CLAS C&C

Additional Materials

4.9.2019

Chair: Pamela Bedore

**B. Approvals by the Chair**

**2019-121 ANTH 3095 Add Special Topic: Anthropological Genetics**



**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: March 25, 2019

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

3. Department: Anthropology

4. Course number and title proposed: 3095 – Anthropological Genetics

5. Number of Credits: 3

6. Instructor: Deborah Bolnick

7. Instructor's position: Associate Professor of Anthropology

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

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

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

10. Short description: This course explores the intersection of genetics and anthropology. We will cover the basic principles of molecular and population genetics as relates to the study of humans and non-human primates. We will discuss the ways in which genetics can contribute to the field of anthropology, as well as how anthropological knowledge can illuminate genetic research. This class will contain a mixture of lectures, class discussions of assigned readings, and laboratory work. Students will gain hands-on experience in genetic analysis, and will learn to understand and evaluate molecular anthropology research. Students will also improve their writing and critical thinking skills in this class.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: March 26, 2019

Department Faculty: March 26, 2019

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

Deborah Bolnick

512-289-7455

deborah.bolnick@uconn.edu

**Supporting Documents**

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

**ANTH 3095-002**

**ANTHROPOLOGICAL GENETICS**

**Course Information:** Tu/Th 12:30 - 1:45 pm

**Course Instructor:** Dr. Deborah Bolnick

E-mail: deborah.bolnick@uconn.edu

Phone: TBD

Office Hours: Beach Hall 437, Tuesdays 9-11 am *or by appointment*

**Course Description:**

This course explores the intersection of genetics and anthropology. We will cover the basic principles of molecular and population genetics as relates to the study of humans and non-human primates. We will discuss the ways in which genetics can contribute to the field of anthropology, as well as how anthropological knowledge can illuminate genetic research. This class will contain a mixture of lectures, class discussions of assigned readings, and laboratory work. You will gain hands-on experience in genetic analysis, and you will learn to understand and evaluate molecular anthropology research. You will also improve your writing and critical thinking skills in this class.

**Course Requirements:**

**1. Exam 1 (20%).** The first exam on **October 4** will cover material from lectures, discussions,

labs, *and* readings. The exam may include multiple choice, matching, short answer, and

essay questions.

**2. Exam 2 (20%).** The second exam on **November 17** will cover material presented in the lectures, discussions, labs, *and* readings following the first exam. Exam format will be similar to that of the first exam.

**3. Short Writing Assignments (10%).** Four short writing assignments (1-1.5 pages each, double-spaced) will be given over the semester. In two of the assignments, you will reflect on the assigned readings before coming to a class discussion; in the others, you will apply what you have learned in class to analyze genetic data. These assignments will be graded based on the thought and effort you put into the assignment, and will give you the opportunity to receive some informal feedback on your writing. Assignments should be submitted electronically via the Assignments tab on the course website (in Canvas).

**4. Class Participation (15%).** This portion of your grade will be based on your participation in

class activities and discussions. On each discussion day, you should come prepared to share one question or one important thing you learned from the readings. One-third of the class participation grade (i.e., 5%) will stem from helping to lead the class discussion on one discussion day. On this day, you will be responsible for preparing (a) a 3-5 sentence summary of each reading assigned for that day, to be shared in class, and (b) questions to help guide the class discussion.

**5. Research Paper (30%).** The research paper (8-10 pages, double-spaced) will allow you to

explore a relevant topic of your choice in more detail. A 2-page proposal plus bibliography

(5%) is due on **September 27**. Part 1 of the paper (10%) is due on **November 1**. After

receiving feedback, you will make revisions and submit your final research paper (15%) on

**December 1**. Detailed instructions for the paper will be handed out in September. All components of the research paper will be submitted electronically via the Assignments tab on the course website (in Canvas).

**6. Research Presentation (5%).** Each student will give a 7-8 minute presentation on the

subject of their research paper on **Monday, December 12 (2-5 pm).**

**Course Website:**

Class information and handouts will be available at the course website on http://huskyct.uconn.edu. Course updates will also be sent to your university e-mail account. Please check both regularly.

**Readings:**

1. Required: Relethford, John H. 2003. *Reflections of Our Past*. Boulder: Westview Press.

2. Required: Articles and book excerpts are available in PDF form on the course website.

3. Optional Reference: Relethford, John H. 2011. *Human Population Genetics*. Hoboken: John

Wiley & Sons, Inc. *The electronic edition available through www.lib.utexas.edu.*

**Classroom Policies:**

Every student has the right to learn and the responsibility to not deprive others of their right to learn. In order for you and your fellow students to get the most out of this class, please abide by the following policies:

(1) Attend all classes and arrive on time whenever possible.

(2) Do not use your cell phone, send emails, visit websites, etc. during class.

(3) No audio or video recording of any presentation, class activity, or discussion is permitted without prior written approval from the instructor.

(4) All course communication with me and your fellow students should be professional and courteous. It is expected that you proofread all of your written communication, including discussion posts, assigment submissions, and email messages. If you need a netiquette refresher, please see The Core Rules of Netiquette guide at <http://www.albion.com/netiquette/corerules.html>

(5) A number of sensitive and difficult topics may come up in discussion in this course. Discussions of race, gender, sexuality, identity, privilege, oppression, discrimination, structural violence, and power challenge all of us. Students are expected to maintain civility at all times, both in and out of the classroom. I welcome and encourage you to express your ideas, and to listen carefully to others even when your ideas differ. I do not expect you to agree with the opinions and perspectives of all of the authors we read (I don’t!), nor do I expect you to always agree with me or your classmates. What I do expect is that you to engage thoughtfully with the materials and perspectives presented, as a scholar and intellectual. I encourage discussion about points of disagreement, so that we can learn from and with each other. However, I expect you to remain polite and respectful even during heated debates, and will not tolerate aggressive or hateful behavior in the classroom. If you have trouble adhering to these ground rules or that they are being broken, please contact me so we can discuss it.

(6) Name/gender usage in class: Please let me know your preferred name and pronouns, especially if your name differs from what appears on the class roster, so we can be sure to use them in class.

(7) Please let me know if there is anything else you want me to know about you. If, at any point in the semester, something is affecting your ability to engage with this course or preventing you from performing satisfactorily, please let me know by email or in an in-person conversation so we can discuss potential solutions.

**Grading Policies:**

If an assignment is turned in late without previously obtaining permission, the assignment grade will be lowered by 10% for each day that the assignment is late. If a serious issue (i.e. illness, family death, etc.) arises that may prevent you from attending class or turning in an assignment on time, contact me by e-mail as soon as possible to arrange an assignment extension.

Final letter grades will be assigned using the following scale: A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (0-59%).

**Re-grading Policy:** If you believe that an assignment has been graded incorrectly, submit a written request for a re-grade within one week of when the graded assignment was returned. The written request should include an explanation of your position and be attached to the graded assignment. If you suspect that a simple addition error was made, let me know and I will correct the mistake.

**Attendance:** I do not formally take attendance, but I am aware of who comes to class and who does not. Attendance is necessary to earn points for class participation, and consistent attendance can help raise your grade if you end up with a borderline final grade. Whether or not you come to class, you are responsible for keeping up with what happens in class.

**Religious Observances:** Please review the schedule of class meetings and assignment due dates, and let me know as soon as possible if you will need to miss a class or assignment due to religious practices. I am happy to make accomodations and give you an opportunity to complete missed work within a reasonable amount of time after the absence.

**Student Conduct and Academic Integrity:**

All students are expected to conduct themselves in accordance with UConn’s Student Conduct Code (<https://community.uconn.edu/the-student-code/>). This course also expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, please consult UConn’s Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research (<https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>) and contact me with any questions.

Any work submitted by a student in this course for academic credit must be the student's own work. You are encouraged to study together and to discuss information with other students, but you should outline/write your position statements and reading responses by yourself. Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you plagiarize or commit another act of academic dishonesty, penalties may include receiving a failing grade for the assignment, failing the course, and having your actions reported to the Academic Misconduct Hearing Board for disciplinary action. If a student’s written work closely mimics that of another student or source, academic dishonesty may be suspected. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will be penalized. For more information, see <http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm>.

**Copyright:**

Materials used in this class — including, but not limited to, my lectures, notes, handouts, Powerpoint slides, and assignments — are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. No audio or video recording of any presentation, class activity, or discussion is permitted without my prior written approval. If you are so authorized to make a recording, you may not copy the recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me. Any unauthorized copying of class materials is a violation of federal law and may result in disciplinary actions being taken against you. Sharing class materials without written approval may also be a violation of the University of Connecticut's Student Code and an act of academic dishonesty, which could result in further disciplinary action.

**Students with Disabilities:**

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

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

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

**Sexual Assault Reporting Policy:**

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

**Safety and Emergency Preparedness:**

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

**Additional Resources at the University of Connecticut:**

The campus environment can be exciting but also challenging and stressful. If you would benefit from counseling or mental health services, see <https://counseling.uconn.edu>

**Schedule of Topics, Readings, and Important Dates:**

(L) = lab; (D) = class discussion; SWA = Short Writing Assignment

\* indicates readings that must be completed BEFORE coming to class

| **Date** | **Topic and Readings** | **Important Dates** |
| --- | --- | --- |
| 8/25 | Introduction, History, and Mendelian Genetics  *Reading*: Marks (A), O’Rourke |  |
| 8/30 | DNA, Genes, and Mutations  *Reading*: Stone & Lurquin |  |
| 9/1 | **(D)** Folk Heredity and Eugenics  *Reading*: \*Scheinfeld, \*Allen, \*Sinnott & Dunn, \*Onion,  \*Bianchi, \*Greely, \*Murray | **SWA #1 Due** |
| 9/6 | Genome Complexities  *Reading*: Weiss, Zimmer, Commoner, Gibbs, Hurley |  |
| 9/8 | **(L, SAC 5.168)** DNA Extractions  *Reading*: Nelkin & Lindee |  |
| 9/13 | Population Genetics I  *Reading*: Mielke et al. | **SWA #2 Due** |
| 9/15 | **(L, SAC 5.168)** ABO PCR; Population Genetics II  *Reading*: Clark & Pazdernik (A) |  |
| 9/20 | Population Genetics III  *Reading*: Relethford,Mielke & Fix |  |
| 9/22 | **(L, SAC 5.168)** Gel Electrophoresis and ABO Genotyping  *Reading*: Clark & Pazdernik (B) |  |
| 9/27 | **(L, SAC 5.168)** mtDNA PCR; Population Genetics IV  *Reading*: Fix | **Research Proposal & Bibliography Due** |
| 9/29 | **(D)** Admixture; Exam 1 Q&A  *Reading*: \**Reflections* chapter 10; \*Eubanks |  |
| 10/4 | **Exam 1** | **Exam 1** |
| 10/6 | **(L, MEZ 1.144)** Mitochondrial DNA Sequence Analysis  *Reading*: Clark & Pazdernik (C) |  |
| 10/11 | **(D)** Genetic Kinship  *Reading*: \*Nash, \*Geddes, \*Lee, \*TallBear |  |
| 10/13 | *Motherland: A Genetic Journey* (film) | **SWA #3 Due** |
| 10/18 | **(D)** Genomics, Ancestry, and Identity  *Reading*: \*Wailoo, \*Rotimi, \*Nelson |  |
| 10/20 | **(D)** Commercial Genetic Testing and Bioethics  *Reading*: \*Bolnick et al., \*Balding et al; \*Williams |  |
| 10/25 | **(L, MEZ 1.144)** Humans and Apes  *Reading*: *Reflections* chapter 2, Marks (B), Cohen |  |
| 10/27 | **(D)** Origins of Modern Humans  *Reading*: \**Reflections* chapter 3, \*Weaver & Roseman |  |
| 11/1 | **(L, SAC 5.168)** Amelogenin PCR; Modern Human Dispersal  *Guest lecturer: Dr. Aida Miró-Herrans*  *Reading*: Henn et al., Reyes-Centeno et al. | **Research Paper**  **Part 1 Due** |
| 11/3 | **(D)** Human Genomic Diversity  *Reading*: \**Reflections* chapter 5, \*Barbujani and Colonna |  |
| 11/8 | **(L, SAC 5.168)** Ancient DNA and Biomolecular Archaeology  *Reading*: Brown & Brown, Slatkin & Racimo | **SWA #4 Due** |
| 11/10 | **(D)** Neandertal and Denisovan DNA  *Reading*: \**Reflections* chapter 4, \*Gibbons (A), \*Gibbons  (B), \*Lalueza-Fox and Gilbert, \*Gibbons (C),  Callaway, Birney and Pritchard |  |
| 11/15 | Prehistoric Migration I: Peopling of the Americas  *Reading*: *Reflections* chapter 6, Skoglund and Reich |  |
| 11/17 | **Exam 2** | **Exam 2** |
| 11/22 | **(D)** Prehistoric Migration II: Expansions in Europe  *Reading*: \**Reflections* chapters 7 and 9, Hofmanová et al. |  |
| 11/24 | *NO CLASS (Thanksgiving)* |  |
| 11/29 | Primate Molecular Ecology  *Reading*: Surridge et al. |  |
| 12/1 | **(D)** Primate Behavior  *Reading*: \*Utami et al., \*Tung et al. | **Final Research Paper Due** |
| 12/12 | **(2-5 pm) Student Research Presentations** | **Presentation** |

**Readings:**

Marks J. (A) 2012. The origins of anthropological genetics. *Current Anthropology* 53 (S5):S161-

S172.

O’Rourke DH. 2003. Anthropological genetics in the genomic era: a look back and ahead.

*American Anthropologist* 105:101-109.

Stone L, Lurquin PF. 2007. Foundations of classical and molecular genetics. In: *Genes, Culture,*

*and Human Evolution: A Synthesis*. Malden, MA: Blackwell Publishing. pp 48-72.

Scheinfeld A. 1944. The Kallikaks after thirty years. *Journal of Heredity* 259-264.

Allen, GE. 1997. The social and economic origins of genetic determinism: a case history of the

American eugenics movement, 1900-1940 and its lessons for today. *Genetica* 99:77-88.

Sinnott EW, Dunn LC. 1925. The problems of eugenics. In: *Principles of Genetics: An*

*Elementary Text, with Problems*. New York: McGraw-Hill Book Co. pp 402-415.

Anonymous. 2014. Scientists: rich people, poor people may have shared common ancestor.

*The Onion* 50, July 25.

Bianchi DW. 2012. Fetal genes in mother’s blood. *Nature* 487:304-305.

Greely HT. 2011. Get ready for the flood of fetal gene screening. *Nature* 469:289-291.

Murray TH. 2014. Stirring the simmering “designer baby” pot. *Science* 343:1208-1210.

Weiss K. 2012. Ooops! The human genome does not exist! Parts 1-5. *The Mermaid’s Tale Blog*

August 1-3, 6-7. (Read Part 1 at http://ecodevoevo.blogspot.com/2012/08/ooops-human-

genome-does-not-exist-part.html and then navigate from there to the next four *newer* posts.)

Zimmer C. 2013. DNA double take. *New York Times*, September 16.

Commoner B. 2002. Unraveling the DNA myth. Harper’s Magazine February: 39-47.

Gibbs WW. 2003. The unseen genome: gems among the junk. *Scientific American* 289:46-53.

Hurley D. 2013. Grandma's ousy childhood or excellent adventure might change your

personality, bequeathing anxiety or resilience by altering the expressions of genes in the

brain. *Discover Magazine* May: 48-55.

Nelkin D, Lindee MS. 1995. The powers of the gene. In: *The DNA Mystique.* New York: W.H.

Freeman and Co. pp 1-16.

Mielke JH, Konigsberg LW, Relethford JH. 2005. Population genetics and human variation. In:

*Human Biological Variation*. Oxford: Oxford University Press. pp 47-85.

Clark DP, Pazdernik NJ. (A) 2012. Fundamentals of the polymerase chain reaction. In:

*Molecular Biology: Understanding the Genomic Revolution*. Second edition. Waltham, MA:

Elsevier. pp 164-169.

Relethford, John H. 2011. Natural selection in human populations. In: *Human Population*

*Genetics*. Hoboken: John Wiley & Sons, Inc. pp 353-375.

Mielke JH, Fix AG. 2007. The confluence of anthropological genetics and anthropological

demography. In: Crawford MH, editor. *Anthropological Genetics*. Cambridge: Cambridge

University Press. pp 112-123.

Clark DP, Pazdernik NJ. (B) 2012. Separation of DNA fragments by electrophoresis; Restriction

fragment length polymorphisms. In: *Molecular Biology: Understanding the Genomic*

*Revolution*. Second edition. Waltham, MA: Elsevier. pp 111-113, 134-135.

Fix AG. 1999. Population genetic models and human migration. In: *Migration and Colonization*

*in Human Microevolution*. Cambridge: Cambridge University Press. pp 51-74.

Eubanks WR. 2013. Color lines. *The American Scholar*, Spring issue.

Clark DP, Pazdernik NJ. (C) 2012. DNA sequencing. In: *Molecular Biology: Understanding the*

*Genomic Revolution*. Second edition. Waltham, MA: Elsevier. pp 227-232, 235-242.

Nash C. 2015. *Genetic Geographies: The Trouble with Ancestry.* Minneapolis: University of

Minnesota Press. pp 11-17, 137-169.

Geddes L. 2011. Tribal wars: DNA testing divides American Indians. *New Scientist* 2817:8-10.

Lee MYH. 2016. Why Donald Trump calls Elizabeth Warren ‘Pocahontas’. *Washington Post*,

June 28.

TallBear K. 2016. Twittertorial: “@SenWarren and why NOT Native American DNA”. June 27.

Wailoo K. 2012. Who am I? Genes and the problem of historical identity. In: Wailoo K, Nelson A,

Lee C, editors. *Genetics and the Unsettled Past: the Collision of DNA, Race, and History*.

Piscataway, NJ: Rutgers University Press. pp 13-19.

Rotimi CN. 2003. Genetic ancestry tracing and the African identity: a double-edged sword?

*Developing World Bioethics* 3: 151-158.

Nelson A. 2008. Bio science: genetic genealogy testing and the pursuit of African ancestry.

*Social Studies of Science* 38:759-783.

Bolnick DA, Fullwiley D, Duster T, Cooper RS, Fujimura JH, Kahn J, Kaufman JS, Marks J,

Morning A, Nelson A, Ossorio P, Reardon J, Reverby SM, TallBear K. 2007. The science and

business of genetic ancestry testing. *Science* 318:399-400.

Balding D, Thomas M, Innocent T. 2013. Sense about genetic ancestry testing. *Sense About*

*Science*. pp 1-3.

Williams PJ. 2012. DeliriousMe: ownership and identity in an age of genomic medicine.

*Madlawprofessor’s Weblog*, December 17. (madlawprofessor.wordpress.com/2012/12/17/

genetic-endowments/)

Marks J. (B) 2003. 98% chimpanzee and 35% daffodil: the human genome in evolutionary and

cultural context. In: Goodman AH, Heath D, and Lindee MS, editors. *Genetic Nature/Culture:*

*Anthropology and Science Beyond the Two-Culture Divide*. Berkeley: University of California

Press. pp 132-152.

Cohen J. 2007. Relative differences: the myth of 1%. *Science* 316:1836.

Weaver TD, Roseman CC. 2008. New developments in the genetic evidence for modern human

origins. *Evolutionary Anthropology* 17:69-80.

Henn BM, Cavalli-Sforza LL, Feldman MW. 2012. The great human expansion. *Proceedings of*

*the National Academy of the Sciences USA* 109: 17758–17764.

Reyes-Centeno H, Ghirotto S, Détroit F, Grimaud-Hervé D, Barbujani G, Harvati K. 2014.

Genomic and cranial phenotype data support multiple modern human dispersals from Africa

and a southern route into Asia. *Proceedings of the National Academy of the Sciences USA*

111:7248-7253.

Barbujani G, Colonna V. 2010. Human genome diversity: frequently asked questions. *Trends in*

*Genetics* 26:285-295.

Brown KA, Brown TA. 2013. Biomolecular archaeology. *Annual Review of Anthropology* 42:159-

74.

Slatkin M, Racimo F. 2016. Ancient DNA and human history. *Proceedings of the National*

*Academy of the Sciences USA* 113: 6380-6387.

Gibbons A. (A) 2010. Close encounters of the prehistoric kind. *Science* 328:680-684.

Gibbons A. (B) 2011. Who were the Denisovans? *Science*  333:1084-1087.

Lalueza-Fox C, Gilbert MTP. 2011. Paleogenomics of archaic hominins. *Current Biology*

21:R1002-R1009.

Gibbons A. (C) 2013. Elusive Denisovans sighted in oldest human DNA. *Science* 342:1156.

Callaway E. 2016. Ancient DNA pinpoints dawn of Neanderthals. *Nature* 531:286.

Birney E, Pritchard JK. 2014. Four makes a party. *Nature* 505:32-34.

Skoglund P, Reich D. 2016. A genomic view of the peopling of the Americas. bioRxiv preprint,

posted online June 15.

Hofmanová Z, et al. 2016. Early farmers from across Europe directly descended from Neolithic

Aegeans. *Proceedings of the National Academy of the Sciences USA* 113:6886-6891.

Surridge AK, Osorio D, Mundy NI. 2003. Evolution and selection of trichromatic vision in

primates. *TRENDS in Ecology and Evolution* 18:198-205.

Utami SS, Goossens B, Bruford MW, de Ruiter JR, van Hooff JARAM. 2002. Male bimaturism

and reproductive success in Sumatran orang-utans. *Behavioral Ecology* 13:643-652.

Tung J, Barreiro LB, Johnson ZP, Hansen KD, Michopoulos V, Toufexis D, Michelini K, Wilson

ME, Gilad Y. 2012. Social environment is associated with gene regulatory variation in the

rhesus macaque immune system. *Proceedings of the National Academy of the Sciences*

*USA* 109:6490-6495.

**2019-122 ANTH 5305 Add Special Topic: Cultural Evolution**



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

Last revised: September 24, 2013

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

1. Date of this proposal:   March 25, 2019

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

3. Department:   Anthropology

4. Course number and title proposed:   5305: Cultural Evolution

5. Number of Credits:   3

6. Instructor:   Richard Sosis

7. Instructor's position: Professor

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

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

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

10. Short description:  This class is designed as an introductory graduate-level anthropology course in cultural evolution.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty: 3/28/2019

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

Richard Sosis

339-237-7173

richard.sosis@uconn.edu

**Supporting Documents**

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

# **Anthropology 5305: Cultural Evolution Fall 2019**

Wednesday, 2:30-5:30

Beach Hall 447A

faculty: Richard Sosis

office: Beach Hall 445

phone: 6-0071

e-mail: richard.sosis@uconn.edu

office hrs: Mondays 12:30-2:30, and by appointment

This class is designed as an introductory graduate-level anthropology course in cultural evolution. The principal purpose of the class is to provide students with a broad, but deep, overview of the major theoretical issues in cultural evolutionary theory and the empirical data that have been brought to bear on those issues. The class will have a seminar format. This means that all students are *required* to read all assigned readings *before* the class, and must be *prepared to discuss* them in class. Preparation for discussion implies both note-taking and time allocated to synthesizing the material. Students should expect to be called on and to evidence preparation for discussion. The general tone of the discussion should be supportive of a free exchange of ideas. 50% of the grade for the class will be based on the *quality* of class participation and the remaining 50% of the grade will be based on a research project that explores a topic in cultural evolution. All projects need to be approved and are due December 9.

**Topics and Readings**

The following is a tentative schedule of topics and readings. Books can be purchased at the UConn Bookstore and journal articles will be posted on HuskyCT. The first several weeks of the semester will primarily focus on the theoretical underpinnings of cultural evolution. The remainder of the semester will examine how cultural evolutionists have tested hypotheses derived from these theories.

### Week 1: *Introduction to Cultural Evolution and Dual-Inheritance Theory*

### Week 2: *The Science of Cultural Evolution*

Brewer et al., Grand challenges for the study of cultural evolution. *Nature Ecology & Evolution*

Mesoudi et al., Toward a unified science of cultural evolution. *Behavioral and Brain Sciences*

### Week 3: *What is Culture?*

# *That Complex Whole: Culture and the Evolution of Human Behavior*, Lee Cronk (chapters 1-7)

### Week 4: *Animal Culture*

Laland and Hoppitt, Do animals have culture? *Evolutionary Anthropology*

# Chittka and Leadbeater, Social learning: public information in insects. *Current Biology*

Perry and Manson, Traditions in primates. *Evolutionary Anthropology*

Sasaki and Biro, Cumulative culture can emerge from collective intelligence in animal groups. *Nature Communications*

# **Week 5: *The Evolution of Culture***

Alvard, The adaptive nature of culture. *Evolutionary Anthropology*

Castro and Toro, The evolution of culture: From primate learning to human culture. *Proceedings of the National Academy of Sciences*

Henrich and McElreath, The evolution of cultural evolution. *Evolutionary Anthropology*

### Week 6: *Culture as an Adaptation*

### *Not by Genes Alone: How Culture Transformed Human Evolution*, Peter Richerson and Rob Boyd (chapters 1-4)

### Week 7: *Gene-Culture Coevolution*

### *Not by Genes Alone: How Culture Transformed Human Evolution*, Peter Richerson and Rob Boyd (chapters 5-7)

**Week 8: *Cultural Evolution and Cognition I***

*Darwin’s Unfinished Symphony: How Culture Made the Human Mind*, Kevin Laland (chapters 1-5)

**Week 9: *Cultural Evolution and Cognition II***

*Darwin’s Unfinished Symphony: How Culture Made the Human Mind*, Kevin Laland (chapters 6-12)

**Week 10: *Cultural Group Selection***

Henrich, Cultural group selection, coevolutionary processes and large-scale cooperation, *Journal of Economic Behavior and Organization*

**Week 11: *Human Uniqueness***

Collard et al., Branching, blending, and the evolution of cultural similarities and differences among human populations. *Evolution and Human Behavior*

Hill et al., The emergence of human uniqueness: Characters underlying behavioral modernity. *Evolutionary Anthropology*

**Week 12: *Social Learning***

Enquist et al., Critical social learning: a solution to Rogers's paradox of nonadaptive culture. *American Anthropologist*.

McElreath, Social learning and the maintenance of cultural variation: An evolutionary model and data from East Africa. *American Anthropologist*.

Henrich and Broesch, On the nature of cultural transmission networks: evidence from Fijian villages for adaptive learning biases. *Philosophical Transactions of the Royal Society B: Biological Sciences*.

**Week 13: *Cultural Evolution of Marriage***

Henrich et al., The puzzle of monogamous marriage. *Philosophical Transactions of the Royal Society B: Biological Sciences*

Brown and Feldman, Sociocultural epistasis and cultural exaptation in footbinding, marriage form, and religious practices in early 20th-century Taiwan. *Proceedings of the National Academy of Sciences*

Lipatov et al., The influence of social niche on cultural niche construction: modelling changes in belief about marriage form in Taiwan. *Philosophical Transactions of the Royal Society B: Biological Sciences*

Walker et al., Evolutionary history of hunter-gatherer marriage practices. *PloS One*

**Week 14: *Cultural Evolution of Religion***

Henrich and Henrich, The evolution of cultural adaptations: Fijian food taboos protect against dangerous marine toxins. *Proceedings of the Royal Society B: Biological Sciences*

Henrich, The evolution of costly displays, cooperation and religion*. Evolution and Human Behavior*

Norenzayan et al., The cultural evolution of prosocial religions*. Behavioral and Brain Sciences*

**2019-123 ECON 1495 Add Special Topic: Economics through Film (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11925 |
| **Request Proposer** | Langlois |
| **Course Title** | Special Topics: Economics through Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Special Topics: Economics through Film |
| **Course Number** | 1495 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is an instance of a special topics course. |

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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** | 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** | 175 |
| **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?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | N/A |
| **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?** | 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 being developed by a specific instructor for delivery at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 1495: Economics through Film. Three credits. This course will use the medium of film to introduce and illustrate basic concepts in economics. We will watch ten films over the course of the semester. Each of these will raise a specific set of issues that economists are well equipped to analyze. Taken together, the films – and the accompanying readings and discussion – will provide an overview of economics. |
| **Reason for the course action** | This is a request to offer a specific (first) instance of a special topics for purposes of course development. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course will use the medium of film to introduce and illustrate basic concepts in economics. We will watch ten films over the course of the semester. Each of these will raise a specific set of issues that economists are well equipped to analyze. Taken together, the films – and the accompanying readings and discussion – will provide an overview of economics. The course will survey central concepts in economics and demonstrate their significance to everyday life – both life as portrayed on film and life as actually lived. Understanding basic ideas in economics is crucial to good citizenship and beneficial for participating in the economy (as all of you will do). The course may also inspire students to further study of economics through ECON 1201 (Principles of Microeconomics), ECON 1202 (Principles of Macroeconomics), or ECON 1200 (Principles of Micro and Macro combined in a single four-credit one-semester course). The course will familiarize students with some of the theories and concepts used in economics. Specific concepts are listed below with each movie. The course will also expose students more generally to the methods and ways of thinking of economists. This will provide a lens through which students can scrutinize economic organizations (like business firms and banks) as well as begin to understand how the interactions among millions (or hundreds of millions) of individuals in an economy can give rise to orderly and beneficial outcomes without central direction. The course will also provide insights into some of the largest social issues of the day, including discrimination, antitrust policy, and the nature and management of recessions and depressions. |
| **Describe course assessments** | Summary of Course Grading: Weekly post-movie quizzes 5% Midterm 1 (October 7) 30% Midterm 2 (November 4) 30% Final Exam 35% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON1495syl.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150594&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cad4bb0bbba8e4d94017c08d6b569da02%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636895863581505438&sdata=%2BPH6PVUJ9zOLGy%2BDyRIXLf5KDN4e%2BCgdXK99tZfbLqc%3D&reserved=0) | ECON1495syl.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 | Richard N Langlois | 03/30/2019 - 13:25 | Submit |  | approved by the Undergraduate Committee and the Economics Department March 29, 2019. | | Economics | Richard N Langlois | 03/30/2019 - 13:35 | Approve | 3/29/2019 | Approved by the Undergraduate Committee and the Economics Department March 29, 2019 | |

# ECON 1495 Special Topics: Economics through Film

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| **Course and Instructor Information** |

**Course Title:** ECON 1495   
**Credits:** 3   
**Prerequisites:** None. Not open to students who have passed any other ECON course.   
**Instructor**: [Richard N. Langlois](http://langlois.uconn.edu/)   
Room 304 Oak Hall   
**E-mail:** [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)   
**Phone:** (860) 486-3472   
**Office Hours:** TBD or by appointment

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| **Course Materials** |

**Required Materials:**

There is no textbook for this course, and readings will be posted on HuskyCT. Most (probably all) of the movies are available on streaming services like Amazon, Hulu, and Netflix. You are expected to watch the movies in class, but you may want to re-watch movies (or parts of them) in studying for exams.  Private viewing of the movies is not a course requirement.

