CLAS C&C

Agenda – Additional Materials

Chair: Pamela Bedore

2.19.2019

**ADDITIONAL MATERIALS**

**2019-85 EEB 3895 Add Special Topic: Current Issues in Environmental Science**



**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: **6 February 2019**

2. Semester and year this 3895 course will be offered: **Fall 2019**

3. Department: **EEB**

4. Course number and title proposed: **Special Topics EEB 3895. Current Issues in Environmental Science**

**Discussion Section, to accompany EEB 3205**

5. Number of Credits: **1**

6. Instructor: **Chris Simon**

7. Instructor's position: **Professor EEB**

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

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

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

10. Short description:

**An experimental discussion section to accompany EEB 3205, Current Issues in Environmental Science. Activities will include attending relevant lectures by prominent scientists speaking in the Teale lecture series on Nature and the Environment, EEB seminar speakers, guest lectures by UConn environmental scientists, field trips to relevant near-by locations (energy efficient house, recycling plant, UCONN cogen, the Hillside Environmental Education Park.**

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

**See attached syllabus. Note: Actual seminars for Fall 2019 cannot be included because they have not been scheduled yet so this mock-up uses guest lectures and optional seminars that were featured in my Fall 2017 EEB 3205 syllabus. The five UCONN guest lectures were scheduled during regular class time. Moving them to the discussion session will allow more time for class lectures, discussion, and current events presentations.**

12. Comments, if comment is called for:

**This discussion section was included as part of "future plans" in my successful Honors Core proposal for EEB 3205, submitted in Fall 2018. I have been teaching EEB 3205 for more than 10 years. EEB 3205 was also approved (lacks only Senate C&C approval) to satisfy the Environmental Literacy requirement in Fall 2018.**

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

**Chris Simon,** [chris.simon@uconn.edu](mailto:chris.simon@uconn.edu) **860-486-4640 (office) or 486-3947 (lab).**

**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.

Course: EEB 3895. Special topics. Current Issues in Environmental Science Discussion.

Date/Time: Fall 2019, Thursdays 3:30-4:45 PM

Target Audience: Students enrolled in EEB 3205.

Objectives: To provide opportunities for EEB 3205 students to attend relevant environmental lectures by visiting and resident experts, discuss topics in more depth, and participate in field trips.

Goals: To learn the principles of scientific inquiry; to obtain experience thinking about environmental problems and explaining them to others in a scientific context; to acquire breadth in environmental science; to explore environmental challenges and potential solutions; to integrate scientific, political, economic, and social aspects of environmental problems; to understand the impact of science and technology on human society globally by examining case studies, theories, and applications; to explore ethical, cultural, and aesthetic dimensions of environmental problems; and finally to learn to evaluate, summarize, and present scientific ideas.

Instructor: Chris Simon, Professor, Ecology and Evolutionary Biology

Class Website: Husky CT

Attendance: Class participation is required. However, UCONN policy states that students involved in planned activities supervised by a University faculty member or official (e.g., scholarly, artistic presentations, athletics, or etc.) should “inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.” The same policy applies to religious holidays and medical and family emergencies. Emergencies can be documented after the fact.

Office Hours: Anytime by appointment: [chris.simon@uconn.edu](mailto:chris.simon@uconn.edu). E-mail is better than phone. Office: Biology-pharmacy 305D; phone: 486-4640; lab- 486-3947

Activities: Students will attend seminars by visiting environmental scientists, including international experts speaking in the long-running multidisciplinary UConn TEALE Lecture Series, “Nature and the Environment.” Other lectures will be drawn from relevant Ecology and Evolutionary Biology Department weekly seminars. Additional sessions will include UConn faculty guest lectures, group exercises, videos followed by discussions, and field trips.

Group Project: Read Control of Nature. John McPhee. Section1, Mississippi River.

Follow assignment instructions to prepare for the class group discussion.

Grades: Grades will be based on class participation, short written summaries of each event, and group assignment reports. We will use the standard "undergraduate grading scale" posted at https://registrar.uconn.edu/grades/

Syllabus. Note: Actual seminars for Fall 2019 cannot be included in the draft syllabus because they have not been scheduled yet, so this mock-up uses guest lectures and seminars that were featured as "optional" in my Fall 2017 EEB 3205 syllabus. The five UCONN guest lectures were scheduled during regular class time. Moving them to the discussion session will allow more time for class lectures, discussion, and current events presentations.

Class Schedule

Th. 31 Aug- Introductory field trip, 50 questions. An introduction to the history of the UConn landfill remediation project and the associated Hillside Environmental Education Park (HEEP) with its upland, wetland and vernal pool habitat. Students learn to observe, ask questions and devise experiments to provide answers.

Th. 7 Sep- Film and Discussion: An Inconvenient Sequel: Truth to Power ([2017](https://www.imdb.com/year/2017/?ref_=tt_ov_inf)). Al Gore documentary follow-up to his 2006 film explores climate-caused problems and promising solutions

Th. 14 Sep- Guest Lecture. Dr. Mark Urban, Assoc. Prof. EEB, guest lecture, “Improving the forecast for biodiversity under climate change”

Th. 21 Sep- Teal Lecture Series. Nature and the Environment. Dodd Center, Konover Auditorium. 4:00 PM. Joel Berger, Colorado State University. Extreme Conservation- A planet without glaciers.

Th. 28 Sep- Guest Lecture. Dr. Larwrence Silbart, Center for Environmental Health, UCONN will discuss the environmental impact of GMO’s (Genetically Modified Organisms on foods)

Th. 5 Oct- Guest Lecture. Robi Bagchi, Assistant Professor, EEB. UCONN. "Drivers of Plant Diversity in a Changing World": Biodiversity, Ecosystem Functioning and Anthropogenic Influences.

NOTE: Special Current events: Control of Nature, Due October 12th

Optional- Monday. 9 October ---SPECIAL PRESENTATION --- John Holdren, Senior advisor to President Obama on science and technology issues (2009-2017). Currently, the Teresa and John Heinz Professor of Environmental Policy at the Kennedy School of Government, Harvard University “Science and Environment in the White House: What Obama Did. What Trump Is Doing. What We Can Do.” 4 PM Student Union Theater.

Th. 12 Oct- EEB Seminar Series. Biophysics Bldg. (BPB) 131. 4:00 PM. Adrienne Kovach. University of New Hampshire. Molecular Signatures of Biocomplexity and Resilience in Atlantic Cod across Space and Time.

\*\*\*\*\*\* Control of Nature Assignment Due 19 October before class! \*\*\*\*\*\*\*\*

Th. 19 Oct- Group Activity and Discussion. The Control of Nature- McPhee- The Mississippi River drainage and environmental problems past and present.

Th. 19 Oct- Teal Lecture Series, Nature and the Environment 4:00 PM, Konover Auditorium, Emily Bernhardt, Professor, Department of Biology, Duke University “Mining the mountains: the environmental legacies of coal mining in Appalachia”

Th. 26 Oct- Visit to Wiliwaste to tour recycling operation in Willamantic, CT

Th. 2 Nov- Visit to Zero energy house. Paul and Louise Lewis, EEB professors will lead a Tour/Discussion

Th. 9 Nov- Teal Lecture Series, Nature and the Environment 4:00 PM, Konover Auditorium, Jeffrey S. Cramer Curator of Collections, Walden Woods Project’s Thoreau Institute Library, Lincoln MA, “Thoreau as Activist: Writing to Save the World”

Th. 16 Nov- Guest Lecture. Dr. Gene Likens. Distinguished Senior Scientist, Ecologist, Founding Director & President Emeritus of the Institute of Ecosystem Studies & Professor, EEB. “The acid rain wars and the Hubbard Brook Ecosystem Study”

Th. 16 Nov- EEB Seminar Series. Biophysics Bdg. BPB 131. 4:00 PM. Noelle Beckman, Utah State University. Extinction Risk of Plant Species under Global Change.

Th. 23 Nov- Thanksgiving break

Th. 30 Nov - Guest Speaker- Rich Miller-Director of the UCONN Office of Environmental Policy. “Reducing the Environmental Impact of The University of Connecticut.” <http://www.ecohusky.uconn.edu/policyarticle.html>

Th. 7 Dec- Alternative Futures class discussion.

Alternative Futures Questionnaires are due December 6th, 5:00 PM.

To open your mind before filling in your questionnaire, listen to this summary of six TED talks each of which predicts some amazing things about the future, this is a 50 minute program on NPR that aired 14 Sept 2013: http://www.npr.org/2013/08/26/215826949/predicting-the-future

**2019-86 HDFS 1083     Add Factotum Course: Foreign Study (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10757 |
| **Request Proposer** | Adamsons |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Foreign Study |
| **Course Number** | 1083 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | NA |
| **Corequisites** | NA |
| **Recommended Preparation** | NA |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Study abroad course |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HDFS 1083. Foreign Study Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student’s departure. With a change in content, this course may be repeated for credit. Special topics taken in a foreign study program. |
| **Reason for the course action** | To be able to give students credit for 1000-level courses taken abroad that should qualify as HDFS courses, but that we do not offer an equivalent to. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary according to course taken abroad |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 1083 syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F144043&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C936c7e2b47a44d0fa0a908d68862417c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636846352926708711&sdata=J2o19hh4JyGg9tfe40vI6eif5xrfb6LtBVWz98nJQyg%3D&reserved=0) | HDFS 1083 syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 01/29/2019 - 10:12 | Submit |  | Approved by Dept 12/18 | | Human Development and Family Studies | Kari L Adamsons | 01/29/2019 - 13:10 | Approve | 1/29/2019 | Previously approved by dept. | |

**2019-87 HDFS 2083     Add Factotum Course: Foreign Study (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10758 |
| **Request Proposer** | Adamsons |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Foreign Study |
| **Course Number** | 2083 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **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?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Study Abroad |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Foreign Study Credits and hours by arrangement. Prerequisite: Consent of Director of Undergraduate Studies required, preferably prior to student’s departure. With a change in content, this course may be repeated for credit. A maximum of six credits can be used to meet major requirements. Special topics taken in a foreign study program. |
| **Reason for the course action** | To be able to give students credit for 2000-level courses taken abroad that should qualify as HDFS courses, but that we do not offer an equivalent to. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary depending on the course taken |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 2083 syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F144044&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C935b2742dd3f4bfacab708d688626495%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636846353519658771&sdata=m0WaSvC3HO7NwjJfoQ%2BH2fHYi24RuIZcApHeH4hRdrk%3D&reserved=0) | HDFS 2083 syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 01/29/2019 - 10:19 | Submit |  | Approved by dept 12/18 | | Human Development and Family Studies | Kari L Adamsons | 01/29/2019 - 13:09 | Approve | 1/29/2019 | Previously approved by dept | |

**2019-88 GEOG 1300E Revise Course (guest: Anji Seth) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-10034 |
| **Request Proposer** | Seth |
| **Course Title** | Weather, Climate and Environment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geography > 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** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Weather, Climate and Environment |
| **Course Number** | 1300 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are revising an existing course with no need to change course number. |

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| **CONTACT INFO** | |
| **Initiator Name** | Anji Seth |
| **Initiator Department** | Geography |
| **Initiator NetId** | ans05013 |
| **Initiator Email** | [anji.seth@uconn.edu](mailto:anji.seth@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | 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** | 25 - 100 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | I teach this course annually in spring semester, and am designing an online version to teach beginning summer 2019. |

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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** | n/a |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course is taught by A. Seth and there has been no request for the course at another campus. The summer online version will be available to students at other campuses. |
| **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** | 1300. Climate, Weather, and the Environment Three credits. Interactions between weather and climate and the human and natural environment. Emphasis on understanding the linkages between natural processes and societal/environmental issues. |
| **Provide proposed title and complete course catalog copy** | 1300E. Climate, Weather, and the Environment Three credits. Interactions between weather and climate and the human and natural environment. Emphasis on understanding the linkages between natural processes and societal/environmental issues. CA 3. |
| **Reason for the course action** | This course fulfills the requirements of non-laboratory Content Area 3 and Environmental Literacy. We request the course action to ensure the catalog copy reflects this and provides the relevant credit to students who take the course. |
| **Specify effect on other departments and overlap with existing courses** | This course has been taught in its current form for more than 10 years. The Environmental Literacy requirement is one of many courses to provide students an opportunity to consider environmental issues broadly through the lease of climate and climate change. |
| **Please provide a brief description of course goals and learning objectives** | Our goal in GEOG 1300 is to provide students with basic knowledge of how the climate works, what factors have driven climate changes in Earth’s history, and what the prospects are for the future. Weather and climate affect all aspects of our lives, and are increasingly at the center of national and international policy discussions. This course provides background on this crucial issue and enable students to be informed citizen with a global perspective, so that they can be critical learners and make intelligent decisions related to these challenges in the coming decades. • Students will explain the process of science through gaining exposure to scientific methods used in the study of Earth’s climate using at least two examples of advances in climate science. • Students will be able to illustrate or rephrase fundamental concepts about how Earth’s climate works as an integrated system comprising the atmosphere, oceans, cryosphere, biosphere, and lithosphere including, but not limited to, feedback processes, conceptual models of ice sheet growth and decay, and the orbital monsoon hypothesis. • Students will examine the connections between human activities and our changing climate through assigned readings from primary literature and current media sources by linking back to the relevant fundamental concepts. • Students will be able to discern among the many sources of climate information, after carefully evaluating the sources of the reliability and credibility of their science and decide which sources are more credible. |
| **Describe course assessments** | The following describes the in-person course, as taught during the Spring semester annually. This structure is currently being adapted for an online-version to be taught during summer beginning in June 2019. Optional text (1): 1. Ruddiman, W. F., Earth’s Climate Past and Future, 1st Edition\*, W. H. Freeman and Company, New York, 388 pp, 2008. Required readings (2): 1. Archer, D. (2010). The Long Thaw: How Humans Are Changing the Next 100,000 Years of Earth's Climate, Princeton University Press, (Paperback), ISBN-10: 0691148112. 2. Kolbert, E. (2015). The Sixth Extinction: An Unnatural History, Picador, ISBN-13: 978-1250062185 Participation and Classwork: The course includes a number of hands-on, class work activities and short written responses. Class work activities will typically involve some type of analysis that will help you understand the material. These will be collected and will count toward your participation grade. NOTE: You must be present to participate in class activities. Lectures and Readings: There are many details of Earth’s climate history that we cannot examine in 14 weeks of introductory classes. For this reason the textbook is optional. If you decide to obtain a copy, do try and get the 1st Edition, which is more accessible as an introductory text than later editions. Inexpensive copies are available through various online outlets. Lecture materials will distill the basic methods and processes involved, and provide opportunities to engage with the questions being discussed. In order to complement the lecture material, we will read two books during the semester that will provide additional perspectives and provide the basis for two Assignments that each consist of an online written submission and in-class discussion. The Long Thaw offers insight into global warming science and The Sixth Extinction provides perspectives on the impact we are having on the environment. There will be additional readings posted in course content during the second half of the semester. Assignments: There will be 2 writing assignments. The assignments will be based on the two books assigned for the semester. The written portion will be due online prior to the in-class discussions on each. Reading the book and writing the required response will prepare you for the discussion. These will help you integrate the contents of the lectures with the readings. Check the Schedule for due dates of written and in-class discussion components and Assignments for details. Note: if you are not in-class for the discussion (for any reason) you cannot earn those points. There is no way to make up for a missed in-class discussion. Mid-term Exams: Two Exams will be given during the semester (see Schedule). They will consist of multiple-choice questions, some of which will pertain to diagrams or illustrations that we have discussed in class. All exams will be cumulative. Exam results will be posted on HuskyCT. Final Exam: The Final Exam is cumulative. The format, date, time, and place of the Final Exam will be announced later in the semester. |
| **General Education Goals** | The General Education principles are front and center in this course, and the course design works to develop students' abilities to articulate scientific processes and evidence, to explore different hypotheses for earth's past climatic changes (intellectual breadth), to examine sources of scientific information and opinion critically (critical judgement), to consider moral and ethical implications our choices related to a warming climate (moral sensitivity). In this context students also must consider intersectional and diverse impacts of a changing climate both at home and abroad (diversity of human culture/experience). Relating the global scale of climate change to individual choices and local action creates awareness of current societal frameworks (awareness of era). A stated purpose of the course is to inoculate students and inspire lifelong learning and evidence-based action through their careers beyond UConn. |
| **Content Area: Science and Technology (non-Lab)** | GEOG 1300 is a science appreciation course. We develop our understanding of the drivers of earth's climatic changes over time with an emphasis on how the science has evolved. In this way students are acquainted with scientific thought, observation, experimentation, and formal hypothesis testing. This enables them to continue to follow the developments in the science of climate, as there are urgent new findings each year. Having an appreciation of the evolution of climate science also provides ample means for critically assessing/discerning among sources of information. Understanding the nuances of vocabulary of climate science is a prerequisite for informed citizens as we make critical decisions about about the livability of earth for all beings. |
| **Environmental Literacy** | GEOG 1300 fulfills the requirements of Environmental Literacy (E) throughout the course because it provides students with an overview of drivers of earth's past present and future climatic changes, and emphasizes the roles of human society as a present driver of change and as the source of solutions. This course incorporates (1) theories, observations, or models of how humans are currently the major driver earth's climate change, (2) international/national/local policies and social systems that are in progress to address the problem, (3) moral and/or ethical dimensions regarding the environment. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG1300Summer2019Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141421&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccfcf0b363ab444ea1a3008d69035229b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636854955223558378&sdata=VpedCdtdH%2FngJzVk0kA313w8lx1w8Miq7VCCwoJsXqs%3D&reserved=0) | GEOG1300Summer2019Syllabus.pdf | Syllabus | | [GEOG1300S2018Schedule.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F141422&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccfcf0b363ab444ea1a3008d69035229b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636854955223568391&sdata=X1mVMoag70kKRt61JDMzmqEJ8EGSagxVDypurA0v5cY%3D&reserved=0) | GEOG1300S2018Schedule.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Anji Seth | 12/18/2018 - 14:11 | Submit |  | This CAR is to revise GEOG 1300 as an Environmental Literacy course that also meets General Education requirements for Content Area 3, non-laboratory. | | Geography | William H Berentsen | 02/11/2019 - 00:27 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and the GEOG faculty approved on 2/6/2019. | |

GEOGRAPHY 1300: Weather, Climate and Environment

Tu/Th 11:00 am – 12:15 pm, OAK 101

University of Connecticut

Instructor: Dr. Anji Seth TA: tbd

Office: AUST 427 Office:

Office Hours: Tu/Th 1-2 pm Office Hours:

E-Mail: [anji.seth@uconn.edu](mailto:anji.seth@uconn.edu) [include GEOG1300 in subject]

**Introduction**

Welcome to GEOG 1300! You have enrolled in an introductory course designed to acquaint you with Earth’s climate system. You will find that Earth’s climate system and our understanding of it are both dynamic, with new discoveries unfolding. Our goal in GEOG 1300 is to provide you with a basic knowledge of how the climate works, what factors have driven climate changes in Earth’s history, and what the prospects are for the future. Weather and climate affect all aspects of our lives, and are increasingly at the center of national and international policy discussions. This course will provide background on this crucial issue and enable you to be an informed citizen with a global perspective, so that you can make intelligent decisions in facing critical challenges of the 21st century.

In addition to a broad introduction to the science of climate, the scientific principles upon which it is based, and its importance in our daily lives, there are more benefits of this course. The course policies will help you to further develop skills that are relevant to the real world. For example, meeting deadlines, preparing for classes and exams, working in groups, considering diverse perspectives, communicating effectively, and writing well are tangible life skills that will serve you well while you are here and after you leave UConn. And as in the real world, it is your responsibility to be thoroughly familiar with the course policies, including the dates of all exams, expectations for class attendance, and the basis of how final grades will be computed.

**Learning Goals**

* To appreciate the process of science by gaining exposure to scientific methods used in the study of Earth’s climate.
* To grasp fundamental concepts about how Earth’s climate works as an integrated system comprising the atmosphere, oceans, cryosphere, biosphere, and lithosphere.
* To develop an appreciation for our home planet and the natural environment.
* To understand the links between humans and the climate system.
* To become well-informed citizens on a dynamic planet.

**Course Materials and Readings**

*Optional text (1):*

1. Ruddiman, W. F., Earth’s Climate Past and Future, 1st Edition\*, W. H. Freeman and Company, New York, 388 pp, 2008.

*Required readings (2):*

1. Archer, D. (2010). The Long Thaw: How Humans Are Changing the Next 100,000 Years of Earth's Climate, Princeton University Press, (Paperback), ISBN-10: 0691148112.

2. Kolbert, E. (2015). The Sixth Extinction: An Unnatural History, Picador, ISBN-13: 978-1250062185

**Course Website:**

Blackboard/HuskyCT will be used for several major functions: 1) provide an up-to-date Schedule, 2) view Lecture Slides; you can also print these pages if you wish, 3) view and submit written assignments, and 4) access to your Grade information, including exams, exercises, and assignments. The grade information will allow you to track your progress in the course. In addition, HuskyCT will be used to provide updates to the Schedule and communicate important information via the Mail tool.

Check the *Schedule*, *Topics/Content*, *Assignments*, *Grades* and *Announcements* on HuskyCT often, as they will be updated weekly.

1. The *Schedule* describes the course Topics, Readings, and Assignments by day and week.

2. Lecture slides and additional resources will be posted in the *Topics/Content* folder after each class.

3. *Assignments* will include written and discussion elements. The written portion will be submitted online and the discussions will be held in class.

4. Your *Grades* will be posted usually within one week, with a cumulative total.

6. We will use the *Announcements* in HuskyCT as needed to communicate important information.

**Course Structure and Policies**

**Grading Policy.**

You will be accumulating points throughout the semester that will count toward your final grade for the course.

*Assessments:*

Midterm Exams (2) 100 pts each 200 pts 40%

Assignments (2) 50 pts each 100 pts 20%

Exercises [in-class] (10 best)  10 pts each 100 pts 20%

Final Exam 100 pts 100 pts 20%

*Total 500 pts 100%*

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

\*Check HuskyCT regularly to be certain that your grades are listed and correct. Any problems associated with grades received must be brought to the attention of the professor within one week of the grade posting. After one week, no changes in the grade will be made for any reason.

**Participation and Classwork:** The course includes a number of hands-on, class work activities and short written responses. Class work activities will typically involve some type of analysis that will help you understand the material. These will be collected and will count toward your participation grade. **NOTE: You must be present to participate in class activities.**

**Lectures and Readings:** There are many details of Earth’s climate history that we cannot examine in 14 weeks of introductory classes. For this reason the textbook is optional. If you decide to obtain a copy, do try and get the 1st Edition, which is more accessible as an introductory text than later editions. Inexpensive copies are available through various online outlets. Lecture materials will distill the basic methods and processes involved, and provide opportunities to engage with the questions being discussed. In order to complement the lecture material, we will read two books during the semester that will provide additional perspectives and provide the basis for two Assignments that each consist of an online written submission and in-class discussion. The Long Thaw offers insight into global warming science and The Sixth Extinction provides perspectives on the impact we are having on the environment. There will be additional readings posted in course content during the second half of the semester.

**Assignments:** There will be 2 writing assignments. The assignments will be based on the two books assigned for the semester. The written portion will be due online prior to the in-class discussions on each. Reading the book and writing the required response will prepare you for the discussion. These will help you integrate the contents of the lectures with the readings. Check the *Schedule* for due dates of written and in-class discussion components and *Assignments* for details. *Note: if you are not in-class for the discussion (for any reason) you cannot earn those points. There is no way to make up for a missed in-class discussion.*

**Mid-term Exams:** Two Exams will be given during the semester (see *Schedule*). They will consist of multiple-choice questions, some of which will pertain to diagrams or illustrations that we have discussed in class. All exams will be cumulative. Exam results will be posted on HuskyCT.

**There will be no make-up exams.** If you must miss an exam because of travel for the university I must be notified at least 1 week before the exam and arrangements can be made to take the exam *early*. If an exam is missed for any other reason*the next exam grade will be counted as the make-up***.** All exams are *cumulative*, so your steady work in the course will serve you well.

**Final Exam:** The Final Exam is cumulative. The format, date, time, and place of the Final Exam will be announced later in the semester.

**Communication and E-mail Best Practices:** When sending e-mail, be sure to include “GEOG1300” in the subject. *Be professional and courteous.* This is not text messaging; it is more like communicating with your boss. For additional information about email etiquette, please see http://owl.english.purdue.edu/owl/resource/636/01/.

**What You Can Expect**

A. You will get a broad introduction to science of climate, the scientific principles upon which it is based, and explore the importance of climate/energy issues in our daily lives.

B. Class meetings will be interactive, with opportunities learn by doing. Grades will be based on both individual and group exams, and your participation in class.

**What we Expect**

A. Regular attendance, keeping-up with the assigned readings, active participation during class, and

completion of the assignments and in-class exercises.

B. Courtesy during class. This means arriving to class on time, paying attention to what we are doing that

day, and participating actively in class discussions and exercises.

