texts**

Octavia Butler, *Kindred* (1979)

Saidiya Hartman, *Lose Your Mother: A Journey Along the Translantic Slave Route* (2008)

bell hooks, *From Margin to Center* (1984)

Buchi Emecheta, *Joys of Motherhood* (1979)

Lila Abu-Lughod, *Do Muslim Women Need Saving?* (2013)

**Class Requirements**

Each student will make **two** short presentations, no longer than 8-10 minutes long. These presentations will essentially offer leads for the assigned reading as well as discussion questions for the class. Students will be required to write a long paper (15-20 pages) due at the end of the semester. This paper should be theoretical in nature with an aim to extract and explore a theoretical problem or discuss theories and theorists in relation to each other. Please discuss your paper ideas with me after we have crossed the halfway point of the semester. Our final class will also be turned into a workshop space where students will present their work in progress to the class for commentary.

**Schedule**

Aug 29 Black Feminism

bell hooks, *Feminist Theory: From Margin to Center*

Sept 5 Black Feminism

Octavia Butler, *Kindred* (1979)

See resources list at the end to choose articles for in-class presentations.

Sept 12 Black Feminism

Saidiya Hartman. *Lose Your Mother: A Journey Along the Translantic Slave Route* (2008)

Sept 19 Black Feminism

Katherine McKittrick. *Demonic Grounds: Black Women and the Cartographies of Struggle*, University of Minnesota Press, 2006 (selections).

Sept 26 Chicana and Indigenous Feminism

Gloria Anzaldúa. *Borderlands La Frontera: The New Mestiza*, Aunt Lute Books, 4th Edition, 2012. Chapter 1 & 2: pages 23-45.

Cherrie Moraga and Gloria Anzaldúa (editors). *This Bridge Called My Back: Writings by Radical Women of Color* edited by Kitchen Table, Women of Color Press, 1983 (selections).

Oct 3 Third World Feminism

Buchi Emecheta, *Joys of Motherhood* (1979)

Elleke Boehmer, *Stories of Women: Gender and Narrative in the Postcolonial Nation*. Manchester University Press, 2005. Chapter 1: pages 22-41.

Oct 10 Islam and Feminism

Screening of *Silences of the Palaces,* directed by Moufida Tlatli (Tunisia, 1991).

Marnia Lazreg. *The Eloquence of Silence: Algerian Women in Question.* Routledge (New York, London) 1994. Chapter 1: Pages 6 - 19, Chapter 7: 118-141.

Oct 17 Islam and Feminism

Lila Abu-Lughod, *Do Muslim Women Need Saving?* (2013)

Oct 24 Queer Trajectories

Jasbir Puar. “Queer Times, Queer Assemblages.” Donald E. Hall and Annamarie Jagose (Editors). *The Routledge Queer Studies Reader.* Routledge University Press, 2012.

José Esteban Muñoz. “Introduction: Feeling Utopia.” *Cruising Utopia: The Then and There of Queer Futurity*. NYU Press, 2009.

Jack Halberstam. “Introduction: Low Theory.” *The Queer Art of Fail*ure. Duke University Press, 2011.

Oct 31 Queer Migration Studies

Martin F. Manalansan IV. “Queer Intersections: Sexuality and Gender in Migration Studies. Donald E. Hall and Annamarie Jagose (Editors). *The Routledge Queer Studies Reader.* Routledge University Press, 2012.

Jin Haritaworn. “Introduction: Queer Regenerations.” *Queer Lovers and Hateful Others: Regenerating Violent Times and Places*. Pluto Press, 2015.

Eithne Luibhéid. “Introduction: Queering Migration and Citizenship.” Eithne Luibheid and Lionel Cantu Jr. (editors). *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings.* University of Minnesota Press, 2005.

Nov 7 Trans Trajectories

Judith Halberstam; Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum. *GLQ* 1 April 1998; 4 (2): 287–310.

C. Riley Snorton. *Black on Both Sides: A Racial History of Trans Identity.* University of Minnesota Press, 2017 (selections).

C. Riley Snorton & Jin Haritaworn. Trans Necropolitics: A Transnational Reflection on Violence, Death and the Trans of Color Afterlife. In Stryker, S.; and Aizura, A. Z., editor(s), The Transgender Studies Reader, pages 65–76. Routledge, New York, 2nd Edition edition, 2013.

Nov 14 Feminism, Marxism and the Development Paradigm

Screening of *Mooladé,* directed by Ousmane Sembène (2004).

Maria Mies, “Colonization and Housewifization” in *Patriarchy and Accumulation on a World Scale*, Zed Books, 1986.

Amy E. Borden. At the global market: Ousmane Sembène’s Moolaadé and the economics of women’s rights. *Jump Cut: A Review of Contemporary Media*, No. 53, summer 2011. Available online: <https://www.ejumpcut.org/archive/jc53.2011/bordenMoolade/text.html>

Nov 21 Thanksgiving

Nov 28 Science, Technology and Feminism

Donna Haraway, "A Cyborg Manifesto: Science, Technology, and Socialist Feminism in the Late Twentieth Century," *in Simians, Cyborgs and Women: The Reinvention of Nature*. Routledge University Press, 1991, pp.149-181.

Hacking the Black/White Female Binary, Issue #6, *Ada: A Journal of Gender and New Media Technology* <http://adanewmedia.org/issues/issue-archives/issue6/>

Zakia Salime. “New Feminism as Personal Revolutions: Microrebellious Bodies.” *Signs,* Vol. 40, No. 1 (Autumn 2014), pp. 14-20.

Dec 5 Final Paper Workshop

Dec 12 Final Paper due.

List of resources for in-class presentations (Articles available on HuskyCT)

**On *Kindred* by Octavia Butler**

Miletic, Philip. "Octavia E. Butler’s Response to Black Arts/Black Power Literature and Rhetoric in Kindred." *African American Review,* vol. 49 no. 3, 2016, pp. 261-275.

Parham, Marisa. "Saying “Yes”: Textual Traumas in Octavia Butler’s Kindred." Callaloo, vol. 32 no. 4, 2009, pp. 1315-1331.

Guha-Majumdar, Jishnu. "The Dilemmas of Hope and History: Concrete Utopianism in Octavia E. Butler's Kindred." *Palimpsest: A Journal on Women, Gender, and the Black International,* vol. 6 no. 1, 2017, pp. 129-152.

Flagel, Nadine. ""It's Almost Like Being There": Speculative Fiction, Slave Narrative, and the Crisis of Representation in Octavia Butler's Kindred." *Canadian Review of American Studie*s, vol. 42 no. 2, 2012, pp. 216-245.

Hua, Linh U. “Reproducing Time, Reproducing History: Love and Black Feminist Sentimentality in Octavia Butler's ‘Kindred.’” *African American Review,* vol. 44, no. 3, 2011, pp. 391–407.

**2019-48 AMST/ENGL/HIST 6850 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10659 |
| **Request Proposer** | Bedore |
| **Course Title** | American Studies: Special Topics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > American Studies > 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** | 3 |
| **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 |
| **Course Subject Area #3** | HIST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | History |
| **Reason for Cross Listing** | course is equally relevant to all three departments. |
| **Course Title** | American Studies: Special Topics |
| **Course Number** | 6850 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The answer is actually "sort of!" ENGL 6850 will remain. AMST 6500 and HIST 6500 will become AMST 6850 and HIST 6850 for consistency. |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 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** | Open only to English, History, and Political Science graduate students. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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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?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | ENGL, HIST, and POLS grad programs at Storrs only. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ENGL 6850. American Studies: Special Topics (Also offered as AMST 6500 and HIST 6500.) Three credits. Prerequisite: Open only to English, History, and Political Science graduate students. With a change in topic, may be repeated once for credit. Detailed study of a specific topic in American cultural studies with an emphasis on developing skills in interdisciplinary research. Topics vary from semester to semester. |
| **Provide proposed title and complete course catalog copy** | ENGL 6850. American Studies: Keywords (Also offered as AMST 6850 and HIST 6850.) Three credits. Prerequisite: Open only to English, History, and Political Science graduate students. With a change in topic, may be repeated once for credit. Detailed study of a specific topic in American cultural studies with an emphasis on developing skills in interdisciplinary research. Topics vary from semester to semester. |
| **Reason for the course action** | Course title is being changed to avoid use of the term "special topics," as this is a regularly offered seminar course rather than a special topics that can be offered only three times before receiving a unique course number. Course numbering is being changed for consistency across departments. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Graduate seminar allows students to do advanced reading, research, and writing in a topic in American Studies. |
| **Describe course assessments** | These will vary by section, and may include research papers, abstracts, presentations, etc. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AMST ENGL HIST 6850 Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143725&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb0d994a7475444dfae0a08d6823ffc02%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839608658704897&sdata=pveCGBbJKLf9IXVrvLRkbyWAzNGdLVOXtk8xD2ymQGM%3D&reserved=0) | AMST ENGL HIST 6850 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Pamela Bedore | 01/24/2019 - 15:00 | Submit |  | Submitting | | English | Clare C King'oo | 01/24/2019 - 15:09 | Approve | 12/21/2018 | Approved by the English Department. | | American Studies | Matthew G McKenzie | 01/24/2019 - 15:22 | Approve | 1/24/2019 | As per request of Pam Bedore | | History | Melina A Pappademos | 01/24/2019 - 15:54 | Approve | 1/24/2019 | This course will add to the new Environmental Studies General Education requirement. | |

*Please Note: This prospective syllabus is a slightly revised version of a syllabus taught by Chris Vials in spring 2015 as English 6500: Seminar in Literary Theory. The course was one seat away from full enrollment (9 students, course capped at 10). Each Special Topics course would be quite distinct.*

**AMST 6500/ENGL 6800/HIST 6500: American Studies, Special Topics**

**Liberalism and Neoliberalism**

**Course Description**

This course is devoted to examining two keywords in American cultural studies: liberalism and neoliberalism.

Originating in early modern Europe, the Enlightenment discourse of liberalism has long ceased to be one political theory among others.  In the United States, it has become a description of reality, defining the terms of citizenship, the boundaries of the national polity, and the country’s perennial rationale for expansion.  Despite its insistence on the natural freedom of all human beings, liberalism has persistently created spaces of abjection for people who it excludes as political subjects but includes as objects of political power and sources of exploited labor. We will discuss how a range of thinkers have tried to make sense of this constitutive aspect of its historical praxis. In line with the direction of the field of American Studies, our course will take a comparative approach, viewing the place of the United States within global discourses of liberalism and neoliberalism.

The first part of this course will survey some of the major philosophers of English and American liberal thought, including John Locke, Thomas Jefferson and Adam Smith, in order to flesh out the contours of the liberal subject.  We will also read Carl Schmitt, Karl Marx, Nikhil Singh, Lisa Lowe, and Giorgio Agamben to help theorize the limits of its universality, identify alternative political modes, and recall movements for democratic leveling which use a language of liberal rights.

For the second part of this course, we will explore neoliberalism, particularly in the context of the United States and its role in shaping the rest of the globe. Institutionalized in Britain and the U.S. since the 1980s, neoliberalism is a political and economic philosophy which posits the free market as the index and guarantor of all liberal freedoms.  In this section, we will begin by reading secondary works on neoliberalism (David Harvey, Grace Kyungwon Hong, Jodi Melamed, Michel Foucault) in order to discuss it as an economic mode and as a set of racial, cultural, and “biopolitical” projects. In their monographs on U.S. literature and culture, Hong and Melamed in particular focus on neoliberalism as a racial project in the United States. We will conclude with novels by Margaret Atwood, David Eggers, and Arundati Roy in order to examine how contemporary literature has confronted (and reproduced) its central contradictions. Roy will also allow us to discuss the impact of US neoliberal culture in the global south.

**Required Books**

John Locke, *Second Treatise of Government*

Adam Smith, *Wealth of Nations* (Oxford, selected edition)

Karl Marx, *Capital: Volume 1* (Penguin edition)

Karl Polanyi, *The Great Transformation* (Beacon)

David Harvey, *An Introduction to Neoliberalism*

Michael Foucault, *The Birth of Biopolitics: Lectures at the Collège de France, 1978-1979* (Picador)

Jodi Melamed, *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*

Grace Kyungwon Hong, *The Ruptures of American Capital: Women of Color Feminism and the Culture of*

*Immigrant Labor*

Margaret Atwood, *Oryx and Crake*

David Eggers, *A Hologram for the King*

Arundhati Roy, *The God of Small Things*

**Optional Books**

Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life* (trans. Daniel Heller-Roazen, Stanford UP)

Carl Schmitt, *Political Theology* (trans., George Schwab, University of Chicago Press)

**COURSE REQUIREMENTS**

Course requirements will include an oral presentation, a review essay, and one seminar paper (15-20 pages). Details on these assignments will follow. The review essay will ask you to synthesize three article-length studies on liberalism or neoliberalism, culled from the orbit of American Studies, which are pertinent to your research interests. The cultural artifact assignment will ask you to select a particular cultural artifact of your choosing (e.g., a novel, a song, a magazine article, an material object, a still image, a political speech), and address a number of specific questions a contemporary American Studies scholar might pose when examining a primary text. The seminar paper will require you to base your argument on an interdisciplinary range of primary sources.

**GRADING**

Cultural Artifact Assignment 20%

Review Essay 25%

Seminar Paper 35%

Participation 20%

**Daily Syllabus**

**Liberalism and Neoliberalism**

**Liberalism**

Week 1 Singh, “Liberalism” + Lowe, “Globalization”

Bell, “What is Liberalism?”

Lowe, “The Intimacies of Four Continents”

Week 2 Locke, *Second Treatise of Government*

Jefferson, U.S. Declaration of Independence; “Declaration of the Rights of Man and the

Citizen” (1789)

Week 3 Smith, *Wealth of Nations* (excerpts): Introduction and Plan of the Work

Book I, Chapters 1-8; Chapter 10 (part 2 only), Chapter 11 (conclusion only)

Book II, Chapter 1

Book IV, Chapter 2, Chapter 5 (digression on Corn Laws only)

Book V, Chapter 1 (stop at ‘Article 1’)

Week 4 Marx, *Capital, Volume 1*, Chapters 1-13

Week 5 Polanyi, *The Great Transformation* (Introduction by Fred Block + Chapters 1-4, 6-8, 10, 12

United Nations, “Universal Declaration of Human Rights”

Week 6 Schmitt, Preface to the 2nd edition of *Crisis of Parliamentary Democracy*

Schmitt, *Political Theology* (chapters 1-2)

Agamben, *Homo Sacer* (excerpts: Introduction; “Homo Sacer”; “The Paradox of

Sovereignty”; “Biopolitics and the Rights of Man”; “Politics, or Giving Form to the Life of a People”

Agamben, *State of Exception* (excerpt: “The State of Exception as Paradigm of

Government”)

**Neoliberalism**

Week 7 Harvey, *Introduction to Neoliberalism*

Week 8 Schumpeter, “The Fundamental Phenomenon of Economic Development” (Chapter 2)

Schumpeter, “Another Theory of Democracy”

Hayek, “The Common Sense of Progress”, “Equality, Value, and Merit,” + “Majority Rule”

Week 9 Foucault, *Society Must be Defended*, Lecture of March 17, 1976

Foucault, *Birth of Biopolitics* (chapters 1-3, 5-6, 9, 11, Course Summary)

Week 10 Hong, *Ruptures of American Capital*

Week 11 Melamed, *Represent and Destroy*

Week 12 Atwood, *Oryx and Crake*

Week 13 Eggers, *Hologram for the King*

Week 13 Roy, *The God of Small Things*

**2019-49 EEB Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: **Nov. 15, 2018**

2. Department or Program: **EEB**

3. Title of Major: **Ecology & Evolutionary Biology**

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

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

5. Nature of change: **Add two courses to the list of courses that fulfill particular major requirements**

# Existing Catalog Description of Major

Students majoring in Ecology and Evolutionary Biology may opt for either a Bachelor of Arts degree or Bachelor of Science degree. Both B.A. and B.S. degree candidates must complete the following courses in addition to the general CLAS requirements for these degrees: [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107)and [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110); and [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q) and [1128Q](https://catalog.uconn.edu/CHEM/#1128Q); or [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), and [1126Q](https://catalog.uconn.edu/CHEM/#1126Q).

Requirements for the EEB Major (B.S. or B.A.)

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244)and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [EEB 4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3221](https://catalog.uconn.edu/EEB/#3221), [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses:[EEB 2244W](https://catalog.uconn.edu/%20EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W

A minor in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/minors/ecology-evolutionary-biology/) is offered. A minor in [Bioinformatics](https://catalog.uconn.edu/minors/bioinformatics/) is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section of this Catalog.

# Proposed Catalog Description of Major

Students majoring in Ecology and Evolutionary Biology may opt for either a Bachelor of Arts degree or Bachelor of Science degree. Both B.A. and B.S. degree candidates must complete the following courses in addition to the general CLAS requirements for these degrees: [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107)and [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110); and [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q) and [1128Q](https://catalog.uconn.edu/CHEM/#1128Q); or [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), and [1126Q](https://catalog.uconn.edu/CHEM/#1126Q).

Requirements for the EEB Major (B.S. or B.A.)

1. Both of the following **core courses**: [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244)and [EEB 2245/W](https://catalog.uconn.edu/EEB/#2245)
2. At least one of the following **animal diversity courses**: [EEB 2214](https://catalog.uconn.edu/EEB/#2214), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3269](https://catalog.uconn.edu/EEB/#3269), [3273](https://catalog.uconn.edu/EEB/#3273), [4200](https://catalog.uconn.edu/EEB/#4200), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275); or [4260](https://catalog.uconn.edu/EEB/#4260) if taken in combination with either [4261](https://catalog.uconn.edu/EEB/#4261) or [4262](https://catalog.uconn.edu/EEB/#4262).
3. At least one of the following **plant diversity courses**: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3220/W](https://catalog.uconn.edu/EEB/#3220), [3240](https://catalog.uconn.edu/EEB/#3240), [3250](https://catalog.uconn.edu/EEB/#3250), [3271](https://catalog.uconn.edu/EEB/#3271), [4272](https://catalog.uconn.edu/EEB/#4272), [4276](https://catalog.uconn.edu/EEB/#4276).
4. A course in **physiology**: [**EEB 2250**](https://catalog.uconn.edu/EEB/#2250)**,**[**3360**](https://catalog.uconn.edu/EEB/#3360)**,** [4215](https://catalog.uconn.edu/EEB/#4215), [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [SPSS 4210](https://catalog.uconn.edu/SPSS/#4210).
5. At least two of the following courses with extensive laboratory or field work, which may include courses used to satisfy the animal or plant diversity requirement: [EEB 3203](https://catalog.uconn.edu/EEB/#3203), [3204](https://catalog.uconn.edu/EEB/#3204), [3221](https://catalog.uconn.edu/EEB/#3221), [3230](https://catalog.uconn.edu/EEB/#3230), [3240](https://catalog.uconn.edu/EEB/#3240), [3247](https://catalog.uconn.edu/EEB/#3247), [3250](https://catalog.uconn.edu/EEB/#3250), [3254](https://catalog.uconn.edu/EEB/#3254), [3265](https://catalog.uconn.edu/EEB/#3265), [3266](https://catalog.uconn.edu/EEB/#3266), [3267](https://catalog.uconn.edu/EEB/#3267), [3271](https://catalog.uconn.edu/EEB/#3271), [3273](https://catalog.uconn.edu/EEB/#3273), [4120](https://catalog.uconn.edu/EEB/#4120), [4200](https://catalog.uconn.edu/EEB/#4200), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4250](https://catalog.uconn.edu/EEB/#4250), [4252](https://catalog.uconn.edu/EEB/#4252), [4261](https://catalog.uconn.edu/EEB/#4261), [4262](https://catalog.uconn.edu/EEB/#4262), [4272](https://catalog.uconn.edu/EEB/#4272), [4274](https://catalog.uconn.edu/EEB/#4274), [4275](https://catalog.uconn.edu/EEB/#4275), [4276](https://catalog.uconn.edu/EEB/#4276).
6. Students are encouraged to complete a course in statistics.
7. At least 24 credits of EEB courses at the 2000-level or above, which may include courses in I-V above. A maximum of 3 independent study credits from [EEB 3899](https://catalog.uconn.edu/EEB/#3899) may count toward the 24-credit requirement.
8. Related Course Requirements: At least 12 credits of 2000-level or above science courses outside EEB, which must include [MCB 2410](https://catalog.uconn.edu/MCB/#2410). One semester of organic chemistry is recommended.
9. To satisfy the Writing in the Major and Information Literacy competency requirements, all students must pass at least one of the following courses:[EEB 2244W](https://catalog.uconn.edu/%20EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W

A minor in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/minors/ecology-evolutionary-biology/) is offered. A minor in [Bioinformatics](https://catalog.uconn.edu/minors/bioinformatics/) is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section of this Catalog.

# Justification

1. Reasons for changing the major:

**EEB recently approved adding EEB 2250 (Introduction to Plant Physiology) and 3360 (Physiological Ecology of Plants) to the list of courses that fulfill the physiology requirement (section IV above).**

2. Effects on students: adds flexibility to scheduling and increases course options

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: **15-Nov-2018**

    Department Faculty: **28-Nov-2018**

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

**Pamela Diggle, 860-486-4788, pamela.diggle@uconn.edu**

**2019-50 ENGL Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: December 5, 2018

2. Department or Program: English Department

3. Title of Major: English

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: Adding a new course (ENGL 2200) to category B2 and to the distribution requirement; adding a W option to a course already in category B3 (ENGL 3122/W).