We will use the i>clicker response system for in-class polling. You have two choices:

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|  | You can buy a physical i>clicker at the bookstore. You buy a clicker once and can use it for all classes that require it throughout your UConn career. The bookstore will buy back an i>clicker in good condition for about $20. You can also buy one from another student or even share a clicker with a friend -- so long as that friend is not also taking this class. |

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|  | You can use [REEF Polling](http://clickers.uconn.edu/iclicker-go/), which is software that allows you to use your laptop, tablet, or phone as a clicker.  6-month $14.99  1-year $23.99  2-year $32.99  4 year $47.99  [Available in a browser](https://app.reef-education.com/#/login) or as an [iOS](https://itunes.apple.com/us/app/reef-polling-by-i-clicker/id899690067?mt=8) or [Android](https://play.google.com/store/apps/details?id=com.mnv.reef&hl=en) app |

To register your i>clicker, use the i>clicker Registration link in the HuskyCT menu at left. You must register in order to get credit for participation.

Note: if I catch anyone entering responses for someone else not in attendance, I will consider it a breach of academic integrity, and both will get a zero for the quiz portion of the grade.

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| **Course Description** |

This course will use the medium of film to introduce and illustrate basic concepts in economics. We will watch ten films over the course of the semester.  Each of these will raise a specific set of issues that economists are well equipped to analyze.  Taken together, the films – and the accompanying readings and discussion – will provide an overview of economics.

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| **Course Goals** |

The course will survey central concepts in economics and demonstrate their significance to everyday life – both life as portrayed on film and life as actually lived.  Understanding basic ideas in economics is crucial to good citizenship and beneficial for participating in the economy (as all of you will do).  The course may also inspire students to further study of economics through ECON 1201 (Principles of Microeconomics), ECON 1202 (Principles of Macroeconomics), or ECON 1200 (Principles of Micro and Macro combined in a single four-credit one-semester course).  
  
The course will familiarize students with some of the theories and concepts used in economics.  Specific concepts are listed below with each movie.  The course will also expose students more generally to the methods and ways of thinking of economists.  This will provide a lens through which students can scrutinize economic organizations (like business firms and banks) as well as begin to understand how the interactions among millions (or hundreds of millions) of individuals in an economy can give rise to orderly and beneficial outcomes without central direction.  The course will also provide insights into some of the largest social issues of the day, including discrimination, antitrust policy, and the nature and management of recessions and depressions.

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| **Course Mechanics and Grading** |

Here’s how the course will work.  We meet in one long block every Monday night (except Labor Day and Thanksgiving break).  The class will begin with a discussion of the previous week’s movie followed by a new movie, shown in its entirely in class.  You are expected to watch the movie in class.  At the end of each movie there will be a quiz, using i>clicker, on basic facts about the movie.  (Obviously, the quiz is to make sure that you watched the movie in class and stayed awake the whole time.)  These quizzes will count five per cent of your grade.  I will drop the lowest grade on the quizzes, so everyone gets one “freebie” automatically to cover unavoidable absences.  I will not drop more than one quiz.  Keep in mind that if you do not watch a movie in class, you are still fully responsible for that movie.    
  
For each movie, there are required readings and/or lecture videos.  You are expected to read the assignments (readings and video lectures) before watching the movie.  In this sense, the course is partially “flipped”:  instead of watching the movie at home and listening to a lecture in class, you will watch the movie in class and read or watch the lecture videos (that is, absorb the lecture) as homework.  This will allow us to spend time before each showing talking about (but not presenting for the first time) the relevant economic concepts and discussing how the previous week’s movie illustrated those concepts.  (There will also be recommended videos and readings.)

In addition to the weekly movie quizzes, your grade will be based on two midterms and a final.  The midterms will be worth 30 per cent of the grade each and the final will be worth 35 per cent.  The exams will test you mostly on the economic concepts, but there will also be questions linking the concepts to the movies and perhaps even a few factual questions about the movies themselves.  The first midterm will be in class on **October 7** and the second in class on **November 4**.  There will be no movie screenings on exam nights.  The time of the final exam is set by the Registrar and will appear on your Student Admin page during the semester. The final will be partially cumulative (that is, it will cover everything but will emphasize the material since the second midterm); the second midterm will not be cumulative.

**Summary of Course Grading:**

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| Weekly post-movie quizzes | 5% |
| Midterm 1 (October 7) | 30% |
| Midterm 2 (November 4) | 30% |
| Final Exam | 35% |
| **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 |
| **Sequence of** Topics | | |

**Movie 1 (August 26):** [The Treasure of the Sierra Madre](https://www.imdb.com/title/tt0040897/) (1948).

**Concepts covered**: Rationality versus "greed"; property rights; productive versus unproductive rent seeking.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 2 (September 9):** [The Hudsucker Proxy](https://www.imdb.com/title/tt0110074/) (1994).

**Concepts covered:** Innovation; supply and demand.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 3 (September 16):** [The Founder](https://www.imdb.com/title/tt4276820/) (2016).

**Concepts covered:** Entrepreneurship; production costs; the division of labor.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 4 (September 23):** [You've Got Mail](https://www.imdb.com/title/tt0128853/) (1998).

**Concepts covered**: Competition; Creative Destruction; standardization and product variety.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 5 (September 30):** [Moneyball](https://www.imdb.com/title/tt1210166/) (2011).

**Concepts covered**: Profit maximization; marginal product of labor; imperfect information.

**Required assignments:** TBA.

**Recommended**: TBA.

**First Midterm exam: October 7** (Through You've Got Mail).

**Movie 6 (October 14):** [42](https://www.imdb.com/title/tt0453562/) (2013).

**Concepts covered**: markets and discrimination.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 7 (October 21):** [The Wizard of Oz](https://www.imdb.com/title/tt0032138/) (1939).

**Concepts covered**: The quantity theory of money; deflation and inflation; the gold standard.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 8 (October 28):** [It's a Wonderful Life](https://www.imdb.com/title/tt0038650/) (1946).

**Concepts covered**: Fractional-reserve banking; trust and expectations; the Great Depression.

**Required assignments:** TBA.

**Recommended**: TBA.

**Second Midterm exam: November 4** (Through Wizard of Oz).

**Movie 9 (November 11):** [Other People's Money](https://www.imdb.com/title/tt0102609/) (1991).

**Concepts covered**: Stock market; corporate governance; the market for corporate control.

**Required assignments:** TBA.

**Recommended**: TBA.

**Movie 10 (November 18):** [The Big Short](https://www.imdb.com/title/tt1596363/) (2015).

**Concepts covered**: Securities; financial markets; "bubbles" versus market fundamentals; the 2008 financial crisis.

**Required assignments:** TBA.

**Recommended**: TBA.

**Last class December 2:** Discussion of The Big Short. Wrap-up discussion.

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| **Student Responsibilities and Resources** |

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. 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. See [Plagiarism: How to Recognize it and How to Avoid It](http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm). 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).

### **Academic Support Resources.**

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

### **Adding or Dropping a Course.**

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

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

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

### **Academic Calendar.**

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

### **Students with Disabilities.**

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

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

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

### **Policy Against Discrimination, Harassment and 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.

**2019-124 ECON 3495 Add Special Topic: Operations Research for Economics**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 29 March 2019

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

3. Department: ECON

4. Course number and title proposed: ECON 3495: Operations Research for Economics

5. Number of Credits: 3

6. Instructor: Subhash Ray

7. Instructor's position: Professor

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

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

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

10. Short description: This course covers topics related to resource allocation decisions in complex organizations (like manufacturing firms, public service agencies, the military, or the civilian government) often consisting of nearly autonomous sub-units with competing (and sometimes conflicting) goals. The topics covered in the course show how the decision-making problems can be formulated as standard mathematical optimization problems that can be solved using relevant data in Excel. A significant component of this course is the interface between Neoclassical Production Economics and Operations Research for performance evaluation by benchmarking.

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

12. Comments, if comment is called for: This course will be co-taught with ECON 5326, also called Operations Research for Economics. We have an existing course in operations research (ECON 2326). This course is intended as a more sophisticated version for BS students. When we apply for the permanent course we will have to put a restriction in 2326 forbidding students who have taken this course.

13. Dates approved by:

Department Curriculum Committee: 29 March 2019

Department Faculty: 29 March 2019

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

Richard N. Langlois (860) 486-3472 [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

**Supporting Documents**

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

**Special Topics in Economics:**

**Operations Research for Economics**

**Fall 2019**

**Instructor: Subhash Ray**

**Office: OAK 324**

**e-mail:subhash.ray@uconn.edu**

This course covers topics related to resource allocation decisions in complex organizations (like manufacturing firms, public service agencies, the military, or the civilian government) often consisting of nearly autonomous sub-units with competing (and sometimes conflicting) goals. The topics covered in the course show how the decision-making problems can be formulated as standard mathematical optimization problems that can be solved using relevant data in Excel. A significant component of this course is the interface between Neoclassical Production Economics and Operations Research for performance evaluation by benchmarking.

The course consists of two parts. The first part covers the geometric and algebraic formulations of Linear Programming for a variety of decision making problems. The second part covers the use of the LP based method of Data Envelopment Analysis (DEA) to evaluate the productive efficiency of firms, government departments and non-commercial agencies through benchmarking.

Although part 1 of the course partially overlaps with the Econ 2326 Course in respect of the topics covered, the level of mathematical rigor in this course will be considerably higher. There will be considerable emphasis on dual formulations of LP problems. Students will also learn how to write the appropriate VBA Macro for solving a large number of LP problems for efficiency evaluation all at once.

**Course Objectives**

In this course you will learn (for any decision making problem)

 How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost);

 How to set up the decision making problem mathematically;

 How to solve simple decision making problems geometrically;

 How to program and solve the algebraic problem on Excel Solver;

 How to interpret the results obtained from the optimal solution of the problem on Excel.

 How to evaluate the performance of a decision making unit relative to its peers.

It needs to be emphasized that learning how to formulate the appropriate optimization problem is in many ways more important than mastering the mechanics of the Excel Solver.

**Text Books:**

The main textbooks **for part 1** of this course are

Ragsdale: *Spreadsheet Modeling and Decision Analysis* (8th Ed)

Taha, H.D. *Operations Research: An Introduction* (8th Ed)

for **part 2**:

Ray, S.C. *Data Envelopment Analysis: Theory and Techniques for Economics and*

*Operations Research*

Note: Lectures will follow the textbook only broadly and not line by line. Additional materials covered in class will be posted on the course web site on Husky CT.

**Prerequisites**:

Econ 2201 (Microeconomics) and Econ 2301(Math Econ) or their equivalent. Some familiarity with EXCEL is presumed. Also, some background in Matrix Algebra will be helpful.

While much of the empirical work will be done using the Solver Add-in on MS Excel, significant amount of numerical computation will be needed to answer questions in homework and exams.

**Homework:**

Homework problems will be assigned for periodically covering topics from the different chapters. Solving the homework problems is essential for learning the material covered in the course.

**Project**

Every student will be required to complete a DEA project evaluating the productive performance of individual units within a homogeneous group (e.g. different school districts in the state, commercial banks in a country, municipal governments in a state).

**Office Hours**

I shall be available for office hours in my office at OAK 324 on **Mondays and Wednesdays between 3:30 to 4:30 pm** on a weekly basis or at some mutually convenient time by appointment (not on a weekly basis).

**Computer Software**

All computational work in this course will be done using MS Excel, which will be used extensively throughout this course. Necessary instructions for using Excel will be given in class. Additional help will be available from the GA.

**Grading**

Apart from a Midterm and a Final exam, there will be **three** in class quizzes. The **best two** of the three quizzes will count. The quizzes, midterm, and final exams will typically require some computer work to be completed in class during the exam which will be sent to me by e-mail and other answers to be written on paper in a blue book.

Overall evaluation for the course will be based on the following with weights as shown:

**Midterm: 30%**

**Final: 30%**

**Quizz: 20%**

**Individual Student Project: 20%**

There will be no makeup quizzes or exams (except for documented emergencies).

No accommodations can be made for travel plans already made.

**ACADEMIC INTEGRITY**

Academic dishonesty of any form is in violation of the University of Connecticut Student Code will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. The policy of this course is one “zero” tolerance. With the first occurrence of plagiarism, the student earns an “F” for the assignment or exam. With the second occurrence, the student receives an “F” for the course and could be suspended or expelled from the University. Please see the Student Code at http://www.community.uconn.edu/academic\_integrity\_students\_faq.html for more details and a full explanation of the Academic Misconduct policies.

**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.

**CLASSROOM BEHAVIOR**

Please contribute to a positive learning environment. Students are expected to treat each other and the instructor with courtesy and respect. Please no coming and going during class. You are expected to remain seated until the end of the class (personal illness excepted). If there is a valid reason why you might have to leave the classroom before the lecture is over, please notify the instructor at the beginning of the class before the lecture begins. All cell phone use is prohibited. That means no text messaging and/or browsing. Cell phones should be off or set to silent. The use of the computers in class is for taking notes and complete course-related tasks, and not for surfing the Internet or for viewing entertainment. Web surfing during lectures will be considered negative class participation and will be penalized. Audio and video recording is not permitted.

Learning in this course is cumulative; that is, each topic builds on the previous one. As a result, attendance is extremely important. While daily attendance is not a *formal requirement* it should be remembered that all materials covered in class (whether or not posted on Husky CT) will be covered in exams.

Note:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Center for Students with Disabilities (860-486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Tentative Course Outline:**

1. Linear Programming(LP) formulation of a decision making problem

2. Geometric Solution of simple LP problems

3. Solving LP problems using the Excel Solver:

Product-mix Problem; Investment Portfolio Choice; Transportation; Diet/Blending Problem; Multi period Cash Flow; Production and Inventory Planning; Currency Arbitrage; Urban Planning

4. The Simplex Method – Use of Artificial Variables

5. Duality in Linear Programming and Sensitivity Analysis

6. Network Problems:

Transshipment; Shortest Route Planning; Maximum Flow Problem

6. Integer Programming:

Branch and Bound Method; Employee Scheduling; Capital Budgeting; Fixed Charge Problem; Assignment Problem;

7. Goal Programming and Multi Objective Linear programming

Part 2:

8. Benchmarking for Performance evaluation:

Data Envelopment Analysis (DEA)

Measuring Technical Efficiency: Output and Input oriented Measures

9. Efficiency under alternative returns to scale assumptions; Scale Efficiency

More advanced topics if enrolled in the Econ 5326 course

10. Measurement of Cost and Profit Efficiency

11. Performance Evaluation with Undesirable Outputs: Pollution

**2019-125 SPAN 3295 Add Special Topic: Spanish for Engineering**



**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: March 14, 2019

2. Semester and year this 3295 course will be offered: Fall 2019

3. Department: Literatures, Cultures, and Languages

4. Course number and title proposed: SPAN 3295: Spanish for Engineering

5. Number of Credits: 1

6. Instructor: N/A

7. Instructor's position: T/A with Instructor oversight. The TA who will be working to develop the course and who will be teaching the course has taught the three credit version of this course, SPAN 3171. The course’s progress will be monitored by the Director of Language and Culture Programs in Spanish in LCL.

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

8. Has this topic been offered before? YES If yes, when? Spring 2019

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

10. Short description:

This 1 credit course provides dual-degree Engineering and Spanish students with the technical, cultural, and methodological vocabulary in Spanish and introduces them to the Spanish nomenclature of engineering fields.

Note: The Spanish section has been teaching this as a 1-semester three-credit course. We are now moving towards the three-semester 1 credit model adopted by the International Engineering programs in German and French. This Special Topics request is to develop the first of the three courses so that we can enroll students in the fall.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: March 14, 2019

Department Faculty: Jennifer Terni

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

Jennifer Terni, jennifer.terni@uconn.edu

**Supporting Documents**

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

**SPANISH 3295 – Spanish for Engineers Otoño 2019**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Hora:** Mi 10:10-11:00 am **Instructor:**

**Clase**: **Correo electrónico:**

**Oficina:**  **Horas de oficina:**

**Coordinador de la sección de español:** [eduardo.urios-aparisi@uconn.edu](mailto:eduardo.urios-aparisi@uconn.edu)

**I. Descripción del curso**

Este curso va dirigido especialmente a aquellos estudiantes que desean desarrollar una carrera profesional en el campo de la ingeniería y quieren expandir sus conocimientos de español en dicho ámbito. Este curso se recomienda especialmente a aquellos alumnos que vayan a participar en el programa de intercambio *GlobalTech Engineering* en Valencia, desarrollado por la Universidad de Connecticut con la colaboración de la Universidad Politécnica de Valencia.

Durante el curso, los estudiantes podrán mejorar sus destrezas orales y escritas mediante la realización de actividades, lecturas y debates relacionados con el ámbito de la ingeniería. Este curso tiene por objetivo reforzar conocimientos lingüísticos y culturales previos, así como familiarizar a los estudiantes con el lenguaje técnico del campo de la ingeniería y la ciencia y con el mundo científico y laboral español para prepararlos para la búsqueda de trabajo en España. Al finalizar el curso, los estudiantes serán capaces de lo siguiente:

* comprender y expresarse en español, oralmente y por escrito, en situaciones cotidianas y específicas del ámbito técnico y laboral;
* desarrollar el razonamiento crítico en español a partir del análisis y debate de textos generales y especializados;
* familiarizarse con el mundo académico y laboral español;

Este curso se imparte totalmente en español, ya que está especialmente diseñado para estudiantes con un nivel de español intermedio. Para garantizar una buena dinámica en clase, los estudiantes deben participar activamente, venir preparados antes de clase y completar las lecturas y actividades asignadas en cada módulo.

Para poder tomar este curso, los estudiantes deben haber superado con éxito al menos *Intermediate Spanish II* (SPAN 1004) o equivalente (AP exam). Este curso es obligatorio para aquellos estudiantes que deseen participar en el programa de intercambio *GlobalTech Engineering* en Valencia (consultar requisitos del programa en la siguiente página web: <http://abroad.uconn.edu/program/globaltech-engineering-in-valencia-spain-faculty-led/>).

**II. Materiales y recursos**

Todos los materiales de clase estarán disponibles en **HuskyCT**. Asimismo, los estudiantes tendrán acceso a una serie de recursos a modo de material complementario. Por otra parte, los estudiantes deberán traer materiales relacionados con la rama de ingeniería que estudian o por la que estén interesados a fin de estudiarlos y aprovecharlos en clase.

**III. Criterios de evaluación**

Los estudiantes serán evaluados según los criterios que se detallan a continuación:

Participación activa en clase **20%**

Pruebas (*quizzes*) **20%**

Proyecto final **60%**

Propuesta (10%)

Podcast (30%)

Reflexión (20%)

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Total **100%**

**Calificación**

A 93-100%

A- 90-92

B+ 86-89

B 83-85

B- 79-82

C+ 76-78

C 73-75

C- 69-72

D+ 66-68

D 63-65

D− 60-62

F 0-59

***Remember:***

*If the student should deem it advisable to drop the course, the student must take care of the paperwork. If the student’s name appears on the final grade list, the student will receive the grade that reflects the work done during the semester, even if the course has been dropped.*

**Last day to drop a course is February 5, 2019.**

**Descripción de dinámica y participación, actividades y proyectos del curso**

**Dinámica del curso y participación en clase**. Dadas las características específicas del curso, la participación en clase es una parte muy importante. Por ello, los estudiantes deben participar activamente siempre que les sea posible. Por **participación activa**, se entiende que los estudiantes son proactivos y toman la iniciativa, bien haciendo preguntas sobre los contenidos vistos en clase, ayudando a los compañeros cuando tienen alguna duda, o reflexionando sobre las preguntas de los compañeros. En otras palabras, los estudiantes participan activamente y de manera autónoma en su proceso de aprendizaje y colaboran en clase para sacarle el máximo provecho al curso.

Para garantizar un buen ambiente de clase, los estudiantes deben asistir con **puntualidad**, tratar con **respeto** a sus compañeros y mostrar **diligencia** en el trabajo que hacen. Estos tres aspectos comportan los pilares esenciales de la clase y su incumplimiento puede afectar negativamente la nota final de los estudiantes.

**Puntualidad.** La asistencia a clase es importante de cara a la nota de participación. Los estudiantes cuentan con un máximo de 3 faltas no justificadas; tras superar estas tres faltas, los estudiantes no obtendrán el porcentaje correspondiente a la nota de participación de clase. Por falta justificada, se entiende por aquella documentada con justificante médico. **Atención:** el justificante de asistencia al *Infirmary* no se considera como justificante médico.

Asimismo, la asistencia tardía a clase de manera reiterada será penalizada. De esta manera, si el/la estudiante llega tarde a clase en al menos 5 ocasiones, perderá el porcentaje correspondiente a la nota de participación de clase.

**Respeto.** Los estudiantes han de seguir el código de conducta establecido por la Universidad de Connecticut. En caso de incumplimiento, el coordinador de la sección de español será informado para valorar la situación y proceder con las medidas oportunas.

**Diligencia**. Los estudiantes han de mostrar constancia y completar las actividades y proyectos a tiempo. Asimismo, el trabajo que realicen los estudiantes ha de ser original e individual a menos que se trate de una actividad de grupo. En este sentido, resulta importante que los estudiantes revisen la política sobre plagio de la universidad y las normas de realización y entrega de actividades del curso.

Para más información sobre las normas de clase, por favor lee el apartado *V. Información general para los estudiantes* (p. 6).

* **Pruebas (*quizzes*).** A lo largo del curso, habrá pruebas breves para comprobar que los estudiantes han comprendido e interiorizado los contenidos cubiertos en clase. La profesora informará de la fecha de realización de estas pruebas con al menos 48 horas de antelación.
* **Proyecto.** Los estudiantes desarrollarán un proyecto final sobre un tema de su elección relacionado con la rama de ingeniería en la que estén interesados o estén especializándose. El objetivo final de este trabajo es la producción de un poster y la presentación de simulando un contexto profesional real. Este proyecto comprenderá cuatro fases:
* **Propuesta.** Los estudiantes presentarán un breve resumen del tema sobre el que tratará su proyecto y el plan de acción que ha de seguir para culminar dicho proyecto.
* **Podcast.** Los estudiantes confeccionarán un podcast de 12-15 minutos en el cual discuten un tema científico de ingeniería con toda la información relativa a su proyecto. Los estudiantes deben usar vocabulario especializado y gramática apropiada.
* **Reflexión.** Los estudiantes escribirán una reflexión de al menos 300 palabras sobre el proyecto realizado a fin de evaluar su propia experiencia, destacando sus puntos fuertes y aspectos que mejorar, y el trabajo de sus compañeros.

El programa contiene las fechas orientativas de la realización de las distintas fases del proyecto. No obstante, la profesora puede modificar dichas fechas si lo considera oportuno.

**IV. Horas de oficina y política de e-mail de la profesora**

Los estudiantes tienen la oportunidad de preguntar, aclarar y comentar aspectos del curso con la profesora durante el horario de oficina. En caso de no poder asistir al horario de oficina, los estudiantes han de pedir una cita (*make an appointment*) con la profesora, preferiblemente con una semana de antelación o, al menos, 48 horas antes.

Es importante recordar que estas horas se ofrecen para ayudar a los estudiantes a alcanzar los objetivos del curso y, por tanto, no han de entenderse bajo ningún concepto como clases de apoyo (*tutoring*). En caso de que necesiten apoyo lingüístico para seguir el ritmo del curso, los estudiantes tienen a su disposición diferentes opciones como tutorías ofrecidas por el Departamento, el Centro de Recurso de Español, o el Club de Español. Para más información sobre estos recursos, lee la sección correspondiente en el apartado *V. Información general para los estudiantes* (a continuación).

Además del horario de oficina, los estudiantes pueden contactar a la profesora a través del e-mail. A fin de atender adecuadamente las necesidades de los estudiantes, la profesora ha establecido el siguiente horario de atención:

* **De lunes a viernes:** los e-mails recibirán respuesta en un margen de 24 horas. Los e-mails enviados después de las 8:00pm recibirán respuesta al día siguiente.
* **Sábados:** los e-mails se responderán lo antes posible. No obstante, los e-mails enviados después de las 6:00pm recibirán respuesta el lunes.

**V. Información general para los estudiantes**

**Derechos de los estudiantes**

Todos los estudiantes universitarios tienen una serie de derechos y deberes. Como estudiante, tienes derecho a presentar una queja contra alguna actividad de clase o acción llevada a cabo por el profesorado. Asimismo, tienes derecho a participar en un entorno de clase que promueva el aprendizaje y que se ajuste a tus necesidades cognitivas, intelectuales o físicas en caso de presentar alguna discapacidad. Si tienes algún impedimento o dificultad, comunícaselo al profesorado.

**Deberes de los estudiantes**

Tus deberes principales en esta clase, en particular, y en tu trayectoria académica, en general, comprenden la asistencia y participación en clase. Asimismo, se espera que los estudiantes sean honestos en la consecución de las actividades, ejercicios y pruebas que realicen durante el curso. Tienes el deber para con los compañeros y el profesorado de ayudar a propiciar un entorno de clase adecuado para el aprendizaje. Esto se resume esencialmente en que debes respetar a tus compañeros de clase y al profesorado y tratarlos con la misma cortesía que te mereces.

**Política de uso de ordenadores, teléfonos y otros materiales**

Durante el curso, se permite el uso de **ordenadores y tabletas** si es con un fin académico. Por tanto, los estudiantes solo podrán acceder a los recursos y materiales que les autorice la profesora durante la realización de actividades y ejercicios.

Los teléfonos deben permanecer en silencio y fuera del alcance del alumno durante la clase. Es importante tener en cuenta que el uso de dispositivos móviles constituye una falta de respeto a la labor de la profesora y puede distraer a los compañeros. En caso de que el/la estudiante necesite hacer o recibir una llamada urgente, debe comunicárselo a la profesora con antelación. Asimismo, en caso de necesitar ir al baño, el/la estudiante debe dejar el móvil en clase; de lo contrario, no se le permitirá dejar el aula.

**Plagio**

El trabajo que realicen los estudiantes debe ser original y no tomado de otra fuente. Según el código de conducta de la Universidad de Connecticut (*The Student Code*), “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism)”. Para más información, por favor visita <http://community.uconn.edu/the-student-code-preamble/>

La entrega, completa o parcial, del trabajo de otra persona como propio se considera plagio. También, está tipificado como plagio el uso de fuentes tomadas de textos de Internet que no sigan las normas de citación oportunas. En este sentido, si los estudiantes tienen dudas de cómo citar un texto, se recomienda que se lo comuniquen a la profesora para que esta les pueda asesorar. Por último, no se acepta el trabajo editado gracias a la ayuda de un/a tutor/a u otra persona y su entrega puede verse penalizada. A continuación, se indica los recursos que los estudiantes pueden y no pueden utilizar a la hora de realizar un trabajo oral o escrito:

**Está permitido**

* Consultar a la profesora durante su horario de oficina
* Usar diccionarios y recursos de gramática
* Usar un corrector de español, como el que incluye *Microsoft Word*
* Recurrir a las comentarios del trabajo personal en clase (*peer-review*)

**No está permitido**

* Pedir que un/a amigo/a corrija los errores de un trabajo
* Usar herramientas de traducción automática como Google Translation o Reverso, entre otros

**Recuperación de trabajo no entregado (*Make-up Work*)**

Los estudiantes no podrán recuperar el trabajo que no hayan entregado en la fecha oportuna o las pruebas que no haya podido hacer a menos que presente un justificante médico. En caso de tener justificante, los estudiantes deben hacer o enviar una copia a la profesora para incluirla en su expediente.

**Tutorías de apoyo (*Tutoring*)**

Es importante que los estudiantes busquen ayuda en caso de tener dificultades de seguir el curso. En caso de necesitar clases complementarias de apoyo, el departamento y la universidad ofrecen clases de apoyo gratuitas a los estudiantes de UConn durante el semestre. Para más información sobre las clases de apoyo, pregunta en la secretaría del departamento (*department’s main office*) en Oak Hall 207.

**El Centro de Recursos de Español (Spanish Resource Center)**

Los estudiantes pueden tener acceso a una gran variedad de recursos y materiales (libros, diccionarios, CD o películas, entre otros) en español en el Centro de Recursos del departamento, ubicado en Oak Hall 219. Estos materiales pueden ser de gran utilidad para mejorar las destrezas orales y escritas y aprender más sobre la cultura española e hispanoamericana.

**El Club de Español**

Los estudiantes de UConn pueden practicar la lengua en el Club de Español, un grupo liderado por uno de los profesores graduados del departamento, generalmente también responsable del Centro de Recursos.

El Club de Español es una organización estudiantil que se reúne semanalmente durante una hora y organiza actividades diversas mediante las que debatir y aprender más sobre el mundo hispanohablante. Para más información, pueden consultar a la persona responsable del Centro de Recursos en Oak Hall 219 o consultar las siguientes páginas web:

* Facebook: <https://www.facebook.com/groups/UCONNSpanishClub/>
* UConntact: <https://uconntact.uconn.edu/organization/UConnSpanishClub>

**Reconocimiento de discapacidades**

Los estudiantes a los que se les haya diagnosticado una discapacidad deben comunicárselo a la profesora a principio de curso para realizar las modificaciones que sean oportunas. De esta manera, solo se harán cambios una vez se le haya notificado a la profesora de manera oficial. Para ello, los estudiantes deben solicitar una carta o e-mail al *Center for Students with Disabilities* (CSD) para informar a la profesora y al profesor Eduardo Urios-Aparisi. Para más información, visita la página web <http://csd.uconn.edu>.

**Problemas y dudas**

Si los estudiantes tienen algún problema o duda sobre los requisitos del curso o su rendimiento (*performance*), deben hablar con su profesora. No obstante, si tienen algún problema que no puedan resolver con la profesora, deben ponerse en contacto con el profesor Eduardo Urios-Aparisi a través de e-mail ([eduardo.urios-aparisi@uconn.edu](mailto:eduardo.urios-aparisi@uconn.edu)) o durante su horario de oficina en Oak Hall 252.