**Academic dishonesty will not be tolerated in this class. Students should refer to the Student Code (see Appendix A on Academic Integrity - https://community.uconn.edu/the-student-code/) for specific guidelines. If you have not worked through the WebCT learning module Plagiarism, you are urged to do so as soon as possible.**

\* Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities (486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**2019-89 ASLN 3650                 Revise Course (guest: Linda Pelletier)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10997 |
| **Request Proposer** | Pelletier |
| **Course Title** | Deaf Writers and ASL Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Linguistics > 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** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Deaf Writers and ASL Literature |
| **Course Number** | 3650 |
| **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 |

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| **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** | 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** | ASLN 1104; others by 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 |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3650. Deaf Writers and American Sign Language Literature Three credits. Prerequisite: ASLN 1102. Simons Discussion of deaf, hard of hearing, and hearing scholars in the examination of original ASL poetry. Critical examination of comparative literature in the Deaf Community and linguistic themes from different perceptions and analyses. |
| **Provide proposed title and complete course catalog copy** | 3650. Deaf Writers and American Sign Language Literature Three credits. Prerequisite: ASLN 1104; others by instructor consent. Discussion of deaf, hard of hearing, and hearing scholars in the examination of original ASL poetry. Critical examination of comparative literature in the Deaf Community and linguistic themes from different perceptions and analyses. |
| **Reason for the course action** | Historically, this course has been offered with the assistance of a sign language interpreter. Given the topic and nature of the course, it is most beneficial for students to study and research ASL literature and poetry in its original source, ASL. For that reason, a higher standard of language proficiency is required. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Discussion of a diverse group of deaf, hard of hearing, and hearing scholars who examine original ASL poetry. We will engage in a critical examination of comparative literature in the Deaf Community and discuss “linguistic” themes from different perceptions and analyses. Prerequisites for this course is ASLN 1104 so that the study, research and analyse of ASL literature and poetry is conducted in its original source. |
| **Describe course assessments** | Chapter Summary: You are required to submit a summary of each chapter in both ASL of Deaf American Literature: From Carnival to the Canon on GoReact. The summary should be no less than 5 minutes in length. Discuss the author’s point of view for each chapter and include your thoughts and opinions. This assignment is weighted at 15% of your overall grade. Research Topic and Presentation: Students must research and present on a topic that is related to ASL Literature or about Deaf writers. Students are encouraged to use primary sources and, most importantly, sources that are in American Sign Language. Each student will present a 15-20 minute presentation of their topic towards the end of the semester. A rubric and guidelines will be discussed and shared in class. Requirements for the course: Midterm 30% Final Exam 30% Oral Presentation 25% Signing Reaction from the Carnival to the Canon Book 15% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 3560 ASL Lit syllabus 2019 (1).doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145508&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C494a3df4eb854bb5cd6208d69034d440%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636854953913111595&sdata=KiVv5LMpsXKFj8uXo%2FoPeiSei486wim1dStl5VoYNlw%3D&reserved=0) | ASLN 3560 ASL Lit syllabus 2019 (1).doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Linda J Pelletier | 02/08/2019 - 13:43 | Submit |  | Pending approval of Department Head, Jon Gajewski | | Linguistics | Jon Gajewski | 02/11/2019 - 09:20 | Approve | 2/11/2019 | Approved | |



Fall 2019

ASLN 3650

Deaf Writers and American Sign Language Literature

Tuesday/Thursday 12:30PM - 1:45PM

Instructor: Doreen Simons

Office: Linguistics Department – Oak Hill Building (room# 354)

Email: [doreen.simons@uconn.edu](mailto:doreen.simons-marques@uconn.edu)

Office hours: T/TH 3:30PM – 5:00PM and F 10AM-3:00PM or By appointment only

**Course Description**:

Discussion of a diverse group of deaf, hard of hearing, and hearing scholars who examine original ASL poetry. We will engage in a critical examination of comparative literature in the Deaf Community and discuss “linguistic” themes from different perceptions and analyses. Prerequisites for this course are ASLN 1101 and 1102 in order to be able to understand ASL poetry in general.

**Required book**:

Peters, Cynthia. (2000). *Deaf American Literature: From Carnival to the Canon.*  Gallaudet University Press: Cambridge, MA.

**Required readings** (Available in ASL Resource Center):

Jepson, Jill. (1992). *No Walls of Stone*. Gallaudet University Press: Washington DC.

Mitchell, W.J.T., Bauman, H. Dirkensen, Rose, Heidi & Nelson, Jennifier. (2006). *Signing the Body Poetic: Essays on American Sign Language Literature.* University of California

Press: 1 edition.

Rutherford, Susan. (1993). *A Study of American Deaf Folklore*. Linstok Press; Burtonsville,

Maryland.

Sources:

Bangs, Donald R. (1989). “Deaf Theatre in America: Practices and Principles.” Dissertation. University of California at Berkeley.

Batson, Trenton. (1987). “Poetry in American Sign Language.” Encyclopedia of Deafness and

Deaf People, ed. John Van Cleve. McGraw-Hill. 222-224.

Frishberg, Nancy. (Summer 1988). “Signers of Tales: The Case for Literature Status of an Unwritten

Language.” Sign Language Studies 159, 149-170.

Lentz, Ella Mae. (1987). “Sign Poetry,” and “Storytelling,” in Encyclopedia of Deafness and Deaf People. McGraw-Hill. 124-126.

Peters, Cynthia. (2001). “ASL Literature: Some Traditional and Non-Traditional Characteristics,” in *Deaf World: A Historical Reader and Primary Sourcebook*, Ed. Lois Bragg. New York University Press: New York.

Valli, Clayton. (1993). “Poetics of American Sign Language Poetry.” Dissertation. Union Institute.

**Assignments:**

**Chapter Summary**:

You are required to submit a summary of each chapter in both ASL of *Deaf American Literature: From Carnival to the Canon* on GoReact. The summary should be no less than 5 minutes in length. Discuss the author’s point of view for each chapter and include your thoughts and opinions. This assignment is weighted at 15% of your overall grade.

**Research Topic and Presentation**:

Students must research and present on a topic that is related to ASL Literature or about Deaf writers. Students are encouraged to use primary sources and, most importantly, sources that are in American Sign Language. Each student will present a 15-20 minute presentation of their topic towards the end of the semester. A rubric and guidelines will be discussed and shared in class.

**Assessments for the course**:

Midterm 30%

Final Exam 30%

Oral Presentation 25%

Signing Reaction from the Carnival to the Canon Book 15%

**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

Grades will be recorded in HuskyCT after you have completed your midterm, final exam, oral presentation and reaction. If you miss class, it is sometimes difficult to catch up the work. If your average grade is below 80, you are strongly encouraged to see me or one of our Instructional Assistants.

**Schedule and assignments:**

**Lecture 1 & 1A:**

Introduction to ASL Literature in the Deaf Community

What does it mean to be literature in a signed language?

What is ASL Literature?

Reading assignments for Week 1A: PC – Chapter 1; C.K & D.W – article through HuskyCT Website.

**Lecture 2:**

Is ASL Literature equivalent to written/spoken Literature?

Deaf people do write English, but their literature is ‘oral’, as with Oral storytellers (e.g. African tradition)

(ASL Poetry Clayton Valli and Ella Mae Lentz – tapes shown in class)

Reading assignments for Week 3: PC- Chapter 2 and 4; FN- article through HuskyCT Website

**Lecture 2A:**

ASL and English in the classroom. Bilingual Approach to Literacy

Textual Bodies, Bodily Texts by Jennifer L. Nelson from the book called the Signing the Body Poetic: MB – part 1 from pages 51 to 69 and also, MB – part 2 from pages 95 to 165

**Lecture 3:**

“Deaf Writers and American Sign Language Literature”

**Lecture 4:**

How has Film influenced ASL Literature?

Reading assignments for Week 5: MB – part 1 from pages 51 to 69 and also, MB – part 2 from pages 95 to 165.

Continued from Lecture 3

Linguistic analysis of American Sign Language in ASL Literature (Lon Kuntze – tape shown in class)

**Lectures 5:**

Midterm discussion

Everyday ASL vs. Formal ASL storytelling ([www.youtube.com](http://www.youtube.com) and Vlogs/Blogs through internet)

Reading assignment for Week 7: LB – “Deaf World” book – pages 124-173 (Resource Room).

**Lecture 6:**

Deaf Latino

**Lecture 7:**

Some Oral-Traditional and Not-So-Traditional Characteristics of ASL Literature.

Reading Assignments for Week 11: PC- pages 52-75.

**Lecture 8:**

Storytelling and Conversation: Discourse in Deaf Communities.

Analyzing various Genres of ASL Literature, storytelling, folklore and Poetry.

Storytelling and Conversation: Discourse in Deaf Communities.

Analyzing various Genres of ASL Literature, storytelling, folklore and Poetry

“No Walls of Stone” Book (JJ) discussion through PP

**Lecture 9:**

Redefining Literature

**Lecture 10,11,12,13 & 14:**

Deaf Way & Deaf Art

Student Presentations

**Lecture 15:**

Continued with Student Presentations and Final Exam Review

**University and Course Policies:**

***Missed Assignments or Exams***: According to the Dean of Office, if you miss an examination or assignment due to illness, accident, death in the family or other unavoidable reasons, you may go to the Dean of Students Office to receive approval and arrange another time to take your exam or reschedule your assignment. You must present appropriate documentation to support this request

***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/).

***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.

***Course Evaluation***: Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

**2019-90 POLS 5625             Add Course (guest: Jane Gordon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10977 |
| **Request Proposer** | Gordon |
| **Course Title** | POLS Professional Development |
| **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** | POLS Professional Development |
| **Course Number** | 5625 |
| **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** | 2021 |
| **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** | Guest Speaker Lectures, Activities Led by staff at the Center for Career Services, Discussion |

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

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course is primarily designed for 5th Year MA student, who are based at and take their courses in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 5625. POLS Professional Development Three credits. Required for 5th Year MA students. Does not fulfill Methods or Subfield course requirements for POLS PhD students.  Exploration of careers that involve researching and thinking about politics. |
| **Reason for the course action** | When we created the 5th Year MA program, POLS faculty wanted to be sure that paying for an additional degree opened up career options for students and that we offered guidance regarding meaningful paid work that they could do. Realizing that we were all expert in mentoring people through a PhD and life in the academy but little else, I decided to draw on the expertise of 11 of our graduates who could speak with them about their career paths and what their non-academic work lives are like. I also partnered with the Center for Career Services to structure a set of activities addressing preparation that students will need regardless of their particular chosen career (creating a resume, interviewing, studying job outlook data, etc.) |
| **Specify effect on other departments and overlap with existing courses** | I am not aware of any overlap with existing courses in other departments. |
| **Please provide a brief description of course goals and learning objectives** | This course features the rich and diverse expertise of eleven UCONN alums who drew on expertise developed through earning their Master’s or PhD’s in Political Science to secure or create meaningful and fulfilling paid work. Eleven of our classes will be devoted to readings that contextualize the nature of their work, discussion of the path that led them to it, and what a typical day, month, and year in it are like. In four instances, we will undertake an in-class activity that gives you a concrete sense of the particular job. |
| **Describe course assessments** | Over the course of the semester, we will also explore your strengths and career interests, NACE competencies and job outlook data, preparing for interviews, and how to network effectively. The fruits of this work will together culminate in your final professional portfolio that will include a polished resume, journaling activities, and one follow-up assignment that would be of value were you to pursue one of the careers we have explored. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [5Y-PD-FINAL-1-18-19.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145334&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cabbe853ee5f348eb3c7308d6915d7b40%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856228017894484&sdata=II9qxAWhuR3OVcRsEGWXJWsOiDtm7LHBA3ZiF3zkNBI%3D&reserved=0) | 5Y-PD-FINAL-1-18-19.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 02/06/2019 - 14:28 | Submit |  | Thank you for considering this proposal. I am teaching this course now and hope to offer it every two years. | | Political Science | Evan J Perkoski | 02/09/2019 - 10:39 | Approve |  | Approved. -EP | |

**POLS Professional Development**

**POLS 5010 [to be proposed as POLS 5625]**

**Thursdays 4-6:30p.m. in Oak 438**

**Professor Jane Gordon (**[**jane.gordon@uconn.edu**](mailto:jane.gordon@uconn.edu)**)**

**with several career activities led by Kay Gruder of the Center for Career Development**

**Office Hours: Thursdays 1-4p.m. or by appointment**

*As you research and think about politics, do you wonder about careers where you could apply your knowledge, skills, and experience?*

This course features the rich and diverse expertise of eleven UCONN alums who drew on expertise developed through earning their Master’s or PhD’s in Political Science to secure or create meaningful and fulfilling paid work. Eleven of our classes will be devoted to readings that contextualize the nature of their work, discussion of the path that led them to it, and what a typical day, month, and year in it are like. In four instances, we will undertake an in-class activity that gives you a concrete sense of the particular job.

Over the course of the semester, we will also explore your strengths and career interests, NACE competencies and job outlook data, preparing for interviews, and how to network effectively. The fruits of this work will together culminate in your final professional portfolio that will include a polished resume, journaling activities, and one follow-up assignment that would be of value were you to pursue one of the careers we have explored.

**Required Readings:**

*These will all be posted on HuskyCT or available through embedded links below.*

**Required Assignments:**

The required work for this class can be broken down into two primary parts, each worth 50% of your final grade:

1. Participation
   1. The bulk of learning in this course will take place in class. Please be sure to miss no more than one of our class meetings and to let me know in advance if you will not be present.
   2. For each of our eleven speakers, once you have finished the readings for their visit (if applicable), please prepare three questions and upload these to HuskyCT before our class meeting.
   3. You should pose at least one question in our discussion with each of our speakers.
   4. In the four in-class activities led by our guests, Alex Reger, Bernadette LaMontagne, Jason Jakubowski, and Jerry Rice, you should participate actively in your group’s work.
   5. You should also participate actively in the group discussion of NACE competencies and in your pair’s preparation, drawing on the Bureau of Labor Statistics and Burning Glass, of job outlook data.
   6. You should also participate actively in group discussions of informational interview subjects, questions, and summaries.
2. Your Final Professional Portfolio: *All of these items will be graded as they are submitted.*
   1. The first component is comprised of your Journal Activities for January 24th, January 31st, February 7th, and February 14th. *Please see the rubrics for these on HuskyCT. Each is due by email before midnight on the Sunday following that week’s class meeting.*
   2. The second component is comprised of the print-outs of the assessments generated by your completion of the Gallup’s Strength Assessment and either Focus2 or ImaginePhD. *The grade for this is pass/fail; to pass, the work must be completed in time.*
   3. The third component is your final resume, reviewed by Career Services. *The grade for this is pass/fail; to pass, you must receive a date stamp from Career Services documenting official review.*
   4. The fourth component is the assessment of your Big Interview. *Because there is an element of surprise in interview settings, we will not tell you what will be asked in advance. However, the Big Interview training module covers all of the considerations that should inform and guide your preparation.*
   5. The fifth component is your Informational Interview Questions and Interview Summary. The Summary should be written and will be evaluated as a Journal Activity.
   6. The sixth and final component is your final Portfolio Entry (options listed below).

*Class Meeting Focus/ Guest/Activities*

January 24th **Introductions/Course Overview & A Visit with**

**Maria Fernanda Enríquez (@ 4:30)**, Administrative Officer and Global Sustainability Scholars Program Coordinator, Future Earth, University of Colorado Bolder

[http://www.futureearth.org/maria-fernanda-enriquez](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.futureearth.org%2Fmaria-fernanda-enriquez&data=02%7C01%7Cjane.gordon%40uconn.edu%7C115d31ce9f0a48dfd03a08d6570368aa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636792070444259475&sdata=Pq84qnlq30%2FdoyeuHMqDd3O%2F3dHGm2KHYjvvxmVSZSY%3D&reserved=0)

<https://www.gsscholar.org/about/>

Former Grants Manager, Currently Associate of ISET-International

[https://www.i-s-e-t.org/maria-fernanda](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.i-s-e-t.org%2Fmaria-fernanda&data=02%7C01%7Cjane.gordon%40uconn.edu%7C115d31ce9f0a48dfd03a08d6570368aa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636792070444259475&sdata=Kw2jKMjNFKQ5XyzS7ccDh6AFNfIAYt8Hr%2BlwAPA8MoA%3D&reserved=0)

*Background Readings*: “Resilient Resettlement: Lessons from the 2017 Peru Floods,” “Prioritizing Recovery Spending: Lessons from the 2017 Peru Floods,” and Rebecca Haacker, “From Recruitment to Retention” (on HuskyCT).

*After-Class Journal Activity*: How did this featured speaker determine her career interests and find jobs in those areas? Did she encounter challenges along the way? If so, how did she navigate them?

January 31st **Identifying Your Strengths & A** **Visit with Alexander Reger (@ 4:10)**, Associate Legislative Analyst, Office of Legislative Research Connecticut General Assembly, <https://www.cga.ct.gov/olr/>

<https://twitter.com/CT_OLR>

*Background Reading/Watching*: *Evidence Based Policymaking*, chapters 2 and 3, “Bill Analysis and Nonpartisan Policy Analysis Sample Material” (on HuskyCT), and <http://www.ncsl.org/legislators-staff/legislative-staff/research-editorial-legal-and-committee-staff/remaining-non-partisan-in-an-increasingly-partisan-environment.aspx>, specifically watching the webinar: <http://youtu.be/dmAUNj3eZO4>. *Note down what you find interesting or important about the craft of writing a bill analysis and nonpartisan policy analysis*.

*After-Class Activities*: ***Journaling:***What would you do for work if it was okay to fail? What activity (or activities) are you doing when it feels like time just flies by? What kind of impact do you want to have? **Complete and print out the Gallup’s Strengths Assessment** (<https://www.strengthsquest.com/234665/top-clifton-strengths-students.aspx>). *Please note that this is the one item for which you will have to pay. If you log in with your UCONN email, it will cost $11.99.*

February 7th **Exploring Your Strengths & A Visit with Bernadette LaMontagne (@ 4:45)**, Development Officer, American Councils for International Education, [https://www.americancouncils.org/](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.americancouncils.org%2F&data=02%7C01%7Cjane.gordon%40uconn.edu%7C9ba5eaf275f24bd7ac0008d6738f4be5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636823456650624417&sdata=xyoZMiEwX8SjS3IZpYkNPJSwAYW%2FjS0G6TnsydsNxfk%3D&reserved=0)

*Background Reading*: Randall Bennett Woods, “Fulbright Internationalism,” *The Annals of the American Academy of Political and Social Science*, Vol. 491, The Fulbright Experience and Academic Exchanges (May, 1987), pp. 22-35 (on HuskyCT) and Tori O'Neal-McElrath, W*inning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals*, Steps 1, 2, and 3, available here: <https://www.safaribooksonline.com/library/view/winning-grants-step/9781118662021/xhtml/Chapter01.html>

*In Class:* Debriefing the Gallup’s Strengths Assessment.

*In Class Simulation*: Creating a non-profit to promote international understanding through people-to-people exchange trips.

*After-Class Journal Activity*: Watch: [Why the Best Hire Might Not Have the Perfect Résumé](https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume) and [Don’t Find a Job, Find a Mission](https://video.search.yahoo.com/yhs/search;_ylt=A0LEVrxY5C1YCfwAw2onnIlQ?p=TedTalks+Job+related&fr=yhs-mozilla-002&fr2=piv-web&hspart=mozilla&hsimp=yhs-002&guccounter=1#id=9&vid=d6427cf37994d0881d2a86b8ed2ec0a1&action=view) and prepare written responses: What did Regina Hartley and Celeste Headlee each argue? On what evidence did they draw to advance their claims? What did you consider the most important and useful thing that each said? What was something they stated with which you strongly disagree? Why?

February 14th **Exploring Career Options that Match Your Skills, Interests, and Values & A Visit with** **Yazmín A. García Trejo (@ 4:50),** Survey Statistician/Researcher,  Language and Cross-Cultural Research Group, Center for Behavioral Science Methods, U.S. Census Bureau

*In Preparation for Class, read*: Harkness, Janet A. et al. 2010. *Survey Methods in Multinational, Multiregional, and Multicultural Contexts*, pages 3-16; 91-113 (on HuskyCT).

*In-Class*: Either complete the modules on [Focus2](https://www.focus2career.com/Portal/Register.cfm?SID=1489&AccessCode=husky) or [Imagine PhD](https://www.imaginephd.com/about). Identify three career fields or jobs that are of potential interest to you. As you begin to identify possibilities, you might find the resources here useful: [https://career.uconn.edu/diversity-and-inclusion-career-resources/](https://career.uconn.edu/diversity-and-inclusion-career-resources/undocumented-students/)

*After-Class Journal Activity*: How did this featured speaker determine her career interests and find jobs in those areas? Did she encounter challenges along the way? If so, how did she navigate them?

February 21st **NACE Competencies & A Visit with Juhem Navarro-Rivera (@ 4:40)**, Managing Partner, Socioanalitica Research, [www.socioanalitica.info](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.socioanalitica.info&data=02%7C01%7Cjane.gordon%40uconn.edu%7Cb52d7efdaf78417b7f8908d6563b3ac6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636791209734585230&sdata=Z4fl323fT8rI484uoFzxYSvRAZC9%2BcjtLO4StotjHvc%3D&reserved=0), formerly Senior Policy Analyst, DEMOS

*Background Reading*: “Court Cash: 2016 Election Money Resulting Directly From Supreme Court Rulings,” available here:

<https://www.demos.org/publication/court-cash-2016-election-money-resulting-directly-supreme-court-rulings>

and “How Shifting Religious Identities and Experiences are Influencing Hispanic Approaches to Politics,” available here:

<https://www.prri.org/research/hispanic-values-survey-2013/>

*In-Class Activities*: Review NACE competencies, identifying one that is your strength, evidence for it as a strength, and how you developed it. Identify one that you would like to develop and how you would do so.

February 28th  **Job Outlook Data & A Visit with Sarah Fox (@ 5:30)**, Director of Community Advocacy and Community Impact, Connecticut Coalition to End Homelessness (CCEH).

*In-Class Activity*: In pairs, using [Bureau of Labor Statistics](https://www.bls.gov/ooh/) and

[Burning Glass](https://www.burning-glass.com/), prepare a 3-minute, 3-4-PowerPoint-slide presentation of the outlook data of two jobs or career fields of potential interest to you.

March 7th **Resume Preparation & A Visit with Wais Wardak (@ 5)**, Co-founder and Editor-in-Chief of *Gorbat*, a social and political bimonthly magazine published from 1999 to 2005 in Pakistan and Afghanistan and contributor to various Afghan NGOs and International Organizations, including the UNDP, USAID, DfID.

<https://polisci.uconn.edu/person/ahmad-wais-wardak/>

*In Preparation for Class*: Read “International Aid and Development” (on HuskyCT) and [https://www.forbes.com/sites/ryancraig/2017/04/28/the-importance-of-applicant-tracking-systems-an-interview-with-talent-tech-labs/#fb025313a81e](file:///C:\Users\jane\Downloads\%20https:\www.forbes.com\sites\ryancraig\2017\04\28\the-importance-of-applicant-tracking-systems-an-interview-with-talent-tech-labs) and

<https://www.jobscan.co/applicant-tracking-systems>

*In-Class Activity*: Bring a resume that we will (1) peer review and (2) adjust to optimize in response to a particular job posting. Before the end of the semester, have a final version of your resume officially reviewed and date stamped by Career Services. To schedule the review and access their many other resources, visit here: <https://career.uconn.edu/>

March 14th **A Visit with Jason Jakubowski (@ 4:10)**, President & CEO of Foodshare [www.foodshare.org](http://www.foodshare.org)

*Background Readings*: Rebecca Dana, “The Next Generation,” available here: <https://www.nytimes.com/2001/07/22/nyregion/the-next-generation.html>

Jeff Stein, “Deal to pass farm bill scraps House GOP plan for new food stamp work requirements,” available here:

<https://www.washingtonpost.com/business/economy/congress-scraps-house-gop-food-stamp-work-requirement-plan-in-farm-bill-deal/2018/11/29/04854362-f3f7-11e8-aeea-b85fd44449f5_story.html?noredirect=on&utm_term=.389b810c7b9e>

*After-Class Activity:* Read <https://www.experience.com/advice/job-search/interviews/interview-bias-overcoming-the-silent-forces-working-against-you/>; <https://www.highspeedtraining.co.uk/hub/types-of-unconscious-bias/>; <https://hbr.org/2016/04/how-to-take-the-bias-out-of-interviews>

Journal Activity: Describe one important argument or observation from each of these three articles. Did the authors identify a technique for addressing biases that you can imagine that you might need and want to employ? Did you question the soundness of any of the suggested strategies?

March 28th **NO CLASS/Interviewing**. *Activity*: First reflect on your existing interview strengths and weaknesses, drawing on resources here, as is helpful: <https://uconn.biginterview.com/>;

watch all of the [Big Interview](https://career.uconn.edu/resources/practice-interviewing/) 16-module Fast Track (click on the link, choose View Resource, and create an account). Finally, complete the class video interview assignment in Big Interview and upload your recording.

April 4th: **A Visit with Jerry C. Rice (@ 4:10)**, Social Studies Teacher, Student Council Co-Sponsor, JV Wrestling Coach, Jefferson High School (Jefferson, Georgia), jrice@jeffcityschools.org

*In Preparation for Class, read*:

Shapiro, S; Brown, C. (2018). A look at civics education in the United States. *American Educator*, 42(2). pp. 10-13 and Liu, X.S; Ramsey, J. (2008). Teachers’ job satisfaction: Analyses of the Teacher Follow-up Survey in the United States for 2000-2001. Teaching and Teacher Education, 24(5). pp. 1173-1184 (on HuskyCT).

April 11th: **Informational Interviews &** **A Visit with Marianne Roth (@ 4:30)**, Chief Risk Officer, Bureau of Consumer Financial Protection, [www.consumerfinance.gov](http://www.consumerfinance.gov), Marianne.roth@cfpb.gov

[www.linkedin.com/in/marianne-roth-pmp-7210b82](http://www.linkedin.com/in/marianne-roth-pmp-7210b82)

*Background Reading*: Douglas W. Webster and Thomas H. Stanton, “Improving Government Decision Making through Enterprise Risk Management” and Thomas Brandt, “Lessons Learned the Hard Way: Enterprise Risk Management, Public Trust and the IRS” (on HuskyCT)

*In-Class Activity*: Effectively using LinkedIn to determine potential individuals/alums to interview.

*After-Class Activity*: Identify a person working in a field of interest to you with whom you would like to conduct an informational interview. Review informational interview questions, think about what you would like to know, and develop your own list of 6-10 interview questions.

April 18th: **Informational Interviews, Continued & A Visit from Martha McCoy (@ 4:30)**, Everyday Democracy.