# Existing Catalog Description of Major

# English

[Course descriptions](https://catalog.uconn.edu/engl/)

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

### A. Introduction to Literary Studies

[ENGL 2600](https://catalog.uconn.edu/ENGL/#2600) (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

### B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), [3122](https://catalog.uconn.edu/ENGL/#3122), [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

### C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

### D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

### E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

### F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

### Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), [3495](https://catalog.uconn.edu/ENGL/#3495), [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

### Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

### Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

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

# Proposed Catalog Description of Major

# English

[Course descriptions](https://catalog.uconn.edu/engl/)

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

### A. Introduction to Literary Studies

ENGL 2600 (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

### B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: ENGL 2100, [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: ENGL 2200, 2201/W, [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), 3122/W, [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

### C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

### D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

### E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

### F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

### Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), 2200, [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), [3495](https://catalog.uconn.edu/ENGL/#3495), [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

### Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

### Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

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

# Justification

1. Reasons for changing the major: To include new courses added this year where relevant to major requirements.

2. Effects on students: More options available to meet major requirements.

3. Effects on other departments: ENGL 2200 is cross-listed with AMST 2200, but will be offered through the English Department.

4. Effects on regional campuses: 3122W will be offered at regional campuses. This course is more likely to garner large enough enrollments to “make” at regional campuses than its non-W counterpart.

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

    Department Curriculum Committee: 9/12/18; 10/17/18.

    Department Faculty: 12/05/18.

6. Name, Phone Number, and e-mail address of principal contact person: Clare Costley King’oo; (860) 486-2058; clare.kingoo@uconn.edu

**2019-51 GIS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 25, 2019

2. Department or Program: Geography

3. Title of Minor: Geographic Information Science

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: Including newly approved GEOG courses and new course options from CSE and MATH

# Existing Catalog Description of Minor

1. [Minors](https://catalog.uconn.edu/minors/)
2. Geographic Information Science Minor

Geographic Information Science Minor

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500) and [2505](https://catalog.uconn.edu/GEOG/#2505).
2. At least seven credits from the following courses, including at least three in GEOG: [ECON 2326](https://catalog.uconn.edu/ECON/#2326); [GEOG 2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3110](https://catalog.uconn.edu/GEOG/#3110), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [4090](https://catalog.uconn.edu/GEOG/#4090),\* [4095](https://catalog.uconn.edu/GEOG/#4095),\* [4099](https://catalog.uconn.edu/GEOG/#4099),\* [4130](https://catalog.uconn.edu/GEOG/#4130), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515); [MATH 3710](https://catalog.uconn.edu/MATH/#3710); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q).

\* Using GEOG 4090, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

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

# Proposed Catalog Description of Minor

1. [Minors](https://catalog.uconn.edu/minors/)
2. Geographic Information Science Minor

Geographic Information Science Minor

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

(1)   GEOG 2500

(2)   At least three credits from the following: GEOG 2505 and 3530. Students are encouraged to take both.

(3)   At least six credits from the following courses, including three credits in GEOG: CSE 2050, 2100; ECON 2326; GEOG 2410, 2510, 3110, 3500Q, 3505, 3510, 3512, 4090\*, 4095\*, 4099\*, 4130, 4230, 4515, 4516, 4518; MATH 2110Q, 3710; STAT 2215Q.

\* Using GEOG 4090, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the Geography Department.

# Justification

1. Reasons for changing the minor: Adding new courses; providing an option among core courses.

2. Effects on students: Additional course options

3. Effects on other departments: Likely small; CSE and MATH were contacted and agree with their respective, new listing.

4. Effects on regional campuses: Students taking minors at regional campuses may have additional course options.

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

    Department Curriculum Committee: January 25, 2019

    Department Faculty: January 25, 2019

6. Name, Phone Number, and e-mail address of principal contact person: William Berentsen, 860-486-3656, william.berentsen@uconn.edu

**2019-52 HDFS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 1/11/19

2. Department or Program: HDFS

3. Title of Major: HDFS

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

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

5. Nature of change: Add recently developed course to the major

# Existing Catalog Description of Major

Students in the Human Development and Family Studies major must complete the following

requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or

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 and one of the following: HDFS 3311/W, 3540/W, 4007W, 4087W, or 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, 2004W, 2100, 2200 and 2300.

This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

This major must include completion of one of the following courses as a second W: HDFS 3311W,

3540W, 4007W, 4087W, or 4181W.

This major also must include at least 12 credits from the following courses. HDFS 3042, 3083\*, 3092\*\*,

3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3127, 3141,3240, 3249, 3250, 3251, 3252,

3261, 3268, 3277, 3310, 3311/W, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3430, 3431, 3432,

3433, 3442, 3473, 3510, 3520, 3530, 3540/W, 3550, 4004, 4007W, 4255. These 12 credits may include

elections from HDFS 3520, 3530, 3540/W, or 3550 if not applied to satisfaction of the foregoing

requirement.

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

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

# Proposed Catalog Description of Major

# Students in the Human Development and Family Studies major must complete the following

# requirements: HDFS 1070; PSYC 1100, 1103 (or 1101); SOCI 1001 or HDFS 1060; and STAT 1000Q or 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 and one of the following: HDFS 3311/W, 3540/W, 4007W, 4087W, or 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, 2004W, 2100, 2200 and 2300.

# This major must include the completion of one of the following courses: HDFS 3520, 3530, 3540, 3550.

# This major must include completion of one of the following courses as a second W: HDFS 3311W, 3540W, 4007W, 4087W, or 4181W.

# This major also must include at least 12 credits from the following courses: HDFS 3042, 3083\*, 3092\*\*, 3095, 3098, 3101, 3102, 3103, 3110, 3120, 3122, 3123, 3125, 3127, 3141,3240, 3249, 3250, 3251, 3252, 3261, 3268, 3277, 3310, 3311/W, 3319, 3340, 3341, 3342, 3343, 3420, 3421, 3423, 3425, 3430, 3431, 3432, 3433, 3442, 3473, 3510, 3520, 3530, 3540/W, 3550, 4004, 4007W, 4255. These 12 credits may include elections from HDFS 3520, 3530, 3540/W, or 3550 if not applied to satisfaction of the foregoing

# requirement.

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

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

# Justification

1. Reasons for changing the major: Including all relevant courses in the major

2. Effects on students: More options towards the major

3. Effects on other departments: N/A

4. Effects on regional campuses: N/A

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

    Department Curriculum Committee:

    Department Faculty: November 2018

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 486-8971, kari.adamsons@uconn.edu

**2019-53 HIST Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: October 18, 2018

2. Department or Program: History Department

3. Title of Major: History

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring 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: Addition of courses to fulfill major and minor coursework

# Existing Catalog Description of Major

# History

[Course descriptions](https://catalog.uconn.edu/hist/)

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and education. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

Requirements for the Major in History

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 2100](https://catalog.uconn.edu/HIST/#2100) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 4994W](https://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence [4999](https://catalog.uconn.edu/HIST/#4999) and [4997W](https://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](https://catalog.uconn.edu/HIST/#4994W) for [4999](https://catalog.uconn.edu/HIST/#4999). With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](https://catalog.uconn.edu/HIST/#2100) and [4994W](https://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](https://catalog.uconn.edu/HIST/#4994W) or [4997W](https://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### Group A: Ancient, Medieval, and Early Modern

[HIST 3300](https://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](https://catalog.uconn.edu/ANTH/#3513)), [3301](https://catalog.uconn.edu/HIST/#3301) ([CAMS 3301](https://catalog.uconn.edu/CAMS/#3301)), [3320](https://catalog.uconn.edu/HIST/#3320) ([CAMS 3320](https://catalog.uconn.edu/CAMS/#3320)), [3325](https://catalog.uconn.edu/HIST/#3325) ([CAMS 3325](https://catalog.uconn.edu/CAMS/#3325)), [3330](https://catalog.uconn.edu/HIST/#3330) ([CAMS 3330](https://catalog.uconn.edu/CAMS/#3330), [HEJS 3330](https://catalog.uconn.edu/HEJS/#3330)), [3335](https://catalog.uconn.edu/HIST/#3335) ([CAMS 3335](https://catalog.uconn.edu/CAMS/#3335)), [3340](https://catalog.uconn.edu/HIST/#3340) ([CAMS 3340](https://catalog.uconn.edu/CAMS/#3340)), [3350](https://catalog.uconn.edu/HIST/#3350), [3360](https://catalog.uconn.edu/HIST/#3360), [3361](https://catalog.uconn.edu/HIST/#3361), [3370](https://catalog.uconn.edu/HIST/#3370), [3371](https://catalog.uconn.edu/HIST/#3371), [3400](https://catalog.uconn.edu/HIST/#3400), [3420](https://catalog.uconn.edu/HIST/#3420), [3460](https://catalog.uconn.edu/HIST/#3460), [3470](https://catalog.uconn.edu/HIST/#3470), [3704](https://catalog.uconn.edu/HIST/#3704)

#### Group B: Modern Europe

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [2240](https://catalog.uconn.edu/HIST/#2240), [2401](https://catalog.uconn.edu/HIST/#2401), [2402](https://catalog.uconn.edu/HIST/#2402), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3203](https://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](https://catalog.uconn.edu/HDFS/#3423)), [3205](https://catalog.uconn.edu/HIST/#3205), [3207](https://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](https://catalog.uconn.edu/HRTS/#3207)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), [3412](https://catalog.uconn.edu/HIST/#3412), [3416](https://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](https://catalog.uconn.edu/WGSS/#3416)), [3418](https://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)), [3421](https://catalog.uconn.edu/HIST/#3421), [3426](https://catalog.uconn.edu/HIST/#3426), [3430](https://catalog.uconn.edu/HIST/#3430), [3440](https://catalog.uconn.edu/HIST/#3440), [3451](https://catalog.uconn.edu/HIST/#3451), [3456](https://catalog.uconn.edu/HIST/#3456), [3463](https://catalog.uconn.edu/HIST/#3463), [3471](https://catalog.uconn.edu/HIST/#3471).

#### Group C: United States

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [HIST 3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](https://catalog.uconn.edu/HIST/#3204W), [3206](https://catalog.uconn.edu/HIST/#3206), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516), [3519](https://catalog.uconn.edu/HIST/#3519), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3530](https://catalog.uconn.edu/HIST/#3530) ([AASI 3578](https://catalog.uconn.edu/AASI/#3578)), [HIST 3531](https://catalog.uconn.edu/HIST/#3531) ([AASI 3531](https://catalog.uconn.edu/AASI/#3531)), [3540](https://catalog.uconn.edu/HIST/#3540), [HIST 3541](https://catalog.uconn.edu/HIST/#3541) ([URBN 3541](https://catalog.uconn.edu/URBN/#3541)), [3542](https://catalog.uconn.edu/HIST/#3542), [HIST 3544](https://catalog.uconn.edu/HIST/#3544) ([MAST 3544](https://catalog.uconn.edu/MAST/#3544)), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [HIST 3560](https://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](https://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](https://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](https://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](https://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](https://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](https://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](https://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](https://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](https://catalog.uconn.edu/HIST/#3564) ([AFRA 3564](https://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](https://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](https://catalog.uconn.edu/AFRA/#3568)), [3570](https://catalog.uconn.edu/HIST/#3570), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [HIST 3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)).

Either [HIST 3520](https://catalog.uconn.edu/HIST/#3520) or [3522](https://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### Group D: Africa, Asia, Latin America, and Middle East

[HIST 2210](https://catalog.uconn.edu/HIST/#2210) ([MAST 2210](https://catalog.uconn.edu/MAST/#2210)), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3202](https://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](https://catalog.uconn.edu/HRTS/#3202)), [3206](https://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](https://catalog.uconn.edu/AFRA/#3206)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [3607](https://catalog.uconn.edu/HIST/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609), [3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](https://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](https://catalog.uconn.edu/LLAS/#3619)), [3620](https://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](https://catalog.uconn.edu/AFRA/#3620)), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](https://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](https://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](https://catalog.uconn.edu/WGSS/#3622)), [3635](https://catalog.uconn.edu/HIST/#3635), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650) ([URBN 3650](https://catalog.uconn.edu/URBN/#3650)), [3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)), [3704](https://catalog.uconn.edu/HIST/#3704), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712), [3752](https://catalog.uconn.edu/HIST/#3752) ([AFRA 3752](https://catalog.uconn.edu/AFRA/#3752)), [3753](https://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](https://catalog.uconn.edu/AFRA/#3753)), [3760](https://catalog.uconn.edu/HIST/#3760), [3808](https://catalog.uconn.edu/HIST/#3808) ([AASI 3808](https://catalog.uconn.edu/AASI/#3808)), [3809](https://catalog.uconn.edu/HIST/#3809) ([AASI 3809](https://catalog.uconn.edu/AASI/#3809)), [3810](https://catalog.uconn.edu/HIST/#3810), [3812](https://catalog.uconn.edu/AASI/#3812) ([AASI 3812](https://catalog.uconn.edu/AASI/#3812)), [3820](https://catalog.uconn.edu/HIST/#3820), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3845](https://catalog.uconn.edu/HIST/#3845), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875) ([AASI 3875](https://catalog.uconn.edu/AASI/#3875), [LLAS 3875](https://catalog.uconn.edu/LLAS/#3875)).

#### Courses with Variable Content

Variable topics courses ([HIST 3095](https://catalog.uconn.edu/HIST/#3095), [3098](https://catalog.uconn.edu/HIST/#3098), [3100W](https://catalog.uconn.edu/HIST/#3100W), [3101W](https://catalog.uconn.edu/HIST/#3101W), [3102](https://catalog.uconn.edu/HIST/#3102), [3991](https://catalog.uconn.edu/HIST/#3991), [3993](https://catalog.uconn.edu/HIST/#3993), [4989](https://catalog.uconn.edu/HIST/#4989), [4994W](https://catalog.uconn.edu/HIST/#4994W), [4997W](https://catalog.uconn.edu/HIST/#4997W), [4999](https://catalog.uconn.edu/HIST/#4999), or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent.

No more than six credits of [HIST 3991](https://catalog.uconn.edu/HIST/#3991) will count toward the major requirements.

# Proposed Catalog Description of Major

# History

[Course descriptions](https://catalog.uconn.edu/hist/)

The study of history aims at the understanding and disciplined reconstruction of past human activities, institutions, ideas, and aspirations in the light of present knowledge and in the hope of usefulness for the future. History belongs both to the humanities and to the social sciences. It is studied both for its own sake and for the light it throws on the present problems and future prospects of particular societies and of humankind in general.

A major in history in combination with work in foreign languages, philosophy, literature, and the social sciences provides a broad foundation for informed citizenship. History majors find employment in many fields of human endeavor from arts and business to public service and education. Specialization in history is especially valuable as pre-professional training for law, government, diplomacy, and journalism and for library, archival, and museum administration.

### Requirements for the Major in History

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors should enroll in [HIST 2100](https://catalog.uconn.edu/HIST/#2100) in either semester 2, 3, or 4, and all majors except Honors students must take [HIST 4994W](https://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence 4996 and [4997W](https://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](https://catalog.uconn.edu/HIST/#4994W) for 4996. With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](https://catalog.uconn.edu/HIST/#2100) and [4994W](https://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](https://catalog.uconn.edu/HIST/#4994W) or [4997W](https://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### Group A: Ancient, Medieval, and Early Modern

[HIST 2020, 3300](https://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](https://catalog.uconn.edu/ANTH/#3513)), [3301](https://catalog.uconn.edu/HIST/#3301) ([CAMS 3301](https://catalog.uconn.edu/CAMS/#3301)), [3320](https://catalog.uconn.edu/HIST/#3320) ([CAMS 3320](https://catalog.uconn.edu/CAMS/#3320)), 3321 (CAMS 3321), [3325](https://catalog.uconn.edu/HIST/#3325) ([CAMS 3325](https://catalog.uconn.edu/CAMS/#3325)), [3330](https://catalog.uconn.edu/HIST/#3330) ([CAMS 3330](https://catalog.uconn.edu/CAMS/#3330), [HEJS 3330](https://catalog.uconn.edu/HEJS/#3330)), [3335](https://catalog.uconn.edu/HIST/#3335) ([CAMS 3335](https://catalog.uconn.edu/CAMS/#3335)), [3340](https://catalog.uconn.edu/HIST/#3340) ([CAMS 3340](https://catalog.uconn.edu/CAMS/#3340)), [3350](https://catalog.uconn.edu/HIST/#3350), [3360](https://catalog.uconn.edu/HIST/#3360), [3361](https://catalog.uconn.edu/HIST/#3361), 3362 (HEJS 3362), [3370](https://catalog.uconn.edu/HIST/#3370), [3371](https://catalog.uconn.edu/HIST/#3371), [3400](https://catalog.uconn.edu/HIST/#3400), [3420](https://catalog.uconn.edu/HIST/#3420), [3460](https://catalog.uconn.edu/HIST/#3460), [3470](https://catalog.uconn.edu/HIST/#3470), [3704](https://catalog.uconn.edu/HIST/#3704)

#### Group B: Modern Europe

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [2240](https://catalog.uconn.edu/HIST/#2240), [2401](https://catalog.uconn.edu/HIST/#2401), [2402](https://catalog.uconn.edu/HIST/#2402), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3203](https://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](https://catalog.uconn.edu/HDFS/#3423)), 3204W, [3205](https://catalog.uconn.edu/HIST/#3205), [3207](https://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](https://catalog.uconn.edu/HRTS/#3207)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), [3412](https://catalog.uconn.edu/HIST/#3412), [3416](https://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](https://catalog.uconn.edu/WGSS/#3416)), [3418](https://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)), [3421](https://catalog.uconn.edu/HIST/#3421), [3426](https://catalog.uconn.edu/HIST/#3426), [3430](https://catalog.uconn.edu/HIST/#3430), [3440](https://catalog.uconn.edu/HIST/#3440), [3451](https://catalog.uconn.edu/HIST/#3451), [3456](https://catalog.uconn.edu/HIST/#3456), [3463](https://catalog.uconn.edu/HIST/#3463), [3471](https://catalog.uconn.edu/HIST/#3471).

#### Group C: United States

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), 2207 (AMST 2207, ENGL 2207), [HIST 3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](https://catalog.uconn.edu/HIST/#3204W), [3206](https://catalog.uconn.edu/HIST/#3206), 3208 (AFRA 3208, LLAS 3208), 3209 (ANTH 3531, MAST 3531), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516), [3519](https://catalog.uconn.edu/HIST/#3519), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3530](https://catalog.uconn.edu/HIST/#3530) ([AASI 3578](https://catalog.uconn.edu/AASI/#3578)), [HIST 3531](https://catalog.uconn.edu/HIST/#3531) ([AASI 3531](https://catalog.uconn.edu/AASI/#3531)), [3540](https://catalog.uconn.edu/HIST/#3540), [HIST 3541](https://catalog.uconn.edu/HIST/#3541) ([URBN 3541](https://catalog.uconn.edu/URBN/#3541)), [3542](https://catalog.uconn.edu/HIST/#3542), [HIST 3544](https://catalog.uconn.edu/HIST/#3544) ([MAST 3544](https://catalog.uconn.edu/MAST/#3544)), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), 3559, [HIST 3560](https://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](https://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](https://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](https://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](https://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](https://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](https://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](https://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](https://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](https://catalog.uconn.edu/HIST/#3564) ([AFRA 3564](https://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](https://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](https://catalog.uconn.edu/AFRA/#3568)), 3569 (AFRA 3569), [3570](https://catalog.uconn.edu/HIST/#3570), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), 3618 (AFRA 3618, LLAS 3618), [HIST 3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)),.

Either [HIST 3520](https://catalog.uconn.edu/HIST/#3520) or [3522](https://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### Group D: Africa, Asia, Latin America, and Middle East

[HIST 2210](https://catalog.uconn.edu/HIST/#2210) ([MAST 2210](https://catalog.uconn.edu/MAST/#2210)), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3202](https://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](https://catalog.uconn.edu/HRTS/#3202)), [3206](https://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](https://catalog.uconn.edu/AFRA/#3206)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), 3210 (MAST 3532), 3569 (AFRA 3569), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [3607](https://catalog.uconn.edu/HIST/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609), [3610](https://catalog.uconn.edu/HIST/#3610), 3618 (AFRA 3618, LLAS 3618), [3619](https://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](https://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](https://catalog.uconn.edu/LLAS/#3619)), [3620](https://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](https://catalog.uconn.edu/AFRA/#3620)), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](https://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](https://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](https://catalog.uconn.edu/WGSS/#3622)), [3635](https://catalog.uconn.edu/HIST/#3635), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650) ([URBN 3650](https://catalog.uconn.edu/URBN/#3650)), [3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)), [3704](https://catalog.uconn.edu/HIST/#3704), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712), [3752](https://catalog.uconn.edu/HIST/#3752) ([AFRA 3752](https://catalog.uconn.edu/AFRA/#3752)), [3753](https://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](https://catalog.uconn.edu/AFRA/#3753)), [3760](https://catalog.uconn.edu/HIST/#3760), [3808](https://catalog.uconn.edu/HIST/#3808) ([AASI 3808](https://catalog.uconn.edu/AASI/#3808)), [3809](https://catalog.uconn.edu/HIST/#3809) ([AASI 3809](https://catalog.uconn.edu/AASI/#3809)), [3810](https://catalog.uconn.edu/HIST/#3810), [3812](https://catalog.uconn.edu/AASI/#3812) ([AASI 3812](https://catalog.uconn.edu/AASI/#3812)), [3820](https://catalog.uconn.edu/HIST/#3820), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), 3841 (AASI 3841), 3842 (AASI 3842), [3845](https://catalog.uconn.edu/HIST/#3845), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875) ([AASI 3875](https://catalog.uconn.edu/AASI/#3875), [LLAS 3875](https://catalog.uconn.edu/LLAS/#3875)).