**PROGRAMA DE ESPAÑOL 3171**

La profesora puede modificar el programa cuando lo considere oportuno e informará a los estudiantes de los cambios realizados

|  |  |  |  |
| --- | --- | --- | --- |
| **Semana** | **Contenido** | **Funciones, gramática y vocabulario** | **Trabajo** |
| Semana 1 | **Presentación del programa**  Presentaciones personales  Organización del curso  Valoración de nivel | Presentaciones y saludos  Repaso  - presente  - artículos  - números |  |
| Semana 2 | **La universidad y los estudios de**  **ingeniería en España**  Estructura universitaria  La carrera de ingeniería y sus ramas  *GlobalTech Engineering* en Valencia | Descripción  - localización y espacio  - materias  Repaso  - ser vs. estar  - números (ordinales)  - “Se” | **Podcast:** entrada 1 |
| Semana 3 | **5 de febrero: Último día para dejar el curso sin nota “W”** | | |
| **El método de ingeniería**  Método científico vs. ingenieril  Aplicación y resolución de problemas  Casos prácticos | Vocabulario específico a los casos discutidos  Repaso  - verbo impersonal  - comparación  - tiempos pasados | **Prueba 1**  **Podcast:** entrada 2 |
| Semana 4 | **Ciencia y divulgación**  Medios de divulgación científica | Vocabulario específico a los casos discutidos  Repaso  - indefinidos  - verbo impersonal  - comparación  - tiempos pasados | **Podcast:** entrada 3 |
| Semana 5 | El papel crucial de la comunicación y las dificultades de la divulgación de conocimientos  Análisis y debate de casos prácticos | Descripción  - formas  - materiales  - sistemas de medida  Repaso  - verbo impersonal  - comparación  - imperativo | **Prueba 2**  **Podcast:** entrada 4 |
| Semana 6 | ***Mid-term progress reports due students from faculty*** | | |
| **Redacción de textos especializados (II)**  Tipología textual  - texto expositivo  Elaboración de un informe técnico | Exposición  - Funciones  Repaso  - pretérito e imperfecto  - presente perfecto  - pretérito pluscuamperfecto | **Podcast:** entrada 5 |
| Semana 7 | **Ciencia y sociedad**  Ciencia y género  Políticas de igualdad en España  (Con)ciencia: algunos ejemplos | Contenidos específicos | **Prueba 3**  **Podcast:** entrada 6  **Proyecto:** propuesta (I) |
| Semana 8 | **Proyecto final 1** | Contenidos específicos | **Podcast:** entrada 7 |
| Semana 9 | **Proyecto final 2** | Contenidos específicos | **Prueba 4**  **Podcast:** entrada 8 |
| Semana 10 | **Proyecto final 3** | Contenidos específicos | **Podcast:** entrada 9 |
| Semana 11 | **Proyecto final 4** | Contenidos específicos | **Podcast:** entrada 10 |
| Semana 12 | **Proyecto final 5** | Contenidos específicos | **Prueba 5** |
| Semana 13 | **Proyecto final 6** | | |
| Semana 14 | **Proyecto final:** Presentación | | |

**Cuestionario Informativo**

*Please fill in this form and return it to the instructor*

Nombre (*name)*: Apellido (*last name*):

Lugar y fecha de nacimiento (*Place and date of birth*)

Correo electrónico (*email*):

Area(s) de interés, o especialización (*Major and minor or* *main interests*):

**1.** Indica qué experiencia (cursos, años, amigos, etc.) en español has tenido hasta este momento (*What experience with Spanish have you had until this moment? You can detail previous courses and/or years of studying Spanish).*

**2.** ¿A qué instituto asististe? ¿Cuándo te graduaste de tu instituto? (*Which highschool did you attend? When did you graduate?)*

**3.** ¿Por qué decidiste tomar este curso? (*Why are you studying Spanish?*)

**4.** Explica brevemente qué te gustaría hacer o qué esperas en esta clase (*Explain briefly what you would like to learn or you expect to learn in this class*)

**5.** ¿Qué otros idiomas conoce? (*Do you have some knowledge of any* *language other than English or Spanish?*):

**6.** Áreas de interés en lenguaje o la cultura hispánica (*Main areas of interest in Spanish language or culture*):

*MIL GRACIAS*

**C. New Business**

**2019-126 Neuroscience Revise Minor (guest: John Salamone)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 12/2/2018

2. Department or Program: NEUROSCIENCE

3. Title of Minor: NEUROSCIENCE

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: Add new courses; change requirements to allow more flexibility

# Existing Catalog Description of Minor

The requirements for this minor are at least 15 credits of 2000-level or above courses that are structured in the following manner:

Required lecture courses

All students must take both PSYC 2200 and PNB 3251.

Lab requirement

Students must take at least one of the following: PSYC 3250W, 3251, 3252, 3253, or PNB 3263WQ.

Additional courses

Additional courses required to satisfy the 15 credit requirement (if not used for lab requirement) may include: PSYC 2201, 2500, 3200, 3201, 3250W, 3251, 3252, 3253, 3501; PNB 3262, 3263WQ, 3275, 4162, 4400.

Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to three credits of independent study (PNB 3299; PSYC 3889, 3899) may be counted towards the minor with permission of the neuroscience minor advisor.

The minor is offered by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Interested students should contact John Salamone.

# Proposed Catalog Description of Minor

The requirements for this minor are at least 15 credits of 2000-level or above courses, with a minimum of 5 credits coming from each department (PSYC and PNB), which are structured in the following manner:

Required lecture courses

All students must take PSYC 2200 or PNB 3251.

Lab requirement

Students must take at least one of the following: PSYC 3250/W, 3251, 3252, 3253, PNB 3263WQ or PNB 3264W.

Additional courses

Additional courses required to satisfy the 15 credit requirement (if not used as a required course or for the lab requirement) may include: PSYC 2200, ~~2201, 2208, 2209,~~ 2500, 3200, 3201, 3250W, 3251, 3252, 3253, 3501, 3270; PNB 3251, 3252, 3255, 3260, 3262, 3263WQ, 3264W, 3275, 3700, 4162, 4400.

Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to three credits of independent study (PNB 3299; PSYC 3889, 3899; COGS 3589) may be counted towards the minor with permission of the neuroscience minor advisor, provided that the research has a strong neuroscience component.

The minor is offered by the Departments of Psychological Sciences and Physiology and Neurobiology. Interested students should contact John Salamone.

# Justification

1. Reasons for changing the minor: More neuroscience courses are now being offered, so these changes to the minor reflect changes in the PSYC and PNB curriculum, and are providing more flexibility for students. Also, the requirement of having both ‘PSYC 2200 and PNB 3251’ was changed to ‘PSYC 2200 or PNB 3251’. This also adds more flexibility for the students.

2. Effects on students: Students will have more flexibility in choosing courses, so they can have an increased ability to tailor the minor to their specific needs.

3. Effects on other departments: These changes will mainly affect PSYC and PNB. The C&C committees for these departments have been informed of these changes. Other departments such as COGS and BME will benefit in the sense that their students may now have greater opportunities for taking this minor.

4. Effects on regional campuses: These changes may make it easier for regional campus students to get a neuroscience minor.

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

    Neuroscience Minor Program Curriculum Committee (Joe LoTurco, Andy Moiseff, Jim Green, John Salamone):12/04/2018

6. Name, Phone Number, and e-mail address of principal contact person: John Salamone, 6-4302, john.salamone@uconn.edu

**2019-127 LCL Add Grad Certificate: Literary Translation for International Students (guest: Peter Constantine)**

Request for New/Modified UConn Certificate Program

# Program information

Name of certificate program[[1]](#footnote-1): **Certificate in Literary Translation for International Students**.

Name of sponsoring department(s): LCL

Name of Department Head: Gustavo Nanclares

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

Department head signatures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Dean signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Director of certificate program (appointment status[[2]](#footnote-2) in parentheses): Peter Constantine (Faculty in Residence)

E-mail address: peter.constantine@uconn.edu

Phone number: 917-704-1140

Type of certificate (check all that apply)

Post-baccalaureate (includes 1 or more courses numbered 1000-4999)

Graduate (includes only courses numbered 5000 or above)

Non-Credit

Tuition-based  Fee-based

Online  Hybrid Hybrid On Campus (specify campus)\_Storrs

Other Location[[3]](#footnote-3)

CIP Code: 16.0103 DHE Code (If available):

Anticipated start date: \_\_August 26, 2019\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated date of first graduation: May 12, 2020

Projected annual enrollments[[4]](#footnote-4): 20

# Program outline and description of program learning outcomes

Describe why this certificate program is needed and the target audience it is expected to serve. Include the results of market and competitive analyses.

The Graduate Certificate in Literary Translation for International Students will fill a growing need around the world for a new generation of translators who have been academically and professionally trained for employment in private and public sectors. This 15-credit certificate is an expanded version of the existing 12-credit Certificate in Literary Translation currently offered by LCL’s Program in Literary Translation for MA and Ph.D. students. It is geared exclusively to international post-baccalaureate and graduate students wishing to come to UConn for one year in order to complete this certificate as a stand-alone project. The expanded 15-credit requisite aims to offer foreign students the fuller curriculum available to UConn colleagues and conforms with visa requirements that stipulate a 5-course minimum for foreign students wishing to study for one year in the United States.

This program will offer international students the opportunity to obtain a graduate level certificate at the University of Connecticut within one year, leading to a range of language-focused careers. It can also offer advanced training for students interested, for instance, in translation in fields like business, law, diplomacy, management, and IT. According to the independent market research firm Common Sense Advisory, the global market for outsourced translation services and technology will increase to $56.18 billion by 2021. With the international software market expanding into every field, language specialists with backgrounds in every aspect of the humanities are needed. A statement issued by the MLA’s Executive Council summarizes this trend: “more and more academics are […] undertaking translation as a component of their professional activity and as a natural extension of their teaching. Whether they translate literary or scholarly works or other cultural documents, they are engaging in an exacting practice, at once critical and creative, that demands lexical precision; detailed knowledge of historical, political, social, and literary contexts; and a nuanced sense of style in both the source language and the target language.” The purpose of a Graduate Certificate in Literary Translation for International Students at UConn would be to prepare a new generation of international scholars and specialists for this task, and to offer a supplementary qualification for master’s and doctoral degrees in all disciplines. One of the anticipated outcomes of this program is a significant number of published translations by students (of short works in literary journals, or book length projects), as well as the publication of book reviews and articles on the craft of translation, as has already been the case in the current graduate translation courses.

Describe the educational prerequisites (and professional prerequisites, if appropriate) required of students for admission to this program.

The Graduate Certificate in Literary Translation for International Students will be open to post-baccalaureate and graduate students from all academic disciplines and fields who can demonstrate advanced proficiency in English and in a foreign language.

Describe similar programs nationally, regionally, or in CT.

Graduate certificates in literary translation are offered at the University of Iowa; Arizona State University; University of Rochester; Washington University in St. Louis; Binghamton University; University of Houston-Victoria; Florida Atlantic University; the University of Texas Rio Grande Valley (online only).

Describe the program learning outcomes (upon successful completion of the program, students will be able to…)

Students will have achieved a competence and expertise in translating texts from a second language into English from a wide spectrum of literary genres, and will have a practical and theoretical understanding of various practices in literary translation. They will acquire the tools and skills they need to analyze, compare, edit, and critically assess literary translations. Students will produce a portfolio of publishable translated literary texts and articles on foreign literary texts and translation.

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# Curriculum information[[5]](#footnote-5)

Total number of credits required:[[6]](#footnote-6) 15

### Required courses

List the course number, title, and number of credits for each required course in the program.

TRST 5310. The Practice and Theory of Literary Translation (3 credits)

TRST 5311. Literary Translation Seminar (3 credits)

TRST 5320. Literary Translation Portfolio Seminar (3 credits)

### Elective courses

List the course number, title, and number of credits for each elective course in the program. Describe any limitations on how electives may be chosen (e.g., 1 course from group 1 and 1 course from group 2).

Two electives must be chosen from the graduate courses in one of the foreign language literatures offered by LCL or in any graduate courses offered by English.

Any two Elective Courses can be chosen from the following list of 3-credit graduate courses:

CAMS 5302 Special Topics in Ancient Greek

CAMS 5328 Advanced Latin Composition

ENGL 5410 American Literature I

ENGL 5420 American Literature II

ENGL 5430 American Literature III

ENGL 5440 American Literature IV

ENGL 5530 World Literature

ENGL 6312 Seminar in Old Irish

ENGL 6315 Seminar in Medieval Literature

ENGL 6325 Seminar in Renaissance Literature

ENGL 6450 Special Topics in American Literature

ENGL 6500 Seminar in Literary Theory

ENGL 6540 Seminar in Literature and Human Rights

ENGL 6600 Creative Writing Workshop: Fiction

ENGL 6600 Creative Writing Workshop: Nonfiction   
ENGL 6600 Creative Writing Workshop: Poetry

FREN 5306 The Later French Enlightenment

FREN 5309 Provençal Language and Literature

FREN 5311 Aesthetic Trends in Twentieth-Century French Literature

FREN 5353 Old French Literature

FREN 5357 The French Novel in the Eighteenth Century

FREN 5361 French Poetry in the Second Half of the Nineteenth Century

FREN 5362 French Contemporary Poetry

FREN 5363 Topics in Nineteenth-Century French Literature

FREN 5369 The French Novel in the First Half of the Nineteenth Century

FREN 5370 The French Novel in the Second Half of the Nineteenth Century

FREN 5373 The French Contemporary Novel

FREN 5376 The Prose of the French Renaissance

FREN 5377. The Poetry of the French Renaissance

FREN 5380 Seminar in Francophone Literature

GERM 5314 German Studies

GERM 5332 Studies in German Literature II

GERM 5345 Studies in German Literature III

GERM 5376 Rhetoric and Writing

GERM 5385 German Literary Criticism and Theory

GERM 6420 Seminar in Medieval Literature

GERM 6450 Seminar in Nineteenth-Century Literature

GERM 6460 Seminar in Twentieth-Century Literature

ILCS 5315. Introduction to Contemporary Literary Studies

ILCS 5330. The Literature of the Origins

ILCS 5335. Baroque Literature

ILCS 5339. Seminar on Modern Literature

ILCS 5347. Italian Chivalric Poetry

ILCS 5352. Modern Italian Poetry I

ILCS 5354. Masters of Twentieth-Century Fiction

SPAN 5323. Concepts of Literary Criticism

SPAN 5334 Modern Spanish-American Poetry

SPAN 5335 The Theatre in Spanish America

SPAN 5336 Colonial Latin American Literature

SPAN 5350 The Essay in Spanish America

SPAN 5356 Twentieth-Century Novel and Essay

SPAN 5359 Special Topics in Early Modern Spanish Literature

SPAN 6402 Studies in Spanish-American Literature

SPAN 6403 Studies in Spanish Literature

SPAN 6404 Special Topics in Nineteenth-Century Spanish-American Literature and Cultural Production

SPAN 6405 Special Topics in Twentieth-Century Spanish-American Literature and Cultural Production

SPAN 6407. Special Topics in Modern Spanish Cultural Production

SPAN 6408 Special Topics in Nineteenth Century Spanish Literature

## Detailed course information

For each of the required and elective courses identified above (1) identify the instructor and her/his appointment status, (2) specify the expected frequency of offering (e.g., every semester, once a year), and (3) approval status (existing course or new course: submit minutes of school/college curriculum and courses committee showing approval of new courses).

The Required Courses TRST 5010, TRST 5011, and TRST 5012 will be taught by Peter Constantine, the Director of the Program in Literary Translation. As the certificate program grows, certain courses might also be taken over by faculty in LCL and English specializing in translation, such as Jacqueline Loss, Philip Balma, and Ellen Litman, who have expressed their willingness to teach such courses. TRST 5010 (The Practice and Theory of Literary Translation) will be offered every fall semester, TRST 5011 (Literary Translation Seminar) every spring semester, and TRST 5012 (Literary Translation Portfolio Seminar) will be offered in both the spring and the fall semesters.

## Program evaluation

Describe how the program will be evaluated, e.g., placement of certificate recipients, exit interviews, student evaluations of teaching, total enrollment.

Program evaluation will be based on the number of publications by students in national and international literary and peer-review journals and magazines, student evaluations of teaching, and the total enrolment in the program.

# Resources available to support the program

### Financial resources

Describe how the program will be funded. Attach a 3 year pro forma budget.

As the curriculum of the program is made up of courses that are already offered at UConn, no additional funding will be necessary.

## Facilities/Equipment/Library/Special resources

Indicate any additional or unique resources necessary for program success.

None.

Received in the Provost’s Office:

Name Date

Bottom of Form

**2019-128 POLS 2073Q Add Course (guest: Lyle Scruggs or Sam Best) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10857 |
| **Request Proposer** | Kashwan |
| **Course Title** | Advanced Quantitative Methods in Political Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Advanced Quantitative Methods in Political Science |
| **Course Number** | 2073Q |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Prakash Kashwan |
| **Initiator Department** | Political Science |
| **Initiator NetId** | prk10005 |
| **Initiator Email** | [prakash.kashwan@uconn.edu](mailto:prakash.kashwan@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** | Winter Intersession |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Q |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | POLS 2072Q/ STAT 1000Q or an equivalent course |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 2073Q. Advanced Quantitative Methods in Political Science  Three credits. Prerequisite: POLS 2072Q or STAT 1000Q or SOCI 3211Q or equivalent.  Explanation of advanced quantitative methods used in political science. Application of these methods and relevant statistical software for the analysis of substantive political questions. |
| **Reason for the course action** | Rapid development in the political science methods means that introductory statistics, which Political Science Majors learn in the introductory course – Quantitative Methods in Political Science (POLS 2072Q) – are no longer sufficient for the professional and career goals of political science graduates. |
| **Specify effect on other departments and overlap with existing courses** | The applied nature of the curriculum contents separates this course from similar courses on the campus offered by other departments. The students in the course draw on political science theories to address the most salient questions in American Politics, International Relations, and Global Affairs, while utilizing datasets related to contemporary political phenomena. In the process, students also receive substantive training in the use of statistical software Stata. |
| **Please provide a brief description of course goals and learning objectives** | This course offers advanced knowledge and skills in inferential statistics, specifically, multivariate regression techniques and its variants used commonly in the analysis of political science research questions. Learning objectives: Develop storng knowledge of applying multivariate regressions to political science questions. Gain basic competency in coding and use of statistical software Stata. Design and finish a research project that involves data manipulation and hypothesis tests. |
| **Describe course assessments** | Assessment Components Points/Percentage Self-assessment tests# 5 Module tests 25 Empirical Research Project 40 Final Exam 30 Total 100 |
| **General Education Goals** | Students in this course gain skills in translating real-world political and policy problems into mathematical abstractions on the one hand and draw real-world implications of the results of statistical models produced via the software. The pedagogical approach we adopt in this course ensures that students develop an appreciation of technology as a tool to aid understanding and with a keen interest in answering fundamental questions about real-world politics. |
| **Quantitative Competency** | This course helps students to acquire hands-on skills in computational methods and formal abstract structures, they hand-compute foundational statistics in each of the five modules. In this sense, this course performs the valuable function of embedding mathematical literacy within the broader educational goals of political science and political analysis. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [POLS 2073Q-Syllabus Best Kashwan Scruggs.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148512&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfc495ec4ea8241f5b88a08d6a7c37619%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636880855273033076&sdata=Y9uKlnn%2B1yFoD6sUyE5lm2GrGZscOut%2BJMq0a0P9Qiw%3D&reserved=0) | POLS 2073Q-Syllabus Best Kashwan Scruggs.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Prakash Kashwan | 01/30/2019 - 12:53 | Submit |  | This course is being developed jointly and will be taught in rotation by three members of the faculty in political science: Best, Kashwan, and Scruggs. The current application is for the online Course being developed in partnership with the UConn E-Campus. | | Political Science | Evan J Perkoski | 03/12/2019 - 13:33 | Approve |  | Approved by EP | |

**ADVANCED QUANTITATIVE METHODS IN POLITICAL SCIENCE**

POLS 2073Q (Online)

**Instructors (by rotation): Samuel Best, Prakash Kashwan, Lyle Scruggs**

Prerequisite: POLS 2072Q/ STAT 1000Q or an equivalent course.

**PROPOSED COURSE: RATIONALE AND OBJECTIVES**

This course introduces Political Science Majors to advanced knowledge and skills in inferential statistics, specifically, multivariate regression techniques and its variants used commonly in the analysis of political science research questions. We draw on political science theories to address the most salient questions in American Politics, International Relations, and Global Affairs, while utilizing datasets related to contemporary political phenomena. In the process, students also receive substantive training in the use of statistical software Stata. Students in this course gain skills in translating real-world political and policy problems into mathematical abstractions on the one hand and draw real-world implications of the results of statistical models produced via the software.

**Text Book:** *Real Stats: Using Econometrics for Political Science and Public Policy* by Michael A. Bailey. Oxford University Press; 1 Ed. (2015)

**Statistical Software:** Stata (available via UConn Anyware portal)

**Course Datasets**

American National Elections Studies (ANES) Dataset 2016 <https://electionstudies.org/>

General Social Survey <http://gss.norc.org/>

Comparative Welfare Entitlements Dataset (CWED2) [cwed2.org/](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjx3fHnm8ngAhUwjoMKHZa7B6sQFjACegQIBhAB&url=http%3A%2F%2Fcwed2.org%2F&usg=AOvVaw3TB8W70Z3pUrPn1U4WvWpg)

**Recommended Data Repositories**

Inter-University Consortium for Political and Social Research (ICPSR) <https://www.icpsr.umich.edu/icpsrweb/>

The Quality of Government (QOG) Institute <https://qog.pol.gu.se/data>

The Polity IV Project <http://www.systemicpeace.org/polityproject.html>

The Stockholm International Peace Research Institute (SIPRI) Datasets <https://www.sipri.org/databases>

**Recommended Online Resources**

Stata Video Tutorials: <https://www.stata.com/links/video-tutorials/>

UCLA Stata Learning Modules: <https://stats.idre.ucla.edu/stata/modules/>

**COURSE ASSESSMENTS**

***Assessment Components Points/Percentage***

Self-assessment tests**#** 5

Module tests 25

Empirical Research Project 40

Final Exam 30

**Total 100**

# Self-assessment tests will be available online via HuskyCT. You will be allowed multiple attempts to complete them.

**COURSE CONTENTS**

**Introduction**

Overview of inferential statistics, randomness, endogeneity, and causality

Randomized experiments

*Readings: Bailey Chapter 1 & 2*

Introduction to Stata and good data flow practices

*Stata for Political Science (Overview):* <https://www.stata.com/disciplines/political-science/>

**Module 1: Multiple Regression**

The fundamentals of Ordinary Least Squares regression (OLS)

Best Linear Unbiased Estimator (BLUE)

Heteroscedasticity and Correlated Errors

Goodness of Fit and Outliers

Hypothesis testing

Power Analysis

Multicollinearity and Variance Inflation Factor

*Readings:*

Bailey Chapter 3, 4, & 5

Western, Bruce. 1995. "Concepts and Suggestions for Robust Regression Analysis." *American Journal Of Political Science*: 786-817.

Nicholson, Stephen P. 2003. "The Political Environment and Ballot Proposition Awareness." *American Journal Of Political Science* 47: 403-10.

Oxley, Douglas R, Kevin B Smith, John R Alford, Matthew V Hibbing, Jennifer L Miller, Mario Scalora, Peter K Hatemi, and John R Hibbing. 2008. "Political Attitudes Vary with Physiological Traits." *Science 321: 1667-70.*

Konisky, David M, Jeffrey Milyo, and Lilliard E Richardson. 2008. "Environmental Policy Attitudes: Issues, Geographical Scale, and Political Trust." *Social Science Quarterly* 89: 1066-85.

Stata Practicums 1 (*Video Lecture*)

**Module 2: Logistic Regression**

Binary Logistic Regression

Maximum Likelihood estimation of Logit Models

Pseudo R-squared measures

Interpreting the Logit estimates

Average marginal effects

Multinomial Logistic Regression

Ordinal Logistic Regression

Stata Practicum 2 (*Video Lecture*)

*Readings: Bailey Chapter 12*

Allan, James P, and Lyle Scruggs. 2004. "Political Partisanship and Welfare State Reform in Advanced Industrial Societies." *American Journal of Political Science* 48: 496-512.

Ishiyama, John, Tom Miles, and Christine Balarezo. 2010. "Training the Next Generation of Teaching Professors: A Comparative Study of Ph. D. Programs in Political Science." *PS: Political Science & Politics* 43: 515-22.

Boix, Carles, Michael Miller, and Sebastian Rosato. 2013. "A Complete Data Set of Political Regimes, 1800–2007." *Comparative Political Studies* 46: 1523-54.

Lewis, Gregory B. 2017. "Do Political Science Majors Succeed in the Labor Market?". *PS: Political Science & Politics* 50: 467-72.

Gauchat, Gordon. 2015. "The Political Context of Science in the United States: Public Acceptance of Evidence-Based Policy and Science Funding." *Social Forces* 94: 723-46.

König, Thomas, and Guido Ropers. 2018. "Gender and Editorial Outcomes at the American Political Science Review." *PS: Political Science & Politics* 51: 849-53.

**Module 3: Regression Diagnostics**

Key assumptions: Linearity, Homoscedasticity, Independence, Normality

Diagnostic Plots

Residuals versus fitted values

Square rooted standardized residual vs. predicted value

Normal QQ-plot

Cook's distance plot

L-R plot

Diagnostic statistics: vifs, hettest, diffs, dfbetas, covratio, hatvalues, and cooks.distance.

Stata Practicum 3

*Readings: Bailey Chapter 12 + Additional Readings TBD*

Mejlgaard, Niels, and Sally Stares. 2010. "Participation and Competence as Joint Components in a Cross-National Analysis of Scientific Citizenship." *Public Understanding of Science* 19: 545-61.

Crawford, Jarret T, and Jane M Pilanski. 2014. "Political Intolerance, Right and Left." *Political Psychology* 35: 841-51.

**Module 4: Regression Corrections**

Dummy and Indicator variables

Interaction terms

Quadratic and polynomial models

Logged Variables

Stata Practicum 4

*Readings: Bailey Chapters 6 & 7*

Leighley, Jan E, and Arnold Vedlitz. 1999. "Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations." *The Journal of Politics* 61: 1092-114.

Nadeau, Richard, Richard G Niemi, and Antoine Yoshinaka. 2002. "A Cross-National Analysis of Economic Voting: Taking Account of the Political Context across Time and Nations." *Electoral Studies* 21: 403-23.

Brambor, Thomas, William Roberts Clark, and Matt Golder. 2006. "Understanding Interaction Models: Improving Empirical Analyses." *Political Analysis* 14: 63-82.

Puglisi, Riccardo, and James M Snyder Jr. 2011. "Newspaper Coverage of Political Scandals." *The Journal of Politics* 73: 931-50.

Sung, H-E. 2004. "Democracy and Political Corruption: A Cross-National Comparison." *Crime, Law and Social Change* 41: 179-93. (*Polynomial models*)

Baldwin, Kate. 2013. "Why Vote with the Chief? Political Connections and Public Goods Provision in Zambia." *American Journal of Political Science* 57: 794-809. (*Logged Variables*).

**Module 5: Advanced Regression Models**

Fixed effect Models

Difference-in-Difference Models

Two-stage Least Square (2SLS) models

Regression discontinuity models

*Readings: Bailey Chapters 8, 9, & 11*

Stata Practicum 5

Levendusky, Matthew S. 2011. "Rethinking the Role of Political Information." *Public Opinion Quarterly* 75: 42-64. (*Fixed effect Model*)

Burden, Barry C, David T Canon, Kenneth R Mayer, and Donald P Moynihan. 2014. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform." *American Journal of Political Science* 58: 95-109. (*Difference-in-Difference correction*)

Calvo, Ernesto, and Maria Victoria Murillo. 2004. "Who Delivers? Partisan Clients in the Argentine Electoral Market." *American Journal Of Political Science* 48: 742-57. (*2SLS models*)

Pettersson-Lidbom, Per. 2008. "Do Parties Matter for Economic Outcomes? A Regression-Discontinuity Approach." *Journal of the European Economic Association* 6: 1037-56.

Additional Resource

Skovron, Christopher, and Rocıo Titiunik. 2015. "A Practical Guide to Regression Discontinuity Designs in Political Science." *American Journal Of Political Science* 2015: 1-36.

**Module 6: Capstone Research Assignment**

The capstone research assignment allows students to apply data analysis techniques learned during the course in an empirical research paper. Students will frame an empirical research problem, develop hypotheses, and test these hypotheses using an appropriately specified statistical model. In the process of specifying an appropriate estimation model, students will demonstrate their mastery of the diagnostic tests and modifications to the basic OLS and Logit models that are taught in the course. Examples of projects include the replication of an existing study using a different data set; or the reanalysis of an existing study using either a modified empirical or statistical model.