*Background Reading*: Please read the executive summary here:

<https://www.everyday-democracy.org/resources/communities-creating-racial-equity-ripple-effects-dialogues-change>

and all of these:

<https://www.publicdeliberation.net/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1320&context=jpd>

and

<https://www.socialvelocity.net/2014/04/24/nonprofits-must-leave-the-kids-table-an-interview-with-cindy-gibson/>

*In-Class Activity*: Share and Peer Edit Informational Interview Questions

*After-Class Activities*: **Conduct Your Informational Interview and Write a Journal Summary**. Questions you want to address in it are: Who did you interview and why did you choose them? How did they secure their first and current jobs? What was their educational background? What did you learn about their career journey? What, if any of it, might inform your career preparation? What career insights did you gain that might be helpful in your job search? What was your biggest takeaway from the interview? Did it confirm anything about what you would or would not like to do in the future?

**Watch**: <https://www.ted.com/talks/tanya_menon_the_secret_to_great_opportunities_the_person_you_haven_t_met_yet/reading-list?rss&utm_source=dlvr.it&utm_medium=gplus>

**And read**: <https://www.thebalancecareers.com/career-networking-tips-for-millennials-4118278>

April 25th **Husky Mentor Network**

*In-Class Activity*: Share insights gained from your informational interviews and register for the Husky Mentor Network.

May 2nd **Wrap Up & Turn in Final Portfolio**.

**Portfolio Entry Options (Choose One):**

*For Legislative Analysis:*

Produce a 2-3 page policy paper. This means:

* Finding an enacted or proposed policy.
* Try and synthesize it to its most basic parts *as those parts pertain to lawmakers*. This may mean excluding a lot of background, history, trends, or other information you find interesting.
* Write a facts-only summary with the minimum amount of context necessary. If a legislator or lawmaker has 10 minutes to read your paper, do they have enough information to make an informed decision, vote on, or talk intelligently to a constituent about your topic?
* Flesh out the summary with 1 or 2 more pages. For nonpartisan analysis, this is (1) any additional details of the policy (for example, shift from a birds-eye view to an on-the-ground view), (2) the legal or expected impact of the policy, and (3) related policy, laws, federal law, or other issues the lawmaker would need to know about.

*For a Lobbyist:*

You are presented with a bill and told which entity has “hired” you as a lobbyist. Based on the bill and employer, develop a 1-page lobbying plan that outlines a) goals, b) strategy, and c) resources needed.

*For a Survey Researcher:*

In response to a hypothetical situation, for instance, a project testing a survey on adolescent's behavior, devise an outline for the study plan, recruitment strategy, and how you would expect to analyze and report your findings.

*For a Social Studies Teacher:*

Create a three-part lesson plan exploring a theme of ongoing interest to you. Include the specific dimensions you would cover, what you would have students read, write, and do.

*Entrance Exam:*

If you are interested in a field that requires a particular entrance exam, you could identify the exam, when it is administered, what is covered, how one prepares, and evidence of having registered to take it.

*Create a Profession-Appropriate Online Presence*

Identify the kind of online presence that will be appropriate and beneficial given the line of work you would like to enter. Create and submit a draft of how this will look and of its content.

*Design Your Own!*

**2019-91 POLS 5630      Add Course (guest: Jane Gordon) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10978 |
| **Request Proposer** | Gordon |
| **Course Title** | Prospectus and Dissertation Writing Seminar |
| **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** | Prospectus and Dissertation Writing Seminar |
| **Course Number** | 5630 |
| **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?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Discussion |

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

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 10 |
| **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?** | S/U |
| **Rationale for S/U Grading** | This course involves sharing drafts of prospectus and dissertation writing and offering detailed feedback in response to the work of others. While I could grade the quality of the writing and feedback offered, as well as attendance, it seems inconsistent with the spirit and purpose of the class which is to begin wherever students are and facilitate their forward movement. |

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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** | As of now, I am the only person who teaches this course and I offer it to MA/PhD students based 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** | POLS 5630. Prospectus and Dissertation Writing Seminar. One to three credits. May be repeated to a total of ten credits. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory). Writing workshop facilitates prospectus and dissertation writing. |
| **Reason for the course action** | I have taught this course every semester since spring 2014. Over time, it has grown to include students from a variety of fields. Almost all of them credit it with facilitating their progress by giving them firm writing deadlines and immediate feedback from the other students and from me. |
| **Specify effect on other departments and overlap with existing courses** | I am not aware of other departments that offer this kind of course but know that this course is enriched by participation from students in Neag, El Instituto, Philosophy, and Anthropology. |
| **Please provide a brief description of course goals and learning objectives** | This course has two aims: For students beginning work on a prospectus, its purpose is to help you conceptualize and design a research project and to craft an effective prospectus. We will do this by going through each of the composite steps: formulating a researchable project; writing a statement of the problem; framing the arguments/thesis; situating work in the appropriate literatures; developing a methodological approach commensurate with the objectives and claims of the study; and making a case for its significance and contribution to the discipline and beyond. Students will, of necessity, work at different paces, however, having drafted and received feedback on versions of each of these core components will prove indispensable to preparing a final, defensible version of the prospectus. For students already writing a dissertation, it is designed to facilitate your work. Over the course of the semester, each student will share two different drafts of portions of the same chapter. |
| **Describe course assessments** | For prospectus writers: We will devote approximately twenty minutes on January 31st, February 7th, March 7th, March 14th, and April 4th to each component of your prospectus draft and on May 2nd to engaging your presentation of a complete first draft. Please email out your work on the Sunday evening before we meet to discuss it so that your readers have time to prepare constructive feedback. For dissertation writers: We’ll discuss a first draft of your chapter in February and a second version in April. We will devote at least a half hour to each draft. The second draft should include a cover letter outlining responses you made to feedback on the previous version. Please email out your work on the Sunday evening before we meet to discuss it so that your readers have time to prepare constructive feedback. In addition to working on your own writing, this class requires that you be an attentive and engaged reader. Please be sure to read all of the work that is submitted in advance of our meetings so that you are able to offer constructive feedback on how the work can be improved. Class participants typically use track changes to comment on each other’s work and then email the file to the author. Because each section of the prospectus is relatively short, the reading load during those weeks is more manageable, however on the six dates that we discuss dissertation chapters, please expect the reading to be more substantial and to take longer. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PDISS-Fall-2019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145336&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C21c6850fb98842af74e708d68eb9fa51%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636853326758308910&sdata=%2FRpt9Y2CNPF3OSAH%2FFYoq3Iqcz4CM6X9wAIBNdLdrAU%3D&reserved=0) | PDISS-Fall-2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 02/06/2019 - 14:49 | Submit |  | Thank you for considering this proposal. | | Political Science | Evan J Perkoski | 02/09/2019 - 10:29 | Approve |  | Approved. -EP | |

**Prospectus and Dissertation Writing Seminar (POLS 5010—proposed as 5630)**

**Spring 2019, Thursdays 9-11a.m.**

**Usually in Oak 438; Occasionally in Oak 402**

**Jane Gordon (**[**jane.gordon@uconn.edu**](mailto:jane.gordon@uconn.edu)**)**

**Office Hours: Oak 413, Thursdays 1-4p.m. or by appointment**

This course has two aims:

*For students beginning work on a prospectus*, its purpose is to help you conceptualize and design a research project and to craft an effective prospectus. We will do this by going through each of the composite steps: formulating a researchable project; writing a statement of the problem; framing the arguments/thesis; situating work in the appropriate literatures; developing a methodological approach commensurate with the objectives and claims of the study; and making a case for its significance and contribution to the discipline and beyond. **Students will, of necessity, work at different paces, however, having drafted and received feedback on versions of each of these core components will prove indispensable to preparing a final, defensible version of the prospectus.**

*For students already writing a dissertation*, it is designed to facilitate your work. Over the course of the semester, each student will share two different drafts of portions of the same chapter.

***Assignments:***

*For prospectus writers:*

We will devote approximately twenty minutes on January 31st, February 7th, March 7th, March 14th, and April 4th to each component of your prospectus draft and on May 2nd to engaging your presentation of a complete first draft. Please email out your work on the Sunday evening before we meet to discuss it so that your readers have time to prepare constructive feedback.

*For dissertation writers:*

We’ll discuss a first draft of your chapter in February and a second version in April. We will devote at least a half hour to each draft. The second draft should include a cover letter outlining responses you made to feedback on the previous version. Please email out your work on the Sunday evening before we meet to discuss it so that your readers have time to prepare constructive feedback.

***Reading:***

In addition to working on your own writing, this class requires that you be an attentive and engaged reader. Please be sure to read all of the work that is submitted in advance of our meetings so that you are able to offer constructive feedback on how the work can be improved. Class participants typically use track changes to comment on each other’s work and then email the file to the author. Because each section of the prospectus is relatively short, the reading load during those weeks is more manageable, however on the six dates that we discuss dissertation chapters, please expect the reading to be more substantial and to take longer.

*For prospectus writers*, we won’t discuss them directly, but you may find these helpful as you prepare the written sections outlined in the schedule below.

John W. Cresswell, 2008, *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, 3rd or 4th edition.

L.F. Lock, W.W. Spirduso, and S.J. Silverman, 2007, *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*, 5th or 6th edition.

Michael Watts, 2001, “The Holy Grail: In Pursuit of the Dissertation Proposal.” <http://iis.berkeley.edu/content/process-parameters.> [Click on “Nuts and Bolts,” and then, in turn, all the tabs on the left of the page.]

National Science Foundation, 2004, “A Guide for Proposal Writing”; <http://www.nsf.gov/pubs/2004/nsf04016/start.htm>

***Class Sessions: Tasks:***

**January 24th [Oak 402]** Course Logistics, Determining the System of Grading & Discussion of Prospectus/Dissertation Examples

**January 31st [Oak 438]** “Formulating the Problem”

(Prospectus Writers: Cris, Greg, Hoeun, Stavros)

For this session, prospectus writers are expected to prepare a single paragraph statement of their research problem. In framing yours, think through: “To what question/s is my research going to provide an answer.” You will also want to include (a) the geographical location of your proposed research, (b) some sense of its significance, and (c) a general mention of research method.

**February 7th [Oak 438]** “Stating an Argument”

(Prospectus Writers: Cris, Greg, Hoeun, Stavros)

What is the argument/central thesis of your doctoral study? Address this question in a paragraph, indicating why your argument is original and significant. Remember: this is a *proposal*; you will not be held to that argument if the research suggests that it cannot be sustained, or that a more compelling argument should be made with your data. The point of framing a thesis is to have a point of analytical and theoretical reference as you proceed.

**February 14th [Oak 438]** First Dissertation/Thesis Chapter Draft [Erica& Megan & Volodymyr]

**February 21st [Oak 438]** First Dissertation/Thesis Chapter Draft [Darian & Josué & Michelle]

**February 28th [Oak 402]** First Dissertation/Thesis Chapter Draft

**[Derefe &**Khalilah & Patricia]

**March 7th [Oak438]** Literature Review

(Prospectus Writers: Cristian, Greg, Hoeun, Stav)

For prospectus writers, compose a 2-3-page literature review, making plain what areas of inquiry or theory frame your project, problem, and proposed argument. Pay attention to the question of what you expect your work can bring to these debates. In preparing this section, please consult the model proposals from the beginning of the semester.

**March 14th [Oak 438]** Methodological Considerations

(Prospectus Writers: Cristian, Greg, Hoeun, Stavros)

Prospectus writers, prepare a statement of the methods you intend to use or “how” you will answer your dissertation question. In preparing this section, please consult the model proposals from the beginning of the semester.

**April 4th [Oak 438]** Assessing Significance/Chapter Outline

(Prospectus Writers: Cristian, Greg, Hoeun, Stavros)

Prospectus writers, compose a one or two paragraph statement outlining the significance of your work, and its contribution to the subfield or discipline and draft a tentative table of contents for your dissertation.

**April 11th [Oak 402]** Second Dissertation Chapter Draft [Erica & Megan & Volodymyr]

**April 18th [Oak 438]** Second Dissertation Chapter Draft [Darian & Josué & Michelle]

**April 25th [Oak 438]** Second Dissertation Chapter Draft [Derefe & Khalilah & Patricia]

**May 2nd [Oak 438]** Final Prospectus Presentations

**2019-92 EEB 5480                   Add Course (guest: Margaret Rubega)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8859 |
| **Request Proposer** | Rubega |
| **Course Title** | Science Communication I: Speaking to Public Audiences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Science Communication I: Speaking to Public Audiences |
| **Course Number** | 5480 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Margaret A Rubega |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | mar02013 |
| **Initiator Email** | [margaret.rubega@uconn.edu](mailto:margaret.rubega@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | The class will meet two times per week, for 1 hour and 15 minutes; meetings will include lectures, interactive exercises and discussions. Students also participate outside of class in videotaped practice interviews, to be reviewed in class. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Graduate student in a STEM field; undergraduates with experience in STEM research or journalism may be admitted with permission from the instructor. |
| **Corequisites** | none |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The instructor who designed the course and has experience teaching this subject is resident at the Storrs campus; resources are only available to teach it at the campus where she is resident. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 5480. Science Communication I; Speaking to Public Audiences. Three credits. Intended for graduate students in a STEM field or advanced undergraduates with experience in STEM research or journalism. Instructor consent required. Readings from the primary literature on factors influencing the success of science communications, analysis of video examples of science communicators, and discussion of the relationship of scientists to the press, public and specialized audiences. Students participate in class exercises and video-record mock interviews, work directly with journalists, write social media posts, and exchange constructive feedback on their own and others' speaking and interview skills. |
| **Reason for the course action** | This is a request to make permanent a pilot course that was funded by a National Science Foundation National Research Training- Innovative Graduate Education grant. The ability to communicate the results of scientific research is fundamental to a career as a scientist. The ability of scientists to communicate the results of science is fundamental to science literacy and public policy, as illustrated by the intelligent design and climate change debates. Further, federal science funding agencies increasingly demand evidence of successful communication in the public arena, but STEM graduate degree programs do not currently include training in communications. This course will provide graduate students in the STEM disciplines with training in how to speak to and work with the news media and other public audiences. There is high demand for the course -- in Fall 2018 the instructor had more than twice as many requests for permission to enroll than there were seats in the class. |
| **Specify effect on other departments and overlap with existing courses** | We anticipate no effect on other departments, other than offering their graduate students in a range of STEM disciplines the opportunity to learn effective techniques and methods for speaking about science in a way that is clear and engaging for non-scientists, and for successfully participating in news interviews for print and other media. The Department of Journalism will benefit from the opportunity for their undergraduate majors, who may be admitted to the class, to practice interview skills on content experts from STEM disciplines. The course does not overlap with any existing course; it does provide useful preparation for EEB 5482 Science Communication II: Writing for Public Audiences (Alternate years, Fall semester), which focuses on science writing for public audiences. The Department of Communication was consulted via Department Head Kenneth Lachlan in June 2018; this course will not overlap with any course they teach, and they do not currently have faculty expertise similar to the proposed instructor's in teaching the communication of STEM research results. |
| **Please provide a brief description of course goals and learning objectives** | The overarching goals of the course are for students to build the professional skills needed to communicate effectively, and to learn to identify the roles of the STEM disciplines, and journalism, respectively, in the public discourse about science. Learning outcomes: Students will be able to: 1. Identify what a journalist needs from them to produce an accurate, engaging news piece 2. Identify the audience they are trying to communicate with, and any barriers to that communication. 3. Distill what they know/understand about their research into something their audience can understand and put in context/value appropriately. 4. Communicate with a non-scientist with clarity (without jargon), brevity, and responsiveness. 5. Constructively evaluate how effectively the substance and meaning of research is being communicated in public interactions. |
| **Describe course assessments** | Weekly readings from two books about science communication (Cornelia Dean, am I making myself clear?: A Scientist's Guide to Talking to the Public, Harvard University Press, 2009; and Nancy Baron, Escape from the Ivory Tower: A Guide to Making Your Science Matter, Island Press, 2010, Second Edition), and from the primary literature. Students will discuss these readings in class. A single, 5 page (maximum) written analysis of a public science communication, drawn from the news media, using the assigned readings as background. Students will complete at least 2 drafts of a Message Box, a written (3 - 5 page) exercise to identify and eliminate jargon from planned communication about a science topic, before each of two practice Interviews. Two Practice Interviews; video taped and played back in class for review and discussion. Preparation notes, kept as students prepare for interviews. All students will contribute to, and be assessed on, peer assessment of all interviews and other in-class exercises. Students will write science-related Twitter posts weekly, and be assessed on the frequency and quality (clarity; concision) of tweets, and the growth of their Twitter network over the semester. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sample CAR Syllabus EEB 5480 Science Communication I.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137279&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb52fdbe110dc475355e008d69160e022%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856242614631818&sdata=xIrLmOI1Y6D7IA08F4lO7uGXoHFtalTrDdNNnbRUIqA%3D&reserved=0) | Sample CAR Syllabus EEB 5480 Science Communication I.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Draft | Margaret A Rubega | 10/15/2018 - 12:58 | Submit |  | This request seeks to move a pilot course, which has run for 3 years with support from a National Science Foundation National Research Training -- Innovative Graduate Education Grant, to permanent status. Previous to the receipt of the grant, earlier versions of the course in seminar (1-credit S/U) format ran annually from 2006. | | Ecology and Evolutionary Biology | Paul O Lewis | 10/24/2018 - 16:22 | Return |  | Returning for edits | | Return | Margaret A Rubega | 12/05/2018 - 09:27 | Resubmit |  | Corrections and changes requested are complete; please approve for submission to CLAS C & C committee | | Ecology and Evolutionary Biology | Paul O Lewis | 02/08/2019 - 15:15 | Approve | 2/8/2019 | Approved by EEB faculty Oct. 24, 2018. | |

**Sample Syllabus Science Communication I** **Fall, 201X**

**Course Title:** EEB-5480 Science Communication I: Speaking to Public Audiences

**Course Schedule:** Tuesday & Thursday (9:30am - 10:45am)

**Class Location:** TBA

**Instructors**

* Margaret Rubega, Ecology and Evolutionary Biology, PharmBio 500, 860 486-4502,

[margaret.rubega@uconn.edu](mailto:margaret.rubega@uconn.edu), @ProfRubega

**Course Description**

The ability of scientists to communicate the results of science is fundamental to science literacy and public policy. Further, federal science funding agencies increasingly demand evidence of successful communication in the public arena. This course will provide graduate students in the STEM disciplines with training in how to speak to and work with public audiences, in particular, the news media.

Students will learn a range of skills to communicate to the press, the public, and specialized audiences. To understand how to conduct news interviews it is helpful to understand how the news media operates and that will be demonstrated in this course.

Students will participate in interviews in this course. Interviews will be videotaped; the video-recorded interview is shown in class and instructors and students review the interview for the mechanics of the interaction between interviewer and interviewee.

Students will provide a one-page work sheet of what they did to prepare for the interview, along with a message box exercise related to the interview.  Class participation is also important and will be graded.

**Deadlines are fundamentally important in this class**; everyone’s learning depends on you meeting yours! You will be asked to sign-up in advance for the video-recorded interviews. They MUST occur by the deadline specified in the sign-up sheet. Those deadlines, with each student’s individual assignments, will be posted online on the course HuskyCT site. **The participants in any video must also be in class the day the video is presented and critiqued in class.** Failure to meet these deadlines will constitute an F for that specific assignment.

**Learning Goals**

Overarching Learning Goals:

* Identify the roles of journalism and the STEM disciplines in public discourse about science.
* Build the professional skills needed to communicate effectively.

Students will be able to:

* 1. Identify what a journalist needs from them to produce an accurate, engaging news piece
  2. Identify the audience they are trying to communicate with, and any barriers to that communication.
  3. Distill what they know/understand about their research into something their audience can understand and put in context/value appropriately.
  4. Communicate with a non-scientist with clarity (without jargon), brevity, and responsiveness.
  5. Constructively evaluate how effectively the substance and meaning of research is being communicated in public interactions.

**Core Readings**

Cornelia Dean, *am i making myself clear?: A Scientist's Guide to Talking to the Public*, Harvard University Press, 2009.

By with additional selections from the peer-reviewed literature, and from:

Nancy Baron, Escape from the Ivory Tower: A Guide to Making Your Science Matter, Island Press, 2010, Second Edition.

**Assessment (total 100 points)**

*The detailed guidelines and the assigned rubrics for each assignment listed below will be provided and discussed in advance.*

For STEM graduate students

1. **Message Box Exercise**  (1st draft due Sept. 20;

2nd draft due on date of your second interview) 15 points

1. **Midterm: Public science communication analysis paper**

(Due by 5 p.m. Oct. 12) 25 points.

1. **Interviews (Quality and Preparation)**

(See interview assignment hand-out for deadlines;

your preparation notes are due the day of your interview) 10 points (1st interview)

& 20 points (2nd interview)

1. **Social Media (Twitter)** (ongoing: frequency/quality/connectedness) 10 points
2. **Participation** (ongoing: in-class and online discussion participation;

attendance) 10 points

1. **Peer Assessment** (ongoing: peer feedback on all interviews) 10 points

**Weekly Class Schedule and Activities:**

|  |  |  |
| --- | --- | --- |
| Week | Date | Topic(s) & Class Activities |
| W1 | 8/28 (Tues.) | Course Overview |
|  | 8/30 (Thur.) | Introduction to Culture of Journalism |
| W2 | 9/4 (Tues.) | Introduction to Culture of Science |
|  | 9/6 (Thur.) | Exemplars & Reading #1 |
| W3 | 9/11 (Tues.) | Exemplars & Reading #2 |
|  | 9/13 (Thur.) | Spin & Message (ethics, humility, & intent) |
| W4 | 9/18 (Tues.)  (separate topics) | EEB-5895 Message Box Exercise and Peer Learning (location TBA) |
|  | 9/20 (Thur.) | Introduction to Social Media |
| W5 | 9/25 (Tues.) | Social Media Workshop |
|  | 9/27 (Thur.) | Interview A1 |
| W6 | 10/2 (Tues.) | Interview A2 |
|  | 10/4 (Thur.) | Interview A3 |
| W7 | 10/9 (Tues.) | Interview A4 |
|  | 10/11 (Thur.) | Interview A5 |
| W8 | 10/16 (Tues.) | Journalist visit |
|  | 10/18 (Thur.) | Journalist visit |
| W9 | 10/23 (Tues.) | Interview A6 |
|  | 10/25 (Thur.) | Interview A7 |
| W10 | 10/30 (Tues.) | Interview A8 |
|  | 11/1 (Thur.) | Interview A9 |
| W11 | 11/6 (Tues.) | Interview A10 |
|  | 11/8 (Thur.) | Interview B1, B2 |
| W12 | 11/13 (Tues.) | Interview B3, B4 |
|  | 11/15 (Thur.) | Interview B5, B6 |
| Recess | 11/19-25 | ***No class (Thanksgiving Recess)*** |
| W13 | 11/27 (Tues.) | Interview B7, B8 |
|  | 11/29 (Thur.) | Interview B9, B10 |
| W14 | 12/4 (Tues.) | Summary |
|  | 12/6 (Thur.) | (Reserved in case of Cancelled Class) |

# **Student Responsibilities and Resources**

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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).