#### Courses with Variable Content

Variable topics courses ([HIST 2993, 3095](https://catalog.uconn.edu/HIST/#3095), [3098](https://catalog.uconn.edu/HIST/#3098), [3100W](https://catalog.uconn.edu/HIST/#3100W), [3101W](https://catalog.uconn.edu/HIST/#3101W), [3102](https://catalog.uconn.edu/HIST/#3102), [3991](https://catalog.uconn.edu/HIST/#3991), [3993](https://catalog.uconn.edu/HIST/#3993), [4989](https://catalog.uconn.edu/HIST/#4989), [4994W](https://catalog.uconn.edu/HIST/#4994W), 4996, [4997W](https://catalog.uconn.edu/HIST/#4997W), [4999](https://catalog.uconn.edu/HIST/#4999), or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent.

No more than six credits of [HIST 3991](https://catalog.uconn.edu/HIST/#3991) will count toward the major requirements.

# Justification

1. Reasons for changing the major: Adjustments needed to accommodate new courses that satisfy major/minor requirements

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 1/10/19

    Department Faculty: 1/10/19

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

Melina Pappademos, [melina.pappademos@uconn.edu](mailto:melina.pappademos@uconn.edu), 860-486-3630

**2019-54 HIST Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: November 19, 2018

2. Department or Program: History Department

3. Title of Minor: History

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring 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: Addition of courses to fulfill minor coursework

# Existing Catalog Description of Minor

# History Minor

Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) [HIST 2100](https://catalog.uconn.edu/HIST/#2100) and four courses across at least three distribution groups.

### **List of Courses**

#### **Group A: Ancient, Medieval, and Early Modern**

[HIST 3300](https://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](https://catalog.uconn.edu/ANTH/#3513)), [3301](https://catalog.uconn.edu/HIST/#3301) ([CAMS 3301](https://catalog.uconn.edu/CAMS/#3301)), [3320](https://catalog.uconn.edu/HIST/#3320) ([CAMS 3320](https://catalog.uconn.edu/CAMS/#3320)), [3325](https://catalog.uconn.edu/HIST/#3325) ([CAMS 3325](https://catalog.uconn.edu/CAMS/#3325)), [3330](https://catalog.uconn.edu/HIST/#3330) ([CAMS](https://catalog.uconn.edu/CAMS/#3330)/[HEJS 3330](https://catalog.uconn.edu/HEJS/#3330)), [3335](https://catalog.uconn.edu/HIST/#3335)([CAMS 3335](https://catalog.uconn.edu/CAMS/#3335)), [3340](https://catalog.uconn.edu/HIST/#3340) ([CAMS 3340](https://catalog.uconn.edu/CAMS/#3340)), [3350](https://catalog.uconn.edu/HIST/#3350), [3360](https://catalog.uconn.edu/HIST/#3360), [3361](https://catalog.uconn.edu/HIST/#3361), [3370](https://catalog.uconn.edu/HIST/#3370), [3371](https://catalog.uconn.edu/HIST/#3371), [3400](https://catalog.uconn.edu/HIST/#3400), [3420](https://catalog.uconn.edu/HIST/#3420), [3460](https://catalog.uconn.edu/HIST/#3460), [3470](https://catalog.uconn.edu/HIST/#3470), [3704](https://catalog.uconn.edu/HIST/#3704)

#### **Group B: Modern Europe**

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [2240](https://catalog.uconn.edu/HIST/#2240), [2401](https://catalog.uconn.edu/HIST/#2401), [2402](https://catalog.uconn.edu/HIST/#2402), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3203](https://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](https://catalog.uconn.edu/HDFS/#3423)), [3205](https://catalog.uconn.edu/HIST/#3205), [3207](https://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](https://catalog.uconn.edu/HRTS/#3207)), [3412](https://catalog.uconn.edu/HIST/#3412), [3416](https://catalog.uconn.edu/HIST/#3416)([WGSS 3416](https://catalog.uconn.edu/WGSS/#3416)), [3418](https://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)), [3421](https://catalog.uconn.edu/HIST/#3421), [3426](https://catalog.uconn.edu/HIST/#3426), [3430](https://catalog.uconn.edu/HIST/#3430), [3440](https://catalog.uconn.edu/HIST/#3440), [3451](https://catalog.uconn.edu/HIST/#3451), [3456](https://catalog.uconn.edu/HIST/#3456), [3463](https://catalog.uconn.edu/HIST/#3463), [3471](https://catalog.uconn.edu/HIST/#3471)

#### **Group C: United States**

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3204W](https://catalog.uconn.edu/HIST/#3204), [3206](https://catalog.uconn.edu/HIST/#3206), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516), [3519](https://catalog.uconn.edu/HIST/#3519), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3530](https://catalog.uconn.edu/HIST/#3530) ([AASI 3578](https://catalog.uconn.edu/AASI/#3578)), [3531](https://catalog.uconn.edu/HIST/#3531)([AASI 3531](https://catalog.uconn.edu/AASI/#3531)), [3540](https://catalog.uconn.edu/HIST/#3540), [3541](https://catalog.uconn.edu/HIST/#3541) ([URBN 3541](https://catalog.uconn.edu/URBN/#3541)), [3542](https://catalog.uconn.edu/HIST/#3542), [3544](https://catalog.uconn.edu/HIST/#3544) ([MAST 3544](https://catalog.uconn.edu/MAST/#3544)), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [3560](https://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](https://catalog.uconn.edu/WGSS/#3560)), [3561](https://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](https://catalog.uconn.edu/WGSS/#3561)), [3562](https://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](https://catalog.uconn.edu/WGSS/#3562)), [3563](https://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](https://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](https://catalog.uconn.edu/HRTS/#3563)), [3564](https://catalog.uconn.edu/HIST/#3564) ([AFRA 3564](https://catalog.uconn.edu/AFRA/#3564)), [3568](https://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](https://catalog.uconn.edu/AFRA/#3568)), [3570](https://catalog.uconn.edu/HIST/#3570), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221)/ [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)). Either [HIST 3520](https://catalog.uconn.edu/HIST/#3520) or [3522](https://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the minor.

#### **Group D: Africa, Asia, Latin America, and Middle East**

[HIST 3201](https://catalog.uconn.edu/HIST/#3201)([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3202](https://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](https://catalog.uconn.edu/HRTS/#3202)), [3206](https://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](https://catalog.uconn.edu/AFRA/#3206)), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [3607](https://catalog.uconn.edu/HIST/#3607) ([LLAS 3607](https://catalog.uconn.edu/LLAS/#3607)), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609) ([LLAS 3609](https://catalog.uconn.edu/LLAS/#3609)), [3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](https://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](https://catalog.uconn.edu/LLAS/#3619)), [3620](https://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](https://catalog.uconn.edu/AFRA/#3620)), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](https://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](https://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](https://catalog.uconn.edu/WGSS/#3622)), [3635](https://catalog.uconn.edu/HIST/#3635) ([LLAS 3635](https://catalog.uconn.edu/LLAS/#3635)), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)), [3704](https://catalog.uconn.edu/HIST/#3704), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712), [3752](https://catalog.uconn.edu/HIST/#3752) ([AFRA 3752](https://catalog.uconn.edu/AFRA/#3752)), [3753](https://catalog.uconn.edu/HIST/#3753)([AFRA 3753](https://catalog.uconn.edu/AFRA/#3753)), [3760](https://catalog.uconn.edu/HIST/#3760), [3808](https://catalog.uconn.edu/HIST/#3808) ([AASI 3808](https://catalog.uconn.edu/AASI/#3808)), [3809](https://catalog.uconn.edu/HIST/#3809) ([AASI 3809](https://catalog.uconn.edu/AASI/#3809)), [3812](https://catalog.uconn.edu/HIST/#3812) ([AASI 3812](https://catalog.uconn.edu/AASI/#3812)), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875) ([AASI 3875](https://catalog.uconn.edu/AASI/#3875), [LLAS 3875](https://catalog.uconn.edu/LLAS/#3875))

#### **Courses with Variable Content**

([HIST 3095](https://catalog.uconn.edu/HIST/#3095), [3098](https://catalog.uconn.edu/HIST/#3098), [3100W](https://catalog.uconn.edu/HIST/#3100W), [3101W](https://catalog.uconn.edu/HIST/#3101W), [3102](https://catalog.uconn.edu/HIST/#3102), [3991](https://catalog.uconn.edu/HIST/#3991), [3993](https://catalog.uconn.edu/HIST/#3993), [4989](https://catalog.uconn.edu/HIST/#4989), [4994W](https://catalog.uconn.edu/HIST/#4994W), [4997W](https://catalog.uconn.edu/HIST/#4997W), [4999](https://catalog.uconn.edu/HIST/#4999), or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor’s consent. No more than six credits of [HIST 3991](https://catalog.uconn.edu/HIST/#3991) will count toward the minor requirements.

# Proposed Catalog Description of Minor

Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) [HIST 2100](https://catalog.uconn.edu/HIST/#2100) and four courses across at least three distribution groups.

### **List of Courses**

#### Group A: Ancient, Medieval, and Early Modern

[HIST 2020, 3300](https://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](https://catalog.uconn.edu/ANTH/#3513)), [3301](https://catalog.uconn.edu/HIST/#3301) ([CAMS 3301](https://catalog.uconn.edu/CAMS/#3301)), [3320](https://catalog.uconn.edu/HIST/#3320) ([CAMS 3320](https://catalog.uconn.edu/CAMS/#3320)), 3321 (CAMS 3321), [3325](https://catalog.uconn.edu/HIST/#3325) ([CAMS 3325](https://catalog.uconn.edu/CAMS/#3325)), [3330](https://catalog.uconn.edu/HIST/#3330) ([CAMS 3330](https://catalog.uconn.edu/CAMS/#3330), [HEJS 3330](https://catalog.uconn.edu/HEJS/#3330)), [3335](https://catalog.uconn.edu/HIST/#3335) ([CAMS 3335](https://catalog.uconn.edu/CAMS/#3335)), [3340](https://catalog.uconn.edu/HIST/#3340) ([CAMS 3340](https://catalog.uconn.edu/CAMS/#3340)), [3350](https://catalog.uconn.edu/HIST/#3350), [3360](https://catalog.uconn.edu/HIST/#3360), [3361](https://catalog.uconn.edu/HIST/#3361), 3362 (HEJS 3362), [3370](https://catalog.uconn.edu/HIST/#3370), [3371](https://catalog.uconn.edu/HIST/#3371), [3400](https://catalog.uconn.edu/HIST/#3400), [3420](https://catalog.uconn.edu/HIST/#3420), [3460](https://catalog.uconn.edu/HIST/#3460), [3470](https://catalog.uconn.edu/HIST/#3470), [3704](https://catalog.uconn.edu/HIST/#3704)

#### Group B: Modern Europe

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), [2240](https://catalog.uconn.edu/HIST/#2240), [2401](https://catalog.uconn.edu/HIST/#2401), [2402](https://catalog.uconn.edu/HIST/#2402), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3203](https://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](https://catalog.uconn.edu/HDFS/#3423)), 3204W, [3205](https://catalog.uconn.edu/HIST/#3205), [3207](https://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](https://catalog.uconn.edu/HRTS/#3207)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), [3412](https://catalog.uconn.edu/HIST/#3412), [3416](https://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](https://catalog.uconn.edu/WGSS/#3416)), [3418](https://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)), [3421](https://catalog.uconn.edu/HIST/#3421), [3426](https://catalog.uconn.edu/HIST/#3426), [3430](https://catalog.uconn.edu/HIST/#3430), [3440](https://catalog.uconn.edu/HIST/#3440), [3451](https://catalog.uconn.edu/HIST/#3451), [3456](https://catalog.uconn.edu/HIST/#3456), [3463](https://catalog.uconn.edu/HIST/#3463), [3471](https://catalog.uconn.edu/HIST/#3471).

#### Group C: United States

[HIST 2206](https://catalog.uconn.edu/HIST/#2206) ([SCI 2206](https://catalog.uconn.edu/SCI/#2206)), 2207 (AMST 2207, ENGL 2207), [HIST 3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](https://catalog.uconn.edu/HIST/#3204W), [3206](https://catalog.uconn.edu/HIST/#3206), 3208 (AFRA 3208, LLAS 3208), 3209 (ANTH 3531, MAST 3531), [3502](https://catalog.uconn.edu/HIST/#3502), [3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3516](https://catalog.uconn.edu/HIST/#3516), [3519](https://catalog.uconn.edu/HIST/#3519), [3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3530](https://catalog.uconn.edu/HIST/#3530) ([AASI 3578](https://catalog.uconn.edu/AASI/#3578)), [HIST 3531](https://catalog.uconn.edu/HIST/#3531) ([AASI 3531](https://catalog.uconn.edu/AASI/#3531)), [3540](https://catalog.uconn.edu/HIST/#3540), [HIST 3541](https://catalog.uconn.edu/HIST/#3541) ([URBN 3541](https://catalog.uconn.edu/URBN/#3541)), [3542](https://catalog.uconn.edu/HIST/#3542), [HIST 3544](https://catalog.uconn.edu/HIST/#3544) ([MAST 3544](https://catalog.uconn.edu/MAST/#3544)), [3550](https://catalog.uconn.edu/HIST/#3550), [3551](https://catalog.uconn.edu/HIST/#3551), [3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), 3559, [HIST 3560](https://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](https://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](https://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](https://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](https://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](https://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](https://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](https://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](https://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](https://catalog.uconn.edu/HIST/#3564) ([AFRA 3564](https://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](https://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](https://catalog.uconn.edu/AFRA/#3568)), 3569 (AFRA 3569), [3570](https://catalog.uconn.edu/HIST/#3570), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), 3618 (AFRA 3618, LLAS 3618), [HIST 3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)),.

Either [HIST 3520](https://catalog.uconn.edu/HIST/#3520) or [3522](https://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### Group D: Africa, Asia, Latin America, and Middle East

[HIST 2210](https://catalog.uconn.edu/HIST/#2210) ([MAST 2210](https://catalog.uconn.edu/MAST/#2210)), [3201](https://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](https://catalog.uconn.edu/HRTS/#3201)), [3202](https://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](https://catalog.uconn.edu/HRTS/#3202)), [3206](https://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](https://catalog.uconn.edu/AFRA/#3206)), [3208](https://catalog.uconn.edu/HIST/#3208) ([AFRA 3208](https://catalog.uconn.edu/AFRA/#3208), [LLAS 3208](https://catalog.uconn.edu/LLAS/#3208)), 3210 (MAST 3532), 3569 (AFRA 3569), [3575](https://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](https://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)), [3607](https://catalog.uconn.edu/HIST/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/HIST/#3609), [3610](https://catalog.uconn.edu/HIST/#3610), 3618 (AFRA 3618, LLAS 3618), [3619](https://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](https://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](https://catalog.uconn.edu/LLAS/#3619)), [3620](https://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](https://catalog.uconn.edu/AFRA/#3620)), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](https://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](https://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](https://catalog.uconn.edu/WGSS/#3622)), [3635](https://catalog.uconn.edu/HIST/#3635), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650) ([URBN 3650](https://catalog.uconn.edu/URBN/#3650)), [3660W](https://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](https://catalog.uconn.edu/LLAS/#3660W)), [3674](https://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](https://catalog.uconn.edu/LLAS/#3220)), [3704](https://catalog.uconn.edu/HIST/#3704), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712), [3752](https://catalog.uconn.edu/HIST/#3752) ([AFRA 3752](https://catalog.uconn.edu/AFRA/#3752)), [3753](https://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](https://catalog.uconn.edu/AFRA/#3753)), [3760](https://catalog.uconn.edu/HIST/#3760), [3808](https://catalog.uconn.edu/HIST/#3808) ([AASI 3808](https://catalog.uconn.edu/AASI/#3808)), [3809](https://catalog.uconn.edu/HIST/#3809) ([AASI 3809](https://catalog.uconn.edu/AASI/#3809)), [3810](https://catalog.uconn.edu/HIST/#3810), [3812](https://catalog.uconn.edu/AASI/#3812) ([AASI 3812](https://catalog.uconn.edu/AASI/#3812)), [3820](https://catalog.uconn.edu/HIST/#3820), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), 3841 (AASI 3841), 3842 (AASI 3842), [3845](https://catalog.uconn.edu/HIST/#3845), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875) ([AASI 3875](https://catalog.uconn.edu/AASI/#3875), [LLAS 3875](https://catalog.uconn.edu/LLAS/#3875)).

#### Courses with Variable Content

Variable topics courses ([HIST 2993, 3095](https://catalog.uconn.edu/HIST/#3095), [3098](https://catalog.uconn.edu/HIST/#3098), [3100W](https://catalog.uconn.edu/HIST/#3100W), [3101W](https://catalog.uconn.edu/HIST/#3101W), [3102](https://catalog.uconn.edu/HIST/#3102), [3991](https://catalog.uconn.edu/HIST/#3991), [3993](https://catalog.uconn.edu/HIST/#3993), [4989](https://catalog.uconn.edu/HIST/#4989), [4994W](https://catalog.uconn.edu/HIST/#4994W), 4996, [4997W](https://catalog.uconn.edu/HIST/#4997W), [4999](https://catalog.uconn.edu/HIST/#4999), or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent.

No more than six credits of [HIST 3991](https://catalog.uconn.edu/HIST/#3991) will count toward the major requirements.

# Justification

1. Reasons for changing the minor: New courses added that fulfill minor requirements.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 1/10/19

    Department Faculty: 1/10/19

6. Name, Phone Number, and e-mail address of principal contact person: Melina Pappademos; [melina.pappademos@uconn.edu](mailto:melina.pappademos@uconn.edu); 860-486-3630

**2019-55 HRTS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 24, 2019

2. Department or Program: Human Rights Institute

3. Title of Major: Human Rights

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

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

5. Nature of change: changed category of a core course, added a core course offering, added electives, added language for director to approve electives not listed on major/minor, approved a W variant of a previously approved elective.

# Existing Catalog Description of Major

# Human Rights

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

### Requirements for the Major in Human Rights

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

### Core Courses

#### A. Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212), [3420](https://catalog.uconn.edu/HRTS/#3420); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [3837/W](https://catalog.uconn.edu/HRTS/#3837).

#### B. History, Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220/W](https://catalog.uconn.edu/HRTS/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710)

#### C. Applications and Methods

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3428](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

#### D. Elective Courses

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215); [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

#### E. Related Courses

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

#### F. Capstone Course (3 credits)

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

### Information Literacy and Writing Requirements

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Proposed Catalog Description of Major

# Human Rights

[Course descriptions](https://catalog.uconn.edu/hrts/)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

### Requirements for the Major in Human Rights

Major:

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FHRTS%2F%234291&data=02%7C01%7Crachel.jackson%40uconn.edu%7C5ec67b336b384b726abb08d682167699%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839430317459803&sdata=1IKp%2FWPNWHaoS%2Bo3%2BsVkElxDWUvEfqZLOkpTylI9sRc%3D&reserved=0) or [4996W](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FHRTS%2F%234996W&data=02%7C01%7Crachel.jackson%40uconn.edu%7C5ec67b336b384b726abb08d682167699%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839430317459803&sdata=u2TnPQNN8V8IItF%2FSmA%2BOrL1jpJ5%2F9kORdDbtx9yvA0%3D&reserved=0). With the permission of the Undergraduate Director of Human Rights, a student may satisfy elective requirements with courses not listed here.

### Core Courses

#### A. Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212), [3420](https://catalog.uconn.edu/HRTS/#3420); 3428 [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [3837/W](https://catalog.uconn.edu/HRTS/#3837).

#### B. History, Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); ANTH/HRTS/LLAS 3327; [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); 3232; [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220/W](https://catalog.uconn.edu/HRTS/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710)

#### C. Applications and Methods

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [~~3428~~](https://catalog.uconn.edu/POLS/#3428), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

#### D. Elective Courses

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215)/W, [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214),3240, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

#### E. Related Courses

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

#### F. Capstone Course (3 credits)

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996)

### Information Literacy and Writing Requirements

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), 2215W, [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Justification

1. Reasons for changing the major: The addition of core courses, and the reclassification of a Core C to a Core A increases the options for students in completing Core A and Core B categories. The addition of the W variant to an already approved elective, clarifies that students who enroll for the W variant of the course can use it to fulfil the major W requirement as well as counting as an elective. We added language students may satisfy elective requirements with courses not listed on the major/minor with the approval of the undergraduate director. We did so to allow courses that are highly relevant to human rights but not yet part of the major or minor to be utilized to fulfil the elective requirements.

2. Effects on students: The changes that are proposed will increase the ability of students to complete the major/minor.

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: January 24, 2019

    Department Faculty: N/A

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

Kathy Libal, 860-486-6061, [Kathryn.libal@uconn.edu](mailto:Kathryn.libal@uconn.edu)

**2019-56 HRTS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 24, 2019

2. Department or Program: Human Rights Institute

3. Title of Major: Human Rights

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

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

5. Nature of change: changed category of a core course, added a core course offering, added electives, added language for director to approve electives not listed on major/minor, approved a W variant of a previously approved elective.