Students will work closely with the instructor to develop their research paper through the following steps:

1. Framing an empirical research problem
2. Data compilation and data cleaning
3. Descriptive statistics and diagnostics
4. Model results and interpretation
5. Conclusion and future research pathways

**2019-129 POLS 3600 Add Course (guest: Jeffrey Ladewig)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11841 |
| **Request Proposer** | Ladewig |
| **Course Title** | Making the Modern American Presidency |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Making the Modern American Presidency |
| **Course Number** | 3600 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey W Ladewig |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jwl02007 |
| **Initiator Email** | [jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture based. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Pols 1602: Introduction to American Politics |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I think that I'm only one teaching a class like this. I welcome it, though, being taught at any 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 3600. Making the Modern American Presidency Three credits: Recommended preparation: POLS 1602. Not open for credit to students who have passed POLS 2998 when taught as "Making the Modern American Presidency." Developments in the presidency from the constitutional era through President Hoover. |
| **Reason for the course action** | Political Science currently has one course that very generally addresses the U.S. President (besides my other proposed course), and it is couple within the semester with a general introduction to the U.S. Congress. My course is an intensive, chronological exploration of presidential institutions, policies, and elections as well as presidential powers up until the modern presidency begins with FDR. I have taught this course a number of times as POLS 2998: Special Topics. It has been very well enrolled and received by students. |
| **Specify effect on other departments and overlap with existing courses** | I know of no other UConn course that concentrates on the development of the U.S. President over this time period. |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to introduce undergraduates to several historical developments that have contributed to the Making of the Modern American Presidency. First, we will explore all of the first 31 Presidents (up to FDR) as well as analyze the origins and development of the office of the presidency. Second, we will address a number of specific electoral, institutional, and policy issues prior to the modern presidency. The running theme will be a better understanding of presidential power as well as a better understanding of the configuration, opportunities, and limitations of the pre-modern presidency. Finally, the course will address fundamental questions concerning the relationship between the presidency and American democracy. Throughout the semester, we will use examples drawn from the entire span of United States history to empirically demonstrate the concepts discussed – but, the primary focus will be on pre-1932 American politics. As such, there is significant attention paid to applying historical materials and case studies. The approach is designed to also give students a broad overview of the constitutional, political, and policy debates that have influenced American presidency history since the founding of the country. Together, students should develop a firm understanding of a number of theoretical concepts typically employed in presidential studies as well as an ability to use empirical examples to demonstrate the theories. Finally, and perhaps most importantly, students should be able to ask critical questions about the presidency, the development of American democracy, and the relationship between them. |
| **Describe course assessments** | Book Quizzes: a history book is assigned to provide greater context - 25 open-book online quizzes. Discussion Posts: 2 short online essays to assigned questions. The first unites developments in society and/or economy with developments in presidential power. The second applies theories of presidential power. The students are also required to substantively respond to at least one other student's original short. Exams: 2 exams (mid-term and a non-cumulative final) which addresses the most important presidential developments, the primary documents, as well as the more abstract and conceptual aspects of the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Pols 2998 (MMAP F18) Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150094&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb5044c738fad4414b0fb08d6b95e109f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900211008449580&sdata=aHN8Dtf5D8681m2vnsuKl8KBY7EWW%2B3k14gI0GwrO3s%3D&reserved=0) | Pols 2998 (MMAP F18) Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey W Ladewig | 03/26/2019 - 18:32 | Submit |  | Thank you for your consideration of this proposal. I feel strongly about this class, but I am definitely open to all suggestions and adjustments. | | Political Science | Evan J Perkoski | 04/04/2019 - 09:08 | Approve | 4/4/2019 | Approved by EP | |

POLS 2998 – Making the Modern American Presidency

Fall 2018

Course

BPB 130

T,TH: 11:00a-12:15p

Web Page: http://lms.uconn.edu

Dr. Jeffrey Ladewig

Office: Oak 434

Office Hours: T,TH 1:30-3p

[jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu)

This course is designed to introduce undergraduates to several historical developments that have contributed to the Making of the Modern American Presidency. First, we will explore all of the first 31 Presidents (up to FDR) as well as analyze the origins and development of the office of the presidency. Second, we will address a number of specific electoral, institutional, and policy issues prior to the modern presidency. The running theme will be a better understanding of presidential power as well as a better understanding of the configuration, opportunities, and limitations of the pre-modern presidency. Finally, the course will address fundamental questions concerning the relationship between the presidency and American democracy.

Throughout the semester, we will use examples drawn from the entire span of United States history to empirically demonstrate the concepts discussed – but, the primary focus will be on pre-1932 American politics. As such, there is significant attention paid to applying historical materials and case studies. The approach is designed to also give students a broad overview of the constitutional, political, and policy debates that have influenced American presidency history since the founding of the country.

Together, students should develop a firm understanding of a number of theoretical concepts typically employed in presidential studies as well as an ability to use empirical examples to demonstrate the theories. Finally, and perhaps most importantly, students should be able to ask critical questions about the presidency, the development of American democracy, and the relationship between them.

Texts

The following texts are required, and the reading assignments for this course are essential. Any student who intends to do well will find the readings indispensable. Because you are responsible for all the assigned material, I strongly recommend a thorough and timely reading of all assignments. I will not, however, highlight all the important points in the books and articles.

* Milkis, Sidney and Michael Nelson. 2015. *The American Presidency: Origins and Development, 1776-2014*, 7th edition. CQ Press. (ISBN: 9781483318691)
* Nelson, Michael, ed. 2015. *The Evolving Presidency: Landmark Documents*, 6th edition. CQ Press. (ISBN: 9781544323169)
* Divine, Robert A., et al. 2013. *The American Story* (Combined Volume), 5th edition. Pearson. (ISBN: 9780134057019)
* Additional readings posted on HuskyCT.
* Various websites – see Appendix for some suggestions.
* NOTE: If you plan on taking the second semester of this course, these same books are required.

Requirements

Your grade will be based on textbook quizzes, discussion posts, and exams.

The Textbooks Quizzes (TQs) test the information from the *American Stories* textbook. They are meant to ensure an overarching understanding of the historical context for the American presidency. There is one quiz for each of the 22 assigned chapter. Each quiz has 10 randomly selected questions from a larger question bank; each question is worth 2 points. The TQs, thus, are worth 440 total points. Further details can be found below and on HuskyCT.

The Discussion Posts (DP) ask each student to develop a short and precise argument about an assigned topic from the course. They are meant to ensure that you can integrate the various course material into a cogent argument about the American presidency. Overall, there are 2 required DPs assignments each is worth 80 points. The DPs, thus, are worth 160 total points. Further details can be found below and on HuskyCT.

The Exams will be in-class and will consist of multiple-choice questions that address the subjects covered in the preceding section of the course. Exam details will be provided in advance of each exam, but they are meant to test the understanding of the lectures, the presidential theories, and the other assigned readings – in particular the Milkis & Nelson textbook as well as the Nelson reader. Each of the two Exams is worth 200 points. The two exams, thus, are worth 400 total points. Further details can be found below and on HuskyCT.

The grade distribution is thus:

| Course Components | Total Points | Total Weight |
| --- | --- | --- |
| TQs | 440 | 44% |
| DPs | 160 | 16% |
| Exams | 400 | 40% |

There is a total of 1000 points for the course and final grades will be calculated as follows:

A : 925-1000 points.

A-: 900-924 points.

B+: 875-899 points.

B : 825-874 points.

B-: 800-824 points.

C+: 775-799 points.

C : 725-774 points.

C-: 700-724 points.

D+: 675-699 points.

D : 625-674 points.

D-: 600-624 points.

F : below 600 points.

The best way to perform well in this course is to attend and be prepared for each class. The exams and papers will consist of material that may only be addressed in the assigned readings or only in lecture. If you choose to skip a reading or a class, you will likely have a more difficult time with the exams. Additionally, I encourage discussion and debate in class and on the HuskyCT discussion board. Participation (in-class *and* online) will improve your knowledge of the material, and marginal final grades of active students will be given a second consideration.

Course Requirements: Details

Textbook Quizzes

The Textbook Quizzes (TQs) on HuskyCT test student’s comprehension of the chapters of the Divine, et al textbook. There is 1 quiz for each of the 22 required chapters. Each TQ consists of 10 multiple-choice questions randomly chosen from a large test bank. Each correct answer earns 2 points toward your final point total.

Each TQ is to be taken individually and independently. You may, though, refer to the chapter during the quiz. You will have 10 minutes to take each TQ; after 10 minutes, the TQ will automatically be submitted.

* There is a total of 440 total TQ points in the course.
* The TQs for each section of the course are due by the time of the respective exam. Specifically:

• By the First Exam on October 18th by 11:00am: Chapters 4-14.

• By the Second Exam on F.E.D. (tba): Chapters 15-25.

* There are three recommended, but NOT required, Chapters #1-3 in Divine, et al. For each of these, I will offer a TQ with 10 questions, worth 1 extra credit point each, for a total of 30 extra credit points.

• By the First Exam on October 18th by 11:00am: Chapters 1-3.

* I recommend, though, that you do not wait until the deadlines.

Discussion Posts

The Discussion Posts (DPs) interactions on HuskyCT will require each student to “blindly” post an initial original answer to a provided question. “Blindly” means that each student will not be able to see any of the other student’s posts until she has posted her initial answer. Then, each student is required to post a response to at least one other’s student’s initial post. These can be anything related to the content: questions, additional thoughts, debates, etc. Each set of posts (initial and response) is worth 80 points toward the final point total for the class. The grading rubric is provided on the course webpage.

The initial original post should be about 400 words in length. The best posts will weave together and cite various course materials into a creative and thoughtful argument. It may be easier to craft your initial original post in a word processing program and then cut & paste it into the Discussion Board

Each DP is to be written individually and independently. You may, and are of course encouraged, to make wide use of the relevant course material.

* There is a total of 160 DP points in the course.
  + The DP for each section of the course are due by the time of the respective exam. Specifically:

• The DP #1 deadline is October 18th by 11:00am.

• The DP #2 deadline is F.E.D. (tba)

* I recommend, though, that you do not wait until the deadlines.

Exams

The 2 Exams in class will consist of about 40 multiple-choice that address the subjects covered in the corresponding section of the course⎯particularly the parts not directly covered in the other assignments. That is, each of the 2 Exams will primarily cover the required the lectures, the Nelson, ed. (be prepared to recognize each reading by, at least, the author’s last name), the Milkis and Nelson textbook, as well as any additional posted readings. The questions also tend to be more conceptual in nature than the TQs or the DHQs. As such, some will find the exams more challenging than the quizzes. Each Exam is worth 200 points.

Each Exam is closed notes, books, internet, etc.

* There is a total of 400 total Exam points in the course.
* The are scheduled for:

•  First Exam on October 18th at 11:00am.

•  Second Exam on the F.E.D. (tba)

Administrative Policies

There will be no make-up assignments for unexcused absences and late assignments will not be accepted. An absence is excused only in the case of an emergency; documentation is required. You are responsible for providing the documentation and arranging alternative plans.

Academic dishonestly is not tolerated. I will deal with it, should it occur, in the swiftest possible manner allowed by University regulations. UConn provides definitions and examples of plagiarism, the judicial process, and your rights. I strongly recommend that you review this information.

**See:** <http://lib.uconn.edu/help/writing/plagiarism-resources/>

<http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm>

For discrimination and sexual harassment policies,

**See:** <http://policy.uconn.edu/?p=2884>

http://sexualviolence.uconn.edu/

Finally, we are here to facilitate your learning. I encourage you to take advantage of the course by keeping up with the readings, visiting the web site, thinking about the material, and discussing it in class, with me, with the TA, and with your colleagues.

**Course Outline**

Week 1 & 2 Introduction

* Divine et al, Chapters 1-3. (recommended).

(Pre) Constitution and Ratification

* *Declaration of Independence*. Posted online.
* *Articles of Confederation*. Posted online.
* Milkis and Nelson, Chapters 1-2.
* Milkis and Nelson, *U.S. Constitution*: Articles I through VII. In the Appendix.
* Milkis and Nelson, *U.S. Constitution*: Amendments I - X. In the Appendix.
* Nelson, ed., Documents #1-4.
* Divine et al, Chapters 4-6.

Week 3 & 4 The Federalists

* Milkis and Nelson, Chapter 3.
* Milkis and Nelson, *U.S. Constitution*: Amendment XI. In the Appendix.
* Nelson, ed., Documents #5-8.
* Divine et al, Chapter 7.

Week 5 The Jeffersonians

* Milkis and Nelson, Chapter 4.
* Milkis and Nelson, *U.S. Constitution*: Amendment XII. In the Appendix.
* Nelson, ed., Documents #9-12.
* Divine et al, Chapter 8.

Week 6 The Jacksonians and Whigs

* Milkis and Nelson, Chapter 5.
* Nelson, ed., Documents #13-14.
* Divine et al, Chapters 9-14.

Week 7 Presidential Powers: Formal and Character

* Calabresi, Steven G., and Christopher S. Yoo. 1997. “The Unitary Executive During the First Half-Century.” *Case Western Reserve Law Review* 47 (4): 1451-1562.
* Nelson, Michael. “The Psychological Presidency” in Michael Nelson, ed. *The Presidency and the Political System*, 10th edition. CQ Press. Posted online.

Week 8 First Exam

**October 18th: First Exam.**

Week 9 & 10 Lincoln Era

* Milkis and Nelson, Chapter 6.
* Milkis and Nelson, *U.S. Constitution*: Amendments XIII - XV. In the Appendix.
* Nelson, ed., Documents #15-20.
* Divine et al., Chapters 15-16.

Week 11 National Republicans and Democrats

* Milkis and Nelson, Chapter 7.
* Nelson, ed., Documents #21-22.
* Divine et al, Chapters 17-19.

Week 12 Realignments of 1890s

* Burnham, Walter Dean. 1981. “The System of 1896: An Analysis.” In Paul Kleppner, ed. *The Evolution of American Electoral Systems*. Westport, CT: Greenwood Press. Posted Online.
* Divine et al, Chapters 20-21.

Progressives vs. Conservatives

* Milkis and Nelson, Chapters 8 and 9.
* Milkis and Nelson, *U.S. Constitution*: Amendments XVI - XIX. In the Appendix.
* Nelson, ed., Documents #23-25.
* Divine et al, Chapters 22-25.

Week 13 Thanksgiving Break

Week 14 Progressives vs. Conservatives, con’t.

* Milkis and Nelson, Chapters 8 and 9.
* Milkis and Nelson, *U.S. Constitution*: Amendments XVI - XIX. In the Appendix.
* Nelson, ed., Documents #23-25.
* Divine et al, Chapters 22-25.

Week 15 Presidential Power: Political Time and Informal

* Skowronek, Stephen. “The Development of Presidential Power: Conservative Insurgency and Constitutional Construction.” in Michael Nelson, ed. *The Presidency and the Political System*, 9th edition. CQ Press. Posted online.
* Tulis, Jeffrey. “The Two Constitutional Presidency” in Michael Nelson, ed. *The Presidency and the Political System*, 10th edition. CQ Press. Posted online.

Week 16 Final Exam

**F.E.D. (tba): Second Exam.**

**Appendix**

**Some useful website for your presidential briefs – among other things.**

<http://millercenter.org>

<http://www.presidency.ucsb.edu>

<http://www.whitehouse.gov/about/presidents>

<http://www.ipl.org/div/potus/>

<http://uselectionatlas.org>

<http://www.biography.com/tv/classroom/us-presidents-in-order>

**2019-130 POLS 3601 Add Course (guest: Jeffrey Ladewig)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11842 |
| **Request Proposer** | Ladewig |
| **Course Title** | Modern American Presidency |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Modern American Presidency |
| **Course Number** | 3601 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey W Ladewig |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jwl02007 |
| **Initiator Email** | [jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture based |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Pols 1602: Introduction to American Politics Pols 3600: Making the Modern American Presidency |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I think that I'm only one teaching a class like this. I welcome it, though, being taught at any 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 3601. Modern American Presidency. Three credits. Recommended preparation: POLS 1602 and 3600. Not open for credit to students who have passed POLS 2998 when taught as “Modern American Presidence.” Developments in the presidency from President Franklin Roosevelt to the present. |
| **Reason for the course action** | Political Science currently has one course that very generally addresses the U.S. President (besides my other proposed course), and it is coupled within the semester with a general introduction to the U.S. Congress. My course is an intensive, chronological exploration of presidential institutions, policies, and elections as well as presidential powers of the modern presidency beginning with FDR. I have taught this course a number of times as POLS 2998: Special Topics. It has been very well enrolled and received by students. |
| **Specify effect on other departments and overlap with existing courses** | I know of no other UConn course that concentrates on the development of the U.S. President over this time period. |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to introduce undergraduates to a number of historical developments that have contributed to the Modern American Presidency. First, we will explore all of the Presidents since FDR as well as analyze the development of the office of the presidency. Second, we will address a number of specific electoral, institutional, and policy issues important to the modern presidency. The running theme will be a better understanding of presidential power as well as a better understanding of the configuration, opportunities, and limitations of the modern presidency. Finally, the course will address fundamental questions concerning the relationship between the presidency and American democracy. Throughout the semester, we will use examples drawn from the entire span of United States history to empirically demonstrate the concepts discussed – but, the primary focus will be on the post-1932 American politics. As such, there is significant attention paid to applying historical materials and case studies. The approach is designed to also give students a broad overview of the constitutional, political, and policy debates that have influenced American presidency history since the founding of the modern presidency. Together, students should develop a firm understanding of a number of theoretical concepts typically employed in presidential studies as well as an ability to use empirical examples to demonstrate the theories. Finally, and perhaps most importantly, students should be able to ask critical questions about the presidency, the development of American democracy, and the relationship between them. |
| **Describe course assessments** | Book Quizzes: a history book is assigned to provide greater context - 7 open-book online quizzes. Discussion Posts: 2 short online essays to assigned questions. They unites developments in society and/or economy with developments in presidential power. Exams: 3 exams (2 mid-terms and a non-cumulative final) which addresses the most important presidential developments, the primary documents, as well as the more abstract and conceptual aspects of the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Pols 2998 Syllabus (MAP S18).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150097&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7c8dde86cde142820d1208d6b95d714b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900208317954890&sdata=PftS2GbajcE1awlZAx5GqCRb6mdWh%2F5Qmp3uM34lkHE%3D&reserved=0) | Pols 2998 Syllabus (MAP S18).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey W Ladewig | 03/26/2019 - 20:08 | Submit |  | Thank you for your consideration of this proposal. I feel strongly about this class, but I am definitely open to all suggestions and adjustments. | | Political Science | Evan J Perkoski | 04/04/2019 - 09:08 | Approve | 4/4/2019 | Approved by EP | |

POLS 2998 –Modern American Presidency

Spring 2018

Course

ARJ 143

MWF 1:25-2:15p

Web Page: <http://lms.uconn.edu>

Dr. Jeffrey Ladewig

Phone: 486-3747

Office: Oak 434

Office Hours: MF 10-11:00a

[jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu)

**Teaching Assistant**

**Volodymyr Gupan**

**Office: 437**

**Office Hours: W 12:15-1:15p, 4-5p**

[**volodymyr.gupan@uconn.edu**](mailto:volodymyr.gupan@uconn.edu)

This course is designed to introduce undergraduates to a number of historical developments that have contributed to the Modern American Presidency. First, we will explore all of the Presidents since FDR as well as analyze the development of the office of the presidency. Second, we will address a number of specific electoral, institutional, and policy issues important to the modern presidency. The running theme will be a better understanding of presidential power as well as a better understanding of the configuration, opportunities, and limitations of the modern presidency. Finally, the course will address fundamental questions concerning the relationship between the presidency and American democracy.

Throughout the semester, we will use examples drawn from the entire span of United States history to empirically demonstrate the concepts discussed – but, the primary focus will be on the post-1932 American politics. As such, there is significant attention paid to applying historical materials and case studies. The approach is designed to also give students a broad overview of the constitutional, political, and policy debates that have influenced American presidency history since the founding of the modern presidency.

Together, students should develop a firm understanding of a number of theoretical concepts typically employed in presidential studies as well as an ability to use empirical examples to demonstrate the theories. Finally, and perhaps most importantly, students should be able to ask critical questions about the presidency, the development of American democracy, and the relationship between them.

Texts

The following texts are required. The reading assignments for this course are essential and include all assigned pages. Any student who intends to do well will find the readings indispensable. Because you are responsible for all of the assigned material, I strongly recommend a thorough and timely reading of all of the assignments. I will not highlight all of important points in the books and articles.

* Milkis, Sidney and Michael Nelson. 2015. *The American Presidency: Origins and Development, 1776-2014*, 7th edition. CQ Press.
* Nelson, Michael, ed. 2015. *The Evolving Presidency: Landmark Documents, 1787-2010*, 5th edition. CQ Press.
* Divine, Robert A., et al. 2013. *The American Story* (Combined Volume), 5th edition. Pearson.
* Angerholzer III, Maxmillian, et al., eds. 2016. *Triumphs and Tragedies of the Modern Presidency: Case Studies in Presidential Leadership*, 2nd edition. ABC-CLIO.
* Additional readings posted on HuskyCT and websites.

Requirements

Your grade will be based on textbook quizzes, discussion posts, and exams.

The Textbooks Quizzes (TQs) test the information from the *American Stories* textbook. They are meant to ensure an overarching understanding of the historical context for the American presidency. There is one quiz for each of the 7 assigned chapter. Each quiz has 10 randomly selected questions from a larger question bank; each question is worth 1.5 point. Thus, you can earn a total of 105 TQ points, but the TQ contribution to the final grade is based on 100 points. As such, it is possible to receive 5 points of “extra credit” on the TQ. Further details can be found below and on HuskyCT.

The Discussion Posts (DP) ask each student to develop a short and precise argument about an assigned topic from the course. They are meant to ensure that you can integrate the various course material in to a cogent argument about the American presidency. Overall, there are 2 required DPs assignments each is worth 50 points. The DPs, thus, are worth 100 total points. Further details can be found below and on HuskyCT.

The Exams will be in-class and will consist of multiple-choice questions that address the subjects covered in the preceding section of the course. Exam details will be provided in advance of each exam. Each of the three Exams is worth 100 points. The three exams, thus, are worth 300 total points. Further details can be found below and on HuskyCT.

The grade distribution is thus:

| Course Components | Total Points | Total Weight |
| --- | --- | --- |
| TQs | 100 | 20% |
| DPs | 100 | 20% |
| Exams | 300 | 60% |

There is a total of 500 points for the course and final grades will be calculated as follows:

A : 463-500 points.

A-: 450-462 points.

B+: 438-449 points.

B : 413-437 points.

B-: 400-412 points.

C+: 388-399 points.

C : 363-387 points.

C-: 350-362 points.

D+: 338-349 points.

D : 300-337 points.

F : below 300 points.

The best way to perform well in this course is to attend and be prepared for each class. The exams and papers will consist of material that may only be addressed in the assigned readings or only in lecture. If you choose to skip a reading or a class, you will likely have a more difficult time with the exams. Additionally, I encourage discussion and debate in class and on the HuskyCT discussion board. Participation (in-class *and* online) will improve your knowledge of the material, and marginal final grades of active students will be given a second consideration.

Course Requirements: Details

Textbook Quizzes

The Textbook Quizzes (TQs) on HuskyCT test student’s comprehension of the chapters of the Divine et al. textbook. For each of the 7 chapters, there are 10 multiple-choice questions randomly chosen from a large test bank. Chapter 31 is split between two exam periods. Each correct answer earns 1.5 point toward your final point total.

Each TQ is to be taken individually and independently. You may, though, refer back to the chapter and your notes. You will have an average of 1 minute per question to finish each TQ. After the allotted amount of time, the TQ will automatically be submitted.

* There is a total of 105 total TQ points in the course – 5 of the possible points are extra credit.
* The TQs for each section of the course are due by the time of the respective exam. Specifically:

• By the First Exam on February 16 by 1:25pm: Chapters 26-29.

• By the Second Exam on March 30 by 1:25pm: Chapters 30-31 (through p. 1039).

• By the Final Exam on F.E.D.: Chapters 31 (from p. 1039)-32.

* I recommend, though, that you do not wait until the deadlines.

Discussion Posts

The Discussion Posts (DPs) interactions on HuskyCT will require each student to “blindly” post an initial original answer to a provided question. “Blindly” means that each student will not be able to see any of the other student’s posts until she has posted her initial answer. Then, each student is required to post a response to at least one other’s student’s initial post. These can be anything related to the content: questions, additional thoughts, debates, etc. Each set of posts (initial and response) is worth 50 points toward the final point total for the class. The grading rubric is provided on the course webpage.

The initial original post should be about 300 words in length. The best posts will weave together and cite various course materials into a creative and thoughtful argument. It may be easier to craft your initial original post in a word processing program and then cut & paste it into the Discussion Board

Each DP is to be written individually and independently. You may, and are of course encouraged, to make wide use of the relevant course material.

* There is a total of 100 DP points in the course.
* The DP for each section of the course are due:

• The first DP deadline is April 13thby 1:25pm.

• The second DP deadline is April 27th by 1:25pm.

* I recommend, though, that you do not wait until the deadlines.

Exams

The 3 mid-term Exams in class will consist of about 40 multiple-choice that address the subjects covered in the corresponding section of the course⎯particularly the parts not directly covered in the other assignments. All of the Exams will primarily cover the lectures as well as the required *Evolving Presidency* readings (be prepared to recognize each reading by, at least, the author’s last name), the Milkis and Nelson readings, the *Triumphs and Tragedies* readings, and any additional posted readings. The questions also tend to be more conceptual in nature than the TQs. As such, some will find the exams more challenging than the quizzes. Each Exam is worth 100 points.

Each Exam is closed notes, books, internet, etc.

* There is a total of 300 total Exam points in the course.
* The are scheduled for:

•  First Exam on February 16th at 1:25pm.

•  Second Exam March 30th at 1:25pm.

•  Final Exam on the May F.E.D.

**Administrative Policies**

There will be no make-up assignments for unexcused absences and late assignments will not be accepted. An absence is excused only in the case of an emergency; documentation is required. You are responsible for providing the documentation and arranging alternative plans.

Academic dishonestly is not tolerated. I will deal with it, should it occur, in the swiftest possible manner allowed by University regulations. UConn provides definitions and examples of plagiarism, the judicial process, and your rights. I strongly recommend that you review this information.

**See:** <http://lib.uconn.edu/help/writing/plagiarism-resources/>

<http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm>

For discrimination and sexual harassment policies,

**See:** <http://policy.uconn.edu/?p=2884>

http://sexualviolence.uconn.edu/

Finally, we are here to facilitate your learning. I encourage you to take advantage of the course by keeping up with the readings, visiting the web site, thinking about the material, and discussing it in class, with me, with the TA, and with your colleagues.

**Course Outline**

Week 1 Introduction

**The Pre-Modern American Presidency**

Week 2 Constitutional and Pre-Modern Presidency

* Milkis and Nelson, Chapter 2.
* Milkis and Nelson, *U.S. Constitution*. In the Appendix.
* Tulis, Jeffrey. “The Two Constitutional Presidency” in Michael Nelson, ed. *The Presidency and the Political System*, 10th edition. CQ Press. Posted online.
* Pious, *Triumphs and Tragedies*, #1.
* Pfiffner, *Triumphs and Tragedies*, #2.
* Edwards III, *Triumphs and Tragedies*, #4.
* Cohen, *Triumphs and Tragedies*, #10.

Recommended

* Antifederalist Paper, Cato IV.
* Federalist Paper, no. 69.
* Federalist Paper, no. 70.
* Federalist Paper, no. 71.
* Federalist Paper, no. 72.
* Federalist Paper, no. 73.
* Calabresi, Steven G., and Christopher S. Yoo. 1997. “The Unitary Executive During the First Half-Century.” *Case Western Reserve Law Review* 47 (4): 1451-1562.
* Nelson, Michael. “The Psychological Presidency” in Michael Nelson, ed. *The Presidency and the Political System*, 10th edition. CQ Press. Posted online.
* Skowronek, Stephen. “The Development of Presidential Power: Conservative Insurgency and Constitutional Construction.” in Michael Nelson, ed. *The Presidency and the Political System*, 9th edition. CQ Press. Posted online.
* Duberstein, *Triumphs and Tragedies*, #6.
* Gailmard, *Triumphs and Tragedies*, #7.

**Creating the Modern American Presidency**

Week 3 & 4 FDR

* Milkis and Nelson, Chapter 10, pp. 301-322.
* Nelson, ed., Documents #26-31.
* Divine et al., Chapters 26-27.
* Pfiffner, *Triumphs and Tragedies*, #13.
* Miroff, *Triumphs and Tragedies*, #14.
* Penner, *Triumphs and Tragedies*, #29.

Recommended

* Azari, Julia. “This President Bucked Norms and Fought His Own Party. He Wasn’t Named Trump.” [FiveThirtyEight](https://fivethirtyeight.com/features/this-president-bucked-norms-and-fought-his-own-party-he-wasnt-named-trump/). November 30, 2017.

Week 4 & 5 HST

* Milkis and Nelson, Chapters 10, pp. 322-336.
* Nelson, ed., Documents #32-33.
* Divine et al., Chapters 28.
* Burnes, *Triumphs and Tragedies*, #15.
* Theyson, *Triumphs and Tragedies*, #28.
* Spalding, *Triumphs and Tragedies*, #42.

Recommended

* TBA

**Friday, February 16: First Exam.**

**Administering the Modern American Presidency**

Week 6 DDE

* Milkis and Nelson, Chapter 10, pp. 336-349.
* Nelson, ed., Document # 34.
* Divine et al., Chapters 29.
* Greenstein, *Triumphs and Tragedies*, #16.
* Perret, *Triumphs and Tragedies*, #27.
* Thomas, *Triumphs and Tragedies*, #43.

Recommended

* TBA

Week 7 JFK

* Milkis and Nelson, Chapter 11, pp. 350-359.
* Nelson, ed., Documents #35-36.
* Divine et al., Chapters 30, pp. 968-986.
* Bartless, *Triumphs and Tragedies*, #17.
* Foust, *Triumphs and Tragedies*, #31.
* Sabato, *Triumphs and Tragedies*, #44.

Recommended

* Greenberg, David. “Torchlight Parades for the Television Age: The Presidential Debates as Political Ritual.” *Daedalus*, Spring 2009.
* White, Theodore H. 1961. “Round Two: The Television Debates.” *The Making of the President: 1960*. Antheneum Publishers.

Week 8 LBJ

* Milkis and Nelson, Chapter 11, pp. 359-369.
* Nelson, ed., Documents #37-39.
* Divine et al., Chapters 30, pp. 986-1111.
* Beschloss, *Triumphs and Tragedies*, #18.
* Crayton, *Triumphs and Tragedies*, #30.
* Kalb, *Triumphs and Tragedies*, #45.

Recommended

* TBA

Week 9 Spring Break

Week 10 RMN

* Milkis and Nelson, Chapter 11, pp. 369-381.
* Nelson, ed., Documents #40-44.
* Divine et al., Chapters 31, pp. 1012-1033.
* Huebner, *Triumphs and Tragedies*, #19.
* Ruckelshaus, *Triumphs and Tragedies*, #32.
* Gerston, et al., *Triumphs and Tragedies*, #33.
* Farrell, *Triumphs and Tragedies*, #46.
* Farrell, *Triumphs and Tragedies*, #54.

Recommended

* TBA

Week 11 GRF

* Milkis and Nelson, Chapter 11, pp. 381-385.
* Nelson, ed., Document #45.
* Divine et al., Chapters 31, pp. 1033-1034.
* Mieczkowski, *Triumphs and Tragedies*, #20.
* Kitfield, *Triumphs and Tragedies*, #47.