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**2019-93 EEB 5482                   Add Course (guest: Margaret Rubega)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8900 |
| **Request Proposer** | Rubega |
| **Course Title** | Science Communication II: Writing for Public Audiences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Science Communication II: Writing for Public Audiences |
| **Course Number** | 5482 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Margaret A Rubega |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | mar02013 |
| **Initiator Email** | [margaret.rubega@uconn.edu](mailto:margaret.rubega@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** | The class will meet two times per week, for 1 hour and 30 minutes; meetings will include lectures, interactive in-class writing exercises and discussions. Students will write (and revise) pieces in a variety of non-technical forms, such as OpEds, news stories, essays, blog posts and other social media formats. Students will also work with the software package Tableau (or similar) to produce data visualizations illustrating their scientific work. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Graduate student in a STEM field; undergraduates with experience in STEM research or journalism may be admitted with permission from the instructor. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The instructor who designed the course and has experience teaching this subject is resident at the Storrs campus; resources are only available to teach it at the campus where she is resident. |
| **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** | Science Communication II: Writing for Public Audiences. Three credits. Intended for graduate students in a STEM field or advanced undergraduates with experience in STEM research or journalism. Instructor consent required. Readings from the primary literature on factors influencing the success of science communications, analysis of science writings for public audiences, and discussion of the relationship of scientists to the public and specialized audiences. Class exercises, writing about science in a variety of styles accessible to non-scientists, including social media posts. Develop graphical data illustrations, and exchange constructive feedback with peers on writing skills. |
| **Reason for the course action** | This is a request to make permanent a pilot course that was funded by a National Science Foundation National Research Training- Innovative Graduate Education grant. The ability to communicate the results of scientific research is fundamental to a career as a scientist. The ability of scientists to communicate the results of science is fundamental to science literacy and public policy, as illustrated by the intelligent design and climate change debates. Further, federal science funding agencies increasingly demand evidence of successful communication in the public arena, but STEM graduate degree programs do not currently include training in communications. This course will provide graduate students in the STEM disciplines with training in writing about science for public audiences. There is high demand for the course -- in Spring 2018 the instructor had more than twice as many requests for permission to enroll than there were seats in the class. |
| **Specify effect on other departments and overlap with existing courses** | We anticipate no effect on other departments, other than offering their graduate students in a range of STEM disciplines the opportunity to learn effective techniques and methods for writing about science in a way that is clear and engaging for non-scientists. Journalism Dept. head Dr. Maureen Croteau was consulted extensively, and provided material support, during the pilot development of the course. She confirmed in October 2018 that Journalism has no plans to offer a similar course and that the Department of Journalism will benefit from the opportunity for their undergraduate majors, who may be admitted to the class, to gain and practice skills in writing about science. The course does not overlap with any existing course; it does provide useful complementary preparation for EEB 5480 Science Communication I: Speaking to Public Audiences (Alternate years, Fall semester), which focuses on communicating verbally to public audiences, especially in the context of news interviews. |
| **Please provide a brief description of course goals and learning objectives** | The goals of this course are to help STEM graduate students to improve their effectiveness at communicating science to public audiences in written and multimedia formats, and to strengthen their writing skills in general. At the end of this course, students will be able to 1. Understand barriers to communication. 2. Write well in a non-technical context for public audiences. 3. Understand the importance of intellectual humility and that effective communication with non-scientific audiences is not a one-way exchange. 4. Understand and use social media as tools for communication with public audiences 5. Understand basic communication design principles. 6. Recognize the role of graphical elements in communication. 7. Understand the mechanics and practices of effective data visualization. 8. Engage the public/audience via writing, social media, data visualization. 9. Analyze/evaluate the effectiveness of various forms of scientific communication. |
| **Describe course assessments** | Weekly readings from the primary literature about science communication and effective writing. Students will discuss these readings in class and write short reflections on them. Students will complete least 3 drafts of each writing assignments in at least 4 different writing styles (including OpEds, Essays, Blog Posts, News stories). Students will write science-related Twitter posts weekly, and be assessed on the frequency and quality (clarity; concision) of tweets, and the growth of their Twitter network over the semester. A data visualization project to produce at least 3 drafts of a graphical data visualization suitable for illustrating a written piece. All students will contribute to, and be assessed on, peer assessment of their classmates written and data visualization drafts, and other in-class exercises. Participation in in-class and online exercises and written reflections. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sample CAR\_Syllabus\_EEB-5482.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140647&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C432d0ef65cf645fb160e08d69161131f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856243448652594&sdata=XPRB9XYvAAH4ikuD16roiJbtmeTaz2Je8c9y3KZCNtE%3D&reserved=0) | Sample CAR\_Syllabus\_EEB-5482.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Margaret A Rubega | 10/16/2018 - 11:25 | Submit |  | For review prior to submission to CLAS C & C commitee | | Ecology and Evolutionary Biology | Paul O Lewis | 02/08/2019 - 15:17 | Approve | 2/8/2019 | Approved by EEB Faculty 30-Jan-2019 | |

**(Sample) Syllabus (EEB 5482)** **(Alternate) Fall 20XX**

**Course Title:** Science Communication II: Writing for Public Audiences

**Course Schedule:** Monday & Wednesday (1:30PM - 3:00PM)

**Class Location:** Oak Hall, room 439

**Instructor**

* Margaret Rubega, Ecology and Evolutionary Biology, PharmBio 500, 860 486-4502,

[Margaret.rubega@uconn.edu](mailto:Margaret.rubega@uconn.edu), @ProfRubega

**Course Descriptions**

The goal of this course is to help STEM graduate students to improve their effectiveness at communicating science to public audiences in written and multimedia formats, and to strengthen their writing skills in general. Students will write (and revise) pieces in a variety of non-technical forms, such as OpEds, news stories, essays, blog posts and other social media formats. Students will also work with the software package Tableau to produce data visualization illustrating scientific work.

**Learning Goals**

Overarching Learning Goals:

* Explore and practice written and visual forms of communication in the interest of improving the effectiveness of science communication with non-technical audiences.

At the end of this course, students will be able to

1. Understand barriers to communication.
2. Write well in a non-technical context for public audiences.
3. Understand the importance of intellectual humility and understand that, to be effective, communication with non-scientific audiences must be seen as a conversation, not a one-way exchange.
4. Understand and use social media as tools for communication with public audiences
5. Understand basic communication design principles.
6. Recognize the role of graphical elements in communication.
7. Understand the mechanics and practices of effective data visualization.
8. Engage the public/audience via writing, social media, data visualization.
9. Analyze/evaluate the effectiveness of various forms of scientific communication.
10. Provide critical and constructive peer assessment/feedback.

**Readings**

There is no textbook; readings will be drawn from primary sources.

**Assessment (total 100 points)**

*The detailed guidelines and the assigned rubrics for each assignment listed below will be provided and discussed in advance.*

1. Tweets 10 points
2. OpEd 10 points
3. Essay 10 points
4. Blog Post 10 points
5. News Story 10 points
6. Data Visualization (DV) Project 30 points
7. Participation (ongoing: in-class and online participation) 10 points
8. Peer Review (ongoing: peer feedback on all products) 10 points

**Weekly Class Schedule and Activities:**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Topic(s) & Class Activities | Due Date(s) |
| Before the First Class | | * Read/understand the Consent Form. |  |
| W1 | **1/15 (M)** | **MLK Day (no class)** |  |
|  | 1/17 (W) | **SNOW DAY** |  |
| W2 | 1/22(M) | **Introduction**  **Homework:**  Produce a written summary (<500 words) of who you are and what you do/research.  **Reading:** Why Academic Writing Stinks (pg. 2 – 9 of Pinker booklet) | Due on 1/2４(W), discussed in class on 1/24 (W) |
|  | 1/24 (W) | **Criteria for science communication**  **Homework:** How do these criteria apply to science writing? Abstract translation!  **Reading:** How to Write Consistently Boring Scientific Literature (Sand-Jenson) | Due 1/29 (M) |
| W3 | 1/29 (M) | **Overview: Different types of writing about science**   * Writing forms (News Story, OpEd, Essay) * Social Media (Twitter, Blog) * Data visualization   **Reading:** The Science of Why We Don’t Believe Science (Mooney)  Using Narrative to Communicate Science |  |
|  | 1/31(W) | **Social Media/Twitter**  **Homework:** Begin tweeting to #UConnSciComm |  |
| W4 | 2/5 (M) | **News Story Class 1**: Introduction to the news story; exercises  **Homework:** Write 1st draft of News Story | News Story Draft 1 is due by class time on 2/7 (W). |
|  | 2/7 (W) | **News Story Class 2**   * In-class news writing exercise * Class discussion about News Story   **Reading:** Intellectual Humility paper | News Story Draft 2 is due by 9AM on 2/12 (M). |
| W5 | 2/12 (M) | **Op Ed Class 1**: Introduction to Op Ed  **Homework:** Write 1st draft of OpEd  **Reading:** Seife’s Guide to Writing Opinion (see also examples, and Guide) | Op Ed Draft 1 is due by class time on 2/19 (M). |
|  | 2/14 (W) | **News Story Class 3**  : No Regular class - Individual Meetings with instructors: News Story  **Homework:** Revise News Story in response to faculty feedback | **News Story Final is due by 9AM on 2/19 (M).** |
| W6 | 2/19 (M) | **Op Ed Class 2**   * 30 min. In-class peer review exercise * Class discussion about Op Eds   **Homework:** revise Op Ed in response to peer feedback  **Reading:** E.B. White, Foreward to Essays + Sootfall and Fallout | Op Ed Draft 2 is due by 9AM on 2/22 (Th) |
|  | 2/21 (W) | **Essay Class 1**: Introduction of Essay  **Homework:** Write 1st draft of Essay | Essay Draft 1 is due by class time on 2/28. |
| W7 | 2/26 (M) | **Op Ed Class 3**  : No regular class, individual meetings with instructors about Op Ed draft 2  **Homework:** revise Op Ed in response to faculty feedback | **Op Ed Final is due by 5PM on 3/2 (F).** |
|  | 2/28 (W) | **Essay Class 2**   * 30 min. In-class peer review exercise. * Class discussion about Essays   **Homework:** Revise Essay draft in response to peer feedback  **Reading:** Visual Storytelling Guide | Essay Draft 2 is due by 9AM on 3/5 (M). |
| W8 | 3/5 (M) | **Writing for Social and Digital Media** |  |
|  | 3/7 (W) | **Essay Class 3**  No regular class – individual meetings with instructors about Essay Draft 2 | **Essay Final is due by 9AM on 3/19 (M).** |
| 3/12-16 | | **Spring Recess** |  |
| W9 | 3/19 (M) | **Blog Post Class 1**: Introduction to Blog Post  **Homework:** Write 1st draft of Blog Post | Blog Post Draft 1 is due by class time on 3/21 (W). |
|  | 3/21 (W) | **Blog Post Class 2**   * 30 min. In class peer review * Class discussion about blog posts   **Homework:** Revise blog post in response to peer feedback  **Readings (on HuskyCT):**  Tufte, Visual Display of Quantitative Information (Chapter 1)  Few, Stephen Now you see it: Simple visual techniques for quantitative analysis  (Chapter 3: Thinking with our eyes) | Blog Post Draft 2 is due by 9AM on 3/26 (M). |
| W10 | 3/26 (M) | **Digital Visualization Project #1: Effective Visualization of Scientific Data**  **Homework:**  Use HuskyCT blog to post a link to a data graphic (on any topic).  Write 1-3 sentences on why you think it is (or isn’t) effective.  What are the strengths and weaknesses? How could it be improved?  **Reading:**  Ten guidelines for effective data visualization in scientific publications | **Post link and feedback to HuskyCT blog by 5PM**  **on 3/30 (F)** |
|  | 3/28 (W) | **Blog Post Class 3**  No regular class – individual meetings with instructors about Blog Post Draft 2  **Homework:** Revise blog post in response to faculty feedback | **Blog Post Final is due by 9AM on 4/2 (M).** |
| W11 | 4/2 (M) | **Digital Visualization Project #2: Assessing scientific data graphics**  **Homework**: Watch Tableau Public instructional videos: <https://public.tableau.com/enus/s/resources>  1) Tableau Public Overview (7:10)  13) Understanding the Logic of Charts (5:05) |  |
|  | 4/4 (W) | **Digital Visualization Project #3: How to use Tableau – Part 1**  **Homework:**  Complete Tableau Public tutorial (linked on HuskyCT)  **Reading:** Watch Tableau videos:  https://public.tableau.com/en-us/s/resources  7) Data Preparation – The Data Interpreter (4:29)  8) Data Preparation – Pivoting your Data (4:54)  9) Data Preparation – Splitting your Data (2:26)  10) Data Preparation – Joins and Unions (6:28) | **Post completed tutorial to HuskyCT blog by 9AM**  **on 4/9 (M)** |
| W12 | 4/9 (M) | **Digital Visualization Project #4: How to use Tableau – Part 2**  **Homework:**  Identify, clean, format and reshape the data you will be working with in Tableau Public. Begin creating data visualization dashboard, noting questions or technical issues in advance of individual consultation. |  |
|  | 4/11 (W) | Peer Review |  |
| W13 | 4/16 (M) | **Digital Visualization Project #5: Individual Consultation**  **Homework:** Post completed dashboard to HuskyCT by 5PM on 4/20. | **Data Visualization Project due by 5PM on 4/20 (F)** |
|  | 4/18 (W) | **Is this thing working? In-class Exercise** |  |
| W14 | 4/23 (M) | **Digital Visualization Project #6: In-class Presentation** |  |
|  | 4/25 (W) | **Course Evaluation and Reflection** |  |
| Final | 4/30-5/4 | **FINALS WEEK** |  |

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**2019-94 GEOG 5512 Add Course (guest: Chuanrong (Cindy) Zhang)**



**Proposal to Add a New Graduate Course**

Last revised: February 6, 2019

1. Date: Feb. 6, 2019

2. Department requesting this course: Geography (GEOG)

3. Semester and year in which course will be first offered: Fall 2020

# Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

GEOG 5512. Introduction to Spatial Data Science

Three credits. Prerequisite: GEOG 5500, or consent of the instructor

This course introduces students to the fundamentals of spatial data science. Students will learn how to apply a high-level programming language—R—for spatial data analysis, visualization and modeling.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 5512

3. Course Title: Introduction to Spatial Data Science

4. Number of Credits: 3 credits

5. Course Description (second paragraph of catalog entry):

This class will cover the concepts, theory, methods, techniques, and programming for spatial data science. The course will use a combination of lecture and hands-on exercises to provide an introduction to programming in R with a focus on spatial data analysis and mapping.

**Optional Items**

6. Pattern of instruction, if not standard: N/A

7. Prerequisites, if applicable: GEOG 5500, or permission of the instructor

a. Consent of Instructor, if applicable:

b. Open to sophomores/juniors or higher:

8. Recommended Preparation, if applicable: None

9. Exclusions, if applicable: None

10. Repetition for credit, if applicable: No

11. Skill codes “W”, “Q” or “C”: None

12. S/U grading: N/A

# Justification

1. Reasons for adding this course: The demand for data scientists to understand and use geospatial analysis in their jobs has led to new trends and innovations in the spatial data science field. There are massive amount of GPS or locational data (e.g., remotely sensed data). The big spatial datasets pose many challenges to data scientists trying to make sense of this information. This calls for spatial data scientists to work with spatial data. Spatial data science focuses on finding out spatial patterns or spatial clusters, mapping and improving data quality using machine learning, spatial data mining, and/or spatial data analysis methods. Spatial data science courses have begun to be offered in some geography departments for GIS education in U.S. universities. Knowledge and skills in spatial data science are essential to GIS professionals, or other data scientists using GPS or location data. Many data science jobs require knowledge and skills in spatial data science. However, there is no graduate level course in the geography curriculum or other program’s curriculum in UCONN to teach students these important knowledge and skills. Geography is proposing two new Professional Master Degree programs related to GIS. This course is listed as one of the required or elective GIS courses.
2. Academic merit: This course will teach students the fundamentals of spatial data science such as spatial data structure, spatial data visualization, spatial autocorrelation and spatial cluster. In this course, students will learn how to apply a high-level programming language—R—for spatial data analysis, visualization and modeling. In addition, students will learn methods to incorporate spatial data into data science workflows. By the end of the course, students should be able to know how to generate dynamic, reproducible outputs from raw data including figures, maps, reports, and websites.
3. Overlapping courses and departments consulted: None.
4. Number of students expected: 25

5. Number and size of sections: one section with 25 students.

6. Effects on other departments: There is no negative effect. But this course would bring benefits to many other programs across the university because spatial data is important to them. Students and faculty from many programs (e.g., economics, social science, NRE, urban community studies, geoscience, civil and environmental engineering, marine science, transportation, business) have to use and deal with spatial data.

7. Effects on regional campuses: None

8. Staffing: Dr. Chuanrong (Cindy) Zhang

# General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one** **and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E:

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: Feb. 5, 2019

Department Faculty: Feb. 6, 2019

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

Chuanrong (Cindy) Zhang

Phone: 860-486-2196

Email: cindy.zhang@uconn.edu

# Syllabus

A syllabus for the new course must be attached to your submission email.

GEOG 5512

Intro. Spatial Data Science

Geography

GEOG 5512 Introduction to Spatial Data Science Syllabus – Fall 2020

**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:** GEOG 5512 Introduction to Spatial Data Science

**Credits:** 3

**Format:** Lecture

**Prerequisites:**  GEOG 5500, or permission of the instructor

**Professor:** Chuanrong (Cindy) Zhang

**Email:** cindy.zhang@uconn.edu

**Telephone:** Office phone (860) 486-2196

**Other:** Cell phone (860) 938-6582

**Office:** Aust #422

**Office Hours/Availability:** 11:00am—12:00am EST Wednesday

Course Materials

**Required textbook**:

Garrett Grolemund and Hadley Wickham (2016) R for Data Science. <http://r4ds.had.co.nz/>

Robin Lovelace, Jakub Nowosad, and Jannes Muenchow (CRC Press, 2018) Geocomputation with R. <https://geocompr.robinlovelace.net/>

Other Suggested Textbook:

Brunsdon, C., & Comber, L. (2015). An introduction to R for spatial analysis and mapping. Sage.

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

**Course Website:**

There is a course website that is accessible through UCONN HuskyCT [https://huskyct.uconn.edu/]. Materials for this course including syllabus, reading materials, lecture notes, exercises, and other information of interest will be put on the course website.

Course Description

Spatial data science is an evolving field that can be thought of as a collection of concepts and methods drawn from both statistics and computer science. These techniques deal with accessing, transforming, manipulating, visualizing, exploring and reasoning about data where the locational component is important (spatial data). This class will cover the concepts, theory, methods, techniques, and programming for spatial data science. The quantity and quality of spatial data available for different fields of research and applications has exploded over the past few decades. These ‘big spatial data’ now allow us to address important questions (both old and new) with unprecedented rigor and generality. Leveraging these new data streams requires new tools and increasingly sophisticated workflows. The free and open-source R programming language has become an important computer language for spatial data analysis and mapping. The course will use a combination of lecture and hands-on exercises to provide an introduction to programming in R with a focus on spatial data processing. The course includes an extensive project for students to conduct spatial analysis related to their research. It is required that students take GEOG 5500, but no prior experience with R is necessary.

Course Objectives

This course introduces students to the fundamentals of spatial data science. By the end of the semester, students should be able to:

* Apply a high-level programming language—R—for spatial data analysis, visualization and modeling.
* Learn methods to incorporate spatial data into data science workflows.
* Know how to generate dynamic, reproducible outputs from observed data, including figures, maps, reports, and websites.

Course Format

Classes will be split into lecture and lab sessions each week. The lectures will focus on the theories, concepts and principles of spatial data science. Lab exercises focus on training students to conduct spatial data analysis, visualization and modeling using R programming language. During lab time students will work through problems, doing computer work or exercise. If you cannot finish your assignment during lab time, you need to find your own time to finish it.

You are expected to participate in all of these activities. Failure to participate in these activities may affect your final class grade. You are strongly encouraged to ask questions during class. The more questions you ask, the more you will get out of the course.

Course Outline (and Calendar if Applicable)

**Tentative Course Outline (Subject to Change)**

In the table below, R4DS refers to *R for Data Science* by Garrett Grolemund and Hadley Wickham, while GCR refers to *Geocomputation with R* by Robin Lovelace, Jakub Nowosad, and Jannes Muenchow (CRC Press, 2018).

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Exercises** |
| Week 1  (Aug. 31- Sept. 6) | Introduction and overview: spatial data science | [R4DS 1-2](http://r4ds.had.co.nz) and other reading materials will be provided on HuskyCT |  |
| Week 2  (Sept. 7- Sept. 13) | Spatial data structure and data visualization (**Labor Day No class**) | [R4DS 3](http://r4ds.had.co.nz) and other reading materials will be provided on HuskyCT | Exercise 1 (70points) (due on Sept. 15) |
| Week 3  (Sept. 14- Sept. 20) | Data workflow and transformation | [R4DS 4-5](http://r4ds.had.co.nz) | Exercise 2 (70points) (due on Sept. 22) |
| Week 4  (Sept.21- Sept. 27) | Joining data | [R4DS 11-13](http://r4ds.had.co.nz) and other reading materials will be provided on HuskyCT | Exercise 3 (70points) (due on Sept. 29) |
| Week 5  (Sept.28- Oct. 4) | Geographic data in R | GCR 1-2 | Exercise 4 (70points) (due on Oct. 6) |
| Week 6  (Oct.5 - Oct. 11) | Geographic data operations | GCR 3-4 | Exercise 5 (70points) (due on Oct. 13) |
| Week 7  (Oct.12- Oct. 18) | Geometry operations | GCR 5 | Exercise 6 (70points) (due on Oct. 20) |
| Week 8  (Oct.19- Oct. 25) | Re-projecting geographic data and data I/O | GCR 6-7 | Exercise 7 (70points) (due on Oct. 27) |
| Week 9  (Oct.26- Nov. 1) | Making maps with R | GCR 8 | Exercise 8 (70points) (due on Nov. 3) |
| Week 10  (Nov.2- Nov. 8) | Spatial data analysis and creating workflows | R4DS 6-10 and other reading materials will be provided on HuskyCT | Exercise 9 (70points) (due on Nov. 10) |
| Week 11  (Nov. 9- Nov. 15) | Spatial autocorrelation and spatial cluster | Reading materials will be provided on HuskyCT | Exercise 10 (70points) (due on Nov. 17) |
| Week 12  (Nov.16- Nov. 22) | Future of spatial data science: machine learning, spatial data mining | Reading materials will be provided on HuskyCT |  |
| Week 13  (Nov.23- Nov. 29) | **Final project** |  |  |
| Week 14  (Nov.30- Dec. 6) | **Thanksgiving week No class** |  | ***Final project*** due at the middle night on **Dec. 14**. |
| Week 15  (Dec.7- Dec. 13) | **Final project** |  | ***Final project*** due at the middle night on **Dec. 14**. |
| Week 16  (Dec. 14-Dec. 20) | **Final exam** |  | ***Final Exam*** will be given at the university exam schedule.  If it is inconvenient for you to take the exam at that time, you need to contact with Instructor to arrange another test time at the last week of Fall semester class. |

Course Requirements and Grading

**Tests and Assignments:**

(10%) Course project: At the final weeks of this course, students will carry out a course project. This project will require you write a 10-12 page (not including works cited page or graphics), double-spaced research paper. The project will offer you an opportunity to explore a globalization issue in detail.

(70%) Ten exercise assignments: All assignments are due at the specific time assigned. No late assignments will be accepted except in extraordinary circumstances.

(20%) Final Exams: The exam format may include multiple choice, true or false, and short answer questions. Student access to the exam will be restricted by day and hour. The exams will also be timed, and the amount of time taken by each student will be recorded. Students will be required to turn in their exam when the exam time expires. All exams will be open-book and open-notes. The exams cover the lecture notes, assigned reading, and assigned exercises. A make-up exam will be scheduled only in the event of personal illness or extraordinary circumstances. Anyone who will miss an exam must notify the instructor in advance of the exam date. The exam questions are designed to test whether you understand the assignments, course notes and whether you are achieving the class objectives outlined above.

Your instructor and the university have a responsibility to promote academic honesty and integrity. You, as a student, are (1) responsible for the honest completion and representation of your work, (2) expected to respect the academic endeavors of others.

STUDENTS WITH SPECIAL NEEDS SHOULD INFORM THE INSTRUCTOR AS EARLY AS POSSIBLE.

**Grading:**

Student’s final course grade will be based on course project, 10 exercise assignments, and final exam:

a. Course project 100points 10%

b. 10 exercises 700points 70%

d. Final exam 200points 20%

Total: 1000 points 100%

Course final grades are based on a linear, percentage based system. That is, the final course score equals to the total points students earned divided by the total points available.

The following cutoffs will be used as a guide for assigning letter grades:

A: 93% - 100%

A-: 90% - 92%

B+: 87% - 89%

B: 83% - 86%

B-: 80% - 82%

C+: 77% - 79%

C: 73% - 76%

C-: 70% - 72%

D+: 67% - 69%

D: 63% - 66%

D-: 60% - 62%

E: below 60%

Due Dates and Late Policy

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

Feedback and Grades

I will make every effort to provide feedback through individual meeting, course website, emails, and phone. 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/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://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))

**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.

(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.