# Existing Catalog Description of Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [HRTS/SOCI 3837/W](https://catalog.uconn.edu/SOCI/#3837).

#### History Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220](https://catalog.uconn.edu/PHIL/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710).

### Group B Applications and Methods

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3428](https://catalog.uconn.edu/HRTS/#3428), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421), [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Proposed Catalog Description of Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor. With the permission of the Undergraduate Director of Human Rights, a student may satisfy elective requirements with courses not listed here.

### Group A

#### Institutions and Laws

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), 3200/W, [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212),[~~3200/W~~](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420); 3428, [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [HRTS/SOCI 3837/W](https://catalog.uconn.edu/SOCI/#3837).

#### History Philosophy and Theory

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); ANTH/HRTS/LLAS 3327, [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207); 3232; [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220](https://catalog.uconn.edu/PHIL/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710).

### Group B Applications and Methods

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256),[~~3428~~](https://catalog.uconn.edu/HRTS/#3428)~~,~~ [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

### Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AASI 3531](https://catalog.uconn.edu/AASI/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215)/W, [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), 3240, [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AASI 3222](https://catalog.uconn.edu/AASI/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421), [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825);[WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

### Group D Internship

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Justification

1. Reasons for changing the major: The addition of core courses, and the reclassification of a Core C to a Core A increases the options for students in completing Core A and Core B categories. The addition of the W variant to an already approved elective, clarifies that students who enroll for the W variant of the course can use it to fulfil the major W requirement as well as counting as an elective. We added language students may satisfy elective requirements with courses not listed on the major/minor with the approval of the undergraduate director. We did so to allow courses that are highly relevant to human rights but not yet part of the major or minor to be utilized to fulfil the elective requirements.

2. Effects on students: The changes that are proposed will increase the ability of students to complete the major/minor.

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: January 24, 2019

    Department Faculty: N/A

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

Kathy Libal, 860-486-6061, [Kathryn.libal@uconn.edu](mailto:Kathryn.libal@uconn.edu)

**2019-57 MAST Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 18, 2019

2. Department or Program: Maritime Studies

3. Title of Major: Maritime Studies (MAST)

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 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 tracks options in the major from disciplinary to thematic

# Existing Catalog Description of Major

Water covers more than two-thirds of the Earth’s surface and the majority of the human population lives within 50 miles of navigable waterways. The world’s oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity’s most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind’s critical and continually evolving connections with the world’s waterways and watersheds.

The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as history, English, economics, political science, anthropology and geography with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Major Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus’ unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, one of the world’s premier maritime museums and research centers.

### **Major Requirements**

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

#### **Core Courses**

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

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

#### **Disciplinary Concentration**

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

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

#### **Related Areas**

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

# Proposed Catalog Description of Major

[changes are highlighted in yellow]

Water covers more than two-thirds of the Earth’s surface and the majority of the human population lives within 50 miles of navigable waterways. The world’s oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity’s most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind’s critical and continually evolving connections with the world’s waterways and watersheds.

The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as history, English, economics, political science, anthropology and geography with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Major Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus’ unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, one of the world’s premier maritime museums and research centers.

### **Major Requirements**

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

#### **Core Courses**

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

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

#### **Thematic Concentration**

Students must declare a concentration in one of the following areas: Blue Humanities, Marine Policy, Maritime Archaeology, or Fisheries Policy. One of the five Core Courses elected by the student can also contribute to the Thematic Concentration. Furthermore, the student must complete an approved sequence of three additional courses in the concentration at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student’s advisor.

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

#### **Related Areas**

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

# Justification

1. Reasons for changing the major:

At present, all students must complete a set of core courses and a track consisting of courses drawn from one discipline (anthropology, economics, English, geography, history, or political science). The proposal is to replace disciplinary tracks with four thematic tracks. Two are general: Blue Humanities and Marine Policy; two are specialized: Maritime Archaeology and Fisheries Policy.

We propose this change for several reasons. First, this change aligns better with an interdisciplinary major by developing student expertise focused in either the humanities or the social sciences yet emphasizing linkages between allied disciplines. Second, and most importantly, this change aligns with the emerging intellectual organization of our field. “Blue humanities” is emerging as an area of scholarship in literary studies, history, media studies, and other humanistic investigations related to the sea. This label reflects an increasingly visible and robust field of study with connections in the job market in fields such as education, public history, and communications. “Marine Policy,” on the other hand, represents a long tradition that brings together economics, politics, and other social science fields to understand and address aspects of the human relationship with the ocean.

Maritime Archaeology and Fisheries Policy are fields that are well-articulated in academia, though not usually pursued as undergraduate majors. As slightly more specialized foci within our interdisciplinary, ocean-focused major, these tracks will provide students who have these targeted interests an advantage in pursuing graduate study or work experience in these two small but well-established fields. Over the past decade, a number of MAST majors have pursued Master’s degrees in maritime archaeology, while MAST faculty have worked with at least two students who have created individualized majors in fisheries policy following curriculum modeled after American Fisheries Society recommendations and employing courses that are part of the MAST major.

1. Effects on students:

Rather than limiting students to tracks in a single discipline, such as history, economics, or political science, the new tracks will enable them to explore related disciplines in either the humanities or the social sciences. Another motive for the change is to provide students with more course options, improving time to degree by helping to ensure that students will have relevant choices for each track every semester. This will also enable MAST faculty to develop and offer more courses with significant maritime content. In the past, courses in the disciplinary tracks might themselves not have maritime content. Rather, students would take the disciplinary methods and experience they learned in track courses and apply them in the core courses, which have always involved maritime content. With this change, and because we have more humanities and social science faculty with maritime research and teaching expertise, we are in a position to offer more maritime-related track courses, but not enough of them to provide maritime-related courses for each of six disciplinary tracks.

1. Effects on other departments:

None

1. Effects on regional campuses:

This major is offered only at Avery Point and the new concentration structure aligns with Avery Point course offerings.

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

    Department Curriculum Committee: January 21, 2019

    Department Faculty: January 21, 2019

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

Helen Rozwadowski

[Helen.rozwadowski@uconn.edu](mailto:Helen.rozwadowski@uconn.edu)

(860)405 9120

**2019-58 MCB Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: December 3, 2018

2. Department or Program: Molecular and Cell Biology

3. Title of Minor: Molecular and Cell Biology

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

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

5. Nature of change: Add course option

# Existing Catalog Description of Minor

Students wishing to complete this minor must take at least 15 credits of 2000-level or above MCB courses, including at least one course from each of the following three groups:

A. MCB 2400, 2410, 3201, or 3617

B. MCB 2000 or 3010

C. MCB 2210 or 2610

# Proposed Catalog Description of Minor

Students wishing to complete this minor must take at least 15 credits of 2000-level or above MCB courses, including at least one course from each of the following three groups:

A. MCB 2400, 2410, 3201, or 3617

B. MCB 2000 or 3010

C. MCB 2210, 2215, or 2610

# Justification

1. Reasons for changing the minor: Add honors cell biology course MCB 2215 to option C.

2. Effects on students: Allows MCB 2215 to apply towards the MCB minor.

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: 12/6/18

    Department Faculty: 12/7/18

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

James Cole, 6-4333, james.cole@uconn.edu

**2019-59 Structural Biology and Biophysics Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: December 12, 2018

2. Department or Program: MCB

3. Title of Major: Structural Biology and Biophysics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall, 2018

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

5. Nature of change: change in requirements

# Existing Catalog Description of Major

**Structural Biology and Biophysics**

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 2000-level or above from the following courses are required for the major.

Prerequisites:

The following courses at the 1000 level are prerequisites for the major:

BIOL 1107; CHEM 1127Q and 1128Q, or CHEM 1147Q and 1148Q, or CHEM 1124Q, 1125Q and 1126Q; MATH 1131Q and 1132Q; PHYS 1401Q and 1402Q, or PHYS 1601Q and 1602Q.

Required courses

MATH 2110Q or 2130Q, MATH 2410Q or 2420Q;

CHEM 2443 and 2444, CHEM 3563, CHEM 3564 or MCB 3007, CHEM 2445 or 3565W;

MCB 3010 or both MCB 2000 and 4026W, MCB 4008, 4009.

**Recommended courses**

MCB 2210, 2410, 3413, 2610, 3201, 3412, 3413, 3421, 3617, 3899, 4026W, 4997W, 5035;

CHEM 3332, 4551;

CSE 1100;

MATH 3210.

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3841W, 4026W, 4997W; CHEM 3170W, 4196W; or any W course approved for this major.

# Proposed Catalog Description of Major

**Structural Biology and Biophysics**

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 2000-level or above from the following courses are required for the major.

Prerequisites:

The following courses at the 1000 level are prerequisites for the major:

BIOL 1107; CHEM 1127Q and 1128Q, or CHEM 1147Q and 1148Q, or CHEM 1124Q, 1125Q and 1126Q; MATH 1131Q and 1132Q;

PHYS 1401Q and 1402Q, or PHYS 1501Q and 1502Q, or PHYS 1601Q and 1602Q.

Required courses

MATH 2110Q or 2130Q, MATH 2210Q or 2410Q or 2420Q;

CHEM 2445;

MCB 3003, 3004, 4008, and 4009;

MCB 3010 or both MCB 2000 and 4026W.

**Recommended courses**

MCB 2210, 2410, 3413, 2610, 3201, 3412, 3413, 3421, 3617, 3899, 4026W, 4997W, 5035;

CHEM 3332, 4551;

CSE 1100;

MATH 3210.

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3841W, 4026W, 4997W; CHEM 3170W, 4196W; or any W course approved for this major.

# Justification

1. Reasons for changing the major:

a. The physics sequence for engineers (PHYS 1501Q and 1502Q) provides the necessary background for structural biology and biophysics majors and is added as an option.

b. Linear algebra is a useful mathematical tool in biophysics. Student are offered the option to take either Applied linear algebra (MATH 2210Q) or Differential equations (MATH 2410Q or 2420Q), depending on their interests.

c. Organic chemistry (CHEM 2443 and 2444) is a prerequisite for Biochemistry (MCB 3010), a required course for the major. Thus, is it superfluous to include it in the major requirements.

d. The physical chemistry sequence (CHEM 3563 and 3564) has been replaced by a course sequence specifically focused on the application of physical chemistry to biological molecules and systems (MCB 3003 and 3004).

e. Physical chemistry (CHEM 3563) is a prerequisite for the physical chemistry laboratory (CHEM 3565W). Because the physical chemistry sequence has been removed from the major, the laboratory is also removed.

2. Effects on students:

These changes allow majors to take courses specifically focused on biologically-related topics earlier in their degree.

3. Effects on other departments:

The structural biology and biophysics majors comprise a relatively small group and the impact of these on enrollment in mathematics and chemistry department courses is expected to be minimal.

4. Effects on regional campuses:

None.

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

    Department Curriculum Committee: 12/6/18

    Department Faculty: 12/7/18

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

**2019-60 EEB 4252 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10274 |
| **Request Proposer** | Diggle |
| **Course Title** | Field Entomology |
| **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** | Field Entomology |
| **Course Number** | 4252 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I only want to change the catalog description of this course |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Diggle |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | pad06001 |
| **Initiator Email** | [pamela.diggle@uconn.edu](mailto:pamela.diggle@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 2 |
| **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** | 11 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Laboratory |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 4252. Field Entomology Credits and hours by arrangement, to permit offering special sessions of the course to interested students during the spring recess or between fall and spring semester break. Prerequisite: Consent of instructor required. Collection, identification, and ecology of insects. |
| **Provide proposed title and complete course catalog copy** | EEB 4252. Field Entomology Three credits. Recommended preparation: BIOL 1108. Collection, identification, and ecology of insects. Includes extensive field trips. |
| **Reason for the course action** | The current description is no longer accurate |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students will be able to describe the role of insects on ecosystems and in human society. Students will illustrate and label important anatomical features of insects. Students will apply aerial, aquatic, and terrestrial insect collecting techniques. Students will identify fifty insect families using identification keys and guidebooks, and will preserve and label those insect to create fifty high quality biological records. Students will use primary sources to research information about current insect biology topics in the news and will communicate that information to classmates in an oral presentation format. Students will use the scientific method to investigate the behavior of live insects, evaluate their results, and communicate their findings in a written report. |
| **Describe course assessments** | Grading 4 lab quizzes (25 points each) 100 2 Current events presentations (10 points each) 20 Live insect project 30 Insect collection final project 100 Total 250 points |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Field Entomology EEB 4252.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143423&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc720b7a6471a40cf971d08d6822a68fe%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839515995085393&sdata=e6u6ffo76wJYV%2BXkwthwwHFaeQ5SJDQfzSaYTVr6xPo%3D&reserved=0) | Field Entomology EEB 4252.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Diggle | 01/09/2019 - 08:47 | Submit |  | none | | Ecology and Evolutionary Biology | Paul O Lewis | 01/23/2019 - 14:44 | Approve | 1/23/2019 | EEB Faculty approved 1/23/2019 | |

**Field Entomology EEB 4252**

Summer Session II 2019

Lecture MWF 9:00 - 10:00

Lab MWF 10:00 - 12:00

**Instructor**

Katie Taylor

Katie.Taylor@uconn.edu

Office hour: by appointment

**Required text**

Borror, D. J. and R.E. White. 1970. *A Field Guide to the Insects*. Houghton Mifflin Co, Boston MA.

**Required materials**

Field notebook

All others will be provided by the course and must be returned at the end of the semester

**Grading**

4 lab quizzes (25 points each) 100

2 Current events presentations (10 points each) 20

Live insect project 30

Insect collection final project 100

**Total 250 points**

**Field trips**

Field trips are subject to change due to weather conditions. Additional optional night-time collecting trips will be offered. Please prepared with proper attire, equipment, and your field notebook.

**Academic Integrity**  
Plagiarism and cheating are violations of the student conduct code, and may be punished by failure in the course or, in severe cases, dismissal from the University. For more information, see the student code of conduct.

**Disabilities**  
If you have a disability for which you may be requesting an accommodation, you should contact a course instructor and the Center for Students with Disabilities.

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| Date | Topic | Field Trips |
| July 15 | Introduction, overview of orders and diversity | Cemetery field and woods |
| July 17 | Collecting methods, pinning and preservation | Fenton river |
| July 19 | Morphology and illustration **Quiz #1** | Open lab for pinning |
| July 22 | Entognatha, Archaeognatha, Thysanura, Ephemeroptera, Odonata | Grass behind TLS |
| July 24 | Plecoptera, Dermaptera, Orthoptera, Psocoptera | TLS inside and outside Lab time to examine soil specimens |
| July 26 | Lepidoptera **Quiz #2** | Merrow Meadow Park night collecting trip |
| July 29 | Trichoptera, Blattodea, Isoptera, Mantodea, Phasmatodea | UConn Collections Facility |
| July 31 | Hemiptera | Fenton River aquatic trip |
| August 2 | Coleoptera **Quiz #3** | Lab day |
| August 5 | Megaloptera, Neuroptera | Spring Manor Farm |
| August 7 | Hymenoptera | HEEP Trail |
| August 9 | Mecoptera, Siphonaptera, Diptera **Quiz #4** | Moss Sanctuary |
| August 12 | Insects and plants | Open lab for collections work |
| August 14 | Insects in culture and as food  **Live Insect Project Due** | Insect Banquet  Open lab for collections work |
| August 16 | Bug Jeopardy Game  **Collections Due** | Open lab for collections work |

**2019-61 GSCI 4220 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7314 |
| **Request Proposer** | Feng |
| **Course Title** | Modeling the changing atmosphere and ocean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Modeling the changing atmosphere and ocean |
| **Course Number** | 4220 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Ran Feng |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | raf17009 |
| **Initiator Email** | [ran.feng@uconn.edu](mailto:ran.feng@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Math 1060 or 1131, or PHYS 1201 or 1202 |
| **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,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** |  |
| **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** | GSCI 4220. Modeling the Changing Atmosphere and Ocean Three credits. Recommended preparation: Math 1060 or 1131, or PHYS 1201 or 1202. Open to juniors or higher. Modeling past and future climate, with an emphasis on conceptual understanding of the earth system and simulation results from climate models of different complexities. |
| **Reason for the course action** | There are currently no other class in the UConn catalog that teaches climate modeling. For the past few decades, climate models have aided many important discoveries in climate science. Learning about climate models will deepen students’ understanding of the climate system and horn their quantitative skills. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other class in the UConn catalog that teaches climate modeling and programing at the same level. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: • Critically analyze the assumptions and simplifications made by models of different complexities. • Access online databases and apply various data analysis techniques to explore simulation results and uncertainties. • Demonstrate code editing and data analysis skills. |
| **Describe course assessments** | The thought behind grading is to provide you plenty of chances to earn a good grade as far as you are motivated and put reasonable amount of effort into learning. Homework 40% Quizzes 40% Presentation 20% Extra credit 5% (attendance, in class participation) Homework Homework will be completed primarily during the lab session of the class. Due dates are not negotiable. Late homework is not accepted. Typically, the homework will have a paper-pencil section, which requires you to complete some theoretical deduction. The main part of the homework is modeling and data analysis. Your lowest score will be dropped. You will also have the option to redo two of the assignments to update your grade. You are encouraged to discuss homework with each other. However, all the questions should be solved and written up independently. Identical homework will receive a grade of zero and cannot be redone. Quizzes A quiz will be given out at the end of each topic. It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and theoretical deduction. Presentation (20 points) You are expected to give a 10-minute presentation on a class-related topic of your interest. Presentation is graded by your classmates on: ♣ Illustration of questions/motivation (5 points) ♣ Description of dataset(s) and justification of methods (2 points) ♣ Application of methods and main results (5 points) ♣ Discussion of uncertainties/potential improvements (including Q&A) (5 points) ♣ Style (visualization and effectiveness of communication) (3 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Climate\_modeling\_Mar12.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F119762&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C16d8945753ab4305d54108d6606d221c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636802419180990277&sdata=5zvZGNidQIodWl%2FL6rHtuuHzbUW0eNYjEbLBIN%2FPRu4%3D&reserved=0) | Climate\_modeling\_Mar12.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Ran Feng | 04/16/2018 - 15:53 | Submit |  | The proposal is voted by faculty members at the Center on April 10th. | | Geosciences | Robert M Thorson | 12/12/2018 - 12:48 | Approve |  | This course was approved earlier. Only recently did I learn that I had to sign off as an approver on this dashboard. | |



COURSE NUMBER: 4220

Course Title: Modeling the changing climate

Syllabus

Course and Instructor Information

**Course Title: 4220** Modeling the Changing Climate

**Credits:** 3

**Prerequisites: None.**

**Recommended preparation: Math 1060 or 1131, or PHYS 1201 or 1202**

**Professor: Dr. Ran Feng**

**Email:** [ran.feng@uconn.edu](mailto:nan.taylor@uconn.edu)

**Telephone:** TBA

**Office Hours/Availability:** TBA

Course Materials

**Text:**

Gettelman, Andrew, Rood, Richard B. Demystifying Climate Models. Springer, 2016.

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

Course Description

**Catalogue Description:**

Predictions of future climate, with an emphasis on understanding simulation results from complex earth system models.

Additional description:

**Summary:** The course will focus on hands-on investigations of Earth’s radiation, water, and energy budget and general atmosphere and ocean circulation using a suite of models of different complexities from the simplest 0-dimensional energy balance model to more complex atmosphere-ocean coupled model. We aim at build an understanding of topics such as:

The global radiation budget

The global water budget

Climate feedbacks

Global overturning circulation

Atmosphere heat transport

Ocean heat uptake and transport

Global precipitation

Coupling between radiation and tropical moist convection

Coupling between sea ice/ice sheet and atmosphere and ocean circulation

Course Objectives

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

* Critically analyze the assumptions and simplifications made by models of different complexities.
* Access online databases and apply various data analysis techniques to explore simulation results and uncertainties.
* Demonstrate code editing and data analysis skills.

Course Requirements and Grading

**Assessment and Grading:**

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

Homework 40%

Quizzes 40%

Presentation 20%

Extra credit 5% (attendance, in class participation)

**Homework**

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

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

**Quizzes**

A quiz will be given out at the end of each topic. It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and theoretical deduction.

**Presentation (20 points)**

You are expected to give a 10-minute presentation on a class-related topic of your interest. *Presentation is graded by your classmates* on:

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

Grading Scale:

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

Due Dates and Late Policy

Deadlines will be identified in the course schedule. Late homework will receive a 20% penalty on grading. Late homework submitted after a week from the due date will receive a grade of 0. 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.*

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

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

Software Requirements and Technical Help

* All modeling codes are open-source.
* 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, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu/)). Students also have 24x7 access to live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu/).