Recommended

* TBA

JEC

* Milkis and Nelson, Chapter 11, pp. 385-395.
* Nelson, ed., Documents #46-47.
* Divine et al., Chapters 31, pp. 1034-1039.
* Yon and Amoroso, *Triumphs and Tragedies*, #5.
* Zelizer, *Triumphs and Tragedies*, #21.
* Caruso, *Triumphs and Tragedies*, #36.
* Quandt, *Triumphs and Tragedies*, #48.

Recommended

* TBA

**Friday, March 30: Second Exam.**

**Recreating the Modern American Presidency**

Week 12 RWR

* Milkis and Nelson, Chapter 12, pp. 396-414.
* Nelson, ed., Document #48.
* Divine etal., Chapters 31, pp. 1039-1051.
* Cannon, *Triumphs and Tragedies*, #22.
* Rhodes, *Triumphs and Tragedies*, #34.
* Cannon, *Triumphs and Tragedies*, #49.
* Abshire, *Triumphs and Tragedies*, #55.

Recommended

* TBA

Week 13 GHWB

* Milkis and Nelson, Chapter 12, pp. 414-429.
* Divine et al., Chapters 32, pp. 1052-1068.
* Burke, *Triumphs and Tragedies*, #23.
* Kitfield, *Triumphs and Tragedies*, #50.

Recommended

* TBA

WJC

* Milkis and Nelson, Chapter 13.
* Nelson, ed., Documents #49-50.
* Divine et al., Chapters 32, pp. 1068-1077.
* Jones, *Triumphs and Tragedies*, #24.
* Hundt, *Triumphs and Tragedies*, #35.
* Cannon, *Triumphs and Tragedies*, #51.
* Victor, *Triumphs and Tragedies*, #56.

Recommended

* TBA

**Friday, April 13: DP #1 Due.**

Week 14 GWB

* Milkis and Nelson, Chapter 14.
* Nelson, ed., Documents #51-55.
* Divine et al., Chapters 32, pp. 1077-1086.
* Rudalevige, *Triumphs and Tragedies*, #3.
* Baker, *Triumphs and Tragedies*, #25.
* Truman, *Triumphs and Tragedies*, #37.
* Baker, *Triumphs and Tragedies*, #52.

Recommended

* TBA

BHO

* Milkis and Nelson, Chapter 15.
* Nelson, ed., Documents #56-59.
* Divine et al., Chapters 32, pp. 1086-1094.
* Woolley, *Triumphs and Tragedies*, #8.
* Garrett, *Triumphs and Tragedies*, #11.
* Simendinger, *Triumphs and Tragedies*, #12.
* Alter, *Triumphs and Tragedies*, #26.
* Zarate, *Triumphs and Tragedies*, #39.
* Sanger, *Triumphs and Tragedies*, #53.

Recommended

* Wilentz, Sean. “Race Man.” *The New Republican*, February 2008.
* Coates, Ta-Nehisi. “My President was Black.” *The Atlantic*, January/February 2017.

Week 15 DJT and the Future of the Modern Presidency

* Abshire. 1999. *The Character of George Washington and the Challenges of the Modern Presidency*. Center for the Study of the Presidency.
* Azari, Julia. “Trump is a 19th-Century President Facing 21st-Century Problems.” [FiveThirtyEight](https://fivethirtyeight.com/features/trump-is-a-19th-century-president-facing-21st-century-problems/). August 28, 2017.

Recommended

* TBA

**Friday, April 27: DP #2 Due.**

May F.E.D. Final Exam (TBA)

**F.E.D. Third Exam.**

**Appendix**

**Some useful website for your presidential briefs – among other things.**

<http://millercenter.org>

<http://www.presidency.ucsb.edu>

<http://www.whitehouse.gov/about/presidents>

<http://www.ipl.org/div/potus/>

<http://uselectionatlas.org>

<http://www.biography.com/tv/classroom/us-presidents-in-order>

**2019-131 POLS 3603WQ Add Course (guest: Jeffrey Ladewig) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11843 |
| **Request Proposer** | Ladewig |
| **Course Title** | Congressional Apportionment and Redistricting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Congressional Apportionment and Redistricting |
| **Course Number** | 3603WQ |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey W Ladewig |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jwl02007 |
| **Initiator Email** | [jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@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** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 hours of lectures; 1 hour of computer laboratory/discussion. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | Pols 1602 and Pols 2072Q or STAT 1000Q or 1100Q |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I do not believe that anyone else is interested in offering this course. But, I would, of course, welcome it being offered. |
| **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** | POLS 3603WQ. Congressional Apportionment and Redistricting. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: Pols 1602 and Pols 2072Q or STAT 1000Q or 1100Q. Not open for credit to students who have passed POLS 2998W when offered as “Congressional Apportionment and Redistricting.”  Empirical analyses and reporting of research on these fundamental democratic processes. |
| **Reason for the course action** | This is an area of particular research and teaching interest of mine: 1. I have taught this course a number of times as a POLS 2998W: Special Topics. 2. I tell the students that it is strange for a W course to hold class in a computer lab. But, we do so, because we will be doing as much quantitative work as written work: and, that the former is necessary for latter. 3. The students have responded incredibly positively to the course. Many are very apprehensive at first. By the end of the semester, my greatest joy is seeing their pride and new-found confidence in their abilities. 4. I believe that introducing undergrads to in-depth literatures, quantitative analyses, and composing written arguments based on evidence is fundamentally important; this class does this. I tell the students that this course is different than just about any in the nation, and it will be very challenging. But, it will also be very rewarding. I think that almost every student - in the end - agrees. To me, courses like this are the capstones to an undergraduate education and should produce student work that will greatly help them in the job market and/or graduate school applications. 5. I won the 2017-2018 UConn CETL Teaching Innovation Award largely based on this course. 6. I publish in these areas and was an expert witness in an apportionment court case that advanced to U.S. Supreme Court; it was, though, denied a writ of certiorari. Justification for the W designation: 1. Students must write two papers, which totals to a minimum of 15 pages – they are typically much longer, though. 2. I provide the students with extensive instructions (written and verbally) on how to craft an academic paper. 3. Student finish a draft, I edit and return it, the student revises it and submits a final essay. I also regularly meet with the students in-class and during office hours to further help them. 4. The students are informed that they must pass the papers to pass the course. Justification for the Q designation: 1. Mathematics and statistics are an integral part of this course. Mathematical and statistical concepts and formulas are introduced in just about every class period and are central to the understanding of the material as well as the production of the required written papers. 2. The mathematical concepts include, but are not limited to, algebraic equations, simple systems of equations, logical expressions, and algebraic analyses. The statistical concepts include, but are not limited to, rounding of numbers, central tendencies and Pythagorean means, correlations, and measurements of dispersion. 3. I believe that the most important part of this course, perhaps, is how the quantitative data are used. Learning the above mathematical and statistics concepts is just one step. The first step is for the students to learn how to translate the written texts (e.g., the books, the statute laws, and the Constitution) into mathematical equations. Next, the students must apply the above mathematical and statistics concepts. Then, the students learn how to read, interpret, and compare the results as well as apply the results back to the textual arguments. The students are also required to learn how to make professional-looking tables and figures to display their results. Finally, the students use these understandings, results, and graphics to craft arguments that are solidly based in the relevant literatures. Justification for a WQ designation: 1. Searching the UConn Undergraduate Course Catalogue, I found two other courses that have the WQ designation—and, thus, provide precedence. a. PNB 3263WQ. Investigations in Neurobiology Three credits. One 1-hour discussion, one 4-hour laboratory period. Prerequisite: PNB 2250 or PNB 2274-2275; ENGL 1010 or 1011 or 2011; open to juniors or higher. Experimental investigations in neurobiology. Emphasis on designing and carrying out independent research projects, and on communicating the results. b. PSYC 2100WQ. Principles of Research in Psychology Four credits. Three 1-hour lectures and one 2-hour laboratory/discussion. Prerequisite: PSYC 1100, and 1101 or 1103 and STAT 1000Q or 1100Q (or Statistics Q 1000-level); ENGL 1010 or 1011 or 2011. Design, analysis, and reporting of psychological research. Experimental and quasi-experimental designs, laboratory and correlational techniques, research ethics. 2. I have taught my class as a W course and in a similar manner many times, and I have learned many lessons: a. It is, by far, the hardest course that I teach. It probably takes twice as much time and effort as any of other courses. b. But, it is also, by far, the most rewarding. Many of the POLS students are relatively phobic of anything quantitative—they register for the course only expecting W work. After the first class, many are quite apprehensive when I tell them that they will be doing as much Q work as W work. But, I emphasize that I realize this, that I am dedicated to making sure that they can do both, and that the sum of the W and Q parts will produce a very rewarding experience for them. As such, I work very closely with all of the students throughout the semester to guide them through the quantitative exercises and help them contextual that work within their own writings. At first, many do it begrudgingly, but by the end, almost all of them fully embrace the work and enjoy it. c. The students tell me—and I can tell from their attitudes, expressions, and written works—that they get a tremendous from this class—and, I presume, other WQ classes like this. I believe that the vast majority of UConn undergraduate students want to be challenged—as long as it is in a course environment that provides the resources for them to grow, learn, and succeed. I believe that I and this course provide this. d. I think that WQ are incredibly important classes and should be fully supported by the University. WQ courses provide students—regardless of the specific topic—with the dual skills that are essential for them to succeed in the future. And, in many ways, they best fulfill UConn’s General Education Oversight Committee’s third Q criteria. My goal of this course, at the very least, is to provide each student with a research document that they will be proud to submit to any potential employer or graduate school. My students’ research papers on Congressional Apportionment or Congressional Redistricting highlight the best of their abilities. Documentation 1. POLS 2998w (CAR F19) Syllabus. This is the syllabus for this course that I will be teaching this again Fall. It outlines a number of relevant points. Narrowly focusing on a topic, like Congressional Apportionment and Redistricting, allow us to take a truly interdisciplinary approach—we read scholars with an emphasis on politics, geography, history, law, mathematics, and philosophy. The overall goal of the course, then, is to integrate all of these aspects so that the students are comfortable enough to produce their written contributions based on their own quantitative analyses. It also shows that there are 10 quantitative Homework assignments. Each of these teach concepts and skills that will be used in the larger Projects. 2. Project One (Instructions) and Project Two (Instructions). These are the written instructions that provide to the students for the two projects. I hope that they demonstrate the detail approach that I take as well as a glimpse into how the quantitively material is integrated into the written assignments. 3. Ladewig Letter of Support (Spencer). This is the letter of support that Professor Spencer (then from the UConn Law School – he has since moved on to the University of Chicago) for the UConn CETL Teaching Innovation Award, which I won in 2018 based largely on this course. I think that it speaks to the real uniqueness of the course—nationally—as well as the unique contribution that it can provide to the students. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course is an in-depth examination of the representative organization of the U.S. Congress. There are two fundamental processes to the representative organization of, in particular, the U.S. House of Representatives: apportionment and redistricting. Together, these processes define the size, shape, demographics, and quantity of congressional districts within and among the states. The outcome of these decisions has a significant impact on many - if not all! - aspects of our democracy. We will examine many of the historical, legal, practical, computational, and mathematical aspects for each of these frequent re-organizations. We will first examine congressional apportionment. A particular focus of this section will be the politics and mathematics of political equality. The second section of the course examines congressional redistricting. A particular focus of this section will be on the current practice of redistricting as well as quantitatively analyzing the political, economic, demographic, and legal consequences. |
| **Describe course assessments** | Homework: There are 10 homework assignments. Each develop quantitative and analytically necessary to complete one of the two main papers. Papers: There are 2 required papers. The first paper is on congressional apportionment. The students must complete quantitative calculations of the six apportionment methods on the 2010 Census populations and construct a written argument (length 5-10 pages) on which should be used. The second is on congressional redistricting. The student learn to use basic GIS to redraw the 5 districts in Connecticut, and then extensively analyze the results. They write a paper (length 10-15 pages) that describe the results and delve into the deeper consequences. The drawing of these districts is a group exercise (with peer-grading) and a graded group presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Pols 2998w (CAR F19) Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150178&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f362ca69ba7480abb3108d6b95c72cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900204048266173&sdata=gYaImcif%2BfdmQyWChcGigGFiFJgjbvuRxzPnK5ogU%2B4%3D&reserved=0) | Pols 2998w (CAR F19) Syllabus.pdf | Syllabus | | [Project One (Instructions).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150179&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f362ca69ba7480abb3108d6b95c72cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900204048266173&sdata=t1R41IoAiE5FCrfYTrdfO6%2FRNKXSsnkOwnBQtd%2Fqx0k%3D&reserved=0) | Project One (Instructions).pdf | Other | | [Project Two (Instructions).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150180&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f362ca69ba7480abb3108d6b95c72cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900204048276185&sdata=7P0qekv98dg95Lu%2FYc64tqO%2BpApaWsajgnlrAo1JQVY%3D&reserved=0) | Project Two (Instructions).pdf | Other | | [Ladewig letter of support (Spencer).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150352&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f362ca69ba7480abb3108d6b95c72cd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900204048286189&sdata=sC%2FWkSbP7ZG20u6jsLqnoSHViA3If3zqalPxgWxpb5I%3D&reserved=0) | Ladewig letter of support (Spencer).pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey W Ladewig | 03/26/2019 - 21:29 | Submit |  | Thank you for your consideration of this proposal. I understand that this is a unique course and thus a unique proposal. I feel very strongly about my course and that it is best represented by a WQ designation. As such, I am very open to working with all of the individuals, committees, etc. to make this a successful proposal. Thanks again. | | Political Science | Evan J Perkoski | 04/04/2019 - 09:10 | Approve | 4/4/2019 | Approved by EP | |

POLS 2998W – Congressional Redistricting and Apportionment

Fall 2019

Course

Room: Oak 308

Time: T 3:30-6p

Web Page: <http://lms.uconn.edu>

Dr. Jeffrey Ladewig

Office: Oak 434

Office Hours: T,TH 1:30-3p

[jeffrey.ladewig@uconn.edu](mailto:jeffrey.ladewig@uconn.edu)

This course is an in-depth examination of the representative organization of the U.S. Congress. There are two fundamental processes to the representative organization of, in particular, the U.S. House of Representatives: apportionment and redistricting. Together, these processes define the size, shape, demographics, and quantity of congressional districts within and among the states. The outcome of these decisions has a significant impact on many⎯if not all!⎯aspects of our democracy.

We will examine many of the historical, legal, practical, computational, and mathematical aspects for each of these frequent re-organizations. We will first examine congressional apportionment. A particular focus of this section will be the politics and mathematics of political equality. The second section of the course examines congressional redistricting. A particular focus of this section will be on the current practice of redistricting as well as quantitatively analyzing the political, economic, demographic, and legal consequences.

Texts

The following texts are required. The reading assignments for this course are essential and include all assigned pages. Any student who intends to do well will find the readings indispensable. This is a lecture-based course. Still, I will not highlight all of important points in the books, and I will be providing additional information that is not in the books. Because you are responsible for all of the assigned material, I strongly recommend a thorough and timely reading all of the assignments.

Required

* Ansolabehere, Stephen, and James M. Snyder Jr. 2008. *The End of Inequality: One Person, One Vote and the Transformation of American Politics*. WW Norton: New York, NY. **(**ISBN: 9780393931037)
* Balinski, Michel L. and H. Peyton Young. 2001. *Fair Representation: Meeting the Ideal of One Man, One Vote*, 2nd ed. Brookings Institution Press. **(**ISBN: 9780815701118)
* Bullock, Charles S. III. 2010. *Redistricting: The Most Political Activity in America*. Rowman and Littlefield Publishers, Inc. (ISBN: 9781442203549)

Additional required readings will be posted on HuskyCT.

Recommended

Strunk, William, Jr. and E. B. White. 1999. *The Elements of Style*, 4th ed. Longman.

Alexander, Michael, Dick Kusleika, and John Walkenbach. 2018. *Excel 2019 Bible*. Wiley.

Requirements

Your grade will be based on two writing projects and weekly homework assignments. The dates for each are listed under the Course Outline.

The projects have three main inter-related parts. First, each contains a writing assignment. As a W course, any student who does not pass the writing assignments in this course will not pass the course. Second, the projects require the students to think critically and analytically about the subject matter and the various readings. Third, the projects require the students to engage in some of the basic computational and mathematical aspects of congressional apportionment and redistricting. Each project is worth a total of 200 points. Details will be provided in handouts.

The weekly homework assignments are designed to fulfill two inter-related roles. First, most of the homeworks will provide the students with an introductory knowledge of MS Excel⎯or similar software (e.g. the free Open Office suite (see <http://www.openoffice.org>)). MS Excel is a relatively simple but powerful spreadsheet software program that is ubiquitous in just about all professions. Second, the specific weekly homework will build on the students’ previous knowledge and provide important insights into the mathematical and computational work necessary for the two projects. There are 10 homework assignments, which will be on HuskyCT and due the following Tuesday. Each is worth 10 points. The homework assignments are worth a potential of 100 total points.

The final grade, then, will consist of 500 points (100 homework points; 400 project points). The grades will follow a standard distribution:

A : 500 – 463 points.

A-: 462 – 448 points.

B+: 447 – 438 points.

B : 437 – 413 points.

B-: 412 – 398 points.

C+: 397 – 388 points.

C : 387 – 363 points.

C-: 362 – 348 points.

D+: 347 – 338 points.

D : 337 – 298 points.

F : 297 or fewer points.

The best way to perform well in this course is to attend and be prepared for each class. The homeworks and project will consist of material that may only be addressed in the assigned readings or only in lecture. As such, missing class could be very costly. If you choose to skip a reading, you will likely have a more difficult time. Additionally, I encourage discussion and debate in-class and on the class HuskyCT discussion board. Participation will improve your knowledge of the information, and marginal grades of active students (in-class *and/or* online) will be given a second consideration.

Administrative Policies

There will be no make-up assignments for unexcused absences and late assignments will not be accepted. An absence is excused only in the case of an emergency; documentation is required. You are responsible for providing the documentation and arranging alternative plans.

Academic dishonestly is not tolerated. I will deal with it, should it occur, in the swiftest possible manner allowed by University regulations. UConn provides definitions and examples of plagiarism, the judicial process, and your rights. I strongly recommend that you review this information.

**See:** <http://lib.uconn.edu/help/writing/plagiarism-resources/>

<http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm>

For discrimination and sexual harassment policies,

**See:** <http://policy.uconn.edu/?p=2884>

http://sexualviolence.uconn.edu/

Finally, we are here to facilitate your learning. I encourage you to take advantage of the course by keeping up with the readings, visiting the web site, thinking about the material, and discussing it in class, with me, with the TA, and with your colleagues.

Course Outline

**Congressional Apportionment**

Week 1 **Introduction**

• Basics of Apportionment and Redistricting

• Ladewig, Jeffrey W. 2015. “Before the Lines are Drawn.” *Jigsaw Politics*. (posted online)

• Federalist Papers, no. 54. (recommended: posted online)

• Federalist Papers, no. 55. (recommended: posted online)

• Homework 1 Handed Out: Apportionment Population Calculations.

Week 2 **Methods of Apportionment, Part 1**

• Balinski and Young, Chapters 1-3.

• Homework 1 Due.

• Homework 2 Handed Out: Jefferson Method of Apportionment Calculations and Formalizing the Constitution.

• Formulas I: Walkenbach, Chapter 10, 13, 14, 16, 17, and 32.

Week 3 **Methods of Apportionment, Part 2**

• Balinski and Young, Chapters 4-5.

• Homework 2 Due.

• Homework 3 Handed Out – Hamilton, Adams, and Webster Methods of Apportionments.

• Formulas II: Walkenbach, Chapter 10, 13, 14, 16, 17, and 32.

• First Project Handed Out.

Week 4 **Methods of Apportionment, Part 3**

• Balinski and Young, Chapters 6, 8-11.

• Homework 3 Due.

• Homework 4 Handed Out – Dean and Hill Methods of Apportionment.

• Formulas III: Walkenbach, Chapter 10, 13, 14, 16, 17, and 32.

Week 5 **Baker v. Carr and One Person, One Vote**

• Ansolabehere, Stephen, and James M. Snyder Jr. 2008. *The End of Inequality: One Person, One Vote and the Transformation of American Politics*. Parts I & II.

• “Supreme Court: The Political Question.” In Epstein, Lee, and Thomas G. Walker, eds. 2013. *Constitutional Law for a Changing America: Institutional Powers and Constraints*, 8th ed. Washington D.C.: CQ Press. (posted online)

• “Baker v. Carr (1962) – Analysis.” In Epstein, Lee, and Thomas G. Walker, eds. 2013. *Constitutional Law for a Changing America: Institutional Powers and Constraints*, 8th ed. Washington D.C.: CQ Press. (posted online)

• “Reynolds v. Sims (1964) – Analysis.” In Epstein, Lee, and Thomas G. Walker, eds. 2013. *Constitutional Law for a Changing America: Institutional Powers and Constraints*, 8th ed. Washington D.C.: CQ Press. (recommended: posted online)

• *Wesberry v. Sanders* (1964). (recommended: posted online)

• “Miller v. Johnson (1995) – Analysis.” In Epstein, Lee, and Thomas G. Walker, eds. 2013. *Constitutional Law for a Changing America: Institutional Powers and Constraints*, 8th ed. Washington D.C.: CQ Press. (recommended: posted online)

• *New York Times (3.11.13)*. (recommended: posted online)

• *Evenwel v. Abbott (2016) – SCOTUS* “Argument”. (recommended: posted online).

• Homework 4 Due.

• Homework 5 Handed Out – Malapportionment and Measurements of Dispersion.

Week 6 **Resolving (Some) Paradoxes and Issues**

• *Dep’t of Commerce v. Montana* (1991). (posted online)

• Edelman, Paul H. 2006. “Getting the Math Right: Why California Has Too Many Seats in the House of Representatives.” *Vanderbilt Law Review* 59 (2): 297-346. (posted online)

• Ladewig, Jeffrey W. 2011. “One Person, One Vote, and 435 Seats.” *Connecticut Law Review* 43 (4): 1125-56. (posted online)

• Neubauer, Michael G., and Joel Zeitlin. 2003. “Outcomes of Presidential Elections and House Size.” *PS: Political Science and Politics* 36 (4): 721-25. (recommended: posted online)

• *Clemens et. al. v. Dep’t of Commerce*, Jurisdictional Statement to the U.S. Supreme Court (2010). (recommended: posted online)

• Homework 5 Due.

***First Project Draft Due – October 1st.***

**Congressional Redistricting**

Week 7  **Formal Requirements**

• Work Week

• FiveThirtyEight, “The Gerrymandering Project” Podcasts (6 of them): <https://fivethirtyeight.com/tag/the-gerrymandering-project/>

• FiveThirtyEight, “The Gerrymandering Project: The Atlas of Redistricting”: <https://projects.fivethirtyeight.com/redistricting-maps/#Competitive>

***First Project Due – October 10th***

Week 8 **Formal Requirements, con’t.**

• Bullock, Chapter 1-3.

• *New York Times* (2.2.13) article. (posted online)

• Persily (2012). (posted online)

• Toobin, Jeffery. 2006. “Drawing the Line: Will Tom Delay’s Redistricting in Texas Cost Him His Seat?” *The New Yorker*. (posted online)

• McKee, Seth C., Jeremy M. Teigen, and Mattieu Turgeon. 2006. “The Partisan Impact of Congressional Redistricting: The Case of Texas, 2001-2003.” *Social Science Quarterly* 87 (2): 308-317. (recommended: posted online)

• Homework 6 Handed Out: Redistricting Simulations.

Week 9 **Mapping Congressional Districts, part 1**

• Bullock, Chapters 4.

• U.S. Congressional Research Service. 2008. *The Voting Rights Act of 1965, As Amended: Its History and Current Issues*. By Garrine P Laney. CRS Report for Congress, Code 95-896. Washington D.C.: U.S. Government Publishing Office. (recommended: posted online)

• Forgette, Richard, and John W. Winkle III. 2006. “Partisan Gerrymandering and the Voting Rights Act.” *Social Science Quarterly* 87 (1): 155-73. (recommended⎯specifically pages 155-162: posted online)

• Homework 6 Due.

• Homework 7 Handed Out: Redistricting using Basic GIS Maps.

• Walkenbach, Chapters 1-4.

Week 10 **Mapping Congressional Districts, part 2**

• Bullock, Chapters 5 and 7.

• Bullock, Chapter 6 (recommended).

• Stephanopoulos, Nicholas O., and Eric M. McGee. 2015. “Gerrymandering and the Efficiency Gap.” University of *Chicago Law Review* 82 (2): 831-900. (posted online)

• Homework 7 Due.

• Homework 8 Handed Out: Political Statistics of Redistricting and Measuring the Efficiency Gap.

Week 11 **The Practice and Consequences of Redistricting, part 1**

• Ladewig, Jeffrey W. 2018. “’Appearances Do Matter’: Congressional Districts Compactness and Its Electoral Consequences.” *Election Law Journal* 17 (2): 137-50. (posted online)

• Levy, Dena, and Peverill Squire. 2000. “Television Markets and the Competitiveness of U.S. House Elections.” *Legislative Studies Quarterly* 25 (2): 313-25. (posted online)

• Schaffner, Brian F. 2006. “The Political Geography of Campaign Advertising in U.S. House Elections.” *Political Geography* 25: 775-88. (posted online)

• Homework 8 Due.

• Homework 9 Handed Out: Economic and Demographic Statistics of Redistricting.

Week 12 **The Practice and Consequences of Redistricting, part 2**

• Masket, Seth E., Jonathan Winburn, and Gerald C. Wright. 2012. “The Gerrymanders Are Coming!” *PS: Political Science and Politics* 45 (1): 39-43. (posted online)

• Gelman, Andrew et al. 2007. “Rich State, Poor State, Red State, Blue State: What’s the Matter with Connecticut.” *Quarterly Journal of Political Science* 2: 345-67. (posted online)

• Seabrook, Nicholas R. 2010. “The Limits of Partisan Gerrymandering: Looking Ahead to the 2010 Congressional Redistricting Cycle.” The *Forum* 8 (2): 1-16. (recommended: posted online)

• *League of Latin American Citizens v. Perry* (2006). (recommended: see <http://www.oyez.org/cases/2000-2009/2005/2005_05_204> and posted online)

• Homework 9 Due.

• Homework 10 Handed Out: Measurements of Compactness and Calculating Using Python and ARCGIS.

• Presentation of Data: Walkenbach, Chapter 5-7 & 18-19.

Week 13 **Redistricting Overview**

• Levinson, Sanford. 2001-2002. “One Person, One Vote.” *North Carolina Law Review* 80: 1268-1297. (posted online)

• Katz, Elled D. 2013. “How big is *Shelby County*?” Scotus Blog. (posted online)

# • Pildes, Richard. 2014. “Legal scholarship highlight: How should the Court assess the workings of the other institutions of government?” *Scotus Blog*. (posted online)

• Levitt, Justin. 2017. “The fight to end partisan gerrymandering is far from over.” Washington Post. (posted online)

• Homework 10 Due.