**2019-95 GEOG 2200                Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-10094 |
| **Request Proposer** | Cooke |
| **Course Title** | Introduction to Human Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geography > Return > Geography > 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** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Introduction to Human Geography |
| **Course Number** | 2200 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Add both the CA2 and CA4 designations to GEOG 2200: Introduction to Human Geography |

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| **CONTACT INFO** | |
| **Initiator Name** | Thomas J Cooke |
| **Initiator Department** | Geography |
| **Initiator NetId** | tjc02004 |
| **Initiator Email** | [thomas.cooke@uconn.edu](mailto:thomas.cooke@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** | No |
| **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** | Every Semester |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 2200: Introduction to Human Geography. Three credits. Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments. |
| **Provide proposed title and complete course catalog copy** | GEOG 2200: Introduction to Human Geography. Three credits. Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments. CA2, CA4-INT. |
| **Reason for the course action** | The department has not pursued any GenEd designation for GEOG 2200 because it has not been offered on a regular basis. Because the mix of faculty has changed, it will now be offered on a more regular basis and the CA2 and CA4 designations will increase demand and serve as an opening into the major. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Geography uses the lens of location to understand the causes and consequences of human behavior. Key themes within geography that are emphasized in this course are: 1. Placing human behavior into the context of location through an understanding of a) human-environment Interactions, b) spatial interaction; 2. Understanding the importance and fundamentals of cartography, visualization, and geospatial data analysis (e.g., Geographic Information Science (GIS)) along with associated ethical issues; 3. Appreciating the importance of a geographic perspective to understanding a range of contemporary social issues, such as the causes and consequences of climate change, growing regional inequality due to globalization, sustainable development, and regional demographic change. |
| **Describe course assessments** | Assessment is based upon 13 online chapter quizzes (worth 20% of the final grade), 13 online assignments (worth 50% of the final grade), and 2 exams (worth 30% of the final grade. |
| **General Education Goals** | Geography's perspective is inherently inter-disciplinary, links the global and local, and its breadth connects with the full range of social issues across a variety of spatial scales. As such, in requiring a synthetic approach to understanding human behavior and through a critical consideration of the ethical dimensions of the collection and use of geospatial data, Introduction to Human Geography meets all the listed goals of General Education. |
| **Content Area: Social Sciences** | Geography's perspective is inherently inter-disciplinary. GEOG 2200 exposes students to a full range of social science theories and concepts (e.g., urbanization, migration, development, etc.) along with a similarly broad range of topics (e.g., the impacts of climate change on coastal communities, immigration, the removal of Confederate war memorials, etc.). Geography's core tools - cartography and Geographic Information Systems - are central to all of the social (and environmental) sciences - not just geography. These tools and applications (e.g., google maps and location-based apps) are now nearly ubiquitous, requiring an understanding of their fundamentals, their possibilities, and ethical issues regarding privacy and misuse. Geography’s approach to human behavior is innately holistic, integrates all of the other social sciences as well as the environmental sciences, and directly captures the interactions of people, places, and environments. |
| **Content Area: Diversity and Multiculturalism (International)** | An inherent feature of geography is explaining the causes and consequences of the spatial variation in human behavior including beliefs, values, language, identity, politics, and religion. As such it meets every one of the CA4 criteria. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Cooke GEOG 2200.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143230&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1f1f3f0e4eee4cb9301f08d69035f71a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636854958787714469&sdata=QOTptpWXFkWsZAhz4qmxHEmB%2FqWKBzhdqwAo4K6sQVQ%3D&reserved=0) | Cooke GEOG 2200.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Thomas J Cooke | 12/21/2018 - 16:19 | Submit |  | ?? | | Geography | William H Berentsen | 02/08/2019 - 05:12 | Return |  | proposer chosen additions | | Return | Thomas J Cooke | 02/08/2019 - 09:17 | Resubmit |  | . | | Geography | William H Berentsen | 02/11/2019 - 00:20 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and the GEOG faculty approved on 2/6/2019. | |

**2019-96 GEOG/GSCI 1070E   Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10378 |
| **Request Proposer** | Thorson |
| **Course Title** | Natural Disasters and Environmental Change |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > College of Liberal Arts and Sciences > Return > Geosciences > Geography > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Subject Area #2** | GEOG |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geography |
| **Reason for Cross Listing** | Subject of interest to both fields, and chief faculty are Geoscientists housed in Geography |
| **Course Title** | Natural Disasters and Environmental Change |
| **Course Number** | 1070 |
| **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 lectures 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 1010, 1050, 1051, 1055. |
| **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 demand and instructor availability |
| **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 1070. Natural Disasters and Environmental Change (Also offered as GEOG 1070.) Three credits. Not open for credit to students who have passed GSCI 1010, 1050, 1051, 1055. Students who complete both this course and GSCI 1052 may request that GSCI 1070 be converted to a CA 3 laboratory course. Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3. |
| **Provide proposed title and complete course catalog copy** | GSCI 1070E. Natural Disasters and Environmental Change (Also offered as GEOG 1070.) Three credits. Not open for credit to students who have passed GSCI 1010, 1050, 1051, 1055. Students who complete both this course and GSCI 1052 may request that GSCI 1070 be converted to a CA 3 laboratory course. Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3. |
| **Reason for the course action** | Add an E designation only |
| **Specify effect on other departments and overlap with existing courses** | No impact. Cross-listed as GEOG 1070 with no GEOG commitment |
| **Please provide a brief description of course goals and learning objectives** | From the syllabus attached: 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. • Observe landscape features and make inferences regarding their formation. • Discuss the internal and external Earth processes that lead to various natural hazards. • Describe how our lives are influenced by the threat of natural hazards and how society works to mitigate the associated risk. • Evaluate the view of natural hazards as presented by the mass media. • Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world hazard scenarios. |
| **Describe course assessments** | 700 course points n/400 - Four in-class proctored exams n/150 - Preparation quizzes prior to class n/150 - 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 1070 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 1070 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 1070 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** | | [SyllabusGSCI\_1070\_Fall18\_Steve.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142918&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccb4d6c98b81d46e1c91f08d690427b9f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636855012548404791&sdata=e4THMBkE3mf0DZeqHWDswp85JHrXVXbePCQ4mYqDql8%3D&reserved=0) | SyllabusGSCI\_1070\_Fall18\_Steve.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 - 16:05 | Submit |  | Initiated by Thorson as C&C rep. Though there are no apparent issues with GEOG, consent of GEOG C&C Rep (Berentsen) is requested. | | Geosciences | Robert M Thorson | 01/14/2019 - 16:25 | Approve | 1/14/2019 | I initiated this and approve it for GSCI. All we're doing is adding an E designation. Though there are no apparent issues with GEOG, consent for this cross-listed course is sought. | | College of Liberal Arts and Sciences | Pamela Bedore | 01/15/2019 - 14:20 | Return | 1/15/2019 | Returning to proposer for update of cross-listing. Thor -- on the first page of the CAR, please choose 2 subject areas (GSCI, GEOG). This will ensure the course is routed to GEOG for approval as well. PB | | Return | Robert M Thorson | 01/15/2019 - 16:41 | Resubmit |  | Resubmitting at request of Pam Bedore | | Geosciences | Robert M Thorson | 01/15/2019 - 16:44 | Approve | 1/15/2019 | I just tweaked the cross-listing at Bedore's request and am approving this for GSCI. | | Geography | William H Berentsen | 02/11/2019 - 00:10 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and the GEOG faculty approved on 2/6/2019. | |

**Syllabus – GSCI/GEOG 1070**

Fall Semester 2018 *[Classes run from August 27 – December 7 , 2018]*

**TIME & PLACE**

Tues/Thurs, 2:00-3:15pm in Philip E. 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 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 & natural hazards 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 the hazards associated with them, and reflecting on the relationships that human beings have with Earth’s hazards.

**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/)

**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.
* Observe landscape features and make inferences regarding their formation.
* Discuss the internal and external Earth processes that lead to various natural hazards.
* Describe how our lives are influenced by the threat of natural hazards and how society works to mitigate the associated risk.
* Evaluate the view of natural hazards as presented by the mass media.
* Apply problem-solving skills such as analysis, synthesis, and interpretation to real-world hazard 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/1kp9ZhSLyV7O4sMNNwE3ycQGBo9JdaZrJgI9JmMxLMEA/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.

**2019-97 GEOG/GSCI 2310E   Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10379 |
| **Request Proposer** | Thorson |
| **Course Title** | National Parks Unearthed: Geology & landscapes Through Time |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > Geography > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Subject Area #2** | GEOG |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geography |
| **Reason for Cross Listing** | Though a GSCI course, the originator and instructor is officially in the GEOG department. Also there is shared interest in the topic. |
| **Course Title** | National Parks Unearthed: Geology & landscapes Through Time |
| **Course Number** | 2310 |
| **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)** | 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** | 50-100 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 50-minute class periods |

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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** | Instructor not available elsewhere. |
| **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 2310. National Parks Unearthed: Geology and Landscapes through Time (Also offered as GEOG 2310.) Three credits. Geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation. |
| **Provide proposed title and complete course catalog copy** | GSCI 2310E. National Parks Unearthed: Geology and Landscapes through Time (Also offered as GEOG 2310.) Three credits. Geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation. |
| **Reason for the course action** | Add an E designation |
| **Specify effect on other departments and overlap with existing courses** | None, other than cross-listed credit with GEOG. Instructor is a GSCI faculty administratively located in GEOG department. |
| **Please provide a brief description of course goals and learning objectives** | From the sample syllabus: This course covers the geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Topics include plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation. Students who participate fully in this course will be able to explain the geological processes that influence the Earth’s landscapes. |
| **Describe course assessments** | 100% total 60% Three exams, the final one being cumulative 30% Final Report (Guidebook) 10% Class participaation Also, weeky pre-class quizzes will be self graded |
| **General Education Goals** | GSCI 2310 / GEOG 2310 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. |
| **Environmental Literacy** | GSCI 2310 / GEOG 2310 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** | | [SyllGEOG-GSCI\_2310\_SyllabusSchedule\_F18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142919&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cadabdbd0365548ff48a108d69041f2c6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636855010251521868&sdata=Tt7z4U7ib395QxdPmneas3lxc8PID2Xt9wtJkYTiodI%3D&reserved=0) | SyllGEOG-GSCI\_2310\_SyllabusSchedule\_F18.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 - 16:29 | Submit |  | I initiated this at the department's request and will approve it as the C&C rep. The creator of the course and its sole instructor at present is a GSCI faculty housed administratively in GEOG, where the topic is also of interest. | | Geosciences | Robert M Thorson | 01/14/2019 - 17:03 | Approve | 1/14/2019 | I'm approving this, pending consent by Geography. | | Geography | William H Berentsen | 02/11/2019 - 00:12 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and the GEOG faculty approved on 2/6/2019. | |

**National Parks Unearthed: Geology & Landscapes through Time**

**GEOG 2310 / GSCI 2310**

**Syllabus Fall 2018**

Time: **Mon-Wed-Fri 11:15 am – 12:05 pm** Location: **Austin 110**

Instructor: **Prof. Julie Fosdick** Email**:** [**julie.fosdick@uconn.edu**](mailto:julie.fosdick@uconn.edu)

Office: **Beach Hall 306** Office Hours: **TBA and by appointment**

***Course Overview***

*Three credits.* This course covers the geologic processes that shape the Earth’s landscapes and interior through the study of National Parks, Monuments, and Seashores. Topics include plate tectonics, climate and biotic change, natural hazards and resources, and environmental conservation. Students who participate fully in this course will be able to explain the geological processes that influence the Earth’s landscapes.

***Required reading***

**Course Requirements**

There is one required textbook for the class which is available at the bookstore and online. For some topics, the reading assignment will be a handout prepared by the Instructor and available on HuskyCT. You are

responsible for keeping up with all reading assignments. Readings should be completed prior to the class session listed in the schedule. You may purchase your required textbook at the UConn Bookstore: [https://tinyurl.com/F18-8207-GSCI-2310-001.](https://tinyurl.com/F18-8207-GSCI-2310-001)

*Required Textbook*:

Parks and Plates: The Geology of Our National Parks, Monuments, and Seashores by Lillie (2005)

*Additional required readings will be available on HuskyCT from the following background textbook*: Earth: Portrait of a Planet by Marshak (2017)

***Weekly Learning Review***

A short weekly ‘quiz’ will be given at the beginning of class on most Mondays to assess general

understanding of topics and reading assignments covered during the previous week. Quizzes consist of two to three short questions discussed with classmates. Quizzes will be discussed as a class and self-graded.

***Exams***

Three exams will cover material covered in lecture and reading assignments. All exams will be held in the

regular classroom and are closed-book/notes/friend format. The third exam is cumulative. Makeup exams will be available for only students with excusable absences and/or prior instructor approval. Exam questions will be mostly short-answer and multiple-choice/fill-in-the-blank. Exam material will cover (1) factual

knowledge and scientific vocabulary, (2) conceptual understanding of basic rock properties, geologic relationships, or principles, and (3) solving problems such as interpreting relative timing of events, recognizing environmental changes, etc.

***Guidebook Final Report***

The goal of the Guidebook Final Report is to prepare a report and group presentation on a “Geographic & Geological Field Guide” to a National or State park of choice, using concepts learned in class to explain the geology, landscapes, and land management plans of that region. Working in groups of four to five classmates with similar chosen topics, you will prepare a group guidebook and classroom presentation (~15 minutes) to be given at the end of the semester.

***Class participation***

Class participation is required and necessary to do well in this class! There will be classroom activities that

require you to be present during class. Participating in discussions promotes a more engaged and dynamic learning environment. This is your educational experience, so please show up with an open and scientific mind. Ask questions and visit office hours as needed. *Make-up of missed classroom activities are allowed only with Instructor approval for excusable absences*.

**Course Grades**

Exams (60%), Final Guidebook Report (30%), Class participation (10%)

Letter grades are determined as follows (note that the University does not offer A+ grades):

#0–#2.99 = Letter minus #3–#6.99 = Solid letter #7–#9.99 = Letter plus

***Recommended supplies for class:*** Always bring a notebook/paper and writing utensil for taking notes! Some lecture material can be gathered using a laptop, but we routinely sketch and draw things so be prepared. Colored pens/pencils and a ruler are very useful as well.

**Class Policies**

**Absences and Make-up Work**

Students are responsible for all lecture material, assignments, and exams. *Arrangements for make-up work*

*(assignments, exams, quizzes) are permitted only with Instructor’s approval for absences arranged in advance and for medical emergencies or other University approved situations.* If there is an absolutely

unavoidable circumstance, it is your responsibility to notify the Instructor by email as soon as possible. Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing an 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.

**Academic Accommodations for Students with Disabilities**

Please contact me to discuss academic accommodations that may be needed during the semester due to a

documented disability. The Center for Students with Disabilities (CSD) [www.csd.uconn.edu](http://www.csd.uconn.edu/) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-

by-case basis. 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)

**Academic Integrity**

Cheating and plagiarism on exams or any other work will not be tolerated. As a student at UConn, you are expected to adhere to the standards and policies detailed in the *Responsibilities of Community Life: The Student Code*. When you submit an assignment with your name on it, you are signifying that the work contained therein is all yours, unless otherwise cited or referenced. If you have any questions, please ask, or see the student code of conduct at <http://community.uconn.edu/>. All suspected violations of the *Code* will be

handled according to University policies.

***\*\*\*Course syllabus subject to changes with advanced notice by the Instructor\*\*\****

**Class Schedule & Reading Assignments**

GEOG/GSCI 2310 National Parks Unearthed (Fall 2018, Prof. Fosdick)

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| --- | --- | --- | --- | --- | --- |
| **Day** | **Date** | **Class** | **Lecture Topic** | **Required Reading** | **Recommended Reading** |

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| --- | --- | --- | --- | --- | --- |
| **Part 1: Earth systems and our parks** | | | |  |  |
| Mon | 8/27 | 1 | Course logistics & overview |  |  |
| Wed | 8/29 | 2 | Overview of Earth systems | Earth (pp. 1-9; 839-846) |  |
| Fri | 8/31 | 3 | Introduction to the National Park Service | [PBS Online Episode 1 (p. 1-5)](http://www.pbs.org/nationalparks/history/ep1/) |  |

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| Mon | 9/3 | - | ***Labor Day (no class)*** |  |  |
| Wed | 9/5 | 4 | Plate Tectonics: A Unifying Theory | P&P Ch. 1 |  |
| Fri | 9/7 | 5 | From Continental Drift to Plate Tectonics | P&P Ch. 1 |  |

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| Mon | 9/10 | 6 | Minerals as building-blocks | P&P Ch. 2 (pp. 30-33); Earth pp. 141-151 |  |
| Wed | 9/12 | 7 | Igneous rocks and their environments | P&P Ch. 2 (pp. 34-42); Earth pp. 152-174 |  |
| Fri | 9/14 | 8 | Oceanic hotspot volcanism (Hawaii Volcanoes) | P&P Ch. 8 | [PBS video #646](http://www.pbs.org/nationalparks/watch-video/#646) |

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| Mon | 9/17 | 9 | Sedimentary rocks and their environments (Grand Canyon) | Earth pp. 220-229 |  |
| Wed | 9/19 | 10 | Continental hotspot volcanism (Yellowstone) | P&P Ch. 9 | [Yellowstone NP (PBS Online)](http://www.pbs.org/nationalparks/parks/yellowstone/) |
| Fri | 9/21 | 11 | Dating methods: relative and radiometric methods | P&P Ch. 2 (pp. 22-27) |  |

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| Mon | 9/24 | 12 | Groundwater and hydrothermal systems (Yellowstone) | P&P Ch. 9 (pp. 200-206) |  |
| Wed | 9/26 | 13 | Caves (Mammoth Cave) | Earth pp. 719-726 |  |
| Fri | 9/28 | 14 | **Exam 1** |  |  |

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| **Part 2: Plate tectonic setting of parks and landscapes** | | | |  |  |
| Mon | 10/1 | 15 | Earthquakes and seismicity (Hebgen Lake) | P&P Ch. 2 (pp. 26-30 and 42-45) |  |
| Wed | 10/3 | 16 | Transform plate boundaries (Pinnacles) | P&P Ch. 7 (pp. 149-166) |  |
| Fri | 10/5 | 17 | Rifting and formation of ocean basins (Death Valley) | P&P Ch. 3 (pp. 60-68) |  |

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| Mon | 10/8 | 18 | Metamorphic rocks and their environments (Tetons) | *Earth* (pp. 141-151) |  |
| Wed | 10/10 | 19 | Rifting of continents (Tetons) | P&P Ch. 3 (pp. 54-60) |  |
| Fri | 10/12 | 20 | Hartford Rift Basin (Dinosaur State Park) | P&P Ch. 3 |  |

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| Mon | 10/15 | 21 | Passive continental margins (Grand Canyon) | P&P Ch. 4 | [Grand Canyon NP (PBS Online)](http://www.pbs.org/nationalparks/parks/grand-canyon/) |
| Wed | 10/17 | 22 | Cascadia subduction zone (Cascade volcanoes) | P&P Ch. 5 (pp. 89-118) |  |
| Fri | 10/19 | 23 | Magmatism at subduction zones (Yosemite) | P&P Ch. 5 (pp. 123-125) | [Yosemite NP (PBS Online)](http://www.pbs.org/nationalparks/parks/yosemite/) |

**Class Schedule & Reading Assignments (continued)**

GEOG/GSCI 2310 National Parks Unearthed (Fall 2018, Prof. Fosdick)

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| **Day** | **Date** | **Class** | **Lecture Topic** | **Required Reading** | **Recommended Reading** |
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| Mon | 10/22 | 24 | Final Project workshop and exam review | - |  |
| Wed | 10/24 | 25 | **Exam 2** | - |  |
| Fri | 10/26 | 26 | The North American Cordillera (Glacier NP) | P&P 10 (pp. 233-236) |  |

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| **Part 3: Environments and surface processes of parks and landscapes** | | | |  |  |
| Mon | 10/29 | 27 | Collisional mountain belts: Appalachians (Smoky Mtns) | P&P Ch. 6 (pp. 129-148) | [Great Smoky Mtns NP (PBS Online)](http://www.pbs.org/nationalparks/parks/great-smoky-mountains/) |
| Wed | 10/31 | 28 | Collisional mountain belts: Acadia (metamorphic geology) | P&P Ch. 6 | [Acadia NP (PBS Online)](http://www.pbs.org/nationalparks/parks/acadia/) |
| Fri | 11/2 | 29 | North American craton interior (Mt. Rushmore) | P&P Ch. 10 (pp. 209-232) |  |

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| Mon | 11/5 | 30 | Terrestrial environments (Petrified Forest) | Earth pp. 220-229 |  |
| Wed | 11/7 | 31 | Erosion and weathering, Deserts (Zion, Arches) | Earth pp. 185-220; 769-793 |  |
| Fri | 11/9 | 32 | Paleoclimate and the Anthropocene (Colorado NM) | Earth pp. 847-872 |  |

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| Mon | 11/12 | 33 | Land use and preservation practices (Colorado NM) | NPS Natural Resource Report 2016/1356 | [PBS Online Episode 6](http://www.pbs.org/nationalparks/history/ep6/) |
| Wed | 11/13 | 34 | Final Project workshop and exam review | - |  |
| Fri | 11/15 | 35 | **Exam 3** |  |  |

**November 18-24 Thanksgiving recess (no class)**

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| Mon | 11/26 | 36 | Class presentations (schedule TBA) | - |  |
| Wed | 11/28 | 37 | Class presentations (schedule TBA) | - |  |
| Fri | 11/30 | 38 | Class presentations (schedule TBA) | - |  |

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| Mon | 12/3 | 39 | Class presentations (schedule TBA) | - |  |
| Wed | 12/5 | 40 | Glaciers! And climate change | Earth (pp. 796-813) |  |
| Fri | 12/7 | 41 | Fragile ecosystems, climate change, and land use (Everglades NP) | [Everglades NP history (PBS)](http://www.pbs.org/nationalparks/parks/everglades/) |  |

**December 8-11 Final Exams (Final project due via HuskyCT by end of class exam period (TBA)**

**2019-98 GEOG/GSCI 4150     Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6488 |
| **Request Proposer** | Feng |
| **Course Title** | Spatial Data Analysis using R |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > Geography > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Subject Area #2** | GEOG |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geography |
| **Reason for Cross Listing** | This class will be a natural extension to GEOG3500Q class. |
| **Course Title** | Spatial Data Analysis using R |
| **Course Number** | 4150 |
| **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** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | STATS1000 or 1100, GEOG3500Q |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | GSCI4150. Spatial Data Analysis using R Three credits. Recommended preparation: STAT 1000Q or 1100Q; GEOG 3500Q. Open to juniors or higher. Multivariate spatial analysis methods and statistical inference, emphasizing how to translate conceptual understanding into computer code. |
| **Reason for the course action** | The proposed class is already in action as part of independent study courses at Center for Integrative Geosciences. Currently, no class aims at teaching students both conceptual understanding of the multivariate methods and hands-on programing skills using R. For Earth Science students, while a working knowledge of multivariate analysis and plentiful of hands-on training are valuable, the proofs and derivations are unessential. Although there might be some overlapping with classes offered by Department of Statistics, the proposed class is not expected to affect the enrollment of those classes. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that teach applied multivariate analysis with a focus on applications using R. Reasons for restrictions: Enrollment will be limited to juniors or above. The course relies on programing and an independent project, both of which benefit from an in-depth understanding of calculus and a strong motivation to explore Earth Sciences. First and second year undergraduates could have not taken calculus and developed clear academic interests, which will make it nearly impossible for them to complete the homework and an independent project. |
| **Please provide a brief description of course goals and learning objectives** | 1) to provide a conceptual understanding of multivariate analysis methods used to diagnose correlations and patterns in the data; 2) to make students comfortable in performing analyses using R. |
| **Describe course assessments** | Homework 40% Final Project 40% (presentation: 20%, write-up: 20%) Quizzes 20% Extra credit 5% (attendance, in class participation) Homework Homework will be completed primarily during the lab session of the class. Typically, the homework will have a paper-pencil section, which requires students to complete some calculation or code debugging task. The main part of the homework is data analysis. Project The goal of the project is to analyze a dataset chosen by student. Such a dataset could either be something that they collected for their thesis or simply something that interests them. The goals are to 1) ask interesting and challenging questions about the dataset, 2) answer them with at least two of the methods covered in the class, 3) present their data and findings at the class, 4) write up a clear report on their findings. Quizzes A quiz will be given out at the end of each topic (four quizzes total for the semester). It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and commenting on derivations and/or R code. Others Project Guidelines 1. One-page proposal (10 points) This one-page proposal should be understandable for people who have no expertise in the field. It consists of two parts. The first part introduces background and motivation of the project. The second part introduces the dataset and justifies the methods that the student wants to use. 2. Presentation (20 points) A 15 minute presentation is expected. Presentation is graded by other students in class on: ♣ Illustration of questions/motivation (5 points) ♣ Description of dataset(s) and justification of methods (2 points) ♣ Application of methods (5 points) ♣ Discussion of uncertainties/potential improvements (including Q&A) (5 points) ♣ Style (visualization and effectiveness of communication) (3 points) Notice that technical errors are tolerated in presentations but are expected to be corrected in the final write-up. 3. Final write-up (10 points) A three-page final report (excluding the references and supplementary) is expected at the end of the class. The first page will be the one-page proposal, the second and third page will include main results, figures, and tables that support them, discussions on uncertainties and potential improvements, and finally a concluding paragraph. The final write-up should be self-coherent, concise, and understandable to non-experts. Write-up is graded on: ♣ Correct application and clear justification of methods and results (5 points) ♣ Logical discussion of uncertainties/potential improvements (2 points) ♣ Style (grammar, visualization of figures and tables, effectiveness of communication) (3 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_Data\_Analysis.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F113788&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cae89d2c3c82145a9517e08d691617e0e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856245252043190&sdata=11jTQ0OZW4wpVJn7jkm4zoOq14eqgpw4jOUhGx30e98%3D&reserved=0) | Syllabus\_Data\_Analysis\_v2.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Ran Feng | 02/18/2018 - 15:55 | Submit |  | Proposal for a new course 4150 | | Geosciences | Robert M Thorson | 12/12/2018 - 12:33 | Approve |  | Geoscience approved this before, and I was present when this cleared the CLAS C&C. Here, I'm simply clearing my dashboard, which I, as a fairly new member of the committee, was unaware of until recently. | | Geography | William H Berentsen | 02/11/2019 - 00:06 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and GEOG faculty on 2/6/2019 | |