Evaluation of the Course

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

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

Course Outline

|  |  |
| --- | --- |
| **Topics** | **Tentative Dates** |
| **Introduction and Class logistics** |  |
| **The Problem of Climate Forecasts** |  |
| Basic Concepts |  |
| Components of the climate system |  |
| Climate change and global warming |  |
| Essence of a climate model |  |
| **Homework 1 due** |  |
| **Quiz 1** |  |
| **Model Mechanics** |  |
| Simulating the atmosphere |  |
| Simulating the Ocean and Sea Ice |  |
| Simulating Terrestrial Systems |  |
| System coupling and model complexity |  |
| **Homework 2 due** |  |
| **Quiz 2** |  |
| **Sign up for research presentation** |  |
| **Model Evaluation** |  |
| Evaluation Versus Validation |  |
| Climate Model Evaluation |  |
| Predicting the Future |  |
| Simulating the past |  |
| **Homework 3 due** |  |
| **Quiz 3** |  |
| **Research presentation-class 1** |  |
| **Research presentation-class 2** |  |

**2019-62 GSCI 4850 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6868 |
| **Request Proposer** | Tabor |
| **Course Title** | Paleoclimatology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Paleoclimatology |
| **Course Number** | 4850 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070 |
| **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** | The program is intended mainly for geoscience majors. This major is located on 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** | 4850. Paleoclimatology Three credits. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070. Open to juniors or higher. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Reason for the course action** | Reasons for adding the course: Future climate change is an important issue that motivates many students’ interest in the geosciences. Paleoclimatology uses Earth’s history to provide a unique view of current and future climate change. However, currently a geologic perspective on climate change is only briefly mentioned in the geoscience introductory courses. Further, many graduate students are conducting research related to climate change. For these reasons, an upper level class on paleoclimatology is a valuable addition to the geosciences curriculum. Reasons for restrictions: Enrollment will be limited to juniors or above. The course relies on paper discussions and an independent project, both of which benefit from a clear understanding of personal interests and a passion for the subject. Typically, first and second year undergraduates have not developed clear academic interests, which will make it difficult for them to lead discussions and propose an independent project. Further, either GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070 are a prerequisite. The introductory understanding of the earth system developed in these courses will be an important starting point for the in-depth paleoclimate topics covered in this course. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that focus on paleoclimatology. |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives: -Model and proxy climate reconstruction techniques -Climate forcings and feedbacks across time scales -Paleoclimate perspectives on future climate change |
| **Describe course assessments** | -Exam format: concept-based short answer and quantitative questions that test comprehension of topics covered in lecture -Readings: a combination of book chapters and peer-reviewed journal articles that reinforce and expand upon concepts covered in lecture -Quizzes: fact-based questions that motivate students to keep up with course material -Homework: quantitative questions that test students’ ability to apply key concepts from lecture in new scenarios -Project: use a lower complexity climate model to simulate, analyze, and report on a past climate event of interest -Presentation: a short presentation on the finding of their class project prepared in a common scientific conference format |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_paleoclimate\_u.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F119766&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C25bec0db67684c490f5d08d6606bf88d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636802414188562370&sdata=KYq81g7hK8xwXxq9fUMPSKRhffgWSU80I1m%2FvHaXhBo%3D&reserved=0) | syllabus\_paleoclimate\_u.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 03/14/2018 - 14:50 | Submit |  | I am submitting a proposal for a new course, GSCI 4850 - Paleoclimatology. This course proposal has been discussed with and approved by the Center for Integrative Geosciences' curriculum committee. | | Geosciences | Robert M Thorson | 12/12/2018 - 12:46 | Approve |  | We approved this long ago. Only recently did I learn that I had to sign off on a dashboard page, so it's been in limbo. | |

**2019-63 GSCI 5850 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7315 |
| **Request Proposer** | Tabor |
| **Course Title** | Paleoclimatology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Paleoclimatology |
| **Course Number** | 5850 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

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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?** | 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 program is intended mainly for geoscience majors. This major is located on 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** | GSCI 5850. Paleoclimatology Three credits. Not open for credit to students who have passed GSCI 4850. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Reason for the course action** | Reasons for adding the course: Future climate change is an important issue that motivates many students’ interest in the geosciences. Paleoclimatology uses Earth’s history to provide a unique view of current and future climate change. However, currently a geologic perspective on climate change is only briefly mentioned in the geoscience introductory courses. Further, many graduate students are conducting research related to climate change. For these reasons, an upper level class on paleoclimatology is a valuable addition to the geosciences curriculum. Reasons for restrictions: Enrollment will be limited to graduate students. The undergraduate equivalent will be taught simultaneously as GSCI 4850. For GSCI 5850, the final project will be more independent and a larger percentage of the final grade. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that focus on paleoclimatology. |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives: -Model and proxy climate reconstruction techniques -Climate forcings and feedbacks across time scales -Paleoclimate perspectives on future climate change |
| **Describe course assessments** | -Exam format: concept-based short answer and quantitative questions that test comprehension of topics covered in lecture -Readings: a combination of book chapters and peer-reviewed journal articles that reinforce and expand upon concepts covered in lecture -Quizzes: fact-based questions that motivate students to keep up with course material -Homework: quantitative questions that test students’ ability to apply key concepts from lecture in new scenarios -Project: use a lower complexity climate model to simulate, analyze, and report on a past climate event of interest -Presentation: a short presentation on the finding of their class project prepared in a common scientific conference format |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_paleoclimate\_g.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F119767&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C221d561ae59c4d658bc008d6606c0cb0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636802414520368771&sdata=IsDygb8u9IQB%2BUn9odT3JGHDofWnOetrHwkRV0v6vEY%3D&reserved=0) | syllabus\_paleoclimate\_g.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 04/16/2018 - 16:31 | Submit |  | I am submitting a proposal for a new course, GSCI 5850 - Paleoclimatology. This course proposal has been discussed with and approved by the Center for Integrative Geosciences' curriculum committee. | | Geosciences | Robert M Thorson | 12/12/2018 - 12:49 | Approve |  | We approved this long ago. The late approval was due to my not knowing I had an approval dashboard. | |

**2019-64 HIST/HRTS 3232 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9459 |
| **Request Proposer** | Silverstein |
| **Course Title** | History of Refugees, Migration, & Statelessness |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > Human Rights > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | I have a joint position in the History Department and the Human Rights Institute. The topic of this course is based in the history of rights. |
| **Course Title** | History of Refugees, Migration, & Statelessness |
| **Course Number** | 3232 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara Silverstein |
| **Initiator Department** | History |
| **Initiator NetId** | sas18020 |
| **Initiator Email** | [sara.silverstein@uconn.edu](mailto:sara.silverstein@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I expect to be the only person offering this course and I am based 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** | HIST/HRTS 3232. History of Refugees, Migration, & Statelessness Three credits. The modern history of humanity is a history of movement. This course examines both forced and voluntary migration and statelessness in the era of the modern state. Topics include the social and political factors influencing population movement, the experience of migration and statelessness, rights of refugees, migrants, and the stateless, immigration policy, international action, and social and political responses to migration. |
| **Reason for the course action** | I am a new faculty member introducing the courses I will teach. The course brings a new subject to the course catalogues in both the History department and the Human Rights Institute. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with offerings in other departments. The historical content and methodology are distinct from existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Students will complete this class with an understanding of the history of human mobility in the twentieth century. They will understand statelessness as a legal regime as well as the human experience of statelessness. They will understand how statelessness relates to the modern state and also the political and social conditions of the modern state that influence migration. They will be familiar with the major changes in immigration policy and the impact that these have had on people's lives and experience of migration. They will be able to discuss the ways in which the refugee and the migrant have been conceptualized and why and how these conceptualizations have changed. They will learn how to look beyond current news relating to these issues and to research, understand, and clearly explain the historical factors that inform events and interpretations of them in the contemporary world. |
| **Describe course assessments** | Weekly reading will be two to four articles or chapters. Students will be required to submit a subject for class discussion based on their reading of these texts in each class. Several small in-class writing assignments based on these questions and the readings will contribute to our discussion. There will be a midterm with short-essay answers exploring the course's concepts. Students will give two short presentations: one based on a class reading and one exploring a topic beyond the class readings. Students will be required to consult with me in office hours as they choose and research this topic. Students will submit a final paper of seven to eight pages that further develops the topic of their second presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Silverstein – Refugees Migration Statelessness.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140029&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caf5739bda86345ef4d4e08d658b61f3c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636793936580680910&sdata=Tf4epKql8vsgaKbkHJwKUQHggkZqhQ4VdvXBWLYX31g%3D&reserved=0) | Silverstein – Refugees Migration Statelessness.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara Silverstein | 11/14/2018 - 14:23 | Submit |  | Submitted following discussion with Human Rights Institute and History Department. Approved by Human Rights Institute undergraduate curriculum committee for major Core B on November 16, 2018. | | History | Melina A Pappademos | 11/24/2018 - 00:48 | Approve | 11/23/2018 | This CAR once approved will enable students’ ability to complete | | Human Rights | Kathryn R Libal | 11/27/2018 - 16:19 | Approve | 11/19/2018 | Unanimous support by Undergraduate Committee | |

***The History of Refugees, Migration, & Statelessness***

**Professor Sara Silverstein**

Email: sara.silverstein@uconn.edu

Office hours: Wood Hall 317, Th. 1:00-3:00

The modern history of humanity is a history of movement. This course examines both forced and voluntary migration and statelessness in the era of the modern state. Topics include the social and political factors influencing population movement, the experience of migration and statelessness, rights of refugees, migrants, and the stateless, immigration policy, the implications migration has on citizenship more broadly, international action, and social and political responses to migration.

Goals for the course include:

* Familiarity with the history of human mobility in the 20th century
* Understanding statelessness as a legal regime as well as the human experience of statelessness
* Considering the relationship between the modern state and statelessness and also the political and social conditions of the modern state that influence migration
* Familiarity with the major developments in immigration policy and the impact that these have on people’s lives and experience of migration
* Understanding the ways in which the concepts of “refugee” and “migrant” have been constructed and why and how these conceptualizations have changed
* Looking beyond current news relating to these issues to research, understand, and clearly explain the historical factors that inform events and interpretations in the contemporary world

**Assignments**

25% Participation

Based on:

1) Contributions to class discussion

2) In each class you will submit a question based on the readings for that class. The instructor will call on students to share their question with the class and to explain the background to the question. Students are expected to have completed the reading assigned for each class prior to class

3) In-class writing exercises based on the readings and on class discussion

20% Midterm Exam

In-class exam. Format will be short essay answers exploring concepts from readings and class.

15% Presentation 1

5 minute presentation on a theme in the class reading assigned for the day of the presentation. No more than 2 students will present in one class, with an exception for the days we read Remarque’s *Arch of Triumph* and watch the testimony of Holocaust survivors. Students will sign up for presentations on the 3rd day of class and presentations will begin in the 5th class.

15% Presentation 2

5 to 10 minute presentation on a topic that involves research beyond the class readings. Prior to your presentation, you must attend the instructor’s office hours to discuss your topic. Topics may expand from subjects we discuss in class or may go beyond class subjects. There is no geographical limitation on topics. Students may choose to explore the history that shapes and informs a contemporary issue.

25% Final Project

7 to 8 page paper developing the topic you presented in your 2nd presentation and incorporating the feedback that you received on your presentation. Due 10 days after the last class.

**Course readings**

All books available for purchase from the UConn bookstore. Additional readings will be available on HuskyCT and by handout.

* Peter Gatrell, *The Making of the Modern Refugee* (Oxford University Press: Oxford, 2015). (listed in schedule of readings as “Gatrell”)
* Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (W. W. Norton & Company: New York, 2017). (listed in schedule of readings as “Zahra”)
* Erich Maria Remarque, *Arch of Triumph* (Random House: New York, 2014).
* Ben Rawlence, *City of Thorns* (Picador: New York, 2017).

**SCHEDULE OF CLASSES AND READINGS**

1. **Introduction**

In class: “When You Don’t Exist,” <https://youtu.be/_OUpsWCvE38>

“The Stranger’s Case,” <https://youtu.be/4Bss2or4n74>

**FINDING A PLACE IN THE MODERN STATE**

1. **Modern displacement and World War I**

* Gatrell, introduction to part I and chapter 1, “Displacement Before and During the Great War,” pp. 17-51, *Modern Refugee*

1. **Birth of the Refugee**

* Gatrell, ch. 2, “Nation-states and the Birth of a ‘Refugee Problem’ in Inter-war Europe,” pp. 52-84.
* Eleni Coundouriotis, “In Flight: The Refugee Experience and Human Rights Narrative,” pp. 78-85

1. **Statelessness I**

* Bruno Cabanes, “The tragedy of being stateless: Fridtjof Nansen and the rights of refugees,” in *The Great War and the Origins of Humanitarianism, 1918-1924*, pp. 133-188

1. **Migration I**

* Tara Zahra, “Travel Agents on Trial”, pp. 23-64, *Great Departure*
* Isaac Beshavis Singer, *The Family Moskat*, selection describing attempted migration

1. **Migration II**

* Zahra, chs. 2 & 3, “The Man Farthest Down,” and “Happy and Unhappy Returns,” pp. 65-142.

1. **Statelessness and Nationalism**

* Timothy Snyder, *Black Earth: The Holocaust as History and Warning*, ch. 3, “The Promise of Palestine,” pp. 58-76.

**NATIONALISM, LAW, AND RIGHTS**

1. **Politics and Law**

* Mae Ngai, “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law,” in *Impossible Subjects: Illegal Aliens and the Making of Modern America*, pp. 21-55.
* Debra Hayes, “From Aliens to Asylum Seekers,” in *From Immigration Controls to Welfare Controls*, 17 pages

1. **Refugees and Rights**

* Hannah Arendt, “We Refugees”
* “Introduction: The Right to Have Rights,” in *The Right to Have Rights*, Stephanie De Gooyer, Alistair Hunt, Lida Mawell, Samuel Moyn, pp. 1-19.

1. **Living without citizenship**

* Erich Maria Remarque, *Arch of Triumph: A Novel*, pages TBD.

1. **Refugees as Commentary on Modern Warfare**

* Erich Maria Remarque, *Arch of Triumph: A Novel*, pages TBD.

1. **World War II**

* Timothy Snyder, *Black Earth: The Holocaust as History and Warning*, ch. 4, “The State Destroyers,” pp. 77-116.
* Zahra, ch. 4, “The First Final Solution,” pp. 143-180.

**BUILDING A SOCIETY BEYOND THE STATE**

1. **Displaced Persons and Survivors**

* Gatrell, intro to part II and ch. 3, “Refugee Crises at Mid-Century,” pp. 85-117

Holocaust Survivor Testimony

* Choose the testimony of a survivor that is available online at either the USHMM or the USC archive

USHMM: [https://collections.ushmm.org/search/?f[browse][]=testimonies](https://collections.ushmm.org/search/?f%5bbrowse%5d%5b%5d=testimonies)

USC: <http://vhaonline.usc.edu/login>

1. **Midterm**
2. **Displaced Persons**

* Zahra, ch. 5, “Work Will Set You Free,” pp. 181-216.

1. **Displacement and Gender**

* Atina Grossman, “Victims, Villains, and Survivors: Gendered Perceptions and Self-Perceptions of Jewish Displaced Persons in Occupied Postwar Germany,” pp. 291-318
* Katherine Jolluck, “‘You Can’t Even Call Them Women’: Poles and ‘Others’ in Soviet Exile during the Second World War,” pp. 463-480.

1. **Displacement of Children**

* Tara Zahra, “Lost Children: Displacement, Family, and Nation in Postwar Europe,” pp. 45-86

1. **Memories of a refugee: Guest – Professor Henry Kirsch**

**RIGHTS OF MIGRANTS AND REFUGEES**

1. **The Experience of Jews and Palestinians**

* Gatrell, ch. 4, “ Jews, Palestinians, and the Torment of Displacement,” pp. 118-147

1. **Refugees and the welfare state**

* Sara Silverstein, chapter of *Doctors as Diplomats: The Origins of Universal Health in International Society*

1. **Migrants and Welfare**

* Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration*, chapter 2, “A Population without a Country,” pp. 47-76.

1. **Freedom of Movement and the Iron Curtain**

* Zahra, chs. 6 & 7, “The Freedom Train” and “Free to Stay or Go,” pp. 217-292.

1. **Refugees and the Global Cold War**

* Gatrell, Part III Introduction and chapters. 7-8, “Revolutionary Change and Refugees in South-East Asia,” and “Africa’s Refugees, Decolonization, and ‘Development,’” pp. 199-252.

*Research presentations will begin here if we do not have enough slots in classes 26-28, but there will only be 2 slots per class for them before class 26.*

1. **Environmental Refugees**

* Ben Rawlence, *City of Thorns*, prologue and part I, pp. 1-124.
* Norman Myers, “Environmental Refugees,” in *Philosophical Transactions of the Royal Society*, vol. 357, no. 1420 (April 2002), pp. 609-612.

1. **The Permanent Camp and the Search for Solutions**

Ben Rawlence, *City of Thorns*, part II, pp. 125-224.

1. **Presentations and Discussion**
2. **Presentations and Discussion**
3. **Presentations and Discussion**

**2019-65 HIST/HRTS 5270 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9482 |
| **Request Proposer** | Silverstein |
| **Course Title** | History of Human Rights |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > Human Rights > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | I am a joint hire in the History Department and the Human Rights Institute. This course is inherently part of both fields |
| **Course Title** | History of Human Rights |
| **Course Number** | 5270 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Sara Silverstein |
| **Initiator Department** | History |
| **Initiator NetId** | sas18020 |
| **Initiator Email** | [sara.silverstein@uconn.edu](mailto:sara.silverstein@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Discussion and in-class workshopping |

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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?** | 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** | I expect to be the only person teaching this course and I am based 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** | HIST/HRTS 5270. History of Human Rights Three credits. Instructor consent required. A reading course covering the field's classic texts, controversies, and recent topics, incorporating political, social, intellectual and cultural history. |
| **Reason for the course action** | I am a new faculty member introducing my courses. I have determined to offer a graduate seminar in the history of human rights in response to requests from students and in consultation with the Human Rights Institute and the History Department. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap between the History of Human Rights graduate seminar and graduate courses offered by other departments. Its content and methodology are distinct and will complement graduate seminars on human rights in other disciplines. |
| **Please provide a brief description of course goals and learning objectives** | The primary purpose of the course is for students to understand the existing scholarship in the field of human rights history, its methods and controversies. As this class will be cross-listed and many students will not be History graduate students, these students will also learn how the questions and methods of historians can contribute to their exploration of human rights through other disciplines. |
| **Describe course assessments** | There will be one book assigned per week. Students will come to class prepared to make a brief presentation on the reading and two will be randomly selected to share their thoughts each week. There will be three writing assignments. 1) A 1000-word review of a book from the syllabus in the style of the New York Times Book Review. 2) A 3000-word review of books from the syllabus in the style of the New York Review of Books. 3) A 3000-word historiographical essay exploring the history behind either a subject in current affairs or a human rights topic currently being debated in another discipline. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Human Rights grad seminar syllabus draft 1.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140030&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C18d520fb34724e62c74008d658b5c09d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636793934986830699&sdata=JElS9pLBRPsyUIOiEq2Uv3TVUxz0BfyGSCCuNpLblKI%3D&reserved=0) | Silverstein - Human Rights grad seminar syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sara Silverstein | 11/14/2018 - 19:15 | Submit |  | Submitted following discussions with the History Department and the Human Rights Institute. | | History | Melina A Pappademos | 11/24/2018 - 00:51 | Approve | 11/23/2018 | This CAR once approved will facilitate the students who wish to complete course requirements in both history and human rights. | | Human Rights | Kathryn R Libal | 11/27/2018 - 16:21 | Approve | 11/26/2018 | Unanimous approval by Grad Curriculum Committee. | |

**The History of Human Rights**

**Graduate Seminar**

**Professor Sara Silverstein**

Email: sara.silverstein@uconn.edu

This course explores the classic texts, controversies, and recent topics in the history of human rights field. We will discuss the methods and debates in this literature and how they matter for understanding such issues as the origins of human rights, the role of humanitarianism, the activities of international development, the changing nature of social and economic rights, and the rights of asylum and citizenship. Our discussions will explore how we arrived at the modern human rights regime and consider the changing conceptualization of rights since the Enlightenment. Through the lens of human rights, we will also find new ways of understanding the evolution of the modern state, internationalism, and the global community.

**Assignments**

Each week one or two students will be randomly chosen at the beginning of class to make an oral presentation on the reading for that week. You may choose the topic you wish to discuss. Presentations should be approximately 5-7 minutes.

You will submit two book reviews over the course of the semester.

Review 1: A 1000-word review of a book of your choice from the syllabus in the style of the *New York Times Book Review.*

Review 2: A 3000-word review of books of your choice from the syllabus in the style of the *New York Review of Books*.

Please read a sampling of reviews on subjects related to human rights from the *New York Times Book Review* and the *New York Review of Books* to familiarize yourself with the styles.

Opinion piece: A 3000-word essay in the style of an op-ed. History students should choose a subject in current affairs and students from other disciplines should choose a human rights topic currently being debated in their discipline. The essay should explore this topic’s history and explain how the history and historical methods inform the current situation and discussion. You will need to cite readings in your chosen subject beyond those assigned in class.

The final deadline for written assignments is one week after the last day of class. You are encouraged to submit one of the two reviews by the 7th week of class and either the second review or the op-ed by the last day of class.

Please purchase or borrow the assigned books, using ILL when necessary. Bring hardcopies of the books or your detailed notes from the books to class. Please do your best to do the reading for the first week of class in advance. No use of laptops or other electronic devices during class will be permitted.

Week 1. **Origins of Writing Human Rights History**

Lynn Hunt, *Inventing Human Rights: A History*

Week 2. **Controversies in the History of Human Rights**

Samuel Moyn, *Last Utopia*

Week 3. **Rights and Modernity**

Hannah Arendt, *Origins of Totalitarianism*, part I

Carole Fink, “Minority Rights as an International Question,” in *Contemporary European History*, vol. 9, no. 3 (2000) pp. 385-400.