Week 14 **Thanksgiving Break**

Week 15 **Group Presentations**

***Second Project Draft Due – December 3rd.***

December F.E.D. ***Second Project Due***

**2019-132 EEB/NRE 3390 Add Course (guest: Mike Willig and Matt Yates)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11197 |
| **Request Proposer** | Meyer |
| **Course Title** | South African Ecosystems and Diversity |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Natural Resources and Environment > Ecology and Evolutionary Biology > Return > Natural Resources and Environment > Ecology and Evolutionary Biology > College of Agriculture, Health and Natural Resources > 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** | NRE |
| **School / College** | College of Agriculture, Health and Natural Resources |
| **Department** | Natural Resources and Environment |
| **Course Subject Area #2** | EEB |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Ecology and Evolutionary Biology |
| **Reason for Cross Listing** | This course is taught by the Organization for Tropical Studies, which is now hosted by UConn. EEB and NRE will co-present this course because we both have significant expertise in the subject. Cross-listed with EEB 3390. |
| **Course Title** | South African Ecosystems and Diversity |
| **Course Number** | 3390 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Thomas H Meyer |
| **Initiator Department** | Natural Resources and Environ |
| **Initiator NetId** | thm02004 |
| **Initiator Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Meyer |
| **Proposer First Name** | Thomas |
| **Select a Person** | -- Select one -- |
| **Proposer NetId** | thm02004 |
| **Proposer Phone** | +1 860 486 0145 |
| **Proposer Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Study abroad in Africa for a semester. Fieldwork plus classroom instruction |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | nada |
| **Recommended Preparation** | zip |
| **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 |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | Study abroad in South Africa |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Study abroad in South Africa |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | NRE 3390. South African Ecosystems and Diversity (Also offered as EEB 3390.) Four credits. Instructor consent required. Study abroad in South Africa. Understanding South Africa’s diverse ecosystems with an emphasis on savannas. Classroom instruction and fieldwork in Kruger National Park, South Africa. Form and function of individual organisms and ecosystems, especially savannahs. This course is offered in partnership with the Organization for Tropical Studies. |
| **Reason for the course action** | UConn now hosts the course offerings of the Organization for Tropical Studies (OTS). This OTS course, ENSC 4443, aligns closely with NRE expertise so it makes sense for NRE to offer it. |
| **Specify effect on other departments and overlap with existing courses** | Cross-listed with EEB |
| **Please provide a brief description of course goals and learning objectives** | This course integrates fieldwork and classroom instruction to provide an integrated understanding of South Africa’s diverse ecosystems with an emphasis on savannas. We concentrate on factors that determine the form and function of both individual organisms and ecosystems, using a range of African examples (marine, freshwater, savannas, arid-lands, and fynbos). In engaging with ecological theory, the course also aims to highlight characteristics distinctive of South African ecology, such as climatic variability, the importance of geology (bottom-up controls), the role of disturbance by large herbivorous mammals, the importance of fire, and the long history of people in ecosystems (top-down controls). Specific Goals: Explore the evolution of southern African landscapes, how this influences climate and geology and how this affects the distribution of biomes; Assess the patterns and processes governing ecosystem dynamics in savanna, fynbos, freshwater and marine ecosystems; Gain an introduction to the origin and maintenance of the remarkable diversity of South African Ecosystems; Explore key ecological themes relevant to these systems including ecological effects of mega-herbivores, the role of fire, disease as a top down control and plant animal interactions; Examine and apply contemporary ecological theory in a South African context; Link ecological dynamics to conservation and management practices in the KNP. |
| **Describe course assessments** | Ecology Proposal – individual work - 25% Capstone Research Project – group work - 50% Final Exam – individual - 25% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [NRE-EEB-3390-SouthAfricanEcosystemsandDiversity.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148163&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C878e5bbeae474228789808d6b930ce9d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C636900016609804535&sdata=vJWr1G1ixaiCFXVLiAKNV4K8yuM%2FqNxvIPrl5kSMuYc%3D&reserved=0) | NRE-EEB-3390-SouthAfricanEcosystemsandDiversity.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Thomas H Meyer | 02/21/2019 - 13:18 | Submit |  | starting the process | | Natural Resources and Environment | Thomas H Meyer | 02/27/2019 - 13:30 | Approve | 2/26/2019 | approved 1-march | | Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 22:01 | Return |  | Paul Lewis (with assistance from Eric Schulz) modified the proposed catalog description and changed the course number from 3315 to 3390 (to align with proposed Scholastic Standards.) Returning in case these modifications are not acceptable, and requesting that, in the syllabus, "course outcomes" should be termed "learning outcomes". The syllabus should also have a grading scale and a schedule of topics. | | Return | Thomas H Meyer | 03/07/2019 - 07:13 | Resubmit |  | Per email with Paul Lewis, EEB C&C, course number changed to align with upcoming numbering conventions | | Natural Resources and Environment | Thomas H Meyer | 03/07/2019 - 07:19 | Approve | 3/7/2019 | Re-numbered to align with upcoming numbering conventions | | Ecology and Evolutionary Biology | Paul O Lewis | 03/07/2019 - 09:51 | Approve | 3/7/2019 | Changed Three credits to Four credits in catalog copy in agreement with value specified in Course Features. Also uploaded syllabus with "Course Objectives" changed to "Learning Objectives". | | College of Agriculture, Health and Natural Resources | Gary W Kazmer | 04/03/2019 - 16:12 | Approve | 3/15/2019 | Approved CAHNR CC GWK | |

**2019-133 EEB/NRE 3490 Add Course (guest: Mike Willig and Matt Yates)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11198 |
| **Request Proposer** | Meyer |
| **Course Title** | Conservation, Biodiversity, Management, and Protected Area Design in South Africa |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Natural Resources and Environment > Ecology and Evolutionary Biology > Return > Natural Resources and Environment > Ecology and Evolutionary Biology > College of Agriculture, Health and Natural Resources > 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** | NRE |
| **School / College** | College of Agriculture, Health and Natural Resources |
| **Department** | Natural Resources and Environment |
| **Course Subject Area #2** | EEB |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Ecology and Evolutionary Biology |
| **Reason for Cross Listing** | This is an OTS course and both Departments have significant expertise in the subject matter. Cross-listed with EEB 3490. |
| **Course Title** | Conservation, Biodiversity, Management, and Protected Area Design in South Africa |
| **Course Number** | 3490 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Thomas H Meyer |
| **Initiator Department** | Natural Resources and Environ |
| **Initiator NetId** | thm02004 |
| **Initiator Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Meyer |
| **Proposer First Name** | Thomas |
| **Select a Person** | -- Select one -- |
| **Proposer NetId** | thm02004 |
| **Proposer Phone** | +1 860 486 0145 |
| **Proposer Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Classroom instruction and fieldwork in Kruger National Park, South Africa. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | nope |
| **Corequisites** | nothing |
| **Recommended Preparation** | nada |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | Semester abroad in South Africa |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Semester abroad in South Africa |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | NRE 3490. Conservation, Biodiversity, Management, and Protected Area Design in South Africa (Also offered as EEB 3490.) Four credits. Instructor consent required. Study abroad in South Africa. History of conservation biology as a science and practice. Emphasis on 1) the links between pattern and process, 2) strategies and tools available to conservationists to maintain biodiversity; 3) the relationship between biodiversity and ecosystem functioning and 4) debates on the maintenance of biodiversity in human-dominated landscapes. This course is offered in partnership with the Organization for Tropical Studies. |
| **Reason for the course action** | UConn now hosts the Organization for Tropical Studies, and this OTS course matches NRE expertise very closely. |
| **Specify effect on other departments and overlap with existing courses** | Cross-listed with EEB. |
| **Please provide a brief description of course goals and learning objectives** | The Conservation and Management of Protected Areas in South Africa course explores the history of conservation biology as a science and practice and highlights the importance of maintaining biodiversity to ensure ecosystem functioning. Emphasis is placed on understanding 1) the links between pattern and process, 2) the strategies and tools available to conservationists to maintain biodiversity and ecosystem functioning and 3) the debates around the maintenance of biodiversity in human-dominated landscapes. Specific Goals: To create the links between biodiversity in maintaining ecosystem integrity and functioning; Developing an understanding the Anthropocene and highlight the key threats to biodiversity in South Africa, in particular climate change, invasive species, light pollution and habitat fragmentation as a consequence of land use change; Gain insight into the conservation science that has given rise to current conservation practices and protected area management; Debate issues surrounding the design, effectiveness and efficiency of protected areas for maintaining biodiversity patterns and processes; Gain an introduction to the management philosophy of Kruger National Park, the impact of different management strategies and their relative costs and benefits; Study of issues in mega-herbivore and rare antelope management (e.g., elephants, roan antelope and rhino); Understand community conservation in the South African context; and Explore the relationship between the protected areas and surrounding communities, including the challenges of land restitution, human wildlife conflict and economic development opportunities. |
| **Describe course assessments** | Write-up – 35% Poster – 10% Conservation Seminar – individual work - 30% Exam – individual work - 25% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [NRE-EEB-3490-ConservationBiodiversityMgtProtAreaDesign.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148165&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2830ecd5e7894fc489fe08d6b9312846%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900018120528716&sdata=on28MTn69PzxTH7pnesagFce9SZA4ZUUEcrSNaWYwMc%3D&reserved=0) | NRE-EEB-3490-ConservationBiodiversityMgtProtAreaDesign.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Thomas H Meyer | 02/21/2019 - 13:39 | Submit |  | go | | Natural Resources and Environment | Thomas H Meyer | 02/27/2019 - 13:30 | Approve | 2/26/2019 | approved 1-march | | Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 22:12 | Return |  | Paul Lewis (with assistance from Eric Schultz) modified the course catalog description (including changing credits from three to four) and changed the course number from 3325 to 3490 (to align with proposed Scholastic Standards). Returning in case changes made are unacceptable. Also requesting that the syllabus be modified to include a grading scale and schedule of topics, and to change "Course Outcomes" to "Learning Outcomes". | | Return | Thomas H Meyer | 03/07/2019 - 07:17 | Resubmit |  | Re-numbered per email with Paul Lewis, EEB C&C, to align with upcoming course numbering conventions | | Natural Resources and Environment | Thomas H Meyer | 03/07/2019 - 07:19 | Approve | 3/7/2019 | Re-numbered to align with upcoming numbering conventions | | Ecology and Evolutionary Biology | Paul O Lewis | 03/07/2019 - 09:59 | Approve | 3/7/2019 | Changed "Course Outcomes" to "Learning Outcomes" in syllabus | | College of Agriculture, Health and Natural Resources | Gary W Kazmer | 04/03/2019 - 16:14 | Approve | 3/15/2019 | Approved CAHNR CC GWK | |

**2019-134 EEB/NRE 4390 Add Course (guest: Mike Willig and Matt Yates)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11078 |
| **Request Proposer** | Schlichting |
| **Course Title** | Fundamentals of Tropical Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Natural Resources and Environment > 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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Subject Area #2** | NRE |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Natural Resources and Environment |
| **Reason for Cross Listing** | This course will be of significant interest to both EEB and NRE majors, and faculty from each department may participate in instruction. |
| **Course Title** | Fundamentals of Tropical Biology |
| **Course Number** | 4390 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Carl D Schlichting |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cas02022 |
| **Initiator Email** | [schlicht@uconn.edu](mailto:schlicht@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lectures, discussions and numerous field trips |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Introductory Biology |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | 18 Years old 2.7 GPA |

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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?** | Yes |
| **Off campus details** | Field course taught on site in Costa Rica or South Africa |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 4390 Fundamentals of Tropical Biology (Also offered as NRE 4390.) Four credits. Recommended Preparation: introductory biology course. Instructor consent required. Introduces students to the fundamental principles of tropical biology, the natural history of local ecosystems, and field methods for biological studies. Natural, tropical ecosystems are used as the platform to develop hypotheses, methods, analyze data and present scientific projects. |
| **Reason for the course action** | A new course in Tropical Biology taught on site in Costa Rica or South Africa. This course is offered in partnership with the Organization for Tropical Studies. Enrollment is restricted by the capacity of the field stations. |
| **Specify effect on other departments and overlap with existing courses** | The effect on other departments will be minimal. The only course with which there is any potential overlap is NRE 3305. African Field Ecology and Renewable Resources Management. NRE 3305 is, however, an intensive, field oriented Methods course. NRE 3305 offers an introduction to South African culture and history, ecology, and natural resources is provided in on-campus meetings during the semester, followed by approximately three weeks in the field in South Africa where students learn to do vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. |
| **Please provide a brief description of course goals and learning objectives** | Course goals: Students will be able to: • Distinguish among diverse tropical ecosystems and identify the key characteristics of lowland wet forest, dry forest, major wetland ecosystems and montane forest. • Understand the basic natural history of important plant and animal taxa in Costa Rica, and identify important plant and animal groups associated with each of the major ecosystems visited. • Have an understanding and be able to discuss and develop research projects around key conservation issues in tropical ecosystems. • Present research to peers and professional biologists Specific Objectives and Skills By the end of the semester, students will be able to: 1. Explain hypotheses concerning the origins and maintenance of tropical biodiversity. 2. Classify the different types of species interactions based on the benefits and costs, and for participants to give tropical examples. 3. Identify community level interactions with emphasis on tropical ecosystems. 4. Give examples of adaptations to various tropical environments and understand the role of biotic and abiotic factors. 5. Identify most common orders and families of tropical insects and learn about ecology of different families. 6. Identify the most representative plant families in each tropical ecosystem. 7. Develop detailed observation skills. 8. Gain an appreciation for the diversity of tropical ecosystems. 9. Gain an appreciation of the difficulties in communicating science and be effective. |
| **Describe course assessments** | % Final Grade Fieldwork and data analysis 10% Written Assignments 15% Oral presentations 30% Participation 5% Research Talk Readings 10% Independent Project 30% Fieldwork and Data Analysis: Students will be conducting short field projects directed by course and invited professors. Participation in fieldwork as well as discussion and analysis of the research projects provides students with an opportunity to learn and participate in a group setting before beginning their independent projects. Written Assignments: Students will be conducting several short field projects directed by course and invited professors.Write-ups of these field projects will be evaluated to provide students with an opportunity to learn about scientific writing and data analysis before working on their independent projects. Researchprojects will be written in scientific journal format. Oral Presentations: Students will give oral presentations of their field projects conducted under the guidance of course and invited professors. Following data collection and analysis, groups will present their project to their peers using PowerPoint presentations with a scientific meeting style format. Research Talk Readings: Students will be exposed to research talks by course and invited faculty who will assign scientific papers based on their research topics. Students are expected to read, understand and interpret primary literature. Independent Project: A field research project will be conducted at the end of the course independently by students. These projects may be individual or in pairs, and will not be directed (but advised) by faculty. Students will have an opportunity to explore a question of their interest, develop an experimental design to evaluate it, collect data, analyze their findings and write up a short report in the format of a scientific paper. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Tropical Biology Summer Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145788&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C39a4770b6b7a4cd7eaf708d6b862b57d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636899131427197340&sdata=%2B0jLzy9W58C2TfbpAesmqVUmPluYEgIUNp5BfIWcM2Y%3D&reserved=0) | Tropical Biology Summer Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carl D Schlichting | 02/12/2019 - 10:53 | Submit |  | Course approval for course to be offered through the Organization for Tropical Studies. UConn is assuming the role of University of Record. | | Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 21:52 | Return |  | Paul Lewis changed course number from 4423 to 4390 and modified proposed catalog copy. Returning so that UNIV designation can be remove (please choose Neither). | | Return | Carl D Schlichting | 03/07/2019 - 08:44 | Resubmit |  | Requested changes made | | Ecology and Evolutionary Biology | Paul O Lewis | 03/07/2019 - 10:06 | Approve | 3/7/2019 | EEB faculty approved 6-Mar-2019 | | Natural Resources and Environment | Thomas H Meyer | 03/15/2019 - 07:57 | Approve | 3/14/2019 | approved by NRE faculty by evote | |

**2019-135 EEB/NRE 4490 Add Course (guest: Mike Willig and Matt Yates)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11077 |
| **Request Proposer** | Schlichting |
| **Course Title** | Tropical Biology on a Changing Planet |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Natural Resources and Environment > 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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Subject Area #2** | NRE |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Natural Resources and Environment |
| **Reason for Cross Listing** | This course will be of significant interest to both EEB and NRE majors, and faculty from each department may participate in instruction. |
| **Course Title** | Tropical Biology on a Changing Planet |
| **Course Number** | 4490 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Carl D Schlichting |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cas02022 |
| **Initiator Email** | [schlicht@uconn.edu](mailto:schlicht@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lectures and discussion. Numerous field trips. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Introductory biology |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | 18 years old 2.7 GPA |

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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?** | Yes |
| **Off campus details** | This is a course taught abroad in Costa Rica or South Africa. |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 4490 Tropical Biology on a Changing Planet (Also offered as NRE 4490.) Four credits. Recommended preparation: introductory biology. Instructor consent required. Fundamental principles of tropical biology and natural history of local plants and animals. Coursework highlights ecological complexity of the tropics, patterns of species diversity, and species interactions. Field visits to a variety of ecosystems including tropical wet forest, dry forest/wetland, premontane wet forest, cloud forest, páramo, oak forest, mangrove forest, and coastal marine. |
| **Reason for the course action** | This is a new course offering in Tropical Biology, and involves on site instruction in Costa Rica or South Africa. This course is offered in partnership with the Organization for Tropical Studies. Course enrollment is limited by the capacity of field stations. |
| **Specify effect on other departments and overlap with existing courses** | The effect on other departments will be minimal. The only course with which there is any potential overlap is NRE 3305. African Field Ecology and Renewable Resources Management. NRE 3305 is, however, an intensive, field oriented Methods course. NRE 3305 offers an introduction to South African culture and history, ecology, and natural resources provided in on-campus meetings during the semester, followed by approximately three weeks in the field in South Africa where students learn to do vegetation and faunal surveys, data collection and analysis, biodiversity monitoring, and conservation management. |
| **Please provide a brief description of course goals and learning objectives** | Goals 1. Identify and understand key processes influencing biodiversity and ecosystem dynamics in tropical habitats. 2. Distinguish between diverse tropical ecosystems and identify the key characteristics of lowland wet forest, dry forest, major wetland ecosystems, montane forest, and páramo. 3. Identify secondary forest from old growth forest by looking at the plant growth forms and plant characteristics. 4. Understand the basic natural history of important plant and animal taxa and identify important plant and animal groups associated with each of the major ecosystems visited. 5. Communicating discoveries of natural world to a broad audience. Learning Outcomes By the end of the semester, students will be able to: 1. Explain hypotheses concerning the origins and maintenance of tropical biodiversity. 2. Classify the different types of species interactions based on the benefits and costs, and for participants to give tropical examples. 3. Identify community level interactions with emphasis on tropical ecosystems. 4. Give examples of adaptations to various tropical environments and understand the role of biotic and abiotic factors. 5. Identify most common orders and families of tropical insects and learn about ecology of different families. 6. Identify the most representative plant families in each tropical ecosystem. 7. Develop detailed observation skills. 8. Gain an appreciation for the diversity of tropical ecosystems. 9. Gain an appreciation of the difficulties in communicating science and be effective. |
| **Describe course assessments** | Course Evaluation Three Exams (15 point each) 45% Laboratory Assignments - Plant Keys (3 sites) 15%, Insect IDs (3 sites) 15% Field Notebooks (4 sites) 10% Participation 15% Exams There will be three short exams during the semester. Exams will cover material presented in class, in readings, and during laboratories, activities, and field trips. Exams questions are typically short-answer questions. Laboratory Assignments The course includes taxonomy exercises to give students a practical understanding of tropical diversity across different ecosystems, practice in observing differences in plants and insects, and skills in collecting. At each of 3 sites students will select plants specimens in different families and construct a dichotomous key using accepted morphological features. Insect identification exercises will consist of students handing in identified insects across a broad range of orders and families. Field Notebooks Most field researchers and naturalists find keeping a field notebook to be a useful tool for recording interesting observations to which they can refer for later comparisons or research ideas. To explore the usefulness of this tool, students are required to keep a field notebook throughout the semester. At a minimum, students should include an entry of a half hour observation at four sites. All entries should include date and location and anything else that may be considered important such as climate, time, temperature etc. Observations can include drawings and species lists. Additional information that students may want to include in their field notebooks are observations from field trips, orientation walks, plant taxonomy exercises, etc. Field notebooks will be collected after each field stations visit. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [OTS Tropical Biology on a Changing Planet EEB 4490 - Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148155&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb6132a07824b4db01d8a08d6b86257e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636899129875683405&sdata=h4HgSydDtft8B7w47zZqEav3ktILX1XHRmx%2BnKPD5RY%3D&reserved=0) | OTS Tropical Biology on a Changing Planet EEB 4490 - Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carl D Schlichting | 02/12/2019 - 10:11 | Submit |  | Course approval for course to be offered through the Organization for Tropical Studies. UConn is assuming the role of University of Record. | | Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 21:34 | Return |  | POL changed the course number from 4433 to 4490 and modified the course description with assistance from Eric Schultz. Returning so that UNIV designation can be removed (please choose Neither). In the syllabus, please change 'Specific Objectives and Skills' to 'Learning outcomes' | | Return | Carl D Schlichting | 03/07/2019 - 08:45 | Resubmit |  | Changes requested completed. | | Ecology and Evolutionary Biology | Paul O Lewis | 03/07/2019 - 10:02 | Approve | 3/7/2019 | Approved by EEB faculty 6-Mar-2019 | | Natural Resources and Environment | Thomas H Meyer | 03/15/2019 - 07:58 | Approve | 3/14/2019 | approved by NRE faculty by evote | |

**2019-136 EEB/NRE 4990 Add Course (guest: Mike Willig and Matt Yates)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11277 |
| **Request Proposer** | Schlichting |
| **Course Title** | Directed Field Experience |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Natural Resources and Environment > 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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Subject Area #2** | NRE |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Natural Resources and Environment |
| **Reason for Cross Listing** | Course is of significant interest to both EEB and NRE students interested in gaining experience in field research. |
| **Course Title** | Directed Field Experience |
| **Course Number** | 4990 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Carl D Schlichting |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cas02022 |
| **Initiator Email** | [schlicht@uconn.edu](mailto:schlicht@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Field research, classroom instruction. |

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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** | Introductory Biology |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | 18 years of age 2.7 GPA |

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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?** | Yes |
| **Off campus details** | Field course taught in Costa Rica or South Africa |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 4990 Directed Field Experience (Also offered as NRE 4990.) Four credits. Recommended preparation: introductory biology course. Instructor consent required. An introduction to research design, field methods, and basic data analysis in a tropical context. Hypothesis testing and statistical analysis, including orientation to basic software packages, are emphasized. Students design, implement, and analyze their own field projects. |
| **Reason for the course action** | This is a new course offering in Tropical field research, and involves on site instruction in Costa Rica or South Africa. This course is offered in partnership with the Organization for Tropical Studies. Course enrollment is limited by the capacity of field stations. |
| **Specify effect on other departments and overlap with existing courses** | The effect on other departments will be minimal. There are no other similar courses. |
| **Please provide a brief description of course goals and learning objectives** | Goals. 1. Students learn how to conduct an ecological study in the field in the current topics of research. 2. Students will understand ethical issues in biological research and environmental conservation. 3. Students will attain skills that are important for field ecology. 4. Communicating science and ecology to a broad audience. Specific Objectives and Skills 1. Articulate an ecological question in a way that can be addressed using the scientific method. 2. Generate testable predictions from hypotheses. 3. Design and implement a study to test hypotheses. 4. Apply appropriate statistical tests. 5. Interpret results in the context of published literature. 6. Understand plant and animal manipulation ethics. 7. Understand the necessity to complie with research permitting from the host country and international agreements. 8. Explore the role of scientists as advocates in public policy. 9. Understanding challenges and responsibilities of doing research abroad. 10. Use common field methods in data collection. 11. Improve quantitative and qualitative observational skills. 12. Develop collaborative skills in a team environment. 13. Present results in oral, written and poster form to a broad scientific audience. 14. Students communicate to a non-scientific audience. |
| **Describe course assessments** | Statistics exercises- Classroom or homework exercises help students familiarize themselves with basic statistical tests, and how one runs them using JMP statistical software. Topics covered include, but are not limited to probability, Chi-Squared tests, T-tests, ANOVA, Regression, Correlation, Multivariate Analyses, and Non-Parametric analyses. Project participation- Students are expected to participate fully in all aspects of both faculty-led and independent projects. This includes spending appropriate amounts of time in the field collecting data, and putting in significant effort in group situations. Course Evaluation Item %Final Grade Statistics Exercises (Las Cruces, Cuerici) 6 Faculty-Led Projects (Palo Verde, Las Cruces, Bocas del Toro) - Participation 4 - Scientific Paper (written as group paper) 6 - Oral presentation 5 Student Driven Project Write up (Las Cruces) 15 - Draft Scientific Paper 10 - Final Scientific Paper 5 Student Driven Project (La Selva) - Participation 5 - Draft Scientific Paper 10 - Final Scientific Paper 20 - Oral Presentation 5 Poster and Poster Session 4 Ethics Discussions - Presentation of your topic and leading your discussion 5 - Participation in all discussions 5 Written reports- Students work in a group to write up one faculty led project during the semester. For independent projects, each student is required to write an individual paper, even if the project was a collaborative effort. Papers are in scientific paper format. For independent projects, papers are submitted first as a draft which is corrected and returned. Students make changes to the draft according to the feedback on the paper, and hand in a final version. Oral presentation- Oral reports follow the format of talks given at scientific meetings and should be a synopsis of the written report. Presentations are usually done in Power Point, which means they can include graphs and pictures. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [OTS Directed Field Experience 4942 - Syllabi.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F147037&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7b4c90a31ca64bf39d0c08d6b8637213%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636899134594237440&sdata=zgt3HJ6CwrKT3By%2BuUFMpc4eHG1DZ4luOa0RPu5rZkg%3D&reserved=0) | OTS Directed Field Experience 4942 - Syllabi.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carl D Schlichting | 02/25/2019 - 08:27 | Submit |  | Course approval for course to be offered through the Organization for Tropical Studies. UConn is assuming the role of University of Record. | | Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 22:21 | Return |  | Paul Lewis changed course number from 4942 to 4990 (to comply with proposed scholastic standards). Also modified the course catalog copy slightly. Returning so that UNIV designation can be removed (please choose Neither). | | Return | Carl D Schlichting | 03/07/2019 - 08:30 | Resubmit |  | Changes made per requests | | Ecology and Evolutionary Biology | Paul O Lewis | 03/07/2019 - 10:08 | Approve | 3/7/2019 | EEB Faculty approved 6-Mar-2019 | | Natural Resources and Environment | Thomas H Meyer | 03/15/2019 - 07:56 | Approve | 3/14/2019 | approved by NRE faculty evote | |

**2019-137 EVST/NRE 3255 Add Course (guest: Mike Willig and Matt Yates)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11297 |
| **Request Proposer** | Meyer |
| **Course Title** | Environmental Science and Policy in the Tropics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Natural Resources and Environment > Environmental Sciences > College of Agriculture, Health and Natural Resources > 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** | NRE |
| **School / College** | College of Agriculture, Health and Natural Resources |
| **Department** | Natural Resources and Environment |
| **Course Subject Area #2** | ENVS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Environmental Sciences |
| **Reason for Cross Listing** | This course is offered by the Organization for Tropical Studies (OTS). NRE and ENVS have substantial capacity and overlap to sponsor this course, so it is appropriate to cross-list it. |
| **Course Title** | Environmental Science and Policy in the Tropics |
| **Course Number** | 3255 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Thomas H Meyer |
| **Initiator Department** | Natural Resources and Environ |
| **Initiator NetId** | thm02004 |
| **Initiator Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Meyer |
| **Proposer First Name** | Thomas |
| **Select a Person** | -- Select one -- |
| **Proposer NetId** | thm02004 |
| **Proposer Phone** | +1 860 486 0145 |
| **Proposer Email** | [thomas.meyer@uconn.edu](mailto:thomas.meyer@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Experiential course offered at a field station in Costa Rica. Lectures, discussions, presentations, and field trips in and out of the nature reserve. |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | This is a semester-abroad course taught in Costa Rica |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | This is a semester-abroad course taught in Costa Rica |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENVS 3255. Environmental Science and Policy in the Tropics. (also taught as NRE 3255.) Four credits. Instructor consent required. Study Abroad in Costa Rica. Evaluation of the conservation and management of natural resources using tools and perspectives relevant to both the natural and social sciences. Students are introduced to issues and problems in environmental science and conservation biology under three main themes: social and political history of Costa Rica as a case study of the neotropics, tropical ecosystem management, and the global environment. This course is offered in partnership with the Organization for Tropical Studies. |
| **Reason for the course action** | UConn is becoming the school of record for the Organization for Tropical Studies, and this OTS course matches ENVS and NRE curricula well. |
| **Specify effect on other departments and overlap with existing courses** | This course is part of a semester abroad package, that contains other courses cross-listed with EEB, NRE, and a course in SPAN. |
| **Please provide a brief description of course goals and learning objectives** | This course integrates classroom and field instruction to introduce students to the fundamental principles of tropical biology and the natural history of local plants and animals. The ecological complexity of the tropics, the patterns of species diversity and the types of species interactions that characterize these systems are discussed in detail. Classroom instruction includes lectures given by resident and visiting professors, as well as discussions of assigned readings and selections from the primary literature. Fieldwork is an important component of the course. During the semester, the course visits OTS research stations as well as external sites, to cover a wide variety of ecosystems, which include the tropical wet forest, dry forest/wetland, premontane wet forest, cloud forest, páramo, oak forest, mangrove forest, and a marine site. Field orientation at each site includes the identification and natural history of important plant and animal species. Orientation activities also serve to stimulate questions that students may address in subsequent student- led research projects. Developing the skill of keeping good field notes is important in order to have an easily accessible record of what students learn or observe at each site. Goals 1. Identify and understand key processes influencing biodiversity and ecosystem dynamics in tropical habitats. 2. Distinguish between diverse tropical ecosystems and identify the key characteristics of lowland wet forest, dry forest, major wetland ecosystems, montane forest, and páramo. 3. Identify secondary forest from old growth forest by looking at the plant growth forms and plant characteristics. 4. Understand the basic natural history of important plant and animal taxa and identify important plant and animal groups associated with each of the major ecosystems visited. 5. Communicating discoveries of natural world to a broad audience. Specific Objectives and Skills By the end of the semester, students will be able to: 1. Explain hypotheses concerning the origins and maintenance of tropical biodiversity. 2. Classify the different types of species interactions based on the benefits and costs, and for participants to give tropical examples. 3. Identify community level interactions with emphasis on tropical ecosystems. 4. Give examples of adaptations to various tropical environments and understand the roll of biotic and abiotic factors. 5. Identify most common orders and families of tropical insects and learn about ecology of different families. 6. Identify the most representative plant families in each tropical ecosystem. 7. Develop detailed observation skills. 8. Gain an appreciation for the diversity of tropical ecosystems. 9. Gain an appreciation of the difficulties in communicating science and be effective. |
| **Describe course assessments** | % of Final Grade: Three Exams (15 point each) 45% Laboratory Assignments: Plant Keys (3 sites) 15% Insect IDs (3 sites) 15% Field Notebooks (4 sites) 10% Participation 15% Exams: There will be three short exams during the semester. Exams will cover material presented in class, in readings, and during laboratories, activities, and field trips. Exams questions may take a number of formats, but are typically short-answer questions. Exams are intended to encourage you to review the information presented and demonstrate to the instructors your understanding of and ability to synthesize course material. We will make every effort to grade exams within a reasonable time frame. After exams are handed back to students will be advised of the time period during which you may review your answers and ask questions. This time frame is typically one week. All appeals regarding grading decisions should be made within this time frame. Laboratory Assignments: The course includes taxonomy exercises to give students a practical understanding of tropical diversity across different ecosystems, practice in observing differences in plants and insects, and skills in collecting. The exercises also give students handson practice in applying the concepts of species identifications. At each of 3 sites students will select plants specimens in different families and construct a dichotomous key using accepted morphological features. Insect identification exercises will consist of students handing in identified insects across a broad range of orders and families. The insect identification can be accomplished by any means available to you, except having another person identify it for you. You are on your honor to do your own collecting and identifications. Euthanizing insects is not necessary for completing this assignment. Field Notebooks: Most field researchers and naturalists find keeping a field notebook to be a useful tool for recording interesting observations which they can refer back to for later comparisons or research ideas. To explore the usefulness of this tool, students are required to keep a field notebook throughout the semester. At a minimum, students should include an entry of a half hour observation at four sites. All entries should include date and location and anything else that may be considered important such as climate, time, temperature etc. Observations can include drawings and species lists. Additional information that students may want to include in their field notebooks are observations from field trips, orientation walks, plant taxonomy exercises, etc. Field notebooks will be collected after each field stations visit during the course and graded based on completeness, neatness, and effort. A more detailed handout on field notebook requirements will be distributed once classes begin. Participation: Participation includes attendance of lectures, workshops and field trips, completion of assignments, positive contributions to discussions and lectures, listening to others, and demonstration of academic initiative and enthusiasm in the field as well as in the classroom. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENVS-NRE3255.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F147021&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3ab63d46dccd45e447e808d6b95ab1c0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C636900196513810409&sdata=YTEnxKNK%2FUK8uk0NZjxpK0rb%2FP4jYMEt4PIZPpCVVSo%3D&reserved=0) | ENVS-NRE3255.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Thomas H Meyer | 02/25/2019 - 13:58 | Submit |  | go | | Natural Resources and Environment | Thomas H Meyer | 02/27/2019 - 13:31 | Approve | 2/26/2019 | approved 1-march | | Environmental Sciences | Jason Vokoun | 03/10/2019 - 15:36 | Approve | ‎3‎/‎10‎/‎2019 | approved by e-vote by the ENVS Advisory Board. | | College of Agriculture, Health and Natural Resources | Gary W Kazmer | 04/03/2019 - 16:15 | Approve | 3/15/2019 | Approved CAHNR CC GWK | |