**2019-99 GEOG/GSCI 5150     Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6527 |
| **Request Proposer** | Feng |
| **Course Title** | Applied Data Analysis in Earth Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > Geography > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Subject Area #2** | GEOG |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geography |
| **Reason for Cross Listing** | This class is a natural extension to GEOG3500Q. |
| **Course Title** | Applied Data Analysis in Earth Sciences |
| **Course Number** | 5150 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Ran Feng |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | raf17009 |
| **Initiator Email** | [ran.feng@uconn.edu](mailto:ran.feng@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 50-minute lecture and 2 hours of lab each 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** | STATS1000 or 1100, GEOG3500Q |
| **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** |  |
| **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 5150. Applied Data Analysis in Earth Sciences Three credits. Prerequisite: Open to graduate students; others with instructor consent. Recommended preparation: introductory level statistics (equivalent to STAT 1000Q or 1100Q); introductory level Earth sciences (equivalent to GSCI 1050 or 1051). Application of multivariate and time series analysis methods in Earth Sciences, emphasizing conceptual understanding and hands-on application using R. |
| **Provide proposed title and complete course catalog copy** | GEOG/GSCI 5150. Applied Data Analysis in Earth Sciences Three credits. Prerequisite: Open to graduate students; others with instructor consent. Recommended preparation: introductory level statistics (equivalent to STAT 1000Q or 1100Q); introductory level Earth sciences (equivalent to GSCI 1050 or 1051). Not open for credit to students who have passed GSCI 4150 or GEOG 4150. Application of multivariate and time series analysis methods in Earth Sciences, emphasizing conceptual understanding and hands-on application using R. |
| **Reason for the course action** | The proposed class is already in action as a part of the independent study courses at Center for Integrative Geosciences. Currently, no class aims at teaching students both conceptual understanding of the multivariate methods and hands-on programing skills using R. For Earth Science students, while a working knowledge of multivariate analysis and plentiful of hands-on training are valuable, the proofs and derivations are unessential. Although there might be some overlapping with classes offered by Department of Statistics, the proposed class is not expected to affect the enrollment of those classes. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that teach applied multivariate analysis with a focus on applications using R. Reasons for restrictions: Enrollment will be limited to graduate students. An independent and publishable project is part of the course assignment. |
| **Please provide a brief description of course goals and learning objectives** | 1) to provide a conceptual understanding of multivariate analysis methods used to diagnose correlations and patterns in the data; 2) to make students comfortable in performing analyses using R. |
| **Describe course assessments** | Homework 40% Final Project 40% (presentation: 20%, write-up: 20%) Quizzes 20% Extra credit 5% (attendance, in class participation) Homework Homework will be completed primarily during the lab session of the class. Typically, the homework will have a paper-pencil section, which requires students to complete some calculation or code debugging task. The main part of the homework is data analysis. Project The goal of the project is to analyze a dataset chosen by an individual student. Such a dataset could either be something that they collected for their thesis or simply something that interests them. The goals are to 1) ask interesting and challenging questions about the dataset, 2) answer them with at least two of the methods covered in the class, 3) present their data and findings at the class, 4) write up a clear report on their findings. 5150 vs 4150 For 4150, the topic of the project can be chosen from anything related to everyday life to a specific research topic of your interest. For 5150, a research oriented project is expected. Quizzes A quiz will be given out at the end of each topic (four quizzes total for the semester). It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and commenting on derivations and/or R code. Others Project Guidelines 1. One-page proposal (10 points) This one-page proposal should be understandable for people who have no expertise in the field. It consists of two parts. The first part introduces background and motivation of the project. The second part introduces the dataset and justifies the methods that the student wants to use. 2. Presentation (20 points) A 15 minute presentation is expected. Presentation is graded by other students in class on: ♣ Illustration of questions/motivation (5 points) ♣ Description of dataset(s) and justification of methods (2 points) ♣ Application of methods (5 points) ♣ Discussion of uncertainties/potential improvements (including Q&A) (5 points) ♣ Style (visualization and effectiveness of communication) (3 points) Notice that technical errors are tolerated in presentations but are expected to be corrected in the final write-up. 3. Final write-up (10 points) A three-page final report (excluding the references and supplementary) is expected at the end of the class. The first page will be the one-page proposal, the second and third page will include main results, figures, and tables that support them, discussions on uncertainties and potential improvements, and finally a concluding paragraph. The final write-up should be self-coherent, concise, and understandable to non-experts. Write-up is graded on: ♣ Correct application and clear justification of methods and results (5 points) ♣ Logical discussion of uncertainties/potential improvements (2 points) ♣ Style (grammar, visualization of figures and tables, effectiveness of communication) (3 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_Data\_Analysis.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F113843&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf5685db235e84b80214a08d692888783%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636857512423944097&sdata=ycwPwrxltpWi6uERJR0akchWY8EEbUuyaTcHzYkFI04%3D&reserved=0) | Syllabus\_Data\_Analysis.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Ran Feng | 02/19/2018 - 13:49 | Submit |  | New submission | | Geosciences | Robert M Thorson | 12/12/2018 - 12:38 | Approve |  | This course was approved by the geoscience curriculum committee long ago. It was not approved until recently because I only recently became aware of this dashboard sign-off. | | Geography | William H Berentsen | 02/11/2019 - 00:08 | Approve | 2/6/2019 | The GEOG C&C Committee approved on 2/5/2019 and the GEOG faculty on 2/6/2019 | |

**2019-100 AMST/HIST 2810     Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8136 |
| **Request Proposer** | Vials |
| **Course Title** | Crime, Policing, and Punishment in the United States |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | The methodology and content of the course align with American Studies as well as History. |
| **Course Title** | Crime, Policing, and Punishment in the United States |
| **Course Number** | 2810 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Convenience. |

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| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford |
| **If not generally available at all campuses, please explain why** | This course will primarily be offered at the Hartford campus, but staffing might be available in Storrs as well. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 2810. Crime, Policing, and Punishment in the United States Three credits. A survey of political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present. |
| **Provide proposed title and complete course catalog copy** | HIST/AMST 2810. Crime, Policing, and Punishment in the United States Three credits. A survey of political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present. CA1-C. |
| **Reason for the course action** | The course's attention to culture and theory within a History course -- articulated through such rubrics as "the carceral state" -- make it perfectly suited for American Studies. At the same time, since it asks students to situate crime and policing in their own contemporary moment within a much broader historical perspective (and with a set of ethical questions attached to criminal justice), it also speaks to the requirements of the General Education curriculum. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | After successfully completing this course, students will be able to: • Locate primary and secondary sources through the library website. • Identify transformations in the history of criminal justice in the United States from the early republic to the present. • Relate past events to contemporary conversations about crime and criminal justice reform. • Practice historical methods through evaluation and critique of primary sources. • Connect primary and secondary sources to broader themes in modern American history. • Assemble primary and secondary sources in support of arguments about the past. |
| **Describe course assessments** | As currently taught, assessments include exams, research papers, and written reading responses. |
| **General Education Goals** | The course satisfies General Education goals by helping students articulate (through written assignments) and become aware of a history of crime and policing in the United States marked by disparate impacts along lines of class and race. As such, it also brings about a moral sensitivity by weighing the need to find justice within the criminal justice system vs. finding justice by reforming the system (and society) itself. |
| **Content Area: Arts and Humanities** | The course asks students to engage with a prescient issue in their own time (incarceration) by situating it within a deeper historical perspective. As they also read different theories of justice and policing, there is also a political theory dimension to the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AMST, HIST 2810 syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F133901&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc621c42b1b5f428ad47e08d6915c89c7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856223968797636&sdata=kjtprhSwjy6%2BrtxPYzi1WfddiOXzv9jIAKrKfIckpk8%3D&reserved=0) | AMST, HIST 2810 syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 09/04/2018 - 12:56 | Submit |  | After collaborating with the instructor and original designer of the course (Melanie Newport, Associate Professor, History), I am submitting this proposal for review. | | History | Melina A Pappademos | 02/06/2019 - 14:31 | Approve | 2/11/2019 | This course will bring important, innovative aspects of American Studies and specifically, carceral studies to American Studies. | | American Studies | Matthew G McKenzie | 02/07/2019 - 07:41 | Approve | 2/7/2019 | An important addition to the AMST curriculum, supported by both the AMST director and the History department and the original designer of the course. | |

**History / American Studies 2810**

**Crime, Policing, and Punishment in the United States**

**Professor Melanie D. Newport**

Class Meeting Time: T/Th

[melanie.newport@uconn.edu](mailto:melanie.newport@uconn.edu)

959.200.3862

Location:

Office Hours:

**Required Texts**

* Lawrence Freidman, *Crime and Punishment in American History*
* Kali Gross, *Hannah Mary Tabbs and the Disembodied Torso*
* Additional documents & links will be posted on HuskyCT.

**Catalog Description**

Surveys the political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present. Topics may include: the rise of penitentiaries, convict leasing, prohibition, police brutality, the War on Crime, the death penalty, and drug wars.

**Course Description**

How do we police and punish crime in a democratic society? This course will explore how the answer to that question has changed over time, and how historians have understood the growth and impact of a carceral system that made the United States the global leader in incarceration.

This course traces three interwoven narratives throughout the semester.

The first narrative thread is the political development of criminal justice institutions. How did people in the past address matters of crime and punishment through governance? This segment explores the formation of the carceral state by looking to the institutional development of penitentiaries, the professionalization of police forces, and legislation creating new federalist relationships to wage war on crime, among other carceral statebuilding projects.

The second narrative explores is the ways in which American culture and contexts shapes and influence understandings of criminalization. What actions did people in the past categorize as criminal, how did they construct their laws, and what did it mean to “become” a criminal? The legal and cultural processes through with American citizens and residents came to be criminalized have been foundational in drawing the lines of who is included and who is marginal in American society. Looking to race, class, gender, and sexuality, this narrative considers how the intellectual histories of social science fields such as criminology and eugenics have been brought to bear on the criminal justice system and individuals caught within it, as well as how individuals deemed criminal resisted and contested these categorizations.

The third thread considers the lived experience of crime, policing, and punishment. Why did people make and break laws? What happened to neighborhoods when they were policed? What was it like to live and work in a prison? Drawing upon the methods of social history, this thread considers the social worlds and relationships made in the course of crime, policing, and punishment. The choices people made about why to commit crime and the responses victims and their families made to people who have harmed them, the meanings of everyday responses to policing and punishment, and the dynamics of relationships of people within the carceral state are part of this narrative.

Through a critical exploration of histories of crime, policing, and imprisonment from Reconstruction to the present, topics of study will include police tactics and technologies, convict leasing, prisoner rights movements, juvenile delinquency, drug wars, mass incarceration, and reform and abolition movements and how these topics connect to broader histories of progressivism, urbanization, inequality, and the growth of the American state. These events will be explored through four chronologically organized units:

1. Building New Institutions, covering the period from the early republic to the 1890s
2. Progressive Innovations, covering the 1900s to the 1940s
3. Postwar Reforms, covering the 1950s through the 1970s
4. Mass Incarceration in the Recent Past, covering the 1980s to the present

Through these units, students will explore a variety of methods that will provide models for their own culminating research paper on a topic of their choosing.

**Course Objectives**

After successfully completing this course, students will be able to:

* Locate primary and secondary sources through the library website.
* Identify transformations in the history of criminal justice in the United States from the early republic to the present.
* Relate past events to contemporary conversations about crime and criminal justice reform.
* Practice historical methods through evaluation and critique of primary sources.
* Connect primary and secondary sources to broader themes in modern American history.
* Assemble primary and secondary sources in support of arguments about the past.

**Grade Distribution**

* Final Exam 30%
* Reading responses (4): 30%
* Research Paper proposal 5%
* Research Paper: 25%
* Participation:10%

***Reading Responses*:** Write an informal 500-word essay in response to the primary and secondary source readings. This does not have to be your most polished, elegant, perfect writing. I will provide a prompt for each response that you can use as a jumping off point for your thoughts. You are not obligated to answer it if there is something else you’d like to say about the reading, such as: What did you learn from this reading? How does it compare to other material we’ve studied or that you’ve encountered previously? You can also use the reading responses to make an argument about the readings or a broader topic. Prompts and due dates are posted under the “Assignments” tab in HuskyCT. The number one goal of these assignments is for you to demonstrate that you are engaging with the material and prepared for in-class discussion. The number two goal of these assignments is to ensure that you are gradually preparing for the tests, which will be easier if you are doing the reading. There are five reading responses to choose from; you only need to turn in four. I will only grade the first four you submit. For these reasons, reading responses must be submitted by the start of class on the due date. Late reading responses will not be accepted.

***Research Paper:*** To allow you to explore a topic of your choice, you will write a short research paper that expands on one of the topics for the course or explores a topic not discussed in class. You will submit a 2-3 sentence proposal early in the semester to get you started. Your paper will be 5 pages long and should employ at least 3 journal articles and 1 book. You can use 1 source from the syllabus toward your count. It should have an argument expressed in an introduction, body, and conclusion. Citations should be in footnotes using the Chicago Manual of Style.

For potential topics:

* <https://melanienewport.com/2014/04/09/an-american-prison-history-reading-list/>
* <http://www.aaihs.org/prison-abolition-syllabus/>

***Tests:*** In historical scholarship, accuracy matters. As such, evaluation in this course includes mastery over content from primary and secondary source readings, films, and lectures. Two blue book exams will ask you to answer a mix of short answer and essay questions. The best way to prepare for the tests is to come to class, take notes, do the reading, study, and do the assignments.

A makeup test is not available for the midterm; do not miss it. If you do miss it, you can write a 10-page research paper on a topic determined by the professor. In accordance with UConn policy, students are required to be available for their final exam. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the [Office of Student Support and Advocacy](http://www.ossa.uconn.edu/) (OSSA). If permission is granted, OSSA will notify the instructor.

***Participation:*** A participation rubric is provided on HuskyCT. Participation means being engaged, not distracted by technology, contributing to discussion, asking questions and coming to office hours if needed.

**University & Course Policies:**

***Grade information:*** <http://catalog.uconn.edu/academic-regulations/grade-information/>

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

***Academic integrity:*** I expect that you will turn in original work. I will prepare you to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut by teaching you proper methods of citation. You will contact me if you have questions before submitting assignments. **You will not plagiarize, copy, steal, cheat, lift, submit work from other classes, or fail to cite; if you do so, you will fail the course**. To learn about the onerous process accompanying “academic misconduct”: <http://community.uconn.edu/the-student-code-appendix-a/>. If you decide to cheat or plagiarize, keep in mind that you are committing to costing yourself, the professor, and a number of people across the University countless hours of their valuable time. Don’t do it.

***Students with disabilities:*** This course follows principles of “universal design” and should be accessible to all students. The [Center for Students with Disabilities](http://www.csd.uconn.edu/) (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. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu/)

***Academic freedom***: To quote the UConn Student Code, “The ‘spirit of inquiry’ lies at the heart of our community. It is the realization that the act of learning is essential to personal growth. The desire to know and the willingness to explore require the strength to resist the false promises of shortcuts and substitutes in the process of learning. The spirit of inquiry is the passion and the patience to commit oneself to a continual journey toward understanding. Incorporating the spirit of inquiry into one’s life as a student is not easy. It calls for curiosity, stamina, vulnerability, honesty, grace, courage, and integrity. A student needs to look beyond comfortable assumptions in search of new perspectives and seek the very information that might change his or her mind. …The spirit of inquiry can only flourish in an environment of mutual trust and respect.” <http://community.uconn.edu/the-student-code-preamble/>

***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 and [titleix.uconn.edu](http://titleix.uconn.edu)

***Copyright:*** My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me. You may not take photographs during class.

**Syllabi, course schedules, articles, and all other materials are posted on HuskyCT:** <https://learn.uconn.edu/>

**Course Schedule**

**Unit 1: BUILDING NEW INSTITUTIONS**

**Week 1**

Day 1: Syllabus

Day 2: Applying Historical Methods to Carceral Histories

* Norval Morris and David J. Rothman, “Introduction,” *The Oxford History of the Prison: The Practice of Punishment in Western Society* (New York: Oxford University Press, 1995), vii-xiv
* Heather Ann Thompson, “Writing the Perilously Recent Past: The Historian's Dilemma,” *Perspectives,* October 2013.

**Week 2**

Day 1: Punishment in the Early Republic

* Declaration of Independence
* *Crime and Punishment*, chapters 1

Day 2: The Penitentiary: The Philadelphia and Auburn Systems

* Jen Manion, “Gendered Ideologies of Violence, Authority, and Racial Difference in New York State Penitentiaries, 1796-1848,” *Radical History Review,* 126 (Fall, 2016).

**Week 3**

Day 1: Fugitive Slaves and the Rise of the Police

* *Crime and Punishment*, ch. 4

Day 2: Frontier Justice and Vengeance in the American West

* *Crime and Punishment*, ch. 8

Reading Response 1 due

**Week 4**

Day 1: Convict Labor at New Gate Prison

* Excerpts from Richard Phelps, *Newgate of Connecticut: Its Origin and Early History* (1876)

Day 2: Convict Leasing and Jim Crow

* *Slavery by Another Name* (film)

**Unit 2: PROGRESSIVE INNOVATIONS**

**Week 5**

Day 1: The Criminalization of Black Women in the Urban North

* *Hannah Mary Tabbs,* ch. 1 & 2

Day 2: Progressive and Eugenicist Approaches to Crime

* Khalil Gibran Muhammad, “Where Did All the White Criminals Go?: Reconfiguring Race and Crime on the Road to Mass Incarceration,” Souls 13, no. 1 (March 2011), 72-90.

Reading Response 2 due

**Week 6**

Day 1: Police Professionalization and Brutality

* Mark Twain, “The Stolen White Elephant,” 1882

Day 2: Hobos in Jail

* Excerpts from Nels Anderson, *The Hobo*

Research Paper proposal due

**Week 7**

Day 1: Women in Jail

* *Hannah Mary Tabbs,* ch. 4

Day 2: Prohibition and the Federal Crime Control Apparatus

* *Crime and Punishment*, ch. 12

**Week 8**

Day 1: Incarceration and Sterilization of Children

* Tera Agyepong, “Aberrant Sexualities and Racialised Masculinisation: Race, Gender and the Criminalisation of African American Girls at the Illinois Training School for Girls at Geneva, 1893–1945,” *Gender & History* 25, no. 2, August 2013, 270–293.

Day 2: The Development of the Criminal Courts

* *Hannah Mary Tabbs,* ch. 5 & 6

Reading Response 3 due

**Unit 3: POSTWAR REFORMS**

**Week 9**

Day 1: Prison Scandals and Reform

* *Report of the Committee to Investigate and Report on the Need for a Small Jail Farm in Connecticut*, 1940.
* Brian Sarnacki, “‘In the Biting Stage*’:* The 1955 Nebraska State Penitentiary Riots and Violent Prison Activism,” *Nebraska History* (Spring 2015), 3-13.

Day 2: Police, Crime, and the Civil Rights Movement

* Danielle McGuire, “It Was like All of Us Had Been Raped”: Sexual Violence, Community Mobilization, and the African American Freedom Struggle, *The Journal of American History* 91, No. 3 (Dec 2004)
* Fannie Lou Hamer, Speech at the 1964 Democratic National Convention.

**Week 10**

Day 1: The Rights Revolution

* *Crime and Punishment*, ch. 14
* *Miranda v. Arizona* (1966)
* Jacqui Shine, “How ‘You Have the Right to Remain Silent’ Became the Standard Miranda Warning,” <https://tinyurl.com/ydeb9omq>

Reading Response 4 due

Day 2: The War on Crime

* Heather Ann Thompson, “Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History,” *Journal of American History* 97. 3 (Dec 2010): 703-734.

**Week 11**

Day 1: Challenging Policing Practices

* Alex Elkins, “Origins of Stop and Frisk,” *Jacobin*, May 9, 2015.

Day 2: Attica Prison Rebellion and Prisoner Rights

* “Attica Prison Liberation Faction, Manifesto of Demands,” 1971.
* Robert T. Chase, “We Are Not Slaves: Rethinking the Rise of Carceral State through the Lens of the Prisoners’ Rights Movement,” *Journal of American History* 102, no. 1 (2015): 73-86.

**Week 12**

Day 1: The Death Penalty

* Randall McGowen, “Through the Wrong End of the Telescope: History, the Death Penalty, and the American Experience,” in *America’s Death Penalty.*
* *Greggs v. Georgia* (1975)

Reading Response 5 due

**Unit 4: MASS INCARCERATION IN THE RECENT PAST**

Day 2: Victims Rights and Carceral Feminism

* Claudia McCormick, “Battered Women: The Last Resort,” c. 1977
* *Crime and Punishment*, ch. 18

**Week 13**

Day 1: War on Drugs

* *48 Hours on Crack Street* (1986) (film)

Research Paper Due

Day 2: Queering the Carceral State

* Regina Kunzel, “Lessons in Being Gay: Queer Encounters in Gay and Lesbian Prison Activism,” *Radical History Review* no. 100 (2008), 11-37.

**Week 14**

Day 1: Superpredators and the Supermax

* Selections from Keremit Reiter, *24/7*

Day 2: Reform and Abolition

* Mariame Kaba, “Summer Heat,” *The New Inquiry*, June 8, 2015.
* Vera Institute, “Incarceration’s Front Door,” 2016.

Final Exam TBD

**2019-101 ECON 1107E Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11128 |
| **Request Proposer** | Langlois |
| **Course Title** | Honors Core: Economics, Nature, and the Environment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Honors Core: Economics, Nature, and the Environment |
| **Course Number** | 1107 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a request to add an E designation to a course that manifestly meets the guidelines for E designation. |

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

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | 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** | Honors |

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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 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** | ECON 1107. Honors Core: Economics, Nature, and the Environment Three credits. Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2. |
| **Provide proposed title and complete course catalog copy** | ECON 1107E. Honors Core: Economics, Nature, and the Environment Three credits. Open to honors students; others by permission. Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development. CA 2. |
| **Reason for the course action** | To add an E designation to a course focused on the environment. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course first addresses the impact of nature on human societies and their development by looking into the effect of climate, geographic factors, natural resources on economic growth the level of development of countries. Existing worldwide differences in well-being are shown to be correlated with various geographic and climate variables, as well as with measures of natural resources, using data collected primarily by geographers and economists. The possible mechanisms underlying these correlations will be examined, as well as the impact of natural disasters on economies. Adopting a historical perspective will also help explain current differences in well-being, but through more complex mechanisms by which nature and the environment has affected the birth, development, and sometimes collapse of past societies. In particular, we will follow the broad scenario of Diamond’s book Guns, Germs and Steel: The Fate of Human Societies, piecing together contributions from historians, ecologists, anthropologists, biologists and geographers. We will also review some of the criticisms of Diamond’s work. The second part of the course recognizes that, from the domestication of fire to our globalized world, humans have constantly affected and modified their environment. Taking a global perspective, we will identify a set of serious current environmental problems. Students will learn how economic theory may be used to explain why most of these problems exist in the first place, and will discover how the human impact on the biosphere may be quantified. By examining some of the evidence concerning the collapse of several past societies, we will find that many of today’s environmental problems are not new, and that environmental damage, climate change, and society’s responses to its environmental problems have been major determinants of past collapses. The course ends with a discussion of the concept of sustainable development, a concept widely embraced but rarely translated into policies, and of the idea of a multidisciplinary and scientific study of the coevolution of socio-natural systems. |
| **Describe course assessments** | Grading will be based on the combined performance of students on a book re- view (20%), 2 group projects (40%), a number of quizzes (25%), and in-class participation (15%). |
| **General Education Goals** | This course will help students acquire intellectual breadth and versatility, critical judgment, and an awareness of their era and society by focusing on current environmental issues and giving students powerful tools with which to analyze those issues. The course will also touch on the moral issues surrounding the environment and how these are viewed from the point of view of economics. |
| **Content Area: Social Sciences** | This course meets all the 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. |
| **Environmental Literacy** | The course is focused intensely on: 1. theories, observations, or models of how humans impact the health and well-being of the natural world; 2. theories, observations, or models of how the natural world affects human health and well-being; 3. public policies, legal frameworks, and/or other social systems that affect the environment; |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus1107-2019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F146029&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C49189d1cd1fc487dc7e508d693a6803d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636858740655525737&sdata=TSIQxSzBi7nPYKGgQf0eW%2BUNnwEHQD%2FKGMQA48PawGg%3D&reserved=0) | Syllabus1107-2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 02/14/2019 - 16:57 | Submit |  | N/A | | Economics | Richard N Langlois | 02/14/2019 - 17:13 | Approve | 1/31/2019 | Approved by the ECON Department January 31, 2019. | |

# ECON 1107. Economies, Nature and the Environment. Spring 2019. Professor Olivier Morand

1. **Course description.** This course first addresses the impact of nature on human societies and their development by looking into the effect of climate, geographic factors, natural resources on economic growth the level of development of countries. Existing worldwide differences in well-being are shown to be correlated with various geographic and climate variables, as well as with measures of natural resources, using data collected primarily by geographers and economists. The possible mechanisms underlying these correlations will be examined, as well as the impact of natural disasters on economies. Adopting a his- torical perspective will also help explain current differences in well-being, but through more complex mechanisms by which nature and the environment has affected the birth, development, and sometimes collapse of past societies. In particular, we will follow the broad scenario of Diamond’s book Guns, Germs and Steel: The Fate of Human Societies, piecing together contributions from historians, ecologists, anthropologists, biologists and geographers. We will also review some of the criticisms of Diamond’s work. The second part of the course recognizes that, from the domestication of fire to our glob- alized world, humans have constantly affected and modified their environment. Taking a global perspective, we will identify a set of serious current environmental problems. Students will learn how economic theory may be used to explain why most of these prob- lems exist in the first place, and will discover how the human impact on the biosphere may be quantified. By examining some of the evidence concerning the collapse of several past societies, we will find that many of today’s environmental problems are not new, and that environmental damage, climate change, and society’s responses to its environmen- tal problems have been major determinants of past collapses. The course ends with a discussion of the concept of sustainable development, a concept widely embraced but rarely translated into policies, and of the idea of a multidisciplinary and scientific study of the coevolution of socio-natural systems.
2. **Required reading.** Papers on the reading list are chosen from journals in various fields (including Science, Nature, The American Economic Review, The European Economic Re- view, Quarternary Science Review, Geographical Review). All papers (or book chapters) listed in this syllabus are available on the HuskyCT Web site for this course. In addition, students are required to obtain and read the following book:
   * Diamond, Jared (1997) Guns, Germs, and Steel: The Fate of Human Societies, W.W. Norton & Company, New York, London.
3. **Grading**. Grading will be based on the combined performance of students on a book re- view (20%), 2 group projects (40%), a number of quizzes (25%), and in-class participation (15%).
   * Essay. Your essay is a book review (5 to 7 pages) of a book you have read during the semester which relates to the interactions between economies and their envi- ronment. You may choose one of the suggested book (but make sure it is available from the library at that time), or you may ask the instructor the permission to re- view a particular book not listed below. Your review is due on the last class of the semester.
   * Group projects (groups of students (4) will be formed during the first week). All members of the group get the same grade on a given project.
   * Note: It is essential that you complete the reading assignments before coming to class. All articles and papers are available on the HuskyCT web site for this class. Uninformed class participation can only affects your grade negatively.

# Syllabus: Topics and required readings

**Reading assignments may change (slightly), so please check HuskyCT for updates and links to all the readings anytime.**

* + **Week 1. Introduction**. Course outline. Group formation, major environmen- tal problems. The scientific method. Examples of applications of the scientific method.
    - Reading: Religion09.
  + **Week 2. Nature and the inequality puzzle.** Comparing societies. National income accounting. Measuring the impact of nature on development.
    - Reading: Nordhaus05, Geography-poverty.
  + **Week 3. Nature and the inequality puzzle.** Apply project: Index construction (due on Thursday). The resource curse.
    - Reading: Gylfason01, Brunn-Bulte08.
  + **Week 4. Long-term economic growth (Part1)**. Natural disasters. Very long term economic growth. The four types of capital.
    - Reading: Clark1.
  + **Week 5. Nature and the inequality puzzle.** Domestication of fire, birth of agriculture, spread of agriculture.
    - Reading: Diamond, CH 1, 5, 6, 7, 8, 10, Diamond97, Diamond02, Gopher00.
  + **Week 6 and 7. Nature and the inequality puzzle.** From food production to complexity.
    - Reading: Diamond, CH 11, 12, 13, 14.
  + **Week 8, 9. Global environmental issues**. Group presentations.
  + **Week 10. Human impact**. Supply and Demand. Introduction to the theory of externalities. Human impact on the environment.
    - Reading: Hardin68, Ostrom03; Vitousek86.