Week 4. **The Individual and the State**

Hannah Arendt, *Origins of Totalitarianism,* parts II – III

Week 5. **Statelessness**

Mira Siegelberg, *Statelessness: A Modern History*

Week 6. **The Holocaust**

Timothy Snyder, *Black Earth: The Holocaust as History and Warning*

Week 7. **Rights of the Individual and Rights of the Group**

Philippe Sands, *East West Street: On the Origins of “Genocide” and “Crimes Against Humanity”*

Week 8. **The Universal Declaration of Human Rights and the Displaced**

Daniel Cohen, *In War’s Wake: Europe’s Displaced Persons in the Postwar Order*

Week 9. **Jews and Human Rights**

James Loeffler, *Rooted Cosmopolitans: Jews and Human Rights in the Twentieth Century*

Week 10. **Human Rights and the Civil Rights Movement**

Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance*

Week 11. **International Development**

David Engerman, *The Price of Aid: The Economic Cold War in India*

Week 12. **Authoritarian Development**

Bradley Simpson, *Economists with Guns: Authoritarian Development and U.S.-Indonesian Relations, 1960-1968*

Week 13. **Soviet Dissent**

Sarah Snyder, *From Selma to Moscow: How Human Rights Activists Transformed U.S. Foreign Policy*

Vaclav Havel, *The Power of the Powerless* (with introduction by Timothy Snyder)

Week 14. **The History of Human Rights Today**

Jason Stanley, *How Fascism Works*

**2019-66 MCB 2215 Add Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9564 |
| **Request Proposer** | Zweifach |
| **Course Title** | Honors Cell Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Honors Cell Biology |
| **Course Number** | 2215 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Zweifach |
| **Proposer First Name** | Adam |
| **Select a Person** | adz05002 |
| **Proposer NetId** | adz05002 |
| **Proposer Phone** | +1 860 486 1627 |
| **Proposer Email** | [adam.zweifach@uconn.edu](mailto:adam.zweifach@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | BIOL 1107 |
| **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** | MCB 2215 Honors Cell Biology. Three credits. Prerequisite: BIOL 1107. Not open to students who have passed MCB 2210. Overview of eukaryotic cell biology for Honors students. Uses a flipped format and emphasizes primary research literature and in-class discussion. |
| **Reason for the course action** | There are two reasons for requesting a separate course number for Honors Cell Biology. One is that the Honors course is vastly different from the non-Honors version. The second is that having the two share a course number causes registration difficulties. The Honors course differs from the non-Honors course in fundamental ways. The Honors course is a flipped course, with an emphasis on class discussion of core material and original research articles. A significant emphasis is placed on teaching students to read the primary literature. Examinations are take-home open-source, with a mix of multiple choice, short- and long-answer questions. Class participation is a component of grading. In contrast, the non-Honors course is a standard lecture course, relying on in-class, multiple-choice exams. Having the two courses share a number causes registration issues, as non-Honors students seek to register for the Honors course because it is more convenient for their schedules. The course is inappropriate for most non-Honors courses. |
| **Specify effect on other departments and overlap with existing courses** | There will be no effect on other departments. |
| **Please provide a brief description of course goals and learning objectives** | The major goals of this course are to teach students the core conceptual material underlying cell biology and to teach students how to read the primary literature in cell biology. Upon completion of the course, student should be able to describe the organelles of eukaryotic cells and the properties of biological membranes, outline the production and trafficking of proteins through the secretory pathway and to the various organelles, define the basics of cell signaling via G protein coupled receptors and receptor tyrosine kinases, describe the classes of membrane transport proteins and how they give rise to vectorial transport across epithelia and to neuronal transmission, outline the major classes of cytoskeletal proteins, describe the process underlying cells motility, describe the regulation of the cell cycle and the basis of cell division, define the interactions of eukaryotic cells with each other and the extracellular matrix, and describe the processes of cell differentiation, transformation and apoptosis. |
| **Describe course assessments** | There are four components to assessing student performance. Weekly open-source take-home quizzes account for 30% of student grades. These quizzes are discussed in class after they are turned in. There are two take-home section exams that each account for 30% of the final grade. These are open-source and are comprised of a mix of multiple choice, short answer and essay questions. Finally, 10% of the final grade is determined by the instructors’ assessment of the students’ participation in discussions of core material and primary research articles. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB\_2215\_syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140153&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca85e65791749441173cb08d65f9d223b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636801525830821887&sdata=tBgajtmOP5nTujsfTaav3azYq74pjv0g06XrkWwFv0w%3D&reserved=0) | MCB\_2215\_syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 11/20/2018 - 14:44 | Submit |  | Approved MCB C+C 12/6/18, MCB department 12/7/18 | | Molecular and Cell Biology | James L Cole | 12/09/2018 - 15:42 | Approve | 12/6/2018 | MCB C+C approval | |

**MCB 2215**

**Honors Cell Biology**

Tu/Th 12:30-1:45, LH 302

**Instructors**: Dr. Adam Zweifach, BPB 309, x6-1627

adam.zweifach@uconn.edu

Dr. Aoife Heaslip, TLS 406, x6-5733

aoife.heaslip@uconn.edu

**Teaching Assistant**: None

**Office Hours:** By arrangement- contact us as outlined above.

**Textbook:** We are requiring Lodish et al.'s *Molecular Cell Biology* 8th edition. You can buy or rent this from Amazon, or purchase access from the Publisher's web site: ([http://bcs.whfreeman.com/lodish8e](http://bcs.whfreeman.com/lodish7e)). We will not be presenting course materials in lecture format, so it is imperative that you have access to the text.

**Exams and Grading:** Three elements will go into determining your final grade. Pre-class quizzes consisting of 5-10 multiple choice or short answer questions given ~weekly will make up 25% of your grade. In addition, there will be two section exams which together will comprise 65% of your grade. Both will be open-book open-note open-internet take-home exams. The first will be given out on Thursday, Oct. 11th and the second on Thursday, Dec. 6th. We do not plan on administering a final exam. Finally, your class participation AS WE JUDGE IT will account for 10% of your grade. There are many ways to participate, including coming to class, contributing to discussions, asking and answering questions, and indicating that you are confused about something. DO ALL OF THESE THINGS IF YOU WANT TO EXCEL IN THIS COURSE.

We will likely apply a curve when we calculate the final course grade. There will therefore be no strict correspondence between any given numerical score and a particular letter grade.

**Website**: A variety of materials will be made available on the course website at HuskyCT  [(https://learn.uconn.edu/webapps/portal/frameset.jsp).](http://huskyct.uconn.edu.) Students should make extensive use of this resource. The website will host research papers and pre-class quizzes. Session audio files will also be posted after each class.

**Strategy for Success**: The course emphasizes concepts. You should focus on understanding the big picture, since you can always look up specific details. You *must* participate in discussion during class. This is a good way to affirm your understanding of the material. If you do not volunteer to express your ideas, we may call on you. Exams will focus on the material covered in the class room sections. Concentrate on understanding the concepts and pathways rather than memorizing details.

**Academic Misconduct:** Academic misconduct in any form is in violation of the UConn Student Conduct Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on assignments, plagiarism, lying about a conflict with the time scheduled for an exam, etc. Depending on the act, a student could receive an F grade on the test, F grade for the course, or could be suspended or expelled. We take cheating very seriously. DO NOT DO IT. It doesn't end well.

**Syllabus Part 1:**  **Zweifach**

In this section of the course, we will use the epidermal growth factor receptor (EGFR) and its associated signaling partners as a springboard for motivating our study of some of the core topics of cell biology. EGFR and associated proteins are either overexpressed or mutated in a huge number of cancers. How is this protein made by cells and what does it do?

Topics covered will include:

Introduction: What are cells? What is their basic structure? What is the EGFR and why is it an appropriate subject on which to organize these lectures?

Membranes and membrane proteins

Signal Transduction- how does information get across membranes?

Synthesis and trafficking of proteins to organelles, including:

The ER/Golgi/lysosomes and plasma membrane, nucleus, mitochondria, chloroplasts, and peroxisomes

Vesicle trafficking, endocytosis, exocytosis and phagocytosis

Membrane transport of small molecules

**Syllabus Part 2:**  **Heaslip**

In the second half of the course, we will examine the dynamic behaviors of proteins, organelles, and cells, and we will discuss how these functions relate to human health and disease. Traditional lectures are not a component of the second half of the course, and you will be expected to independently learn the material that is provided in our notes and text book chapters Topics covered will include:

Structure and Function of Actin, Microtubules, and Intermediate Filaments

Molecular Motor Proteins and cytoskeletal organization

Cell connections, Cell movement, Cell specialization

Mitosis and Cytokinesis

Cell Growth, Cell Cycle, Cell Death

Organelle dynamics and inheritance

**2019-71 MCB 3400 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9811 |
| **Request Proposer** | Reid |
| **Course Title** | Human Evolutionary Genomics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Human Evolutionary Genomics |
| **Course Number** | 3400 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Reid |
| **Proposer First Name** | Noah |
| **Select a Person** | nmr15102 |
| **Proposer NetId** | nmr15102 |
| **Proposer Phone** | +1 860 486 6963 |
| **Proposer Email** | [noah.reid@uconn.edu](mailto:noah.reid@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60 |
| **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** | MCB 2400 or 2410 |
| **Corequisites** | . |
| **Recommended Preparation** | EEB 2245 |
| **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** | MCB 3400. Human Evolutionary Genomics. Three credits. Three 50 minute lecture periods. Prerequisite: MCB 2400 or 2410. Recommended preparation: EEB 2245. Principles of evolutionary genomics and their applications in understanding recent human evolutionary history and the origin and distribution of genetic and phenotypic variation, including disease, within and among human populations. |
| **Reason for the course action** | Recent technological advances in measuring genetic variation and function have given genomics a central place in understanding human history, phenotypic variation and disease. This role cannot be understood unless it is grounded in an understanding of how evolutionary processes shape the genome. This course will synthesize topics in evolutionary biology (including the inference of population structure, demographic history and signatures of natural selection from genome sequence data) and genomics (including techniques for sequencing genomes, assaying genome function and connecting genotypic to phenotypic variation) to help students understand the application of these new developments in learning about human biology. No current course exists at the intersection of these topics. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with other courses in MCB or in other departments. EEB 2202 covers topics in human evolution and general evolutionary biology, but does not focus on genetics/genomics. EEB 2245 is a general evolutionary biology course whereas this course focuses on applying evolutionary principles to understanding human biology and history. EEB 3245 is focused on evolutionary medicine, and this course will only briefly touch on disease and topics of specific medical relevance. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students will: 1) understand how we use genomic data to probe genomic diversity, genealogy, and ancestry, with application to the last million years of human history; 2) understand the structure and content of the human genome and how it interacts with environment to give rise to phenotypes; 3) synthesize these topics to understand recent human phenotypic evolution, genome-wide association studies, the genetics of disease, and address controversies that arise from the use of genomic technologies in multiple domains of society, from personalized medicine to forensics. |
| **Describe course assessments** | Students will be assessed with two exams, periodic quizzes on reading assignments, and participation in class discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB3400\_syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141589&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce0f19b4501e14d82852308d66771cbb9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636810135780492564&sdata=VlukDo38Pc2JS4xJZZv%2BsXrtFkqmPHR2xJVhYnGiNVY%3D&reserved=0) | MCB3400\_syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 12/04/2018 - 13:37 | Submit |  | . | | Molecular and Cell Biology | James L Cole | 12/21/2018 - 12:08 | Approve | 12/7/2018 | Approved by MCB C+C and department. | |

**MCB 3400: Human evolutionary genomics**

**Semester:** Fall 2019

**Prerequisites:** MCB 2400 or MCB 2410

**Professor:**

Dr. Noah Reid

[noah.reid@uconn.edu](mailto:noah.reid@uconn.edu)

(860) 486-6963

TLS 413A

**Credits:** 3

**Location:** TBD

**Class meeting times:** M/W/F TBD

**Office Hours:** TBD

**Course Description:**

Recent technological advances in measuring genetic variation and function have given genomics a central place in understanding human history, phenotypic variation and disease. This role cannot be understood unless it is grounded in an understanding of how evolutionary processes shape the genome. This course will synthesize topics in evolutionary biology (including the inference of population structure, demographic history and signatures of natural selection from genome sequence data) and genomics (including techniques for sequencing genomes, assaying genome function and connecting genotypic to phenotypic variation) to help students understand the application of these new developments in learning about human biology.

**Learning Goals:**

By the end of the semester, students will: 1) understand how we use genomic data to probe genomic diversity, genealogy, and ancestry, with application to the last million years of human history; 2) understand the structure and content of the human genome and how it interacts with environment to give rise to phenotypes; 3) synthesize these topics to understand recent human phenotypic evolution, genome-wide association studies, the genetics of disease, and address controversies that arise from the use of genomic technologies in multiple domains of society, from personalized medicine to forensics.

**Course Texts:**

Human Evolutionary Genetics. 2nd edition. Jobling et al. 2014.

Who We Are and How We Got Here. Reich. 2018.

**Additional Course Materials:** Primary literature, per schedule.

**Assignments and assessments:** Students will be responsible for readings for each class period. Quizzes will periodically be administered on that reading (25% of grade). There will also be periodic class discussions (participation 15% of grade). Students will be assessed with two exams (60% of grade).

**Course Policies:**

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, which include:

The expected workload per credit hour:

<https://policy.uconn.edu/2012/08/22/credit-hour/>

The policies on class attendance, final exams and grading:

<https://catalog.uconn.edu/academic-regulations/grade-information/>

The Student Code, covering cheating, plagiarism and academic integrity:

<http://community.uconn.edu/the-student-code-preamble/>

The policy against discrimination, harassment and violence:

<https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). 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.)

**Schedule:**

*Weeks 1-3:* Evolutionary Biology. Students will review the big four evolutionary forces: selection, migration, mutation and drift, along with heritability, gene x environment interactions. Coalescent theory. Ancestry.

*Weeks 4-5:* Human History. Evolution and dispersal of human lineages from the last few hundred thousand years, including the relationship of modern humans to Neanderthals and Denisovans. Apportionment of genetic diversity among human populations, its origins and how we measure and make inferences from it. Ancient DNA. We discuss the concept of race, its history as it pertains to human genetics research, and on-going controversies.

*Weeks 6-10:* The human genome. Students will review chromosomal structure, content, quantity and sources of variation, meiotic recombination, gene expression, epigenetics. How the genome gives rise to phenotypes, considering the role of environment. Genetics of core human biology: Reproduction, sex determination and dimorphism, ageing, immunity, culture. Association mapping from complex to mendelian traits. GWAS, pedigrees. Model traits: height, skin color, autism, schizophrenia. Controversies over intelligence, educational attainment. Polygenic scores. Current techniques for measuring genomes and genome function.

*Weeks 11-15:* Synthesis: Recent evolution of human traits. Evolutionary medicine. Personalized medicine. Evolution of disease. Coevolution of humans and other organisms. Evolution in response to environmental stressors. Causes and phenotypic consequences of Denisovan and Neanderthal admixture. Evolutionary genetics of cancer. Evolutionary psychology. Revisit controversies of race, including the role of human genomic research, understanding the genetics of differences between human populations. Cover other controversies related to evolutionary history and modern life, journalism: the paleo diet, phenotypic mismatches, adaptationism and human behavior.

**2019-72 PSYC 6782 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3437 |
| **Request Proposer** | Chrobak |
| **Course Title** | Cross-Cultural Psychology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Cross-Cultural Psychology |
| **Course Number** | 6782 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James J Chrobak |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | jjc02010 |
| **Initiator Email** | [james.chrobak@uconn.edu](mailto:james.chrobak@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | 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** | Instructor only available at Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PSYC 6782. Cross-Cultural Psychology Three credits. Instructor consent required. Cultural issues on human behavior and thought including topics in self, emotion, language, work, society, relationships and health. |
| **Reason for the course action** | Course provides new material not previously presented at graduate level. |
| **Specify effect on other departments and overlap with existing courses** | No overlap with other departments (confirmed with Anthropology Department; Jocelyn Linnekin, Ph.D. email 11/20/2018) and will have no effect on other departments. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: Course Objective: 1. Learn about how culture influences human behavior and thought 2. Learn to apply different techniques to understand cultural phenomena 3. Present a cultural shock experience 4. Write and propose a research project |
| **Describe course assessments** | Grading based on in class participation (40%), class presentation (20%), Final paper (40%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Cross\_cultural Psychology-Esparza-Ramirez-1.24.19.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143697&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca51f1ffbc2fd4d7e99ea08d68228331d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839506503279874&sdata=rbZ0v2VcHnhM7hM%2B47B1E73n7ReyD%2FM8XzG1B89pIck%3D&reserved=0) | Cross\_cultural Psychology-Esparza-Ramirez-1.24.19.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James J Chrobak | 04/04/2017 - 10:46 | Submit |  | This course was approved by Psychological Sciences Dept C&C on Nov 14, 2018 | | Psychological Sciences | James J Chrobak | 01/24/2019 - 12:30 | Approve |  | This course was approved by Psychological Sciences Dept C&C on Nov 14, 2018 and is ready for CLAS CC&C review. | |

**Cross-Cultural Psychology –PSYC 6782**

Instructor: Nairan Ramirez-Esparza

Office: Bous 181

Email: [nairan.ramirez@uconn.edu](mailto:nairan.ramirez@uconn.edu)

Office hours: After class or by appointment

**Introduction**

In this course you will learn about how culture influences human behavior and thought. The reading materials will be from different disciplines in Psychology and also from other areas like Anthropology, and Sociology. The topics will tap cultural issues in self, emotion, language, work, society, relationships, and health. We will spend some time discussing the methodological ways in which people have done research to understand cultural phenomena and the limitations each procedure has.

**Course Objectives:**

1. Learn about how culture influences human behavior and thought
2. Learn to apply different techniques to understand cultural phenomena
3. Present a cultural shock experience
4. Write and propose a research project

**What will we do?**

1. There will be lots of readings. I will ask someone to be in charge of organizing reading questions before our meeting day. We will discuss these questions in class, so I expect you to actively participate in the classroom discussion.

2. I will ask you to participate in an activity where you experience some sort of culture shock. Since I am a Mexican living in the US, it is not surprising that I am interested in culture. Sometimes when we are away from our comfort zone we start to see things differently and interesting research questions emerge. Not only travelling abroad would be a way to experience culture shock, there are other ways you can also experience it. I want you to be creative. I am myself experiencing some sort of culture shock moving from the west coast to the east coast. My point is that culture shock can be experienced in different ways. We will listen to your culture shock experience in class. You can select a date in which you would like to present it.

3. You will propose a research study using the concepts learned in class. You could apply them to you own area of research. I expect you to write a paper with an introduction and a methods’ section and present your proposal to the class.