**2019-138 ANTH 3980 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11677 |
| **Request Proposer** | Ouimet |
| **Course Title** | Introduction to Field Ethnobiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Anthropology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Introduction to Field Ethnobiology |
| **Course Number** | 3980 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Eleanor S Ouimet |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | eso11001 |
| **Initiator Email** | [eleanor.ouimet@uconn.edu](mailto:eleanor.ouimet@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | The proposed course is designed to be a study abroad field course consisting of fieldtrips, classroom activities, group discussions, student presentations, and assessments. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ANTH 1000/W, 1006 or 2000/W |
| **Corequisites** | N/A |
| **Recommended Preparation** | ANTH 3003 or 3004, or ANTH 3340 |
| **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?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | The course will be taught out of the Office of Tropical Studies, Costa Rica. |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Office of Tropical Studies, Costa Rica |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ANTH 3980. Introduction to Field Ethnobiology. Three credits. Prerequisite: ANTH 1000 or 1000W or 1006 or 2000 or 2000W. Recommended Preparation: ANTH 3003 or 3004 or ANTH 3340. Department consent required. A field-based course examining the relationship between the diversity of environmental settings and human cultures based out of the Office of Tropical Studies in Costa Rica. Students will examine the interactions with and the uses of natural resources in human communities surrounding a selection of OTS field stations. Students will also review the ethical considerations of conducting scientific research involving human populations. |
| **Reason for the course action** | The Department of Anthropology has agreed to sponsor the course which will be offered at The Office of Tropical Studies, Costa Rica. The department is looking forward to offering this field opportunity to our students interested in the relationship between contemporary communities and their local environments. |
| **Specify effect on other departments and overlap with existing courses** | As far as we are aware, there are no other courses addressing human-environmental relationships taught at the Office of Tropical Studies, associated with UConn. This course will be unique in its focus on communities in the vicinity of the OTS campus and the ways in which local and global environmental changes are impacting the local population. |
| **Please provide a brief description of course goals and learning objectives** | Learning Objectives and Skills By the end of this course, students will be able to: • Recognize the multidisciplinary nature of the field of ethnobiology and its interaction with environmental change. • Identify the role of ecosystems and their impact on different cultural settings, the environment, and human health. • Analyze and assess the cultural and environmental complexity and the role of biocultural approaches and practices in local and regional development. • Address the issue of local livelihoods and practices in both rural and urban areas within the context of globalization, environmental change, and economic, social and political forces. • Understand the role of culture as a key element in global health (both human and environmental) and the current questions and challenges that need to be addressed when managing the environment. • Identify the main causes and consequences of environmental change and the role of ethnobiology in the research of alternatives in adaptation and resilience in different cultural settings facing climate change. |
| **Describe course assessments** | --Participation (50 points points for participation (5% of the total)): Students are expected to actively participate in all the scheduled activities for the semester abroad experience. This includes a wide range of activities, like helping move boxes with research equipment during field trips, but also showing active interest in the lectures by asking questions after them and being able to verbally express different insights from this study abroad experience during daily wrap-up sessions or to answer questions about the main topics learned on any given day. The goal of this activity is to encourage students to reflect on all the different aspects of doing field research abroad. There will be several community-based activities that will require active participation by students (e.g., activities related to the field trips to Nicaragua and the OTS stations). 100 points (10%) will be awarded to reflect the level of active involvement that the student demonstrates during these special activities. If you are respectful and fully engaged, you will earn all of these points. --Journal Club (10%) (100 points): All students will be involved with the journal club. With your assigned group, you will choose one current article in a recognized scientific journal on an important, interesting, or controversial theme regarding environmental change and human culture. --Presentation assignment – Study Case-- (15% - 150 points). Students will present different case studies assigned in advance by the faculty about particular cases around the globe where the culture (way of living, beliefs, religion, values, traditions, customs and more) had significant EC consequences on a local, regional or global scale or the culture has been impacted by such consequences. --Quizzes (10% - 100 points): In order to make sure that students have a good understanding of the concepts taught in class and the information received from guest speakers and during field visits, several quizzes will be given during the term. These quizzes will include readings, laboratories, activities, classes, and field trips and more. --Exams: (1 Midterm and 1 Final Exam) (50%): There will be two exams during the semester. Exams will cover material presented in class, in readings, in laboratory activities, and on field trips. Exam questions will take a number of formats, including but not limited to: written, multiple choice, matching, short answer, and essay prompts. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Clean OTS\_ANTH Ethnobiology Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F149246&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6c29ffb740f94429f71108d6ba1bcc87%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901025899584519&sdata=jCOF0Lw8n7l6c5dKKgO5FFsXVN6SicLsSwnxJ%2FHTcx0%3D&reserved=0) | Clean OTS\_ANTH Ethnobiology Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Eleanor S Ouimet | 03/18/2019 - 11:25 | Submit |  | Thank you for your consideration of this new course. The department of Anthropology is really looking forward to being able to extend this opportunity to our students. | | Anthropology | Jocelyn S Linnekin | 03/25/2019 - 14:20 | Approve | 3/25/2019 | approved by department undergrad chair and faculty | |

**Introduction to Field Ethnobiology**

*ANTH \*\*\*\**

Instructor: **OTS Lead Faculty, TBA**

**Location: Office of Tropical Studies, Costa Rica**

**Course Description**

This course will focus on the relationship between the diversity of environmental settings and human cultures. We will also look into the ways that cultural differences and people’s activities affect environmental change and human health, the importance of considering these connections when working outside of our own culture, and the effects of environmental change on human culture. We will visit indigenous settlements such as the Kekoldi Indigenous Reserve and the Boruca community to illustrate contrasting case studies that will increase students’ understanding of the dynamic relationships between people, biodiversity, and changing environments. Students will examine the interactions with and the uses of natural resources in human communities surrounding each of the OTS field stations we visit. We will review ethical considerations of conducting scientific research involving human populations.

**Learning Objectives and Skills**

By the end of this course, students will be able to:

* Recognize the multidisciplinary nature of the field of ethnobiology and its interaction with environmental change.
* Identify the role of ecosystems and their impact on different cultural settings, the environment, and human health.
* Analyze and assess the cultural and environmental complexity and the role of biocultural approaches and practices in local and regional development.
* Address the issue of local livelihoods and practices in both rural and urban areas within the context of globalization, environmental change, and economic, social and political forces.
* Understand the role of culture as a key element in global health (both human and environmental) and the current questions and challenges that need to be addressed when managing the environment.
* Identify the main causes and consequences of environmental change and the role of ethnobiology in the research of alternatives in adaptation and resilience in different cultural settings facing climate change.

**Course Evaluation**

|  |  |  |
| --- | --- | --- |
| **Type of Evaluation** | **Grade (%)** | **Points** |
| Participation | 15 | 150 |
| Journal Club | 10 | 100 |
| Presentation assignment (Study case) | 15 | 150 |
| Quizzes | 10 | 100 |
| Exams (1 Midterm and 1 Final) | 50 | 500 |
| **Total** | **100** | **1000** |

**Statement of Expectations for Student Conduct**

We expect students to conduct themselves in a professional, honest, and ethical manner and adhere to OTS’ academic policies. Students will be held to the highest standards regarding academic integrity. Academic dishonesty includes: lying (communicating untruths or misrepresentations); cheating (using unauthorized materials, information, or study aids); fabrication (falsifying or inventing information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); plagiarism (representing the words or ideas of another person as one's own); and stealing (appropriating the property of another without permission).

**Grading**

|  |  |
| --- | --- |
| **Course score (%)** | **Letter grade** |
| 93 and above | A |
| 90-92.99 | A- |
| 87-89.99 | B+ |
| 83-86.99 | B |
| 80-82.99 | B- |
| 77-79.99 | page2image743232C+ |
| 73-76.99 | page2image744768C |
| 70-72.99 | C- |
| 67-69.99 | D+ |
| 60-66.99 | page2image749952D |

**Course Requirements and Assignments**

**Participation (15% - 150 points)**

Students are expected to actively participate in all the scheduled activities for the semester abroad experience. This includes a wide range of activities, like **helping move boxes with research equipment during field trips**, but also showing active interest in the lectures by asking questions after them and being able to verbally express different insights from this study abroad experience during daily wrap-up sessions or to answer questions about the main topics learned on any given day. The goal of this activity is to encourage students to reflect on all the different aspects of doing field research abroad. **There are 50 points points for participation (5% of the total).**

During the semester, there will be several **community-based activities** that will require active participation by students (e.g., activities related to the field trips to Nicaragua and the OTS stations). **100 points (10%) will be awarded to reflect the level of active involvement that the student demonstrates during these special activities. If you are respectful and fully engaged, you will earn all of these points.**

**Journal Club (10%) (100 points):** All students will be involved with the journal club. With your assigned group, you will choose one current article in a recognized scientific journal on an important, interesting, or controversial theme regarding environmental change and human culture. Articles will be sent to the faculty at least five days in advance of the discussion session. Once approved by the faculty, the article should be sent to all students in the class. The goal of the journal club discussion is to critically yet constructively evaluate the article and place its content in the context of larger local, regional, or global issues. Students may also stimulate the class to discuss the study’s methods and the writing style and format of the article they choose, but the majority of the discussion should center on the article’s content. Each student will be expected to formulate questions about the articles discussed, raise and/or answer questions from their peers and/or faculty participating in the session. Discussions should last approximately 30 minutes.

|  |  |  |
| --- | --- | --- |
| Journal Club Number | Student name | Date |
| JC#1 |  |  |
| JC#2 |  | page3image667264 |
| JC#3 |  | page3image32485968 |

**Presentation assignment – Study Case-- (15% - 150 points)**

The effects of Environmental Change (EC) can already be seen throughout most parts of the world and predictions for the future include a strong need for adaptation. In the middle of all these processes and changes, human cultures are responding and thus shaping their future. Whether this form of adaptation contributes to being part of the solution for EC or only adapting to EC is not known at present. Individually, students will present different case studies assigned in advance by the faculty about particular cases around the globe where the culture (way of living, beliefs, religion, values, traditions, customs and more) had significant EC consequences on a local, regional or global scale or the culture has been impacted by such consequences.

Objectives of the presentation:

* Investigation of an EC case, synthesis of literature and resources, critical thinking and analysis, oral and visual presentation and discussion.
* Learning about a variety of situations around the world associated with culture and EC.
* Reflecting on the importance of culture as a filter for reality and the impact of human actions on their living environment in some cultures/countries.

Assignment:

Present individually to the class the assigned Case Study (see chart below for more detail). The presentation should clearly show the main aspects of the topic assigned that are linked to Environmental Change and ethnobiology, according to knowledge gained throughout the semester. The faculty will provide guidelines for the content of the presentation to each student individually depending on the particular case study. It is the student’s responsibility to have at least one appointment (could be more if necessary) with the faculty before the presentation.

**Presentation Guidelines:**  
30 minute presentation - power point slides allowed BUT they should ONLY come with the titles of the slides and key word. The rest should be JUST pictures, graphs, diagrams (not all of them if not necessary). No paragraphs or long sentences allowed. If there is an interesting short (no longer than 7 minutes) video, it can be used.

|  |  |  |
| --- | --- | --- |
| Case Study Number | General topic | page4image32302832  Date  page4image677696 |
| CS#1 | **Environmental Change, Ethnobiology and Tropical Diseases**  *The Giant prawn’s role in the Diama Dam and the schistosomiasis cultural approach* |  |
| CS#2 | **Environmental Change and biodiversity**  *The Southern Right Whale and kelp gulls problem* |  |
| CS#3 | **Environmental Change and Climate Change in the Artic**  *The recent increase in artic mosquito populations and its problems* | page4image684032 |
| CS#4 | **Environmental Change and invasive/exotic species**  I*nvasive plants and cultural practices influencing vector borne diseases: the Prosopis juliflora case in Mali* |  |
| CS#5 | **Environmental and Climate Change role in recent health patters**  *Climate change and contemporary pollen allergies* | page4image686528 |
| CS#6 | **Environmental Change and urban life styles**  *The life in the world’s most polluted city* |  |
| CS#7 | **Environmental and Climate Change on Human Migrations**  *The effect of Climate change in human migrations. What to expect for the future in terms of culture* |  |

**Quizzes (10% - 100 points)**  
In order to make sure that students have a good understanding of the concepts taught in class and the information received from guest speakers and during field visits, several quizzes will be given during the term. These quizzes will include readings, laboratories, activities, classes, and field trips and more. The faculty will announce these quizzes in advance. The quizzes may take a number of formats, oral or written (one single question, multiple questions, homework, etc.). After grading, quizzes are returned to students (when applies) for 48 hours during which time you may review your answers and ask questions. All appeals regarding grading decisions must be made within this period and in writing to the instructor(s) administering the quiz.

|  |  |
| --- | --- |
| page4image32257488  Quiz | Date |
| Quiz 1  page4image892608 |  |
| Quiz 2 |  |
| page4image894720  Quiz 3 |  |
| page4image896640  Quiz 4 |  |
| More quizzes can be made by the faculty at any time in between dates | (The faculty will announce these quizzes in advance) |

**Exams: (1 Midterm and 1 Final Exam) (50%):** There will be two exams during the semester. Exams will cover material presented in class, in readings, in laboratory activities, and on field trips. Exam questions will take a number of formats, including but not limited to: written, multiple choice, matching, short answer, and essay prompts. Exams are intended to encourage students to review the information presented and demonstrate their understanding of and ability to synthesize course material. We will make every effort to grade exams within a reasonable time frame. After grading, exams will be handed back to students for 48 hours for their review and questions. All appeals regarding grading decisions must be made within this period and in writing to the instructor(s) administering the exam.

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| --- | --- |
| page5image706816  Exams | Date |
| Midterm Exam  page5image752256 |  |
| Final Exam  page5image868352 |  |

**Late Submissions:**Late submissions are not accepted.

**Reading list**

Álvaro Enríquez-de-Salamanca, Rubén Díaz-Sierra, Rosa M. Martín-Aranda, Maria J. Santos, Environmental impacts of climate change adaptation, Environmental Impact Assessment Review, Volume 64, May 2017, Pages 87-96, ISSN 0195-9255, https://doi.org/10.1016/j.eiar.2017.03.005. (http://www.sciencedirect.com/science/article/pii/S0195925516303535)

Graeme Hugo, Future demographic change and its interactions with migration and climate change, Global Environmental Change, Volume 21, 2011, Pages S21-S33, ISSN 0959- 3780, http://dx.doi.org/10.1016/j.gloenvcha.2011.09.008. (http://www.sciencedirect.com/science/article/pii/S0959378011001439)

Herrero, M.; Thornton, P.K.; Power, B.; Bogard, J.R.; Remans, R.; Fritz, S.; Gerber, J.S.; Nelson, G.; See, L.; Waha, K.; Watson, R.A.; West, P.C.; Samberg, L.H.; van de Steeg, J.; Stephenson, E.; van Wijk, M.; Havlík, P. (2017) Farming and the geography of nutrient production for human use: a transdisciplinary analysis. The Lancet Planetary Health, 1(1), e33–42 . ISSN: 2542-5196

Jonas Ostergaard Nielsen, Anette Reenberg, Cultural barriers to climate change adaptation: A case study from Northern Burkina Faso, Global Environmental Change, Volume 20, Issue 1, 2010, Pages 142-152, ISSN 0959-3780, http://dx.doi.org/10.1016/j.gloenvcha.2009.10.002. (http://www.sciencedirect.com/science/article/pii/S0959378009000879)

Ladio, A. (2017). Ethnobiology and research on Global Environmental Change: what distinctive contribution can we make?. *Ethnobiology and Conservation, 6*. doi:http://dx.doi.org/10.15451/ec2017-07-6.7-1-8

Matthew R. Sanderson, Allen L. Curtis, Culture, climate change and farm-level groundwater management: An Australian case study, Journal of Hydrology, Volume 536, 2016, Pages 284-292, ISSN 0022-1694, http://dx.doi.org/10.1016/j.jhydrol.2016.02.032. (http://www.sciencedirect.com/science/article/pii/S002216941630066X)

Myers, S. S., Gaffikin, L., Golden, C. D., Ostfeld, R. S., Redford, K. H., Ricketts, T. H., ... & Osofsky, S. A. (2013). Human health impacts of ecosystem alteration. Proceedings of the National Academy of Sciences, 110(47), 18753-18760. http://www.pnas.org/content/110/47/18753.full page5image869312

Pieroni, A & Privitera, s. 2014. Ethnobotany and its links to medical sciences and public health: quo vadis?. Zeitschrift fur Phytotherapy; 35:5762

Richard Black, W. Neil Adger, Nigel W. Arnell, Stefan Dercon, Andrew Geddes, David Thomas, The effect of environmental change on human migration, Global Environmental Change, Volume 21, 2011, Pages S3-S11, ISSN 0959-3780, http://dx.doi.org/10.1016/j.gloenvcha.2011.10.001. (http://www.sciencedirect.com/science/article/pii/S0959378011001531)

Richard Lamboll, Tanya Stathers and John Morton, Chapter 13 - Climate Change and Agricultural Systems, In Agricultural Systems (Second Edition), edited by Sieglinde Snapp and Barry Pound, Academic Press, San Diego, 2017, Pages 441-490, ISBN 9780128020708, https://doi.org/10.1016/B978-0-12-802070-8.00013-X. (http://www.sciencedirect.com/science/article/pii/B978012802070800013X)

Wolverton, S; Chambers, K & Veteto, J. 2014. Climate Change and Ethnobiology. Journal of Ethnobiology, 34(3):273-275. 2014. DOI: http://dx.doi.org/10.2993/0278-0771-34.3.273 (http://www.bioone.org/doi/full/10.2993/0278-0771-34.3.273)

**2019-139 ANTH 1000/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11801 |
| **Request Proposer** | Shemer |
| **Course Title** | Other People's Worlds |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > 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** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Other People's Worlds |
| **Course Number** | 1000/W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are proposing only to change the name and description of this course to bring it up to date with its current content and underlying philosophy. The content of the course is not changing and we believe number should remain the same. |

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| **CONTACT INFO** | |
| **Initiator Name** | Noga Shemer |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | nos12001 |
| **Initiator Email** | [noga.shemer@uconn.edu](mailto:noga.shemer@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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 76-114 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 h of lecture, 1h of discussion and writing instruction (19 students per discussion section) |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ANTH 1000. Other People’s Worlds Three credits. A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. CA 2. CA 4-INT. ANTH 1000W. Other People’s Worlds Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT. |
| **Provide proposed title and complete course catalog copy** | ANTH 1000. Peoples and Cultures of the World. Three credits. An introduction to the anthropological understanding of human society through ethnographic case studies of selected peoples and cultures, exploring the richness and variety of human life. The course encourages students to learn about different cultures and to apply their knowledge to make sense of their own society. CA2. CA 4-INT. ANTH 1000W: Peoples and Cultures of the World. Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT. |
| **Reason for the course action** | The current title "Other People's Worlds" is outdated and inappropriate on many levels. We are proposing only to change the name and description of this course to bring it up to date with its current content and underlying philosophy. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course students will be able to: • demonstrate understanding of the concept of culture, • define and explain cultural relativism as the fundamental anthropological perspective, • describe the research methods used by cultural anthropologists, • identify, describe, and compare the major structural types of human society, • discuss the cross-cultural diversity of gender ideologies and cite examples to show how gender ideology is related to women and men's social status, • explain the nature and basis of social inequality in human societies, • develop generalizations about the historical effects of foreign contact and colonization on indigenous societies, • identify and explain the processes of globalization, and give specific examples of globalization’s impact on local cultures, • cite examples to demonstrate how the anthropological perspective can be applied to current events and problems. • offer thoughtful, well-informed contributions to productive discussions with peers and faculty on a range of course-related and culturally relevant topics. |
| **Describe course assessments** | Daily in-class writing assignments; weekly textbook and case study readings; periodic fieldwork projects; ethnographic essays (15 revised pages); in-class exams. |
| **General Education Goals** | Over the course of the semester in ANTH 1000W, students will be asked to examine a wide range of societies and cultures, including their own, and understand the diversity of ways in which humans around the world conceptualize themselves, society and other people; how humans have adapted to their natural and social environments; as well as the myriad ways in which different peoples approach domestic and global problems. They will examine the role of history, culture change and current events in shaping social structures, relations of power, and contemporary conflicts. Students will also learn how anthropological methods and insights can be applied to the solution of contemporary problems. Students will be expected to apply an anthropological perspective to the world around them through fieldwork assignments and participate in productive discussions that accommodate, include, and encourage diverse viewpoints and experiences. |
| **Content Area: Social Sciences** | This course is an introduction to the discipline of Cultural Anthropology. By examining various societies and cultures, including their own, students will acquire new conceptual tools for understanding domestic and global problems, culture change, and current events. The course emphasizes the connections between social institutions, cultural ideas and customs, economic transformation, and historical events. Students will learn how anthropological methods and insights can be applied to the solution of contemporary problems. The course presents the research methods used by cultural anthropologists; students will learn about the practical difficulties and ethical dilemmas of doing anthropological research in familiar and far-off settings. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Students will examine diverse life-ways, social arrangements, and belief systems found among human groups around the world. By examining the processes by which cultures, including their own, construct concepts and categories of race, gender and ethnicity, and the impacts that these constructions, in all their manifestations, have on power structures, inequality, violence, and contemporary social interactions, students are better equipped to recognize instances and the origins of discrimination and inequality in their own societies. In this way, the course aims to help students acquire new tools for understanding domestic and global problems, culture change, and current events. |
| **Writing Competency** | By the end of the course, students will be able to: • Present all writing with clarity and professionalism, regardless of genre or degree of formality • Take field notes and write weekly fieldwork assignments, applying each week’s course content to the world around them • Engage in formal ethnographic essay writing assignments that utilize all stages of the writing process • Write a strong thesis statement • Write rough drafts of a paper to revise for clarity, depth of content, style, and mechanics • Demonstrate versatility with a range of writing styles • Collaborate with peers about given topics/activities and offer constructive feedback • Use teacher and peer feedback to improve writing Students are tasked with a range of writing assignments to meet these objectives. Daily in-class one-minute papers prompt students to use writing as a tool to reflect on course materials (10% of final grade). Weekly fieldwork assignments give students the opportunity to apply course content to the world around them as they practice taking field notes and presenting their findings in succinct, clear essays using a variety of genres and authorial voices (30%). Friday sections use discussion to further synthesize the fieldwork assignments with course content, while providing regular instruction in formatting, mechanics, citation, essay organization, and thesis development. Three ethnographic essays (15 pages total) allow students to expand on one of the fieldwork assignments with additional research (30%). For each essay, students are guided through the following draft revision process: essay #1) individual student conferences with instructor, essay #2) peer workshops, and essay #3) roundtable discussions with peers developing essays based on the same prompt. The syllabus informs students that they must pass the “W” component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2019 Spring ANTH 1000W Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150010&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceb4667ba0e9b427b039808d6ba1e368f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901036260366147&sdata=NeVeZiWMfzR5ZhTKDJB6%2FfEuNw%2B269oSaCW81NpR%2BZQ%3D&reserved=0) | 2019 Spring ANTH 1000W Syllabus.docx | Syllabus | | [ANTH 1000 Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F151402&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceb4667ba0e9b427b039808d6ba1e368f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901036260366147&sdata=lG7N1XdNAgty3K7FGXWgPGiSGdBsfXqHX7ustdo7xts%3D&reserved=0) | ANTH 1000 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Noga Shemer | 03/26/2019 - 08:47 | Submit |  | Please note a similar revision is being requested for ANTH1000 (name and description of course only). | | Anthropology | Jocelyn S Linnekin | 03/27/2019 - 14:58 | Approve | 3/18/2019 | Why is this field required? What more is there to say? | |

**Peoples and Cultures of the World (ANTH 1000)**

**SYLLABUS**

Course and Instructor Information

**Course Description:**

This course is an introduction to the discipline of Cultural Anthropology.  Students will examine the diverse life-ways, social arrangements, and belief systems found among human groups around the world. The course presents the research methods used by cultural anthropologists; students will learn about the practical difficulties and ethical dilemmas of doing anthropological research in familiar and far-off settings.  By comparing different societies and cultures with our own, students will acquire new conceptual tools for understanding domestic and global problems, culture change, and current events. The course emphasizes the connections between social institutions, cultural ideas and customs, economic transformation, and historical events.  Students will learn how anthropological methods and insights can be applied to the solution of contemporary problems.

 Course Objectives

By the end of the course students will be able to:

* demonstrate understanding of the concept of culture,
* define and explain cultural relativism as the fundamental anthropological perspective,
* describe the research methods used by cultural anthropologists,
* identify, describe, and compare the major structural types of human society,
* discuss the cross-cultural diversity of gender ideologies and cite examples to show how gender ideology is related to women and men's social status,
* explain the nature and basis of social inequality in human societies,
* develop generalizations about the historical effects of foreign contact and colonization on indigenous societies,
* identify and explain the processes of globalization, and give specific examples of globalization’s impact on local cultures,
* cite examples to demonstrate how the anthropological perspective can be applied to current events and problems.
* **offer thoughtful, well-informed contributions to productive discussions with peers and faculty on a range of course-related and culturally relevant topics**.

Course Requirements and Grading

Your final course grade will be based on the following factors:

            Review Quizzes (HuskyCT) 20%

Mid-term and Final exams 20%

I3's 20%

Presentations and Participation in Section 20%

Thought Question Assignments in Section 20%

**\*\*IN-LECTURE EXTRA CREDIT: Up to 3 points to final grade\*\***

**I3 Questions (due at the end EVERY class period):** "I'm here, I'm listening, I'm thinking." I will give you time at the end of each class to write 3 well-articulated questions or comments based on lecture, film, or presentations. To make this easy on yourself, take notes during class, participate, ask questions, then at the end of lecture, presentation, or film, write down the questions or comments related to class topics that were most interesting, confounding, etc. (Hint: Don't just ATTEND class, be PRESENT for class - engage your mind, engage with the material). 20% of your grade

**Review Quizzes:** Review quizzes based on your reading of the chapter assigned that week. Taken OUTSIDE OF CLASS, ONLINE through HuskyCT.

**Exams:** Exams are straightforward and consist of multiple-choice questions. The Final Exam is NOT cumulative. The Discussion section before each exam will be held as a review session. Exams will be taken OUTSIDE OF CLASS, ONLINE through HuskyCT.

**Discussion Section assignments (Presentations, Participation, Thought Questions):** Discussion sections for this class are intended to be discussions and your attendance and participation is essential to your grade in the course. You will be assigned short articles that must be read before section. Your TAs will be assigning each of you one of these articles to present to your section during the semester. For every discussion section during which you are not presenting, you are expected to hand in thought questions, as well as participate in the student-guided discussion. Your TA will review the expectations for presentations and thought questions in discussion section this week. (**NOTE: Your TAs teach multiple sections and communicate on a daily basis - Do not reuse each other's presentations in different sections. Doing so will result in a failing presentation grade.)**

**Extra Credit:** At the end of some lectures I will bring up activities and exercises to the class. Students who complete the exercise will receive extra credit towards their final Discussion participation grade. **Complete 10-11: 3 pts; 7-9: 2 pts; 4-6: 1 points; 1-3: .5 pts ADDED ON TO FINAL GRADE**

**FAQ (FREQUENTLY ASKED QUESTIONS):**

Q. How do I get an ‘A’?

A. Come to class (including the discussion sections) regularly and on time. It is during lecture that you will learn the terms and concepts critical to the subject, class, and most likely to be highlighted on exams. Do the readings during the week(s) in which they are assigned. If you miss class, **it is YOUR responsibility to get notes** from another student. The “discussion” sections present additional class material *not* covered in the lecture; therefore, **attending your section is critical**.

Q. How should I study for the exams?

A. The best way to study for the exams are to read each chapter and test your understanding using the Glossary cards, Glossary Matching Activities, and Review Quizzes links available for each chapter under 'Course Materials' on HuskyCT.

Q. What is HuskyCT?

A. HuskyCT is an online teaching tool and you should log on to the course site as soon as possible! The Syllabus, TA contact information, lecture outlines, study guides, announcements, assignments, and supplementary course readings will be posted on the site. If you are properly registered for the class, ANTH 1000 will automatically appear when you log on.

Grading Scale for the Final Course Grade:

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

**IMPORTANT: Policy on missed assessments:** If you miss an exam or your discussion presentation and want to request a make-up, you *must* inform your professor *or* your teaching assistant by email **before** **the exam/quiz begins** AND you must produce a written note from your doctor, parent, advisor, or some other authority, or receive a failing grade.