# Week 11. The valuation of ecosystem services.

* + - Reading: Costanza97.
  + **Week 12. Long-term economic growth (Part 2)**. Malthusian regime and modern growth.
    - Reading: Ruddiman05.

# Week 13. Impact of humans in the future.

* + - Reading: Cohen03, Cohen2005; CCholocene, Weiss01.

# Week 14. Summary of the course.

* + - Reading: Arrow95

1. **Suggested books to review**. Most of the following books are available from the Uconn library. However, you may decide to review a book not listed below, in which case I must first approve of your choice.

# Climate Change:

* + Calvin, William H. A Brain for all Seasons: Human Evolution and Abrupt Climate Change, University of Chicago Press, 2002.
  + Ruddiman, W.F. Plows, Plagues, and Petroleum: How Humans took Control of Climate, Princeton University Press, 2005.
  + Cox, John D. Climate Crash: Abrupt Climate Change and what it means for our Future, Joseph Henri Press, 2005.
  + Fleming, James Rodger Historical Perspective on Climate Change, New York: Oxford University Press, 1998.
  + Fagan, Brian The Long Summer: How Climate Changed Civilization, Basic Books, New York, 2004.
  + Fagan, Brian The Little Ice Age: How Climate made History, 1300-1850, Basic Books, New York, 2000.
  + Fagan, Brian Floods, Famines, and Emperors: El Nino and the Fate of Civilization, Basic Books, New York, 1999.
  + Anything by BRIAN FAGAN
  + Wigley, T.M.L., M.J. Ingram, and G. Farmer Climate and History: Studies in Past Climate and their Impact on Man, Cambridge University Press, 1981.
  + Flannery, Tim F. The Weather Makers: The History and Future Impact of Cli- mate Change, Penguin Books, 2006.
  + Linden, E. The Winds of Change, Simon and Schuster, 2006.
  + Archer, David The Long Thaw: How Humans are Changing the Next 100,000 Years of Earth’s Climate, Princeton University Press, 2009.

# Geography/History:

* + de Blij, Harm Why Geography matters: Three Challenges facing America, Ox- ford University Press, 2005.
  + Diamond, Jared Collapse: How Societies choose to Fail or Survive, New York: Allen Lane, 2005.
  + Diamond, Jared The Third Chimpanzee: The Evolution and Future of the Human Animal, Harper Perennial, 1992.
  + Wade, Nicholas Before the Dawn, Penguin, 2006.
  + Wells, Spencer The Journey of Man, Random House, 2003.
  + Cavalli-Sforza, Luigi Luca Genes, Peoples, and Languages, University of Califor- nia Press, 2000.
  + Ponting, Clive A New Green History of the World: The Environment and the Collapse of Great Civilizations, New York: St Martin’s Press, 2007.
  + McNeill, J.R. Something New under the Sun: An Environmental History of the Twentieth-century World, W.W. Norton, 2000.
  + Pomeranz, Kenneth The Great Divergence: China, Europe, and the Making of the Modern World Economy, Princeton University Press, 2000.
  + Cochran, G. and H. Harpending The 10,000 Year Explosion: How Civilization Accelerated Human Evolution, Basic Books, 2010.
  + Anthony, D.W. The Horse, the Wheel and Language: HowBronze-Age Ridders from the Eurasian Steppes Shaped the Modern World, Princeton University Press, 2010.

# Biodiversity and Others:

* + McKibben, Bill The End of Nature, Randon House, Inc. New York, 1989.
  + Wilson, Edward O. Consilience: The Unity of Knowledge, Vintage Books, 1998.
  + Wilson, Edward O. The Diversity of Life (second edition), W.W. Norton Com- pany, 1999.
  + Wilson, Edward O. The Future of Life, Vintage Books, 2003.
  + Pollan, Michael The Omnivore’s Dilemma, Penguin Press, 2006.
  + McKibben, Bill Deep Economy: The Wealth of Communities and the Durable Future, Holt Paperbacks, 2008.
  + Mitchell, Melanie Complexity: A Guided Tour, Oxford 2009.
  + Wells, Spencer Pandora’s Seed: The Unforeseen Cost of Civilization, Random House, 2010.
  + Harris, Sam The Moral Landscape: How Science can Determine Human Values, Free Press, 2010.

# Ecoliterature and related:

* + Any 2 books by EDWARD ABBEY.
  + Any book by JOHN MUIR.
  + Carson, Rachel Silent Spring, Houghton Mifflin Company 2002.

# New England:

* + Wessels, Tom Reading the Forested Landscape: A Natural History of New Eng- land, The Countryman Press, Woodstock, Vermont, 1997.
  + de Boer, Jelle Zeilinga Stories in Stone: How Geology Influenced Connecticut History and Culture, 2009.
  + Thorson, Robert Stone by Stone: The Magnificent History in New England’s Stone Walls Walker and Company, 2004

**2019-102 ECON 3466E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11127 |
| **Request Proposer** | Langlois |
| **Course Title** | Environmental Economics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Environmental Economics |
| **Course Number** | 3466 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a request for an E designation for an existing course. |

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

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 2201 or 2211Q. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | Relevant faculty only at Storrs and Avery Point |
| **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** | ECON 3466. Environmental Economics Three credits. Prerequisite: ECON 2201 or 2211Q. Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective. |
| **Provide proposed title and complete course catalog copy** | ECON 3466E. Environmental Economics Three credits. Prerequisite: ECON 2201 or 2211Q. Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective. |
| **Reason for the course action** | To add an E designation to a course that manifestly fits the guidelines for an E course. |
| **Specify effect on other departments and overlap with existing courses** | No change |
| **Please provide a brief description of course goals and learning objectives** | The purpose of this course is to expose students to a wide range of environmental issues and analyze them from an economic perspective. The course is divided into two parts. The first part will cover market failure, cost benefit analyses, air and water pollution, environmental valuation methods and the use of regulation and market-based mechanisms to control pollution. The second part of the course will focus on issues related to natural resources exploitation and problems on environmental justice. After completing this course, students are expected to be able to understand the basic environmental policy instruments and use economic tools to analyze real-world environmental problems and policies. |
| **Describe course assessments** | There will be an economic analysis project (see guideline in syllabus). There will be two in-class exams and one comprehensive final exam. Assignment and class participation 10% First exam 15% Second exam 20% Project 20% Final exam 35% |
| **General Education Goals** | This course will help students acquire intellectual breadth and versatility, critical judgment, and an awareness of their era and society by focusing on current environmental issues and giving students powerful tools with which to analyze those issues. The course will also touch on the moral issues surrounding the environment and how these are viewed from the point of view of economics. |
| **Environmental Literacy** | The course is focused intensely on: 1. theories, observations, or models of how humans impact the health and well-being of the natural world; 2. theories, observations, or models of how the natural world affects human health and well-being; 3. public policies, legal frameworks, and/or other social systems that affect the environment; |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 3466\_2017\_syl.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F146027&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce4b2d0670bd341bee56408d693a6452d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636858739677062095&sdata=T8s54DWuPReDOH4iLy9nWIrua7MevePYs1Aw9wEKIjE%3D&reserved=0) | Econ 3466\_2017\_syl.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 02/14/2019 - 10:42 | Submit |  | N/A | | Economics | Richard N Langlois | 02/14/2019 - 17:11 | Approve | 1/31/2019 | Approved by the ECON Department January 31, 2019 | |

# Econ 3466: Environmental Economics

Spring 2017

**Class time and Location**: Tuesdays 6:30-9:00pm, OAK 104

**Instructor:** Ling Huang

**Office:** Oak 329

**Email:** [ling.huang@uconn.edu](mailto:ling.huang@uconn.edu)

**Phone:** 860-486-3272

**Office Hours:** Thur. 3:30p-4:30p & by appointment

## Course Description:

The purpose of this course is to expose you to a wide range of environmental issues and analyze them from an economic perspective. The course is divided into two parts. The first part will cover market failure, cost benefit analyses, air and water pollution, environmental valuation methods and the use of regulation and market-based mechanisms to control pollution. The second part of the course will focus on issues related to natural resources exploitation and problems on environmental justice. After completing this course, you are expected to be able to understand the basic environmental policy instruments and use economic tools to analyze real-world environmental problems and policies.

## Prerequisites:

Course prerequisites include both ECON 2201 and 2202. We will have a review on the microeconomics. However, the review will be very brief. You need to have a strong micro- background to finish economic analysis projects.

## Text Book and Readings:

1. Tom Tietenberg and Lynne Lewis, *Environmental & Natural Resource Economics* (9th Edition), Pearson, Addison-Wesley, 2011.

For reference purposes, other books for additional reading include:

1. Ward, Frank A. *Environmental and Natural Resource Economics*. Pearson Prentice Hall, 2006.
2. Robert N. Stavins (Editor). *Economics of the Environment: Selected Readings*. Harvard University Press, 2005

I will also post additional materials to the Huskyct. Please check your Huskyct regularly.

## Projects, Exams and Grading

Class attendance is important to keep a record of your lecture notes and understand the materials. One of the best things to master this material is to read lots of case studies. You are encouraged to read journals and newspapers. There will be an economic analysis project (see guideline at the end of this syllabus). As shown in the following course outline, there will be two in-class exams and one comprehensive final exam. I will provide exercise problems for you to prepare for the exam. You can study in groups on the exercises, but keep in mind that your own *unassisted* exam performance will determine your grade with the highest weight. The weights of your grade are allocated as the following:

Assignment and class participation 10% First exam 15%

Second exam 20%

Project 20%

Final exam 35%

## Questions and Appointments

If you have any questions, either stop by during my office hours (Thur. 3:30pm-4:30pm), or contact me by email ([ling.huang@uconn.edu](mailto:Dennis.Heffley@uconn.edu)) to arrange an appointment. My office is in Oak 329.

## Course Outline (subject to change)

**Date Topics Week 1:** Jan. 17, 2017

Syllabus; Microeconomics review

**Week 2:** Jan. 24, 2017

Microeconomics review continued Externalities and market failure

**Week 3:** Jan. 31, 2017

Cost benefit analysis and static efficiency Policy instruments for pollution control

**Week 4:** Feb. 7, 2017

Air pollution

In-class Exercise

**Week 5:** Feb. 14, 2017

## Exam 1 (Tuesday Feb. 14, 2017)

**Week 6:** Feb. 21, 2017

Water pollution

Environmental valuation: Revealed Preference Environmental valuation: Stated Preference

**Week 7:** Feb. 28, 2017

Case studies for Contingent Valuation Cost estimation

**Week 8:** Mar. 7, 2017

Discounting and dynamic efficiency Tragedy of the commons

**Week 9:** Mar. 14, 2017

Spring Recess

**Week 10:** Mar. 21, 2017

Resource rents: agricultural and water market In-class Exercise

**Week 11:** Mar. 28, 2017

## Exam 2 (Tuesday Mar. 28, 2017)

**Week 12:** Apr. 4, 2017

Renewable resources: Fisheries Renewable resources: Forest Non-renewable resources

**Week 13:** Apr. 11, 2017

Land use and environmental amenity Environmental justice

**Week 14:** Apr. 18, 2017

Project Presentation

**Week 15:** Apr. 25, 2017

Project Presentation

**Week 16:** Week of May 1, 2017

## COMPREHENSIVE FINAL EXAM (Time: TBA)

**Guidelines for Economic Analysis Project**

**Due: Friday, April 14th**

This project includes 1) a brief report analyzing the economics of the policy question, and

2) project presentation at the end of the semester.

Imagine now you are a consulting analyst to evaluate the environmental policies. For the topic, you can either select one of the following policies or decide your own. Keep in mind that the purpose of the project is to provide the ECONOMIC evaluation of environmental policies using the tools we learned from the course. The report should be no more than 5 double spaced pages. You need to have an abstract (around 100 words) that lays out your key findings.

The potential topics include:

1. In 2003, EPA launched the NOx Budget Trading Program that is similar in spirit to the successful sulfur dioxide emissions trading program. Analyze the economics of this program.

<http://www.epa.gov/airmarkets/programs/nox/index.html>

1. Since 2005, [Bering Sea and Aleutian Islands (BSAI)](http://www.fakr.noaa.gov/sustainablefisheries/crab/) crab fisheries have been managed under the Crab Rationalization Program with a core component of Individual fishing quota system. Evaluate the success of the rationalization program in restoring economic efficiency to Alaskan crab fisheries. <http://www.fakr.noaa.gov/sustainablefisheries/crab/crfaq.htm>
2. Analyze the economics of the Bush administration proposal to allow drilling in the Alaskan National Wildlife Refuge (ANWR). <http://edition.cnn.com/2008/POLITICS/07/14/bush.offshore/index.html>
3. In February 2003, London began charging a 10 £ congestion toll for most motor vehicles traveling in central London. Analyze the economics of this congestion toll. You may want to compare the economic properties of this toll to other alternative congestion policies.
4. Follow the example in the class to design a contingent valuation.

You are expected to present the project individually. The presentation can include, but not restricted to, the main objective of your project, the model you use, and the main findings. You can and should use slides containing subsections, bullets, and other tools to make the key points immediately clear to your audience.

**2019-103 ECON 4323 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9912 |
| **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** | 4323 |
| **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** | ECON 2201 or 2211Q; MATH 1125Q or 1131Q or 1151Q, or 2141Q. |
| **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 ECON 5323. |
| **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** | ECON 4323. Convex Analysis with Python. Three credits. Prerequisites: ECON 2201 or 2211Q; MATH 1125Q or 1131Q or 1151Q, or 2141Q. Not open for credit to students who have passed ECON 5323. Methods of convex optimization, including linear, quadratic, and general constrained and unconstrained problems. Applications, using Python, in economics and finance. |
| **Reason for the course action** | Students will learn tools applicable to various fields, including Python programming, and further develop their quantitative skills. Fulfills a "modeling and methods" course requirement for the BS degree. May be co-taught with ECON 5323. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **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. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final Exam (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F140922&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cef7934ddf0f941bfc5ce08d692b08864%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636857684235193456&sdata=wHAmmy21Wja7Crzuf3gsmwN1GCcb5PRZk9eAR2e2Nyo%3D&reserved=0) | syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Olivier Morand | 12/07/2018 - 14:17 | Submit |  | None | | Economics | Richard N Langlois | 02/14/2019 - 12:09 | Approve | 1/28/2019 | Approved by the ECON Department on 1/28/2019 | |

**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 > Return > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | 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?** | Yes |
| **List specific classes** | Not open for credit to students who have passed ECON 4323. |
| **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. Not open for credit to students who have passed ECON 4323. Methods of convex optimization, including linear, quadratic, and general constrained and unconstrained problems. Applications, using Python, in economics and finance. |
| **Reason for the course action** | This is a required course for our new Master of Science Program in Quantitative Economics. It is designed to be co-taught with ECON 4323, which will be aimed at BS undergraduate majors. |
| **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 (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%7C7d8301af769148b30eef08d692b05f52%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636857683548518671&sdata=kFUdTF%2BEnrnjpMmwnXD%2BONHtk3VwjWTnUBynkBGnQ4E%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. | | College of Liberal Arts and Sciences | Pamela Bedore | 02/08/2019 - 10:44 | Return | 2/8/2019 | Returning to proposer as per email 2.7.2019. PB. | | Return | Olivier Morand | 02/14/2019 - 11:00 | Resubmit |  | none | | Economics | Richard N Langlois | 02/14/2019 - 12:11 | Approve | 12/4/2018 | Approved by the ECON Department on 12/4/2018 | |

**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 | |

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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 - 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:

| 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

*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***

Unless excused, a 15% penalty is imposed on late assignments.

***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.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

[Absence From Final Exam](http://catalog.uconn.edu/academic-regulations/#Abs)

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

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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

**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:

| 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

*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***

Unless excused, a 15% penalty is imposed on late assignments.

***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.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

[Absence From Final Exam](http://catalog.uconn.edu/academic-regulations/#Abs)

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/)

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**2019-104 ECON Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: February 14, 2019

2. Department or Program: ECON

3. Title of Major: Economics

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

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

5. Nature of change: Add a new course to BS requirments.

# Existing Catalog Description of Major

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

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

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

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

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

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

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

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

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

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

For both the B.A. and B.S., the intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

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

# Proposed Catalog Description of Major

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

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

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

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

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

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

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

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); and at least six credits from the following modeling and methods courses: ECON 2301, 2326, 2327, 3208, 3313, 3315, 4206, **4323.** Students may substitute equivalent graduate-level courses with consent of the advisor. B.S. majors may fulfill the requirement for ECON 2211Q and ECON 2212Q by taking ECON 2201, ECON 2202, and ECON 2301, in which case ECON 2301 cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count ECON 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499.

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

For both the B.A. and B.S., the intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student’s major program. The department has special requirements for economic majors in the University Honors Program.

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

# Justification

1. Reasons for changing the major: Add an elective course to the BS major

2. Effects on students: Positive

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: December 13, 2019

    Department Faculty: January 28, 2019

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

Richard N. Langlois

(860) 486-3472

richard.langlois@uconn.edu

**2019-105 MCB 3210                  Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9931 |
| **Request Proposer** | Knecht |
| **Course Title** | Molecular Endocrinology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > 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** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Molecular Endocrinology |
| **Course Number** | 3210 |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | 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** | The course has been taught by a PNB instructor for several years and there are no plans to have anyone in MCB associated with the course for the forseeable future. |
| **Specify effect on other departments and overlap with existing courses** | The course has been cross-listed with PNB 3270 (same title and description) and they have requested the MCB version to be dropped. MCB has agreed. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 12/09/2018 - 17:11 | Submit |  | MCB 3210 drop approved by PNB as well. | | Molecular and Cell Biology | David A Knecht | 01/03/2019 - 08:05 | Approve |  | will be approved by MCB at next faculty meeting but has been discussed and no objections | |

**2019-106 MCB 5210 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-9932 |
| **Request Proposer** | Knecht |
| **Course Title** | Molecular Endocrinology |
| **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** | Drop 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** | Molecular Endocrinology |
| **Course Number** | 5210 |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | 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** | While mCB originated this course, it has been taught by a PNB faculty member for several years. No one in MCB is currently associated with the course and we don't plan on hiring someone in this area at the foreseeable future. |
| **Specify effect on other departments and overlap with existing courses** | PNB teaches the co-listed course PNB 5270 and they have requested this change. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 12/09/2018 - 17:24 | Submit |  | Initiating the drop course for MCB | | Molecular and Cell Biology | David A Knecht | 02/13/2019 - 11:48 | Approve | 2/1/2019 | department approved 2/1/19 after MCB C&C approval | |

**2019-107 MCB 3844W      Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7029 |
| **Request Proposer** | Rossi |
| **Course Title** | Microbes and the Media |
| **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** | Microbes and the Media |
| **Course Number** | 3844W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Rossi |
| **Proposer First Name** | Patricia |
| **Select a Person** | plp03001 |
| **Proposer NetId** | plp03001 |
| **Proposer Phone** | +1 860 486 0426 |
| **Proposer Email** | [patricia.rossi@uconn.edu](mailto:patricia.rossi@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** |  |
| **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** | online |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | At least two 2000 level MCB courses |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Other restrictions** | MCB and Bio majors |

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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** | Because the instructor is located at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3844W Microbiology and the Media Prerequisites: ENGL 1010 or 1011 or 2011; at least two MCB courses at the 2000 level or above. Open only to MCB and Biological Sciences majors; others by permission. How the media portrays microbiological topics to the general public, the types of response that the public at large might have to mass media representation contrasted with how the scientific community discusses topics of microbial importance particularly in the form of “the scientific paper”. The goal is to understand how the popular perception of science contrasts with the rigor that goes into the scientific literature. |
| **Reason for the course action** | This course has been taught for many years under the MCB 3841W number as a way for MCB majors to satisfy the W in the MCB major requirement. With seven sections of this course being taught under the same number, we realized that students were unclear on the fact that each section was a different course with a different topic and different prerequisites. Therefore we are converting most of the sections to their own course number. |
| **Specify effect on other departments and overlap with existing courses** | No overlap, no issues with other departments. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Evaluate scientific content, no matter the source, critically. 2. Apply critical thinking skills to confidently approach primary literature articles. 3. Write technically correct, logically organized, and critically analyzed papers. 4. Evaluate writing on a technical, organizational and content level. |
| **Describe course assessments** | Discussions: Discussion board assignments based off of class reading or videos. An initial post and a separate reply is always required. Writing Assignments- Students prepare a total of 17 pages of scientific writing. The writing undergoes one or two round of revisions before it is submitted as a final draft The assignments are broken down as follows: Personal Statement (2 pages): A piece of work you may use for a professional school or job application. Serves to introduce the students to the professor and embark on our writing journey in a fairly gentle manner. Four Summary/Critiques (2 pages each): These papers serve to sharpen writing and critical analysis skills. Hot Zone Critique (7 pages): A critical discussion of the book. Presentation-A powerpoint presentation approximately 15 slides in length that focuses on 3 primary literature papers on a microbiology topic of your choice. The major findings of each paper, using primary data in support, should be discussed. After discussing each paper separately, the importance of the papers should also be integrated into one final discussion. Contribution of each assessment to final grade Discussions 20% Personal Statement 20% Summary/Critiques 20% Hot Zone 20% Presentation 20% |
| **General Education Goals** | Not a Gen Ed course |
| **Writing Competency** | Students prepare a total of 17 pages of scientific writing. The writing undergoes one or two round of revisions before it is submitted as a final draft. This fits the expectations associated with courses meeting a W requirement. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Rossi syllabus MCB 3844W.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143175&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7d9f4c5a58bd4b5bec9408d692855c1a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636857498807598216&sdata=as%2BMpyh1nsOZoPr1nBta9o6eQa6sCgFfRDc089LwSQw%3D&reserved=0) | Rossi syllabus MCB 3844W.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 04/02/2018 - 15:32 | Submit |  | passed by MCB department 2-1-19 | | Molecular and Cell Biology | David A Knecht | 02/04/2019 - 18:05 | Approve | 2/1/2019 | approved by MCB 2-1-19 | |

MCB 3844W

Research Literature in MCB - Microbiology in the News

**Syllabus**

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

**Course and Instructor Information**

**Course Title:**Research Literature in MCB **-** Microbiology in the News

**Credits:**3

**Format:**  Online

**Prerequisites:**  None

**Professor:**Patricia Rossi

**Email:** [**patricia.rossi@uconn.edu**](mailto:patricia.rossi@uconn.edu) (preferred method of contact)

**Office Hours/Availability:**Wed. and Fri. 1:15-3:15pm EST (on-line or on-site Beach Hall 201A)

Phone or Skype meetings may be arranged by e-mail if necessary

Please allow up to 24 hours for a reply to a question.  Most questions will be answered in less than 24 hours.

**Course Materials**

Texts are available through a local or online bookstore. The [UConnBookstore](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. Preston, R. (1995). *The Hot Zone* ISBN-13:978-0385479561

Item 2. Pechenik, J. *A Short Guide to Writing About Biology* ISBN-13:978-0321385925  
  
**Optional Materials:**

Item 1. A recent microbiology textbook such as Microbiology by David Wessnar published by Wiley

ISBN: 978-0-471-69434-2  
  
*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

**Course Description**

*Research Literature in MCB - Microbiology in the News* is a W course that uses topics of public interest in microbiology to focus our writing topics. We discuss things like how the media portrays microbiological topics to the general public and the types of response that the public at large might have to mass media representation. We use some of these current microbial issues to contrast how the scientific community discusses topics of microbial importance; specifically we begin a journey towards understanding “the scientific paper”. Finally we focus on a reading of The Hot Zone, a non-fiction thriller which helps us to juxtapose the discovery of the Ebola virus with the 2013 Ebola outbreak in Africa. Upon completing the course students should be able to approach everyday topics of microbiology with a critical eye, furthermore they should have an understanding of how the popular perception of science contrasts with the rigor that goes into scientific papers.  Finally students should feel confident in approaching any scientific paper for the big picture and have worked on their writing technique extensively.

**Course Objectives**

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

1. Evaluate scientific content, no matter the source, critically.
2. Apply critical thinking skills to confidently approach primary literature articles.
3. Write technically correct, logically organized, and critically analyzed papers.
4. Evaluate writing on a technical, organizational and content level.

**Course Requirements and Grading**

An online course requires discipline, self-motivation, collaboration, and organization.   Although there is greater flexibility for “when” you need to complete your work in an online course than there is in a face-to-face course, there are specific due dates throughout the semester.  You should log into the course at a minimum of at least every other day to keep up with announcements.  Class participation is expected ([see credit hour university policy](http://policy.uconn.edu/?p=2520)). Please plan your time accordingly.

**Summary of Course Grading:**

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| --- | --- | --- |
| **Course Components** | **Points** | **Weight** |
| Discussions | 120 | 20% |
| Personal Statement | 100 | 20% |
| Summary/Critiques | 400 | 20% |
| Hot Zone | 100 | 20% |
| Presentation | 100 | 20% |
|  |  |  |
|  |  |  |
|  |  |  |
| Total | 820 | 100% |

**Discussions:** Discussion board assignments based off of class reading or videos.  An initial post and a separate reply is always required.

***Writing Assignments- each of the assignments require a draft to be submitted which will be edited, returned and then resubmitted for final assessment***

**Personal Statement (2 pages):** A piece of work you may use for a professional school or job application.  Serves to introduce the students to the professor and embark on our writing journey in a fairly gentle manner.

**Four Summary/Critiques (2 pages each):** These papers serve to sharpen not only your writing, but also critical analysis skills as well.

**Hot Zone Critique (7 pages):** In this assignment you are applying not only the writing skills you have been working on all semester, but your critical analysis skills as well.  This should be a critical discussion of the work.