**Grading:**

40% In class participation

20% Presentation of your culture shock

40% Final Paper and presentation

100% Total

**Class Schedule**

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| **Date** | **Theme** | **Readings** |
| XX-Jan | Introduction and Overview of the course | Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American*. American Psychologist, 63,* 602-614. |
| X-Feb | Universals and Cultural Differences | Norenzayan, A., & Heine, S., (2005). Psychological universals: What are they and how can we know? *Psychological Bulletin, 131,* 763-784.  Cohen, A. B. (2009). Many forms of culture.  *American Psychologist, 64,* 194-204.  Matsumoto, D. (2007). Culture, context and behavior. *Journal of Personality, 75,* 1285-1320. |
| X-Feb | Culture and Self | Holloway, R. A., Waldrip, A. M., & Ickes, W. (2009). Evidence that a Simpático self-schema accounts for differences in the self-concepts and social behavior of Latinos versus Whites (and Blacks). *Journal of Personality and Social Psychology, 96,* 1012-1028.  Ramírez-Esparza, N., Chung, K. C., Sierra-Otero, G., & Pennebaker J. W. (2012). Cross-cultural constructions of self-schemas: Americans and Mexicans. *Journal of Cross-Cultural Psychology, 43,* 233-250.  Christian, C. B., Lee, I-Ch., & Hodges, S. D. (2014). From East to West: Accessibility and bias in self-other comparative judgments. *PSPB, 40,* 1391-1405. |
| X-Feb | Culture and Behavior | Heine, S. J., Butchel, E., & Norenzayan, A. (2008). What do cross-national comparisons of self-reported personality traits tell us? The case of conscientiousness. *Psychological Science, 19,* 309-313.  Ramírez-Esparza, N., Mehl, M. R., Alvarez-Bermúdez, J. & Pennebaker, J. W. (2009). Are Mexicans more sociable than Americans? Insights from a Naturalistic Observation Study. *Journal of Research in Personality, 43,* 1-7.   Levine R. V., & Norenzayan, A. (1999). The pace of life in 31 countries. *Journal of Cross-Cultural Psychology, 30,* 178-205. |
| X-Feb | Culture and Language | Ross, M., Xun, W. Q. E., & Wilson, Anne E. (2002). Language and the bicultural self. *PSPB, 28,* 1040-1050.  Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J., & Pennebaker, J. W*.* (2006). Do bilinguals have two personalities? A special case of cultural frame switching. *Journal of Research in Personality, 40,* 99-120.  Chen, S. X., Benet-Martinez, V., Ng, J. C. K. (2014). Does language affect personality perception? A functional approach to testing the Whorfian hypothesis. *Journal of Personality, 82,* 130-143. |
| X-Mar | Culture and Emotion | Chentsova-Dutton, Y. E., & Tsai, J. L. (2010). Self-focused attention and emotional reactivity: The role of culture. *Journal of Personality and Social Psychology, 98,* 507-519  Rodriguez Mosquera, P. M., Parrot, W. G., & Hurtado de Mendoza A. (2010). I fear your envy, I rejoice in your coveting: On the ambivalent experience of being envied by others. *Journal of Personality and Social Psychology, 99,* 842-854.  Tsai, J. L., & Park, B. K. (2014). The cultural shaping of happiness: The role of ideal affect. In J. Moskowitz & J. Gruber (Eds.). *The light and dark sides of positive emotion* (pp. 345-362). New York, NY: Oxford University Press. |
| X-Mar | Cultural Change  Over Time | Twenge, J. M., Campbell, W. K., & Freeman, E. C. (2012). Generational differences in young adults’ life goals, concern for others and civic orientation, 1966-2009. *Journal of Personality and Social Psychology, 102,* 1045-1062.  Twenge, J. M., Campbell, W. K., & Gentile, B. (2013). Changes in pronoun use in American books and the rise of individualism, 1960-2008. *Journal of Cross-Cultural Psychology. 44, 406-415*.  Cai, H., Kwan, V. S. Y., & Constantine, S. (2012). A sociocultural approach to Narcissism: The case of modern China. *European Journal of Personality, 26,* 529-535.  Oishi, S., Graham, J., Kasebir, S., & Galinha, I. C. (2013). Concepts of happiness across time and cultures. *PSPB, 39,* 559-577. |
| X-Mar | Spring Break |  |
| X-Mar | Culture and Society | Druckerman, P. (2012*). Bringing Up Bebe: One American Mother Discovers the Wisdom of French Parenting.* The Penguin Press. |
| X-Apr | Culture and Relationships | Salomon, C. (2012). The pop culture of sex: An evolutionary window on the worlds of pornography and romance. *Review of General Psychology, 16,* 152-160.  Qiu, L., Lin, H., & Leung, A.K.-Y. (2013). Cultural differences and switching of in-group sharing behavior between an American (facebook) and a Chinese (Renren) social networking site. *Journal of Cross-Cultural Psychology, 44,* 106-121.  Ritter, R., Preston, J. L., & Hernandez, I. (2014). Happy tweets: Christians are happier, more socially connected, and less analytical than atheist on twitter. *Social Psychological and Personality Science, 5,* 243-249. |
| X-Apr | Culture and Health | Payer, L. (1996). *Medicine and Culture.* NY: Holt |
| X-Apr | Culture and Work | Heine, S. J., Kitayama, S., Lechman, D. R., Takata, T., Ide, E., Leung, E., Matsumoto, H. (2001). Divergent consequences of success and failure in Japan and North America: An investigation of self-improving motivations and malleable selves. *Journal of Personality and Social Psychology, 81,* 599-615.  DeVoe, S. E. & Iyengar, S. S. (2004). Managers’ theories of subordinates: A cross-cultural examinations of manager perceptions of motivation and appraisal of performance. *Organizational Behavior and Human Decision Processes, 93,* 47-61.  Kim, J. S., Sherman, D. K., & Taylor, S. E. (2008). Culture and Social Support. *American Psychologist, 6,* 518-526. |
| X-Apr | Research Presentations |  |
| X-Apr | Research Presentations |  |

**2019-73 PSYC 6783 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10658 |
| **Request Proposer** | Chrobak |
| **Course Title** | Tools to Analyze Language |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Tools to Analyze Language |
| **Course Number** | 6783 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | James J Chrobak |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | jjc02010 |
| **Initiator Email** | [james.chrobak@uconn.edu](mailto:james.chrobak@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | 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** | Instructor available only at Storrs for this graduate (PhD) 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** | PSYC 6783 Tools to Analyze Language Three credits. Instructor consent required. Focus on the applied use of text analysis tools to analyze the links between natural language and psychological processes. |
| **Reason for the course action** | New Graduate course developed by newly tenured professor |
| **Specify effect on other departments and overlap with existing courses** | The course involves a unique methodology for language (written and spoken) analysis. It does not overlap with existing graduate courses. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: 1. Learn different text analytic tools to analyze language 2. Use and apply those tools to your own research 3. Present an exploratory study using the LIWC (language analysis software program) 4. Present and propose a research project. |
| **Describe course assessments** | Grading will be based on: (40% In class participation, 20% Presentation of your language analysis using LIWC or other software, 40% Final Paper and presentation as detailed below) Language Inquiry and Word Count (LIWC): We will do some applied work with the tools to analyze language. Students will do their own analyses on any text and present their findings to the class in an informal way. Paper and presentation: Students will propose a research study using the concepts learned in class. You could apply them to you own area of research. Students will write a paper with an introduction and a methods’ section and present their proposal to the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [NAIRAN-1-Syllabus\_Tools to Analyze Language\_submit\_CC.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143724&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7388fafd700b45e2ac4408d6823ab6bd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636839586017607054&sdata=t7P4yRwgDsLUwvFB7Hz22kfEgbjMqNcVaCHMImU1JAg%3D&reserved=0) | NAIRAN-1-Syllabus\_Tools to Analyze Language\_submit\_CC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | James J Chrobak | 01/24/2019 - 14:23 | Submit |  | This course was approved by Psychological Sciences C&C committee on November 13, 2018 | | Psychological Sciences | James J Chrobak | 01/24/2019 - 14:59 | Approve |  | This course was approved by Psychological Sciences C&C committee on November 13, 2018 | |

**Tools to Analyze Language –PSYC 6783**

**Spring 2017**

Instructor: Nairan Ramirez-Esparza

Office: Bous 181

Email: [nairan.ramirez@uconn.edu](mailto:nairan.ramirez@uconn.edu)

Office hours: After class or by appointment

**Introduction**

The purpose of this course is to introduce students to the links between natural language and psychological processes. This course is much more applied than theoretical. Students will be expected to master basic text analysis tools including the use of LIWC and other language analysis software programs. Each week, students will be expected to make a brief presentation either on a particular discovery that they have made using a data set that they have collected for class or a pre-existing one.

**Course objectives?**

1. Learn different text analytic tools to analyze language
2. Use and apply those tools to your own research
3. Present an exploratory study using the LIWC
4. Present and propose a research project.

**What will we do?**

1. There will be some reading, especially for the first half of the course. Then there will be less reading and we will work more with tools to analyze language. I will ask someone to be in charge of organizing reading questions before our meeting day. We will discuss these questions in class so students are expected to actively participate in the classroom discussion.
2. We will do some applied work with the tools to analyze language. Students will do their own analyses on any text and present their findings to the class in an informal way.

1. Students will give a formal presentation of exploratory work done with the LIWC software.
2. Students will propose a research study using the concepts learned in class. You could apply them to you own area of research. Students will write a paper with an introduction and a methods’ section and present their proposal to the class.
3. Students will hear presentations from guest speakers for some sessions.

Grading:

40% In class participation

20% Presentation of your analyses with LIWC

40% Final Paper and presentation

100% Total

**Class Schedule**

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| --- | --- | --- |
| **Date** | **Theme** | **Readings** |
| XX-Jan | Introduction and  *Linguistic Inquiry Word Count (LIWC)* | Pennebaker, J.W., Booth, R.E., & Francis, M.E. (2007a). *Linguistic Inquiry and Word Count: LIWC2007 – Operator’s manual.* Austin, TX: LIWC.net.  Pennebaker, J.W., Chung, C.K., Ireland, M., Gonzales, A., & Booth, R.J. (2007b). *The development and psychometric properties of LIWC2007*. [Language manual]. Austin, TX: LIWC.net |
| XX-Feb | Psychology of Words  ***Guest speaker***  ***Dr. Cindy Chung*** | Chung, C.K., & Pennebaker, J.W. (2007). The psychological functions of function words. In K. Fiedler (Ed.), *Social communication* (pp. 343-359). New York: Psychology Press.  Tausczik, Y.R., & Pennebaker, J.W. (2010). The psychological meaning of words: LIWC and computerized text analysis methods. *Journal of Language and Social Psychology, 29*, 24-54. |
| XX-Feb | Words, Emotion and Emotional Upheavals | Cohn, M.A., Mehl, M.R., & Pennebaker, J.W. (2004). Linguistic Markers of Psychological Change Surrounding September 11, 2001. P*sychological Science, 15*, 687-693.  Back, M.D., Kufner, A.C.P., & Egloff, B. (2010). The emotional timeline of September 11, 2001. *Psychological Science, 21,* 1417-1419.  Semin, R. G. et al., (2002). Cultural perspectives on the linguistic representation of emotion and emotion event. *Cognition and Emotion, 16,* 11-28.  Tsai, J. L., Simeonova, D. I., & Watanabe, J. T. (2004). Somatic and social: Chinese Americans talk about emotion, *PSPB, 9,* 1226-1238. |
| XX-Feb | Words and Lying | Hancock, J.T., Curry, L., Goorha, S., & Woodworth, M.T. (2008). On lying and being lied to: A linguistic analysis of deception. *Discourse Processes, 45*, 1-23.  Toma, C. L., & Hancock, J. T. (2012). What lies beneath: the linguistic traces of deception in online dating profiles. *Journal of Communication, 62,* 78-97.  Markowitz, D. M., & Hancock, J. T. (2014). Linguistic traces of a scientific fraud: The case of Diederik Stapel. *PloS ONE, 9,* e105937. |
| XX-Feb | The Meaning Extraction Method  (MEM)  ***Guest speaker:***  ***Ryan Boyd*** | Ramírez-Esparza, N., Chung, K. C., Sierra-Otero, G., & Pennebaker J. W. (2012). Cross-cultural constructions of self-schemas: Americans and Mexicans. *Journal of Cross-Cultural Psychology, 43,* 233-250.  Boyd, R. L. et al. (2015). Values in words: Using language to evaluate and understand personal values. *Proceedings of the Ninth International AAAI Conference on Web and Social Media,* 31-40.  Boyd, R. L. & Pennebaker, J. W. (2015). Did Shakespeare Write *Double Falsehood?* Identifying Individuals by creating psychological signatures with text analyses. *Psychological Science, 26,* 570-582. |
| XX-Feb | Words and Personality  **Informal presentations of MEH** | Pennebaker, J.W. & King, L.A. (1999). Linguistic styles: Language use as an individual difference. *Journal of Personality and Social Psychology, 77,* 1296-1312.  Burke, P. A., & Dollinger, S. J. (2005). “A Picture’s worth a thousand words”: Language use in the autophotographic essay. *PSPB, 31,* 536-548.  Park et al. (2015). Automatic personality assessment through social media language. *JPSP, 18,* 934-952. |
| XX-Mar | Formal presentations of your exploratory  work with LIWC | |
| 14-Mar | Spring Break | |
| XX-Mar | Linguistic Style Matching  ***Guest speaker:***  ***Molly Ireland*** | Ireland, M. E., Slatcher, R. B., Eastwick, P. W., Scissors, L. E., Finkel, E. J., & Pennebaker, J. W. (2011). Language style matching predicts relationship formation and stability. *Psychological Science*, 39-44.  Ireland, M.E., & Pennebaker, J.W. (2010). Language style matching in writing: Synchrony in essays, correspondence, and poetry. *Journal of Personality and Social Psychology, 99,* 549-571. |
| XX-Mar | Kfngrams  And  Wordle.net  Informal presentations of LSM | Michel, J-B., Shen, Y.K., Aiden, A.P., Veres, A., Gray, M.K., The Google Books Team, Pickett, J.P., Hoiberg, D., Clancy, D., Norvig, P., Orwant, J., Pinker, S., Nowak, M.A., & Aiden, E.L. (2010). Quantitative analysis of culture using millions of digitized books. *Science*, 16 December 2010, DOI 10.1126/science.1199644.  Schwartz et al. (2013). Personality, Gender, and Age in the Language of Social Media: The Open-Vocabulary Approach, *Plos one, 8,* 1-16. |
| XX-Apr | Cool gadgets to analyze natural language  Informal presentations of Kfngrams and Wordle.net | Ramírez-Esparza, N., García-Sierra A., & Kuhl, K. P. (2015). Look who’s talking: Speech style and social context in language input to infants is linked to concurrent and future speech development. *Developmental Science, 17,* 880-891.  Pentland, A. (2010). To signal is human. *American Scientist, 98,* 204-211. |
| XX-Apr | Individual meetings for research presentation feedback | |
| XX-Apr | Research Presentations |  |
| XX-Apr | Research Presentations |  |

**2019-74 ECON 5317 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8778 |
| **Request Proposer** | Kim |
| **Course Title** | Big Data Analysis |
| **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** | Big Data Analysis |
| **Course Number** | 5317 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@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** | 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** | 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?** | 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 students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5317. Big Data Analysis Three credits. Open to students in the Master of Science in Quantitative Economics; others by consent. Topics may include linear regression, classification, resampling, linear model selection and regularization, nonlinear models, tree-based methods, support-vector machines, and unsupervised learning. |
| **Reason for the course action** | This is a required course for our new Master of Science program in Quantitative Economics. |
| **Specify effect on other departments and overlap with existing courses** | We have consulted with the STAT Department. We also plan eventually to communicate with CSE. |
| **Please provide a brief description of course goals and learning objectives** | This course provides a broad introduction to statistical learning and big data analysis targeted at Master of Science in Quantitative Economics (MSQE). The course combines theory of each model and its application using the R programming language. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final project (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Course\_Syllabus\_BigData\_CAR\_f.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142964&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf7df5118129b4cb8e4fc08d680d34c90%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838042354859414&sdata=0iEHZtK663oIEWTrTm02qIUh2XsQU98pyTGEKsAPnrY%3D&reserved=0) | Course\_Syllabus\_BigData\_CAR\_f.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/10/2018 - 21:22 | Submit |  | I would like to request a course number for the Big Data Analysis course. | | Economics | Richard N Langlois | 01/15/2019 - 12:34 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | |

**Econ 5317 Big Data Analysis**

**Contact**

Instructor: Min Seong Kim

Office Hours: TBA

Email: min\_seong.kim@uconn.edu

Lecture: TBA

Course Webpage: huskyct.uconn.edu

**Course Description**

This course provides a broad introduction to big data analysis and machine learning targeted at Master of Science in Quantitative Economics (MSQE). We will study a variety of topics such as linear regression, classification, resampling, linear model selection and regularization, nonlinear models, tree-based methods, support vector machines, and unsupervised learning.

R will be used to implement each of these big data analysis methods, so knowledge about R is assumed and necessary. Master level econometrics knowledge is also assumed.

**Textbook/References**

1. Main textbook: An Introduction to Statistical Learning with Application in R (James, Witten, Hastie and Tibshirani, 2015). The pdf version is available at

<https://www-bcf.usc.edu/~gareth/ISL/ISLR%20Seventh%20Printing.pdf>

1. Big Data: New Trick for Econometrics (2014), Varian, H. Journal of Economic Perspectives, Vol. 28, 2.
2. The Economics of Artificial Intelligence: An Agenda (2019), NBER Conference Report, edited by Agrawal, Gans, and Goldfarb.
3. High Dimensional Sparse Econometric Models: An Introduction (2009), Springer Lecture Notes, Belloni and Chernozhukov.
4. <https://github.com/sangwoomo/ml-resources>

**Course Schedule**

1. Linear Regression
2. Classification

- Logistic Regression

- Linear Discriminant Analysis

- K-nearest Neighbors

1. Resampling Methods

- Cross-Validation

- Bootstrap

1. Linear Model Selection and Regularization

- Subset Selection

- Shrinkage Methods: Ridge Regression, Lasso

- Dimension Reduction Methods: Principal Components Regression, Partial Least

Squares

1. Moving Beyond Linearity

- Polynomial Regression, Step Functions, Basis Functions

- Spline Methods, Local Regression

- Generalized Additive Models

1. Tree-Based Methods

- The Basics of Decision Trees

- Bagging, Random Forests, Boosting

1. Support Vector Machines
2. Unsupervised Learning

- Principal Component Analysis (PCA), Clustering Methods

**Sample Data Sets**

College Data (<http://www-bcf.usc.edu/~gareth/ISL/data.html>)

Exchange Rate Data (<https://fred.stlouisfed.org/series/DEXUSEU>)

Housing Market data (<https://www.kaggle.com/harlfoxem/housesalesprediction>)

Wage Data (<https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>)

Mortgage Application Data (<https://wps.pearsoned.com/aw_stock_ie_3/178/45691/11696965.cw/index.html>)

**Course Mechanics**

For each topic, we will have a lecture to cover the theory of a statistical learning method. After the lecture, we will have a lab session, in which you work through practice exercises to understand how to implement the method. There will also be a midterm and final project.

**Course Evaluation**

- 10%: Participation

- 30%: Homework

- 30%: Midterm

- 30%: Final Project

You are encouraged to discuss your course material including homework, but **all work you submit must be your own.**

**2019-75 ECON 5318 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8806 |
| **Request Proposer** | Hwang |
| **Course Title** | Panel Data Econometrics |
| **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** | Panel Data Econometrics |
| **Course Number** | 5318 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jungbin Hwang |
| **Initiator Department** | Economics |
| **Initiator NetId** | juh16107 |
| **Initiator Email** | [jungbin.hwang@uconn.edu](mailto:jungbin.hwang@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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Computer Lab |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 5312 |
| **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?** | 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 students in the Master of Science in Quantitative Economics (MSQE) Program; others by consent. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5318. Panel Data Econometric. Three credits. Prerequisite: ECON 5312. Open to students in the Master of Science in Quantitative Economics; others by consent. Standard panel-data models, which apply to datasets that follow cross sections of individuals through time. Emphasis on determining when causal relationships can be inferred from panel data. |
| **Reason for the course action** | This is a required course for our new Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | We have consulted with STAT. Panel Data is a standard Economics course always taught in Economics Departments. |
| **Please provide a brief description of course goals and learning objectives** | The course covers linear/non-linear regression models which apply to panel data sets that follow cross sections of individuals through time. Students are expected to study theories of panel econometric methods by practicing how to implement them as well using standard computer programming packages such as STATA and R. |
| **Describe course assessments** | Labs (10%), Homework Assignments (30%), Midterm exam (30%), Final exam (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_Panel\_data\_2019\_Jan\_17th\_a.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143120&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5ca164de691944a9ba0308d67cea20df%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636833742351954899&sdata=QBOFCFZdS9zJCFe6F%2FMI2se9Qm%2BzUuFaBOQtIrJ4Glk%3D&reserved=0) | Syllabus\_Panel\_data\_2019\_Jan\_17th\_a.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jungbin Hwang | 10/12/2018 - 16:25 | Submit |  | I would like to request a new course number proposal for Master level of Panel Data Econometrics | | Economics | Richard N Langlois | 01/17/2019 - 14:36 | Approve | 12/4/2018 | Approved by the Economics Department in 12/4/18. | |

[Econ 5318] Panel Data Econometrics

[Fall and 20xx]

# Instructor Information

|  |  |  |
| --- | --- | --- |
| Instructor | Email | Office Location & Hours |
| Jungbin Hwang | [jungbin.hwang@uconn.edu] | [Oak 333, TBA, TBA] |

# General Information

## Description

## The course “Panel data econometrics” covers standard panel data models which apply to datasets that follow cross sections of individuals through time. An emphasis will be placed on determining when causal relationships can be inferred from panel data. The material is divided into the following three sections: (1) Static Panel Data Models (2) Dynamic Panel Data Models (3) Non-linear Panel Data Models. We will use computer programming packages in STATA (or R) to implement the econometric methods covered. The course also briefly covers recently developed issues in panel data econometrics such as re-sampling and machine learning methods, if time allows.

# Course Materials

## Since I will provide slides of lecture notes that summarize overall materials, there are no required textbooks for the course, although the following will be useful references. If you are planning to specialize in applied or theoretical econometrics Microeconometrics using STATA (2010): AC Cameron, PK Trivedi

## An Introduction to Mata: https://www.ssc.wisc.edu/sscc/pubs/4-26.htm

## Panel Data Econometrics with R (2016): Yves Croissant, Givanni Millo

## Econometric Analysis of Cross Section and Panel Data (2010): J. M. Wooldridge Required Text

## Course Schedule

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| --- | --- | --- | --- |
| Week | Topic | Topics | Programming  Assignment |
| 1 | An introduction to panel data and its features | Getting started with panel data/ Summary statistics and dynamics/ Data generation of the regression model/ Variance-covariance estimators/Margins and marginal effects | 1st |
| 2-5 | Static panel models and applications | Random-effects model/ Fixed-effects model, Within estimator/ Comparing within and random-effects estimates/First-differenced estimator/ Deciding between random and fixed effects: Hausman test/ Mundlak test | 2nd and 3RD |
| 6-8 | Dynamic Panel models and applications | Theory behind dynamic models/ Time series operators/ IV estimations/ GMM methods/ Anderson Hsiao, Arellano Bond method/ Model Specification/ Building your own dynamic model | 4TH |
| 9-11 | Nonlinear panel model and its application | Random effect Probit/Logit/Poisson models / Fixed effect Logit model | 5TH |
| 12-14 | Resampling methods in panel data and applications | Resampling methods in econometrics: Bootstrap/Subsampling methods in econometrics/Bias correction in panel model with analytical/Resampled methods | 6TH |

# 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 buy 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. The main reason for adopting STATA in my course is that it offers a good combination of ease of use and power and is easy to learn. It also has compelling tools for data management, many cutting-edge statistical procedures, the ability to quickly download programs developed by other users and the ability to create your Stata programs that seamlessly become part of STATA.