**Presentation-A powerpoint presentation approximately 15 slides in length that focuses on 3 primary literature papers on a microbiology topic of your choice. The major findings of each paper, using primary data in support, should be discussed. After discussing each paper separately, the importance of the papers should also be integrated into one final discussion.**

**SAFE ASSIGN:** This course does use Safe Assign which is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources.  “SafeAssign compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works.”

**Grading Scale:**

Undergrad

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

**Due Dates and Late Policy**All course due dates are identified in the **Class Schedule**. 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 Work receives a zero except for cases of emergency.**

Late work will only be accepted under cases of documentable emergencies.  Emergencies would be things such as a hospitalization or illness for which you have received a doctor’s note, a family member's documentable medical emergency, or heaven forbid a death.

If you have planned travel during the class duration please get in touch with me **BEFORE** you go just in case you encounter internet issues.

**Feedback and Grades**

To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.  
  
**Student Code**You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/)  Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

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

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

[Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)

* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

**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://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))

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

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

**Sexual Assault Reporting Policy**

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

**Software Requirements and Technical Help**

The technical requirements for this course include:

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

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

**Minimum Technical Skills**

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

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

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

**2019-108 MCB 5077      Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10214 |
| **Request Proposer** | Knecht |
| **Course Title** | Practicum in NMR Spectroscopy |
| **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** | Practicum in NMR Spectroscopy |
| **Course Number** | 5077 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 6 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Mostly laboratory with some lectures |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | MCB 5076, or MCB 2000 or MCB 3010 |
| **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 |

|  |  |
| --- | --- |
| **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** | NMR instrument required |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 5077. Practicum in NMR Spectroscopy. One credit. Lecture and laboratory. Recommended Preparation: MCB 5076 or MCB 2000 or MCB 3010. Instructor consent required. Hands-on training in heteronuclear 15N- and 13C-NMR spectroscopy of biomolecules. Topics include protein folding, protein dynamics, binding of ligands to proteins, and protein structure determination. |
| **Reason for the course action** | This course has been taught several times as a trial 5896 and we would like to add a permanent number |
| **Specify effect on other departments and overlap with existing courses** | No other course like this exists on campus. Students from other departments periodically take this course if their research interests are appropriate. |
| **Please provide a brief description of course goals and learning objectives** | Hands on training in use of the 600 MHz NMR instrument available on campus. Students will learn to prepare samples, run the instrument and interpret the data. |
| **Describe course assessments** | Students will be graded on lab reports and exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [NMR\_practicum\_syllabus\_2017.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F142407&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5cc387a2701c4643364808d6915c136e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636856221979912130&sdata=zTr89iSC%2BhnEXpzj0npgNZxpG9gNvGolyMpg7eYRc3c%3D&reserved=0) | NMR\_practicum\_syllabus\_2017.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 01/07/2019 - 16:47 | Submit |  | revised course description text added 2-5-19 | | Molecular and Cell Biology | David A Knecht | 02/05/2019 - 17:26 | Approve | 2/1/2019 | department approved revised text 2-1-19 | |

**BioNMR Practicum (MCB 5896)**

**Fall 2017 Credit hours:** 2

**Classes:**

Practicum -> **Wednesday afternoons on the NMR machine in the Chem Basement room R002 with the following students:**

11-11:45 Student 1

12-12:45 Student 2

01-01:45 Student 3

02-02:45 Student 4

03-03:45 Student 5

04-04:45 Student 6

**Some days (noted in blue on the syllabus) there will be lectures instead of time on the NMR machine.**

**For those days, the lectures will be Wed at 10:00-11 in Chem T215**

**This syllabus is subject to change if I decide to substitute alternative experiments, or if there are problems with the machine\*\*\***

**\*\*\* If there are problems with the machine the dates for the labs will be changed or lectures will be substituted for labs.**

**Color Code:**

Blue – Lectures in BPB 301 (11-noon)

Black – NMR experiments in Chemistry basement.

Month Date Class meetingClass Location Lab report due

Aug 30 (W) 1 NMR sample preparation lysozyme come according to schedule BPB215

Sept 6 (W) 2 Lecture: Overview of steps needed to collect an NMR spectrum BPB 201

13 (W) 3 Basics of 1D (lock, tune, shim, 90o pulses, others…) Chem Basement

20 (W) 4 continued ... Basics of 1D (lock, tune, shim, 90o pulses, …) Chem Basement

27 (W) 5 Lysozyme denaturation (protein unfolding), H- Exchange Chem Basement **Report #1 due**

Oct 4 (W) 6 Lecture: 2D Experiments BPB 201

11 (W) 7 1H-15N HSQC Chem Basement **Report #2 due**

18 (W) 8 T1/T2 relaxation experiments Chem Basement

25 (W) 9 pH titration Chem Basement **Report #3 due**

Nov 1 (W) 10 Lecture: NMR structure determination BPB 201

8 (W) 11 SecA Zn-finger domain NMR structure calculation 1 Chem Basement **Report #4 due**

15 (W) 12 SecA Zn-finger domain NMR structure calculation 2 Chem Basement

22 (W) **~~~ T'givng recess: No Classes Nov 19-26 ~~~**

29 (W) 13 Practice session for final Chem Basement

Dec 6 (W) 13 **Final- NMR practical test**\*  Chem Basement **Report #5 due**

**Dec 8 - last day of classes**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\* - The final is to run a 2D 1H-15N HSQC experiment in 1/2 h on a 15N-protein sample I will give you.

**Grading:**

Lab reports –> 5 x 10 pts = 50 pts

Lab (NMR) performance = 20 pts

Final NMR test = 30 pts

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Total = 100 pts

If you need to miss a class let me know and I will arrange a make-up if possible.

**A 1/2 pt. will be deducted from your exercise grade for every day past the due date (no exceptions).**

**Exercise**  **Dates Performed** **Due date**

1. Basics of instrument operation 8/30 through 9/20 **Sept 27**

2. Lysozyme denaturation 9/27 **Oct 11**

3. T1/T2 experiments 10/14-10/21 **Oct 25**

4. pH titration (to be determined) 11/11-11/18 **Nov 8**

5. Structure determination 12/2 **Dec 6** \*

**Instructor:**

**Andrei Alexandrescu**

Professor of Molecular & Cell Biology

University of Connecticut, BPB 209

91 North Eagleville Road, Unit 3125

Storrs, CT 06269-3125

Tel: (860) 486-4414

Fax:(860) 486-4331

E-mail: andrei@uconn.edu

http://mcb.uconn.edu/andrei-alexandrescu/

**Office hours:**

**Th 3:30-4:30 pm (after the theory course)**

**2019-109 PHYS  Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01/30/2019

2. Department or Program: PHYS

3. Title of Major: BS in Physics (Applied and General Option) and BS in Mathematics-Physics

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: Change in 1 required course

# Existing Catalog Description of Major

### Bachelor of Science, General Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 36 credits must be physics courses. The 36 credits of physics must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), and [3401](https://catalog.uconn.edu/PHYS/#3401), and at least three credits of an advanced laboratory ([PHYS 2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). It is strongly recommended that students going on to graduate school in physics take [PHYS 3402](https://catalog.uconn.edu/PHYS/#3402). All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

### Bachelor of Science, Applied Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 30 credits must be physics courses. The 30 credits must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300), plus a minimum of nine credits from the following eight courses: [2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900), and 5621, with at least three of the nine credits being from an advanced laboratory ([PHYS 2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). These eight courses involve the application of knowledge from multiple basic subjects, i.e., from mechanics, electricity and magnetism, statistical and thermal physics, and quantum mechanics. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering. To complete the 48 total required credits for the applied option, the remaining six credits may come from 2000-level or above courses in physics, other sciences, mathematics, or engineering. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099), may be counted towards this degree option.

### Bachelor of Arts

A total of 36 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 24 credits must be physics courses which must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101) and [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300) along with sufficient credits of elective physics courses to meet the 24-credit requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree.

The Bachelor of Arts degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

### Bachelor of Science in Engineering Physics

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225), [4111](https://catalog.uconn.edu/ECE/#4111), [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

The options for the electives courses are specified in the Engineering Physics Guide to Course Selection.

### Bachelor of Science in Mathematics-Physics

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W).

#### Track A: Physics Emphasis

In addition to the general education’s requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q).
2. All of: [MATH 3146](https://catalog.uconn.edu/MATH/#3146), [3410](https://catalog.uconn.edu/MATH/#3410), [3510](https://catalog.uconn.edu/MATH/#3510) and [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any nine credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [2502](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).

#### Track B: Mathematics Emphasis

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)) [2710](https://catalog.uconn.edu/MATH/#2710) (or [2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q)) and [3146](https://catalog.uconn.edu/MATH/#3146); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q) and [3146](https://catalog.uconn.edu/MATH/#3146)
2. All of: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any 3 credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [2502](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3300](https://catalog.uconn.edu/PHYS/#3300), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).
4. Any 4 courses from [MATH 3150](https://catalog.uconn.edu/MATH/#3150) (or [4110](https://catalog.uconn.edu/MATH/#4110)), [3151](https://catalog.uconn.edu/MATH/#3151), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230) (or [4210](https://catalog.uconn.edu/MATH/#4210)), [3330](https://catalog.uconn.edu/MATH/#3330) (or [4310](https://catalog.uconn.edu/MATH/#4310)), [3370](https://catalog.uconn.edu/MATH/#3370), [3410](https://catalog.uconn.edu/MATH/#3410).

A minor in [Physics](https://catalog.uconn.edu/minors/physics/) is described in the Minors section.

# Proposed Catalog Description of Major

### Bachelor of Science, General Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 36 credits must be physics courses. The 36 credits of physics must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), and [3401](https://catalog.uconn.edu/PHYS/#3401), and at least three credits of an advanced laboratory ([PHYS 3501](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). It is strongly recommended that students going on to graduate school in physics take [PHYS 3402](https://catalog.uconn.edu/PHYS/#3402). All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

### Bachelor of Science, Applied Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 30 credits must be physics courses. The 30 credits must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300), plus a minimum of nine credits from the following eight courses: [PHYS 3501](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900), and 5621, with at least three of the nine credits being from an advanced laboratory ([PHYS 3501](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). These eight courses involve the application of knowledge from multiple basic subjects, i.e., from mechanics, electricity and magnetism, statistical and thermal physics, and quantum mechanics. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering. To complete the 48 total required credits for the applied option, the remaining six credits may come from 2000-level or above courses in physics, other sciences, mathematics, or engineering. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099), may be counted towards this degree option.

### Bachelor of Arts

A total of 36 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 24 credits must be physics courses which must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101) and [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300) along with sufficient credits of elective physics courses to meet the 24-credit requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree.

The Bachelor of Arts degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

### Bachelor of Science in Engineering Physics

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225), [4111](https://catalog.uconn.edu/ECE/#4111), [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

The options for the electives courses are specified in the Engineering Physics Guide to Course Selection.

### Bachelor of Science in Mathematics-Physics

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W).

#### Track A: Physics Emphasis

In addition to the general education’s requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q).
2. All of: [MATH 3146](https://catalog.uconn.edu/MATH/#3146), [3410](https://catalog.uconn.edu/MATH/#3410), [3510](https://catalog.uconn.edu/MATH/#3510) and [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any nine credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [3501](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).

#### Track B: Mathematics Emphasis

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)) [2710](https://catalog.uconn.edu/MATH/#2710) (or [2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q)) and [3146](https://catalog.uconn.edu/MATH/#3146); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q) and [3146](https://catalog.uconn.edu/MATH/#3146)
2. All of: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any 3 credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [3501](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3300](https://catalog.uconn.edu/PHYS/#3300), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).
4. Any 4 courses from [MATH 3150](https://catalog.uconn.edu/MATH/#3150) (or [4110](https://catalog.uconn.edu/MATH/#4110)), [3151](https://catalog.uconn.edu/MATH/#3151), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230) (or [4210](https://catalog.uconn.edu/MATH/#4210)), [3330](https://catalog.uconn.edu/MATH/#3330) (or [4310](https://catalog.uconn.edu/MATH/#4310)), [3370](https://catalog.uconn.edu/MATH/#3370), [3410](https://catalog.uconn.edu/MATH/#3410).

A minor in [Physics](https://catalog.uconn.edu/minors/physics/) is described in the Minors section.

# Justification

1. Reasons for changing the major: PHYS 2502 has been replaced by PHYS 3501 for advanced lab requirements; Note: there are no changes to courses listed for either the BA option or the BS in Engineering Physics Option. These options are included in the description only to facilitate comparison between existing and new catalog copies. The requested course replacement of PHYS 3501 for PHYS 2502 only applies to the General, Applied, and Mathematics-Physics options.

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: 01/30/2019

    Department Faculty: 01/30/2018

6. Name, Phone Number, and e-mail address of principal contact person: vernon.cormier@uconn.edu

**2019-110 SOCI/WGSS 5613 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8981 |
| **Request Proposer** | Naples |
| **Course Title** | Theories of Intersectionality |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | Content of course overlaps in field of WGSS and Sociology. |
| **Course Title** | Theories of Intersectionality |
| **Course Number** | 5613 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

|  |  |
| --- | --- |
| **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?** |  |
| **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** | SOCI/WGSS 5612. Theories of Intersectionality. Analyses of theories that simultaneously take into account dynamics of race, class, gender, sexuality, nation, ability, and other dimensions of social inequality and difference. Discussion of how different scholars research intersectionality, the limits and possibilities of different approaches, and the types of methodologies that are most effective for intersectional analysis. |
| **Reason for the course action** | The course has been taught regularly by joint-appointed faculty Nancy Naples and is a central theoretical contribution to both fields of study. |
| **Specify effect on other departments and overlap with existing courses** | No other department is focused on this theoretical formulation although it relates to Africana Studies, El Instituto, Asian Studies and Political Science. |
| **Please provide a brief description of course goals and learning objectives** | Goals of course it to provide a hsitorical perspective on the development of intersectionality as a significant theoretical, methodological and praxis-oriented intervention in feminist theory and understanding of how to apply intersectional theories to the students' research. |
| **Describe course assessments** | Course Requirements Class participation: The success of the course depends on your preparation for and participation in class discussion and activities. To be prepared for the class involves completing the assigned reading prior to the class, understanding the major themes in the reading and contributing questions and issues for discussion. It also includes at least one formal presentation related to assigned readings. Each student will be expected to choose at least one week's readings and prepare an introduction to the readings for the class. These introductory remarks should include a list of questions to help guide discussion (10% of grade). Memos: Choose four weeks from the course outline and prepare a memo on all the assigned reading. The memo should summarize the main themes of each reading, a paragraph (or more if needed) that compares and contrasts the reading (if more than one author is assigned), and at least three questions designed for class discussion. The memos are due by 9AM on the Sunday before class. Late memos will not be accepted. (20% of grade). Critique: Choose one article or book that illustrates the empirical and theoretical application of intersectional theory. Write a short critical review and present in class. Dates for each presentation will be determined in the beginning of the course. (10% of grade Course Project: You may choose one of the following two options (60% of grade): 1. Paper: You will be expected to analyze and critique a body of literature relevant for your own research from a feminist perspective and discuss actual or possible feminist directions for the area (i.e., reform or a new direction). You are welcome to generate a new paper, research proposal, rework a paper prepared for another course, or submit a literature review of an area in which you have a particular interest. OR 2. Annotated Bibliography: The purpose of this assignment is to acquaint you with current feminist research in your area of interest and to help establish a portfolio to share with other graduate students. Locate relevant books or articles from major academic journals on your chosen area and write an annotated bibliography. Summarize each article or book and give the theoretical perspective of the authors, any unstated assumptions of the research, the sampling techniques and data collection strategies utilized, and the hypotheses and findings of the research. The assignment should be typed with each heading in capital letters and underlined, and each section single-spaced, with a double-space between sections. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [naples theories of intersectionality fall 2017.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137931&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce916a86cb7bf4d2085d208d688a703dc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636846648244979058&sdata=n4fjzltbr4jAEmvFpCaRC4JCU3u%2B%2BPlwYFzrcWBJcTA%3D&reserved=0) | naples theories of intersectionality fall 2017.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 10/23/2018 - 13:49 | Submit |  | This course has been approved by Sociology [Oct. 3, 2018] and WGSS [approved 10/18/18]. | | Sociology | Ralph B McNeal | 10/25/2018 - 10:22 | Approve | 10/3/2018 | Good to go | | Women's Gender and Sexuality Studies | Sherry L Zane | 02/01/2019 - 16:45 | Approve | 11/14/2018 | approved WGSS meeting | |

**Nancy A. Naples**

**University of Connecticut**

**Theories of Intersectionality**

**Overview:** Calls for analyses that simultaneously take into account the dynamics of race, class, gender, sexuality, nation, ability and other dimensions of social inequality and difference are now central to feminist and queer scholarship and critical race and racism theory, among other theoretical frameworks. This course will focus on how different scholars are theorizing and researching intersectionality. What are the limits and possibilities of different approaches to intersectionality for understanding and analyzing difference? How have social scientists taken up the call to intersectionality in their research? What types of methodologies are most effective for an intersectional analysis?

### Course Requirements

**Class format:** Group discussion is the primary format for the course. I will offer background information and provide direction for the discussion, but we will work together to create an atmosphere that maximizes participation.

**Class participation:** The success of the course depends on your preparation for and participation in class discussion and activities. To be prepared for the class involves completing the assigned reading prior to the class, understanding the major themes in the reading and contributing questions and issues for discussion. It also includes at least one *formal presentation* related to assigned readings. Each student will be expected to choose at least one week's readings and prepare an introduction to the readings for the class. These introductory remarks should include a list of questions to help guide discussion (10% of grade).

**Memos:** Choose *four* weeks from the course outline and prepare a memo on all the assigned reading. The memo should summarize the main themes of each reading, a paragraph (or more if needed) that compares and contrasts the reading (if more than one author is assigned), and at least three questions designed for class discussion. The memos are *due by 9AM on the Sunday before class*. Late memos will not be accepted. (20% of grade).

**Critique**: Choose one article or book that illustrates the empirical and theoretical application of intersectional theory. Write a short critical review and present in class. Dates for each presentation will be determined in the beginning of the course. (10% of grade

**Course Project:** You may choose one of the following two options (60% of grade):

**1. Paper:** You will be expected to analyze and critique a body of literature relevant for your own research from a feminist perspective and discuss actual or possible feminist directions for the area (i.e., reform or a new direction). You are welcome to generate a new paper, research proposal, rework a paper prepared for another course, or submit a literature review of an area in which you have a particular interest**.**

**OR**

**2. Annotated Bibliography:** The purpose of this assignment is to acquaint you with current feminist research in your area of interest and to help establish a portfolio to share with other graduate students. Locate relevant books or articles from major academic journals on your chosen area and write an annotated bibliography.  Summarize each article or book and give the theoretical perspective of the authors, any unstated assumptions of the research, the sampling techniques and data collection strategies utilized, and the hypotheses and findings of the research. The assignment should be typed with each heading in capital letters and underlined, and each section single-spaced, with a double-space between sections.

### Required Texts

Brooks, Siobhan. 2010. *Unequal Desires: Race and Erotic Capital in the Stripping Industry*. Albany: State University of New York.

Carastathis, Anna. 2016. *Intersectionality: Origins, Contestations and Horizons*. University of Nebraska Press.

Collins, Patricia Hill, and Sirma Bilge. 2016. *Intersectionality*. Cambridge, UK: Polity.

Hancock, Ange-Marie. 2016. *Intersectionality: An Intellectual History*. Oxford University Press.

# Lykke, Nina, ed. 2010. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing.* NY: Routledge.

May, Vivian M. 2015. *Pursuing Intersectionality, Unsettling Dominant Imaginaries*. New York: Routledge.

Mohanty, Chandra Talpade. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity.* Durham, NC: Duke University Press.

Pitts-Taylor, Victoria, ed. 2016. *Mattering: Feminism, Science, and Materialism*. NY: NYU Press.

Sandoval, Chela. 2000. *Methodology of the Oppressed*. Minneapolis, MN: University of Minnesota Press.

# Smith, Bonnie G., and Beth Hutchison. 2004. *Gendering Disability*. New Brunswick, NJ: Rutgers University Press.

**Course Outline**

1. Introduction to the Course (August 28) [115 pages]

Anthias, Floya, and Nira Yuval-Davis. 1983. ‘Contextualizing Feminism: Gender, Ethnic and Class Divisions.’ *Feminist Review* 15: 62–75.

Brah, Avtar and Ann Phoenix. 2004. ‘Ain’t I a Woman? Revisiting Intersectionality’, *Journal of International Women’s Studies* 5(3): 75–86.

Combahee River Collective. 1977. ‘A Black Feminist Statement.” Reprinted in *The Second Wage: A Reader in Feminist Theory* edited by Linda Nicholson (1997). New York, NY: Routledge.

Crenshaw, Kimberlé. 1989. ‘Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.’ *University of Chicago Legal Forum* 138–67.

# Collins, Patricia Hill, and Sirma Bilge. 2016. Pp. 63-113 in *Intersectionality*. Cambridge, UK: Polity.

# Carbado, Devon W., Kimberle Williams Crenshaw, Vickie M. Mays, and Barbara Tomlinson. 2013. “Intersectionality: Mapping the Movements of a Theory.” *Du Bois Review* 10(2):303-12.

1. Defining Intersectionality (Sept. 11) [136 pages]

# Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(August):1-20.

Carastathis, Anna. 2016. Chapters 3-4 (pp. 103-124) in *Intersectionality: Origins, Contestations and Horizons*. University of Nebraska Press. Lincoln, Nebraska: University of Nebraska Press.

May, Vivian M. 2015. Chapter 1 (pp. 18-62) in *Pursuing Intersectionality, Unsettling Dominant Imaginaries*. New York: Routledge.

Collins, Patricia Hill, and Sirma Bilge. 2016. Chapter 1 (pp. 1-30) in *Intersectionality*. Cambridge, UK: Polity.

*Optional*

Weigman, Robyn. 2012. “Critical Kinship.” Pp. 239-300 in *Object Lessons*. Durham, NC: Duke University Press.

1. Theorizing Difference (Sept. 18) [133 pages]

Bhaba, Homi K. 1990. “The Other Question: Difference, Discrimination and the Discourse of Colonialism.” Pp. 71-88 in *Out There: Marginalization and Contemporary Cultures,* edited by Roberick A. Ferguson, M. Gever, T. Minh-ha, & C. West. New York, NY: The New Museum of Contemporary Art & MIT Press.

Maynard, Mary. 1994. ‘“Race”, Gender and the Concept of “Difference” in Feminist Thought.’ Pp. 9-25 in H. Afshar and M. Maynard (eds) *The Dynamics of* *‘Race’ and Gender*. London: Taylor and Francis.

Anthias, Floya. 2002. Beyond Feminism and Multiculturalism: Locating Difference and the Politics of Location. *Women’s Studies International Forum* 25(3):275–86.

Bloodsworth-Lugo, Mark K. 2007. Pp. 1-58 in *In-between Bodies: Sexual Difference, Race and Sexuality*. Albany, NY: SUNY Press.

Collins, Patricia Hill. 2012. "Piecing Together a Genealogical Puzzle: Intersectionality and American Pragmatism." *European Journal of Pragmatism and American Philosophy* 3(2):88-112.

1. Social Construction of Difference (Sept. 25) [144 pages]

Fenstermaker, Sarah, and Candace West, eds. 2002. Pp. 55-94 in *Doing Gender, Doing Difference: Inequality, Power, and Institutional Change.* NY: Routledge.

Hancock, Ange-Marie. 2016. Chapter 5 (pp. 161-191) in *Intersectionality: An Intellectual History*. Oxford University Press.

Brooks, Siobhan. 2010. Pp. 1-10 and 37-102 in *Unequal Desires: Race and Erotic Capital in the Stripping Industry*. Albany: State University of New York.

1. Structural Analysis of Intersectionality (Oct. 2) [110 pages]

Nakano Glenn, Evelyn. 1992. “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor.” *Signs* 18(1):1-43.

McCall, Leslie. 2005. ‘The Complexity of Intersectionality’, *Signs* 30 (31): 1771-1800.

Collins, Patricia Hill. 1999. “Producing the Mothers of the Nation: Race, Class, and Contemporary US Population Policies.” Pp. 118-29 in *Women, Citizenship and Difference (Postcolonial Encounters)* edited by PninaWerbner and Nira Yuval Davis. Zed Books.

Valentine, Gill. 2007. “Theorizing and Researching Intersectionality: A Challenge for Feminist Geography.” *Professional Geographer,* *59*(1), 10-21

Andrucki, M., & Dickinson, J. .2014. “Rethinking Centers and Margins in Geography: Bodies, Life Course, and the Performance of Transnational Space.” *Annals of the Association of American Geographers,* 1-16

1. Disability, Sexuality, Gender & Society (Oct. 9) [111 pages]

Smith, Bonnie G., and Beth Hutchison. 2004. Pp. 45 -60 (Colligan) ,73-105 (Garland-Thomson), and 119-133 (Wilson) in *Gendering Disability*. New Brunswick, NJ: Rutgers University Press.

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1. Postcolonial and Transnational Perspectives (Oct. 30) [149 pages]

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1. **Intersectional Praxis (Dec. 4) [157 pages]**

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Hancock, Ange-Marie. 2016. Chapter 2 (pp. 37-71) in *Intersectionality: An Intellectual History*. Oxford University Press.

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**Recommended Texts**

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Andersen, Margaret L, and Patricia Hill Collins. 2006. *Race, Class, and Gender: An Anthology*. Wadsworth.

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Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinsters/Aunt Lute

Bettie, Julie. 2002. *Women Without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

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Naples, Nancy A. 2003. *Feminism and Method: Ethnography, Discourse Analysis and Activist Research*. New York, NY: Routledge.

Nicholson, Linda. 1997. *The Second Wave: A Reader in Feminist Theory*. New York, NY: Routledge.

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