# Homework

Four homework assignments will be released in this course, and the number of graded assignments will depend on students’ programs and related backgrounds. 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. The overall course grade, computed using the weights specified below and can be curved. Roughly, the class average corresponds to the B~B+.

# Grading guideline

15% 3 Homework Assignments / 10% Class Participation / 35% Midterm Exam/ 40% Final Exam

## 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) 486-2036 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/

**2019-76 ECON 5321 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8757 |
| **Request Proposer** | Kim |
| **Course Title** | Programming and Computation with R |
| **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** | Programming and Computation with R |
| **Course Number** | 5321 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@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** | 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** | 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?** | 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 students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5321. Computation and Programming with R. Three credits. Open to students in the Master of Science in Quantitative Economics; others by consent. Basics of R programming. Objects, data structures, logical design, functions.. Applications to matrix algebra, optimization, data visualization, and statistical analysis. |
| **Reason for the course action** | This is a required course for our new Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This is a graduate level programming and computation course targeted at Master of Science in Quantitative Economics (MSQE). Computation using a programming language is an essential part of data analysis. Students will learn not just how to run existing programs but also how to read, modify and write codes, so that they can assemble computational tools needed to solve various data analysis problems. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final project (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Course\_Syllabus\_BigData\_CAR\_f.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142962&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce073ba92751a4570ad7108d680d37546%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838043035863363&sdata=DwUVdoOIiyEQ6eDDIjAY3AjzPGizz%2FzuiayMYh1wfyk%3D&reserved=0) | Course\_Syllabus\_BigData\_CAR\_f.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/10/2018 - 10:02 | Submit |  | I would like to request a new course number for Programming and Computation with R. | | Economics | Richard N Langlois | 01/15/2019 - 12:28 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | |

**Econ 5321 Programming and Computation with R**

**Contact**

Instructor: Min Seong Kim

Office Hours: TBA

Email: min\_seong.kim@uconn.edu

Lecture: TBA

Course Webpage: huskyct.uconn.edu

**Course Description**

This is a graduate level programming and computation course targeted at Master of Science in Quantitative Economics (MSQE). Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write codes, so that they can assemble computational tools needed to solve various economic problems.

No programming knowledge is assumed for this class, but some econometrics knowledge is assumed. Students will learn basics of R programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, optimization, data visualization, and econometric analysis using the R programming language.

**Course Mechanics**

There will be short lectures on each class. In each class, I will have a 10-20 minute lecture that coves a single topic. The rest of the class is will be a lab session, in which students work through a set of practice exercises using various economic data. These are to be completed and submitted. There will also be a midterm and final project.

**Course Schedule**

1. Operation in R: Arithmetic operation, relational operation, logical operation
2. Variable assignment: Numeric, Character, Logical
3. Data structures: Vector, Matrix, Factor, Data frame, List
4. Data Input, Date data
5. Conditional statement: if, else if, else
6. Loop: while, for,
7. Application of loop: Bootstrap
8. Function: How to use a built-in function, How to write a function, Apply family (useful function)
9. Matrix Algebra (Application: PageRank algorithm)
10. Principal Component Analysis
11. Visualization
12. Group comparison: Two sample t test, ANOVA
13. Linear regression analysis
14. Logistic regression
15. Simulation
16. Time series
17. Linear programming

**References**

(Bootstrap)

Horowitz (2001): “The Bootstrap in Econometrics,” Handbook of Econometrics, Vol. 5, J.J. Heckman and E.E. Leamer, eds., Elsevier Science B.V., 2001, Ch. 52, pp. 3159-3228.

(Linear/Logistic Regression)

Wooldridge (2010): Econometric Analysis of Cross Section and Panel Data, second edition. Cambridge, MA: MIT Press, Ch. 4, pp. 44-76 and Ch. 15, pp. 453-509.

(Bootstrap and Simulation)

Kim and Sun (2016): “Bootstrap and k-step Bootstrap Bias Corrections for Fixed Effects Estimators in Nonlinear Panel Model,” Econometric Theory, 32(6), pp. 1523-1568.

(Principal Component Analysis)

Bai (2008): “Factor Models,” New Palgrave Dictionary of Economics.

(Time series)

Hamilton (1994): Times Series Analysis, Princeton University Press

**Data Sets**

College Data (<http://www-bcf.usc.edu/~gareth/ISL/data.html>)

Exchange Rate Data (<https://fred.stlouisfed.org/series/DEXUSEU>)

Housing Market data (<https://www.kaggle.com/harlfoxem/housesalesprediction>)

Wage Data (<https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>)

**Course Evaluation**

- 10%: Participation

- 30%: Lab Assignments

- 30%: Midterm

- 30%: Final Project

You are encouraged to discuss your course material, but all work you submit must be your own.

**2019-77 ECON 5322 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8839 |
| **Request Proposer** | Kim |
| **Course Title** | Open Source Programming with Python |
| **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** | Open Source Programming with Python |
| **Course Number** | 5322 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@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** | 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** | 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?** | 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 students in the Master of Science in Quantitative Economics (MSQE) program. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5322. Open Source Programming with Python. Three credits. Open to students in the Master of Science in Quantitative Economics; others by consent. Graduate-level introduction to Python. Code structure, control flow, data input/output in different formats, testing, and debugging. |
| **Reason for the course action** | This is a required course for our new Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging. |
| **Describe course assessments** | Labs (10%), Homework Assignments (30%), Exam I (30%), Exam II (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Ivy Course\_Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142960&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb03c2c68d971495db59208d680ce5626%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838021039013626&sdata=u70QEiKGq6UeMA%2FK9%2ByYIm%2FN%2F7JlFqwJoJrjcmYncKY%3D&reserved=0) | Ivy Course\_Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/12/2018 - 14:04 | Submit |  | I would like to request a course number for the Open Source Programming with Python course. | | Economics | Richard N Langlois | 01/15/2019 - 12:23 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18 | |

**Econ 5322 Open Source Programming with Python for Economists**

Instructor: Ivy Liu

Office Hours: TBD

Email: yeachyn@gmail.com

Lecture: TuTh 9:30-10:45

Course Webpage: Piazza (under construction)

**Course Overview**

This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging.

**Course Mechanics**

There will be a short lab (20 minutes) in each class. Each lecture hour will include both programming concepts and assignment solution discussion. Students will get familiarized with the basic programming language during the lab session. Lab time may be adjusted as the topics require it. Homework will be assigned weekly. Students will also be tested with midterm and final exams.

**Course Materials**

“An Introduction to Programming Using Python” by David I. Schneider, Pearson, 2016

**Course Evaluation**

- 10%: Labs

- 30%: Homework Assignments

- 30%: Midterm Exam

- 30%: Final Exam

You are encouraged to discuss your course material including lab work and homework assignment, but all work you submit must be your own.

**Course Outline**

1. Variables and types
2. Functions, basic recursion
3. Control flow: Branching and repetition
4. Introduction to core objects: Strings and lists
5. Exception handling and debugging
6. Introduction to data structure: Dictionaries
7. Function as a type and list comprehension
8. Testing

**2019-78 ECON 5323 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9279 |
| **Request Proposer** | Morand |
| **Course Title** | Convex Optimization with Python |
| **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** | Convex Optimization with Python |
| **Course Number** | 5323 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Olivier Morand |
| **Initiator Department** | Economics |
| **Initiator NetId** | olm02002 |
| **Initiator Email** | [olivier.morand@uconn.edu](mailto:olivier.morand@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** | 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** | 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?** | 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 students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5323. Convex Analysis with Python. Three credits. Open to students in the Master of Science in Quantitative Economics; others by consent. Methods of convex optimization, including linear, quadratic, and general constrained and unconstrained problems. Applications, using Python, in economics, finance, data analysis, and other fields. |
| **Reason for the course action** | This is a required course for our new Master of Science Program in Quantitative Economics. |
| **Specify effect on other departments and overlap with existing courses** | We have consulted with MATH, who see no overlap and potential benefit to their own students. |
| **Please provide a brief description of course goals and learning objectives** | The course will provide students with the mathematical training and the tools of convex analysis to solve convex optimization problems. Students will gain experience in solving such problems, including Python programming and the use of numerical methods, and will develop the ability to recognize problems that can be modeled as convex optimization problems. This course will be co-taught with an undergraduate version, targeted to BS students, to be submitted eventually as ECON 4323. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final Exam (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON 5323 Convex Programming with Python.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142968&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbd1fa7f93a2d4a5bbeb308d680d31b55%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636838041517975777&sdata=NdTvCFplixlyXIC6RLQiBjb%2F51sBbpXXcXBbxJFi04U%3D&reserved=0) | ECON 5323 Convex Programming with Python.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Olivier Morand | 11/05/2018 - 20:18 | Submit |  | I would like to request a course number for the Convex Optimization with Python course | | Economics | Richard N Langlois | 01/15/2019 - 12:56 | Approve | 12/4/2018 | Approved by the ECON Department 12/4/18. | |

# ECON 5323: Convex optimization with Python.

1. **Morand. Department of Economics. Fall 2019. Preliminary Syllabus.**

**Course description.** This course focuses on identifying, formulating and solving convex optimiza- tion problems. The theory part includes a solid introduction to convex analysis (properties of convex sets and of convex functions) and to methods of convex optimization (Lagrangians, opti- mality conditions). The convex optimization problems studied include linear and quadratic pro- grams, constrained and unconstrained convex programs, and convex dynamic programs. The course emphasizes the use of convex optimization in economics, ﬁnance, data analysis, and other ﬁelds. Students will also learn to solve a variety of convex programs using Python programming.

**Prerequisites:** Knowledge of basic linear algebra (vector and matrices operations and manipulations) and of basic functional analysis (working with functions, the use of multivariate calculus) is very helpful. Familiarity with Python programming is a plus, but is not necessary. Being enthusiastic about leaning new mathematical tools and techniques is critical.

## Course objectives:

* 1. Provide students with a the mathematical training and the tools of convex analysis to solve convex optimization problems.
  2. Give students experience in solving such problems, including the application of Python programming and the use of numerical methods.
  3. Help students develop the ability to recognize problems that can be modeled as convex optimization problems.

## Course requirements:

* Regular homework (approximatively bi-weekly). The purpose of the homework is to think more about the material presented in lectures, to apply concepts learn in class to speciﬁc problems, and to prepare students for the midterm and ﬁnal exams
* One 75 minutes Midterm exam
* Short quizzes and in-class projects
* One 2 hours cumulative ﬁnal exam.

## Course material:

* “Convex Optimization” by Stephen Boyd and Lieven Vandenberghe. (available at https://web.stanford.edu/~boyd/cvxbook/bv\_cvxbook.pdf).
* “How to think like a computer scientist: Learning with Python 3 documentation” by Peter Wentworth, Jeffrey Elkner, Allen B. Downey and Chris Meyers.

(available at [http://openbookproject.net/thinkcs/python/english3e/).](http://openbookproject.net/thinkcs/python/english3e/))

* A pdf of both texts will be posted on the HuskyCT web site of the course.
* Additional material and lecture notes will be posted on HuskyCT.

## Weekly topics

* Week 1. Introduction to optimization.
  + Examples of optimization problems;
  + Introduction to Python: variables, lists, functions.
* Week 2. Convergence, continuity, differentiability.
  + Metric spaces and normed vector spaces;
  + Introduction to Python (numpy and matplotlib);
  + Homework 1.
* Week 2. Elements of convex analysis.
  + Convex set and convex functions;
  + Characterizations of convexity;
  + Indicator functions and the Lagrangian;
  + Continuing with Python (pandas and the use of DataFrame objects).
* Week 4. Maxima and minima without calculus.
  + Mathematical techniques (completing the square, AM-GM theorem);
  + Homework 2.
* Week 5 and 6. Regressions and data analysis in Python.
  + Linear regressions in matrix format;
  + Homework 3;
  + Regressions in Python (statsmodel and sklearn);
  + Assessing model quality.
* Week 7. Midterm examination (review, exam, and correction).
* Week 8 and 9. Constrained and unconstrained optimization programs.
  + Theory: The Penalty approach to the Lagrangian;
  + Practice: Solving minimization problem with the Lagrangian;
  + Homework 4.
* Week 10. Method of Gradient descent.
  + General descent and gradient descent methods;
  + Python implementation of the gradient descent method.
* Week 11 and 12. Portfolio selection and optimization.
  + Asset pricing models
  + Portfolio selection and quadratic optimization;
  + Python implementation on stock and ﬁnancial data;
  + Homework 5.
* Week 13. Convex optimization in inﬁnite dimensional spaces.
  + Spaces of sequences;
  + Introduction to dynamic programming;
  + Python implementation (dynamic models in economics)
* Week 14. Special topics (TBD).
* Last week. Review for ﬁnal exam.

**2019-79 ECON 5501 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9733 |
| **Request Proposer** | Harmon |
| **Course Title** | Writing and Communication for Economics and Business 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** | 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** | Writing and Communication for Economics and Business I |
| **Course Number** | 5501 |
| **Will this use an existing course number?** | No |

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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?** | 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** | 2 |
| **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?** | 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** | Open to students in the Master of Science in Quantitative Economics (MSQE) Program; others by consent |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5501. Writing and Communication for Economics and Business I. Two credits. Open to students in the Master of Science in Quantitative Economics (MSQE) program; others by permission. Practice in written and oral communication of economic ideas. Development of skills and techniques for success in business and professional environments. |
| **Reason for the course action** | This is a optional course for our new Master of Science program in Quantitative Economics. ECON 5501 and 5502 help fulfill a requirement for the Certified Business Economist designation of the National Association of Business Economists. <https://www.nabe.com/cbe> |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The seminar will focus on writing and oral skills, including higher-order concerns of structuring and composing and lower-order concerns of concision, clarity, and transitions. The course will discuss effective collaboration in a variety of environments as well as adapting communications to various audiences, e.g., supervisor, consumer, other economists. |
| **Describe course assessments** | A combination of weekly writing assignments and oral presentations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 5501.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143063&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb9a6f098d3514d9e414208d67db4e835%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636834613308193655&sdata=fzKmSXmjrCZiDmC8kcb61M%2BX1M6nSIYw4hqeGJMfP1Q%3D&reserved=0) | Econ 5501.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Oskar R Harmon | 12/01/2018 - 10:50 | Submit |  | Has been approved by Econ Dept | | Economics | Richard N Langlois | 01/16/2019 - 15:13 | Approve | 12/14/2018 | Approved by the Economics department on 12/14/18. | |

 ECON 5501

**Writing and Communication for Economics and Business I**

Syllabus – Spring 2019

Course and Instructor Information

**Course Title: Writing and Communication for Economics and Business I**

**Credits:** 2

**Prerequisites:**  Completion of MSQE first semester

**Professor:** Oskar Harmon

**Email:** harmon@uconn.edu

**Cell/Text:** (518) 496-7642

**Office Hours/Availability:** TBA

Course Materials

Required Textbook:

**The Business Writer's Handbook Twelfth Edition (Spiral-bound)**

by Gerald J. Alred, Walter E. Oliu, Charles T. Brusaw

<https://www.amazon.com/Business-Writers-Handbook-Gerald-Alred/dp/1319058493/ref=sr_1_3_twi_spi_1?ie=UTF8&qid=1544447227&sr=8-3&keywords=the+business+writers+handbook>

Course Description

Practice in written and oral communication of economic ideas. Development of skills and techniques for success in business and professional environments.

Course Objectives

Writing and oral skills focused on will include higher order concerns of structuring, and composing, and lower order concerns of concision, clarity, and transitions. The course will discuss effective collaboration in a variety of environments, and how-to adapting communications to different audiences e.g. supervisor, consumer, other economists.

Course Outline

Topic 1: Introduction

Topic 2: Modes of Expression

Topic 3: The Writing Process

Topic 4: Modes of Business Communications

Topic 5: Visual Presentation of Data

Topic 6: Oral Presentation I

Topic 7: Communicating Your Profile

Course Requirements and Grading

Summary of Course Grading:



**Weekly Writing Assignments**

Writing assignments assigned weekly. Will exchange assignments, critique, and rewrite.

**Oral Presentations**

In class presentations to practice and develop presentation skills

**Visual Presentation**

Locate data, present it in Tableau.

Research Project

Locate data, format it to be read by regression software, and develop, estimate and interpret an original econometric model to shed light on a problem of social/economic importance. Your submission must include: 1.) a carefully considered statement of the research question, not to exceed one paragraph in length, 2.) variable descriptions, summary statistics and regression results tables, and 3.) a three-paragraph interpretation of the results. In your interpretation, you must critically evaluate your models, based on the discussion in (Stock and Watson) Handout “Conducting a Regression Study Using Economic Data”, a copy of which is in HuskyCT.

Grading Scale:

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| 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 |

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*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***

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***Extension of Deadline for Cause i.e. Excusal Policy***

Assignments are be submitted on time, except in case of documented emergency, scheduling conflict, religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. If you have a conflict, please inform me in writing 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. Unless excused, a 10-point penalty is imposed on late assignments.

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[Absence From Final Exam](http://catalog.uconn.edu/academic-regulations/#Abs)

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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:

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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 Related Interpersonal Violence**

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

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://ctcs.uconn.edu/) page for more information.

**2019-80 ECON 5502 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9734 |
| **Request Proposer** | Harmon |
| **Course Title** | Writing and Communication for Economics and Business 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** | 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** | Writing and Communication for Economics and Business II |
| **Course Number** | 5502 |
| **Will this use an existing course number?** | No |

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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** | 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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Econ 5501 |
| **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?** | 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?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **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 5502. Writing and Communication for Economics and Business II. One credit. Prerequisite: ECON 5501. Application of skills from ECON 5501 to writing and presenting a research paper developed in a third-semester MSQE course. |
| **Reason for the course action** | This is a optional course for our new Master of Science program in Quantitative Economics. It is intended to be taken in the third semester of the MSQE program as a follow-on to ECON 5501. ECON 5501 and 5502 help fulfill a requirement for the Certified Business Economist designation of the National Association of Business Economists. <https://www.nabe.com/cbe> |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students will be engaged in revising and reworking a research project they have already made a commitment to. The research project will be used to develop skills in different types of business communication including executive summaries, a technical paper, a white paper, blog posts, a PowerPoint presentation, and a data visualization. |
| **Describe course assessments** | A combination of weekly writing assignments, and oral presentations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 5502.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143061&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9858758af51140a5916408d67db43506%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636834610275103849&sdata=7EaXX5T8DCnxtcQoCa59lxq69LVsxBrDO8zjtABCiIk%3D&reserved=0) | Econ 5502.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Oskar R Harmon | 12/01/2018 - 12:09 | Submit |  | Has been approved by Econ Dept | | Economics | Richard N Langlois | 01/16/2019 - 15:14 | Approve | 12/14/2018 | Approved by the Economics Department 12/14/18. | |

 ECON 5502

**Writing and Communication for Economics and Business II**

Syllabus – Fall 2019

Course and Instructor Information

**Course Title: Writing and Communication for Economics and Business II**

**Credits:** 1

**Prerequisites:**  Completion of Econ 5501

**Professor:** Oskar Harmon

**Email:** harmon@uconn.edu

**Cell/Text:** (518) 496-7642

**Office Hours/Availability:** TBA

Course Materials

Required Textbook:

McClosky, Deirdre N. Economical Writing (2nd Edition)

Course Description

Application of skills from Econ 5501 to writing and presenting a research paper developed in a third semester MSQE course.

Course Objectives

Students will be engaged in revising and reworking a research project they have already made a commitment to. The research project will be used to develop skills in different types of business communication including executive summaries, a technical paper, a white paper, blog posts, a PowerPoint presentation, and a data visualization.

Course Outline

Topic 1: Introduction

Topic 2: Modes of Expression

Topic 3: The Writing Process

Topic 4: Modes of Business Communications

Topic 5: Visual Presentation of Data

Topic 6: Oral Presentation I

Topic 7: Communicating Your Profile

Course Requirements and Grading

Summary of Course Grading:



**Weekly Writing Assignments**

Writing assignments assigned weekly. Will exchange assignments, critique, and rewrite.

**Oral Presentations**

In class presentations to practice and develop presentation skills

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Locate data, present it in Tableau.

Research Project

Locate data, format it to be read by regression software, and develop, estimate and interpret an original econometric model to shed light on a problem of social/economic importance. Your submission must include: 1.) a carefully considered statement of the research question, not to exceed one paragraph in length, 2.) variable descriptions, summary statistics and regression results tables, and 3.) a three-paragraph interpretation of the results. In your interpretation, you must critically evaluate your models, based on the discussion in (Stock and Watson) Handout “Conducting a Regression Study Using Economic Data”, a copy of which is in HuskyCT.

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Software Requirements and Technical Help

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

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* Work within two or more browser windows simultaneously.
* Open and access PDF files.

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

1. From “Part VI: Academic Integrity in Undergraduate Education and Research” at <http://www.dosa.uconn.edu> [↑](#footnote-ref-1)
2. Just like literary-historical “periods,” historical “eras” are of course human constructs, and there is often considerable overlap. Is *Santa Clara* more a Gilded Age or Progressive Era decision? Is *The Squatter and the Don* better understood as the product of one or the other periods? It’s up for grabs. [↑](#footnote-ref-2)
3. Professors, as you know, all have agendas of their own--as H. L. Mencken observed, "A professor must have a theory, as a dog must have fleas.” [↑](#footnote-ref-3)