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11801 |
| **Request Proposer** | Shemer |
| **Course Title** | Other People's Worlds |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > 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** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Other People's Worlds |
| **Course Number** | 1000/W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are proposing only to change the name and description of this course to bring it up to date with its current content and underlying philosophy. The content of the course is not changing and we believe number should remain the same. |

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| **CONTACT INFO** | |
| **Initiator Name** | Noga Shemer |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | nos12001 |
| **Initiator Email** | [noga.shemer@uconn.edu](mailto:noga.shemer@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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 76-114 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 h of lecture, 1h of discussion and writing instruction (19 students per discussion section) |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ANTH 1000. Other People’s Worlds Three credits. A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. CA 2. CA 4-INT. ANTH 1000W. Other People’s Worlds Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT. |
| **Provide proposed title and complete course catalog copy** | ANTH 1000. Peoples and Cultures of the World. Three credits. An introduction to the anthropological understanding of human society through ethnographic case studies of selected peoples and cultures, exploring the richness and variety of human life. The course encourages students to learn about different cultures and to apply their knowledge to make sense of their own society. CA2. CA 4-INT. ANTH 1000W: Peoples and Cultures of the World. Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT. |
| **Reason for the course action** | The current title "Other People's Worlds" is outdated and inappropriate on many levels. We are proposing only to change the name and description of this course to bring it up to date with its current content and underlying philosophy. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course students will be able to: • demonstrate understanding of the concept of culture, • define and explain cultural relativism as the fundamental anthropological perspective, • describe the research methods used by cultural anthropologists, • identify, describe, and compare the major structural types of human society, • discuss the cross-cultural diversity of gender ideologies and cite examples to show how gender ideology is related to women and men's social status, • explain the nature and basis of social inequality in human societies, • develop generalizations about the historical effects of foreign contact and colonization on indigenous societies, • identify and explain the processes of globalization, and give specific examples of globalization’s impact on local cultures, • cite examples to demonstrate how the anthropological perspective can be applied to current events and problems. • offer thoughtful, well-informed contributions to productive discussions with peers and faculty on a range of course-related and culturally relevant topics. |
| **Describe course assessments** | Daily in-class writing assignments; weekly textbook and case study readings; periodic fieldwork projects; ethnographic essays (15 revised pages); in-class exams. |
| **General Education Goals** | Over the course of the semester in ANTH 1000W, students will be asked to examine a wide range of societies and cultures, including their own, and understand the diversity of ways in which humans around the world conceptualize themselves, society and other people; how humans have adapted to their natural and social environments; as well as the myriad ways in which different peoples approach domestic and global problems. They will examine the role of history, culture change and current events in shaping social structures, relations of power, and contemporary conflicts. Students will also learn how anthropological methods and insights can be applied to the solution of contemporary problems. Students will be expected to apply an anthropological perspective to the world around them through fieldwork assignments and participate in productive discussions that accommodate, include, and encourage diverse viewpoints and experiences. |
| **Content Area: Social Sciences** | This course is an introduction to the discipline of Cultural Anthropology. By examining various societies and cultures, including their own, students will acquire new conceptual tools for understanding domestic and global problems, culture change, and current events. The course emphasizes the connections between social institutions, cultural ideas and customs, economic transformation, and historical events. Students will learn how anthropological methods and insights can be applied to the solution of contemporary problems. The course presents the research methods used by cultural anthropologists; students will learn about the practical difficulties and ethical dilemmas of doing anthropological research in familiar and far-off settings. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Students will examine diverse life-ways, social arrangements, and belief systems found among human groups around the world. By examining the processes by which cultures, including their own, construct concepts and categories of race, gender and ethnicity, and the impacts that these constructions, in all their manifestations, have on power structures, inequality, violence, and contemporary social interactions, students are better equipped to recognize instances and the origins of discrimination and inequality in their own societies. In this way, the course aims to help students acquire new tools for understanding domestic and global problems, culture change, and current events. |
| **Writing Competency** | By the end of the course, students will be able to: • Present all writing with clarity and professionalism, regardless of genre or degree of formality • Take field notes and write weekly fieldwork assignments, applying each week’s course content to the world around them • Engage in formal ethnographic essay writing assignments that utilize all stages of the writing process • Write a strong thesis statement • Write rough drafts of a paper to revise for clarity, depth of content, style, and mechanics • Demonstrate versatility with a range of writing styles • Collaborate with peers about given topics/activities and offer constructive feedback • Use teacher and peer feedback to improve writing Students are tasked with a range of writing assignments to meet these objectives. Daily in-class one-minute papers prompt students to use writing as a tool to reflect on course materials (10% of final grade). Weekly fieldwork assignments give students the opportunity to apply course content to the world around them as they practice taking field notes and presenting their findings in succinct, clear essays using a variety of genres and authorial voices (30%). Friday sections use discussion to further synthesize the fieldwork assignments with course content, while providing regular instruction in formatting, mechanics, citation, essay organization, and thesis development. Three ethnographic essays (15 pages total) allow students to expand on one of the fieldwork assignments with additional research (30%). For each essay, students are guided through the following draft revision process: essay #1) individual student conferences with instructor, essay #2) peer workshops, and essay #3) roundtable discussions with peers developing essays based on the same prompt. The syllabus informs students that they must pass the “W” component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2019 Spring ANTH 1000W Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150010&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceb4667ba0e9b427b039808d6ba1e368f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901036260366147&sdata=NeVeZiWMfzR5ZhTKDJB6%2FfEuNw%2B269oSaCW81NpR%2BZQ%3D&reserved=0) | 2019 Spring ANTH 1000W Syllabus.docx | Syllabus | | [ANTH 1000 Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F151402&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceb4667ba0e9b427b039808d6ba1e368f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901036260366147&sdata=lG7N1XdNAgty3K7FGXWgPGiSGdBsfXqHX7ustdo7xts%3D&reserved=0) | ANTH 1000 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Noga Shemer | 03/26/2019 - 08:47 | Submit |  | Please note a similar revision is being requested for ANTH1000 (name and description of course only). | | Anthropology | Jocelyn S Linnekin | 03/27/2019 - 14:58 | Approve | 3/18/2019 | Why is this field required? What more is there to say? | |

**2019-140 BIST/STAT 5215 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11902 |
| **Request Proposer** | Bar |
| **Course Title** | Statistical Consulting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > 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** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The course is for graduate students in both the regular statistics program and biostatistics program. |
| **Course Title** | Statistical Consulting |
| **Course Number** | 5215 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This revision only changes prerequisites. |

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| **CONTACT INFO** | |
| **Initiator Name** | Haiying Wang |
| **Initiator Department** | Statistics |
| **Initiator NetId** | haw17013 |
| **Initiator Email** | [haiying.wang@uconn.edu](mailto:haiying.wang@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bar |
| **Proposer First Name** | Haim |
| **Select a Person** | hyb13001 |
| **Proposer NetId** | hyb13001 |
| **Proposer Phone** | +1 860 486 5455 |
| **Proposer Email** | [haim.bar@uconn.edu](mailto:haim.bar@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIST/STAT 5315, 5505, and 5605; or instructor consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | 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** | BIST/STAT 5215. Statistical Consulting Three credits. Prerequisite: STAT 5315, 5505, 5605, and 5725; or instructor consent. Applied inference for academia, government, and industry: ethical guidelines, observational studies, surveys, clinical trials, designed experiments, data management, aspects of verbal and written communication, case studies. |
| **Provide proposed title and complete course catalog copy** | BIST/STAT 5215. Statistical Consulting Three credits. Prerequisite: at least two of BIST/STAT 5315, 5505, and 5605; or instructor consent. Applied inference for academia, government, and industry: ethical guidelines, observational studies, surveys, clinical trials, designed experiments, data management, aspects of verbal and written communication, case studies. |
| **Reason for the course action** | This course is offered as BIST/STAT 5215, but when BIST students try to enroll in the BIST section of the course, the system will not allow them to enroll since they did not take the “STAT” section of the prerequisites. BIST/STAT 5725 is a theoretical course and should not be a prerequisite for this course. |
| **Specify effect on other departments and overlap with existing courses** | There is no effect on other departments and overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The students will learn about the human side (non-statistical aspect) of statistical consulting which includes: the role of the consultant; conducting meetings with clients; interpersonal and communication skills (written and verbal); interaction with clients; principles of good consulting practice - learning to critique consulting sessions; ethics, professional conducts, and authorships. The statistical aspects of the course include: design an experiment that fits the need of the clients, power and interval-width based sample size determination; data handling, data validation and summary data descriptions; quality graphical display, statistical modeling with clear statements of assumptions made. |
| **Describe course assessments** | Grades will be determined based on homework assignments, pop quizzes, classes participation, and consulting or class projects. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150528&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C68fc7437653449da8a2008d6b6304374%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636896715737948236&sdata=x6ya7Q%2F5YckyxU963A61cDhy4n3%2FYOssd4%2FhSFA7Mco%3D&reserved=0) | syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Haiying Wang | 03/28/2019 - 21:24 | Submit |  | HaiYing Wang | | Statistics | Haiying Wang | 03/29/2019 - 21:37 | Approve |  | HaiYing Wang | | Statistics | Haiying Wang | 03/29/2019 - 21:51 | Approve |  | HaiYing Wang | |

**STAT/BIST 5215**

**Statistical Consulting**

**Spring 2019**

**Instructor**: Haim Bar (email haim.bar@uconn.edu)

**Time and Place**: TBA

**Office Hour**: TBA or by appointment

**Prerequisite**: At least two of BIST/STAT 5315, 5505, and 5605; or instructor consent.

**Topics**: This is a project-based course designed to introduce the basics of a statistical consulting process. The students will learn about the human side (non-statistical aspect) of statistical consulting which includes: the role of the consultant; conducting meetings with clients; interpersonal and communication skills (written and verbal); interaction with clients; principles of good consulting practice - learning to critique consulting sessions; ethics, professional conducts, and authorships.

The statistical aspects of the course include: design an experiment that fits the need of the clients, power and interval-width based sample size determination; data handling, data validation and summary data descriptions; quality graphical display, statistical modeling with clear statements of assumptions made.

Special lectures from invited guests may be scheduled during the semester. Students may meet with clients, analyze the dataset provided by the client, produce a summary report, give recommendations and present the results to their peers.

**Recommended Text**:

* *Statistical Consulting*. Javier Cabrera and Andrew McDougall (2002). Springer-Verlag. ISBN: 0-387-98863-7

Websites:

<http://www.csam.montclair.edu/~mcdougal/zBook/book.html>

<http://webcache.googleusercontent.com/search?q=cache:http://pages.csam.montclair.edu/~mcdougal/zBook/book.html>

<http://www.rci.rutgers.edu/~cabrera/sc/>

* *Statistical Consulting: A Guide to Effective Communication*. Janice Derr (1999). Duxbury Press. ISBN: 0-534-36228-1.

Additional books:

*The Human Side of Statistical Consulting*. James R. Boen and Douglas A. Zahn (1982).

*Statistical Case Studies: A Collaboration Between Academe and Industry.* Roxy Peck, Larry D. Haugh, and Arnold Goodman (1998). SIAM.

*Problem Solving: A Statistician's Guide*. Chris Chateld (1995). Second Edition. Chapman & Hall.

*Practical Data Analysis for Designed Experiments.* Brian S. Yandell (1997). Chapman

& Hall.

**Additional Useful Resources**

* The ASA Statistical Consulting Section at <http://community.amstat.org/cnsl/home> and then click on “Resources > Useful Books and Journals”.
* North American Statistical Collaboration and Consulting Centers and Labs, at <http://www.lisa.stat.vt.edu/?q=north_american_stat_labs>
* ASA Ethical Guidelines for Statistical Practice: <http://www.amstat.org/asa/files/pdfs/EthicalGuidelines.pdf>
* http://www.ats.ucla.edu/stat/seminars/

**Software**: SAS and SPSS are available via Skybox (Virtual PC) http://skybox.uconn.edu/ or in computing labs at UConn, as well as in the teaching lab in the department of statistics during scheduled hours). We will also use R, available from http://www.r-project.org/ and RStudio Desktop (the free version) from https://www.rstudio.com/products/rstudio/download/

**Course Materials**: Lecture notes, assignments, sample code, datasets, and other course material will be posted on the HuskyCT course website (available through https://learn.uconn.edu/). Please visit this site often to ensure timely obtainment of materials.

**Assignments**: Homework, pop quizzes, reading assignments, analysis and discussion of case studies, individual and group projects. There may be presentations from the SCS team, researchers, or other speakers.

**Grading policy**: Your grades will be determined based on your participation and performance in the following activities:

Homework assignments;

Pop quizzes;

Attending classes;

Class discussions;

Class presentations;

Consulting projects or class projects; and Project reports.

This course adheres to the policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards. Please read http://provost.uconn.edu/syllabi-references for more information.

**2019-141 ECON 2312W Drop Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11981 |
| **Request Proposer** | Langlois |
| **Course Title** | Empirical Methods in Economics II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Empirical Methods in Economics II |
| **Course Number** | 2312W |

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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 |

|  |  |
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| **COURSE FEATURES** | |
| **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** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall,Spring |
| **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** | Lecture |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | We have submitted a CAR, now with GEOC, to change the name of this course to Econometrics II and to make it a Q course. This is a proposal to drop the existing W version -- NOT the non-W version. Because this course is now a requirement for the BS degree, we will not want to restrict sections to 19 students for the W. If we ever want to give students a W for writing a report using econometrics, we can use our one-credit ECON 2500W course as an add-on. |
| **Specify effect on other departments and overlap with existing courses** | None. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Richard N Langlois | 04/02/2019 - 10:55 | Submit |  | Approved by the Economics Department 8 March 2019. | | Economics | Richard N Langlois | 04/02/2019 - 11:03 | Approve | 3/8/2019 | Approved by the Economics Department 8 March 2019. | |

**2019-142 ECON 5317 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8778 |
| **Request Proposer** | Kim |
| **Course Title** | Machine Learning for Economists |
| **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** | Machine Learning for Economists |
| **Course Number** | 5317 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 5317. Machine Learning for Economists. Three credits. Open to students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. Machine learning techniques and causal inference. Applications to economic data. |
| **Reason for the course action** | This is a required course for our new Master of Science program in Quantitative Economics. |
| **Specify effect on other departments and overlap with existing courses** | We have consulted extensively with the STAT Department about this course. |
| **Please provide a brief description of course goals and learning objectives** | This course is targeted at Master of Science in Quantitative Economics (MSQE) to provide a variety of new tools to analyze modern economic data. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final project (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Course\_Syllabus\_ML\_Economists.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150391&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C49ed4f7ca7bb4332dd6208d6b960ef65%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900223336648093&sdata=aEJTdmyA4pMO3c03WWAu4l1IZpTrgdhTZKbEjt4aAxw%3D&reserved=0) | Course\_Syllabus\_ML\_Economists.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/10/2018 - 21:22 | Submit |  | I would like to request a course number for the Big Data Analysis course. | | Economics | Richard N Langlois | 01/15/2019 - 12:34 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | | College of Liberal Arts and Sciences | Pamela Bedore | 02/08/2019 - 10:42 | Return | 2/8/2019 | Returning to proposer as per email 2.7.2019 | | Return | Min Seong Kim | 03/31/2019 - 14:59 | Resubmit |  | I would like to submit a new course number for Machine Learning for Economists. After consulting with the STAT department, we made substantial changes in course syllabus. We also change the name of the course from "Big Data Analysis" to "Machine Learning for Economists". | | Economics | Richard N Langlois | 04/02/2019 - 10:42 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | |

**Econ 5317 Machine Learning for Economists**

**Contact**

Instructor: Min Seong Kim

Office Hours: TBA

Email: min\_seong.kim@uconn.edu

Lecture: TBA

Course Webpage: huskyct.uconn.edu

**Course Description**

This course is targeted at Master of Science in Quantitative Economics (MSQE) to provide a variety of new tools to analyze modern economic data. Economists are increasingly making use of rich sources of compounding information and high-dimensional data in their models to understand complex economic phenomena. The course will cover topics on causal inference, machine learning techniques and their applications to real economic data. In particular, we will discuss how to use machine learning techniques to predict economic growth and recession, which are important issues in economics.

The course offers hands-on training to implement each of the techniques. Knowledge about R is assumed and necessary. Master level econometrics knowledge is also assumed.

**References**

1. Basuchoudhary, Bang, and Sen (2017): Machine-Learning Techniques in Economics, Springer.
2. Hansen (2019): Econometrics, available online: <https://www.ssc.wisc.edu/~bhansen/econometrics/>.
3. Christopher Bishop (2006): Pattern Recognition and Machine Learning, Springer.
4. Stock and Watson (2011): Introduction to Econometrics, Pearson.
5. Varian (2014): Big Data: “New Trick for Econometrics,” Journal of Economic Perspectives, Vol. 28, 2.
6. Haavelmo (1994): The Probability Approach in Econometrics, Econometrica, Vol. 12.
7. Heckman and Pinto (2012): Causal Analysis after Haavelmo: Definitions and a Unified Analysis of Identification of Recursive Causal Models, Causal Inference in the Social Sciences, University of Michigan.
8. Heckman (2010): Building Bridges between Structural and Program Evaluation Approach to Evaluating Policy, Journal of Economic Literature, Vol. 48.
9. Stephen and Winship (2007): Counterfactuals and Causal Inference: methods and Principles for Social Research, Cambridge University Press.

**Course Schedule**

1. Overview on Linear Regression

* Review of linear model in matrices
* The experimental model
* Quasi-experiments
* Structural models
* Threats to validity (Endogeneity, Selectivity)
* Methods for analyzing observational data

1. Structural Modeling Approach

* Probability Method in Econometrics

1. Identification Problem
2. Recursive Models
3. General Models

* Structural Causal Modeling Approach of Computer Science
* Instrumental Variables Methods

1. Quasi-experiments revisited
2. Selectivity
3. Methodologies

* Nonlinear estimation

1. Maximum likelihood and GMM
2. Classification and logistic regression

* Cross-Validation and Bootstrapping
* Variable selection/Feature Engineering

1. Information Criteria
2. LASSO
3. Shrinkage Method

* Nonparametrics

1. Trees
2. Splines
3. Large data approach

Boosting, Bagging, Random Forests

* Prediction Accuracy
* Variable Importance and Partial Dependence

1. Predicting Economic Growth: Which Variables Matter

* Evaluating Traditional Variables
* Problems with institutional Measures
* Policy Levers

1. Predicting Recession: What we Learn from Widening the Goalposts

* Predictive Quality
* Variable Importance and Partial Dependence Plots

**Sample Data Sets**

Cigarette data

( <https://wps.pearsoned.com/aw_stock_ie_3/178/45691/11696965.cw/index.html> )

* Causal Inference, IV estimation

Housing Market data (<https://www.kaggle.com/harlfoxem/housesalesprediction>)

* Linear Regression, Bootstrap, Model Selection, Lasso, Tree Methods

College Data (<http://www-bcf.usc.edu/~gareth/ISL/data.html>)

* Linear Regression, Model Selection, Tree Methods

Exchange Rate Data (<https://fred.stlouisfed.org/series/DEXUSEU>)

* Prediction Accuracy

Mortgage Application Data (<https://wps.pearsoned.com/aw_stock_ie_3/178/45691/11696965.cw/index.html>)

* Classification

Wage Data (<https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>)

* Clustering

**Course Mechanics**

For each topic, we will have a lecture to cover the theory of each method. After the lecture, we will have a lab session, in which you practice how to implement the method and understand the output. There will be a midterm exam and final project.

**Course Evaluation**

- 10%: Participation

- 30%: Homework

- 30%: Midterm Exam

- 30%: Final Project

You are encouraged to discuss your course material including homework, but **all work you submit must be your own.**

**2019-143 ECON 5321 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8757 |
| **Request Proposer** | Kim |
| **Course Title** | Programming and Computation with R for Economists |
| **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** | Programming and Computation with R for Economists |
| **Course Number** | 5321 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to students in the Master of Science in Quantitative Economics (MSQE) program; others by consent. |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Taught in conjunction with our MSQE program, which is only at Storrs, but may be extended to Stamford in the future. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 5321. Computation and Programming with R for Economists. Three credits. Open to students in the Master of Science in Quantitative Economics (MSQE) Program; others by consent. Basics of R programming. Objects, data structures, logical design, functions. Applications to matrix algebra, optimization, data visualization, and econometric analysis. |
| **Reason for the course action** | This is a required course for our new Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | We have consulted extensively with the STAT Department. |
| **Please provide a brief description of course goals and learning objectives** | This is a graduate-level programming and computation course targeted at Master of Science in Quantitative Economics (MSQE). Computation using a programming language is an essential part of econometric analysis. Students will learn not just how to run existing programs but also how to read, modify and write codes, so that they can assemble computational tools needed to solve various data analysis problems. |
| **Describe course assessments** | Participation (10%), Homework (30%), Midterm exam (30%), and Final project (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Course\_Syllabus\_R\_programming\_CAR\_f.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150877&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3d20e2ed1e4e42632aaf08d6b960583a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900220786289550&sdata=AGxaeeVSecyL5UUmKUH1RmJtUbi5yKON%2BDCyZJDBel4%3D&reserved=0) | Course\_Syllabus\_R\_programming\_CAR\_f.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/10/2018 - 10:02 | Submit |  | I would like to request a new course number for Programming and Computation with R. | | Economics | Richard N Langlois | 01/15/2019 - 12:28 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | | College of Liberal Arts and Sciences | Pamela Bedore | 02/08/2019 - 10:43 | Return | 2/8/2019 | Returning to proposer as per email 2.7.2019. PB. | | Return | Min Seong Kim | 03/31/2019 - 14:58 | Resubmit |  | I would like to resubmit the request for a new course number of Programming and Computation with R. | | Economics | Richard N Langlois | 04/02/2019 - 10:53 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18. | |

**Econ 5321 Programming and Computation with R for Economists**

**Contact**

Instructor: Min Seong Kim

Office Hours: TBA

Email: min\_seong.kim@uconn.edu

Lecture: TBA

Course Webpage: huskyct.uconn.edu

**Course Description**

This is a graduate level programming and computation course targeted at Master of Science in Quantitative Economics (MSQE). Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write codes, so that they can assemble computational tools needed to solve various economic problems.

No programming knowledge is assumed for this class, but some econometrics knowledge is assumed. Students will learn basics of R programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, optimization, data visualization, and econometric analysis using the R programming language.

**Course Mechanics**

There will be short lectures on each class. In each class, I will have a 10-20 minute lecture that coves a single topic. The rest of the class is will be a lab session, in which students work through a set of practice exercises using various economic data. These are to be completed and submitted. There will also be a midterm and final project.

**Course Schedule**

1. Operation in R: Arithmetic operation, relational operation, logical operation
2. Variable assignment: Numeric, Character, Logical
3. Data structures: Vector, Matrix, Factor, Data frame, List
4. Data Input, Date data
5. Conditional statement: if, else if, else
6. Loop: while, for,
7. Application of loop: Bootstrap
8. Function: How to use a built-in function, How to write a function, Apply family (useful function)
9. Matrix Algebra (Application: PageRank algorithm)
10. Principal Component Analysis
11. Visualization
12. Group comparison: Two sample t test, ANOVA
13. Linear regression analysis
14. Logistic regression
15. Simulation
16. Time series
17. Linear programming

**References**

(Bootstrap)

Horowitz (2001): “The Bootstrap in Econometrics,” Handbook of Econometrics, Vol. 5, J.J. Heckman and E.E. Leamer, eds., Elsevier Science B.V., 2001, Ch. 52, pp. 3159-3228.

(Linear/Logistic Regression)

Wooldridge (2010): Econometric Analysis of Cross Section and Panel Data, second edition. Cambridge, MA: MIT Press, Ch. 4, pp. 44-76 and Ch. 15, pp. 453-509.

(Bootstrap and Simulation)

Kim and Sun (2016): “Bootstrap and k-step Bootstrap Bias Corrections for Fixed Effects Estimators in Nonlinear Panel Model,” Econometric Theory, 32(6), pp. 1523-1568.

(Principal Component Analysis)

Bai (2008): “Factor Models,” New Palgrave Dictionary of Economics.

(Time series)

Hamilton (1994): Times Series Analysis, Princeton University Press

**Data Sets**

College Data (<http://www-bcf.usc.edu/~gareth/ISL/data.html>)

Exchange Rate Data (<https://fred.stlouisfed.org/series/DEXUSEU>)

Housing Market data (<https://www.kaggle.com/harlfoxem/housesalesprediction>)

Wage Data (<https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>)

**Course Evaluation**

- 10%: Participation

- 30%: Lab Assignments

- 30%: Midterm

- 30%: Final Project

You are encouraged to discuss your course material, but all work you submit must be your own.

**2019-144 ECON 5322 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8839 |
| **Request Proposer** | Kim |
| **Course Title** | Open Source Programming with Python for Economists |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > College of Liberal Arts and Sciences > Return > Economics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Open Source Programming with Python for Economists |
| **Course Number** | 5322 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Min Seong Kim |
| **Initiator Department** | Economics |
| **Initiator NetId** | msk17004 |
| **Initiator Email** | [min\_seong.kim@uconn.edu](mailto:min_seong.kim@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to students in the Master of Science in Quantitative Economics (MSQE) program; 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 5322. Open Source Programming with Python for Economists. Three credits. Open to students in the Master of Science in Quantitative Economics; others by consent. Graduate-level introduction to Python. Code structure; control flow; data input/output in various formats; testing and debugging. |
| **Reason for the course action** | This is a required course for our new Master of Science in Quantitative Economics (MSQE) program. |
| **Specify effect on other departments and overlap with existing courses** | None. As this is a course in programming not statistics, we have not consulted the STAT department. We are open to consultations down the road with the Engineering school and more generally in discussions about course overlap. |
| **Please provide a brief description of course goals and learning objectives** | This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging. |
| **Describe course assessments** | Labs (10%), Homework Assignments (30%), Exam I (30%), Exam II (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Ivy Course\_Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150876&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0fd44a6bc8f345787a2808d6b960aa65%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900222161255228&sdata=zdkBAxpNvEteZ2VRY7czaLcH4vNFNPp8f%2FptwKyXwX4%3D&reserved=0) | Ivy Course\_Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Min Seong Kim | 10/12/2018 - 14:04 | Submit |  | I would like to request a course number for the Open Source Programming with Python course. | | Economics | Richard N Langlois | 01/15/2019 - 12:23 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18 | | College of Liberal Arts and Sciences | Pamela Bedore | 02/08/2019 - 10:43 | Return | 2/8/2019 | Returning to proposer as per email 2.7.2019. PB. | | Return | Min Seong Kim | 03/31/2019 - 15:04 | Resubmit |  | I would like to resubmit the request for a course number of Open Source Programming with Python. | | Economics | Richard N Langlois | 04/02/2019 - 10:49 | Approve | 12/14/2018 | Approved by the ECON Department 12/14/18 | |

**Econ 5322 Open Source Programming with Python for Economists**

Instructor: Ivy Liu

Office Hours: TBD

Email: yeachyn@gmail.com

Lecture: TuTh 9:30-10:45

Course Webpage: Piazza (under construction)

**Course Overview**

This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging.

**Course Mechanics**

There will be a short lab (20 minutes) in each class. Each lecture hour will include both programming concepts and assignment solution discussion. Students will get familiarized with the basic programming language during the lab session. Lab time may be adjusted as the topics require it. Homework will be assigned weekly. Students will also be tested with midterm and final exams.

**Course Materials**

“An Introduction to Programming Using Python” by David I. Schneider, Pearson, 2016

**Course Evaluation**

- 10%: Labs

- 30%: Homework Assignments

- 30%: Midterm Exam

- 30%: Final Exam

You are encouraged to discuss your course material including lab work and homework assignment, but all work you submit must be your own.

**Course Outline**

1. Variables and types
2. Functions, basic recursion
3. Control flow: Branching and repetition
4. Introduction to core objects: Strings and lists
5. Exception handling and debugging
6. Introduction to data structure: Dictionaries
7. Function as a type and list comprehension
8. Testing

**2019-145 LING/PSYC Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 3/6/2019

2. Department or Program: Linguistics

3. Title of Major: Linguistics and Psychology

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

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

5. Nature of change: adding an alternative choice for one of the obligatory linguistics courses

# Existing Catalog Description of Major

### Linguistics and Psychology

For the Linguistics and Psychology joint major, specifically required linguistics courses are: [LING 2010Q](https://catalog.uconn.edu/LING/#2010Q) and [3110](https://catalog.uconn.edu/LING/#3110), and at least two out of the other 2000 level or above linguistics courses; and specifically required psychology courses are: [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ) and [3500](https://catalog.uconn.edu/PSYC/#3500), and at least two out of [PSYC 2400](https://catalog.uconn.edu/PSYC/#2400), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3501](https://catalog.uconn.edu/PSYC/#3501), [3550W](https://catalog.uconn.edu/PSYC/#3550W), and [3552](https://catalog.uconn.edu/PSYC/#3552). All students in the Linguistics/Psychology Major are strongly encouraged to take LING 5010/PSYC 5500 in their senior year. A minimum of four courses (12 credits) at the 2000 level or above from each department is required. For this joint major, exit requirements for information literacy will be satisfied by passing [LING 3110](https://catalog.uconn.edu/LING/#3110). The exit requirement for writing in the major will be satisfied by passing any W course in LING or PSYC at the 2000-level or above that has been approved by the student’s advisor for inclusion in the plan of study.

# Proposed Catalog Description of Major

### Linguistics and Psychology

For the Linguistics and Psychology joint major, specifically required linguistics courses are: [LING 2010Q](https://catalog.uconn.edu/LING/#2010Q) and [3110](https://catalog.uconn.edu/LING/#3110) or 3000, and at least two out of the other 2000 level or above linguistics courses; and specifically required psychology courses are: [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ) and [3500](https://catalog.uconn.edu/PSYC/#3500), and at least two out of [PSYC 2400](https://catalog.uconn.edu/PSYC/#2400), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3501](https://catalog.uconn.edu/PSYC/#3501), [3550W](https://catalog.uconn.edu/PSYC/#3550W), and [3552](https://catalog.uconn.edu/PSYC/#3552). All students in the Linguistics/Psychology Major are strongly encouraged to take LING 5010/PSYC 5500 in their senior year. A minimum of four courses (12 credits) at the 2000 level or above from each department is required. For this joint major, exit requirements for information literacy will be satisfied by passing [LING 3110](https://catalog.uconn.edu/LING/#3110). The exit requirement for writing in the major will be satisfied by passing any W course in LING or PSYC at the 2000-level or above that has been approved by the student’s advisor for inclusion in the plan of study.

# Justification

1. Reasons for changing the major:

For our ling/psych major one of the obligatory courses is 3110Q (Experimental Linguistics).

Ling 3000Q is a newer course and, like Ling 3110Q is a Q course that offers students computer literacy which is also a major component of Ling 311Q. Hence to offer both as alternative is well-motivated.

2. Effects on students: By adding this course as an alternative we increase the opportunity for students to finish the requirements in a timely manner. Ling3110Q is offered only once a year. By adding Ling3000Q (which is also once a year) there will be *two* opportunities each year to fulfill one the required courses. (The other required course (ling 2010Q) is offered each semester.)

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:3/5/2019

    Department Faculty:3/5/2019

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

Harry van der Hulst

Professor of Linguistics

Undergraduate director

Tel. 6-5120

Email: [the.linguistic.review@uconn.edu](mailto:the.linguistic.review@uconn.edu)

**2019-146 MARN 2801WE Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11738 |
| **Request Proposer** | Vaudrey |
| **Course Title** | Marine Sciences and Society |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > Return > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Marine Sciences and Society |
| **Course Number** | 2801W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This adds the E designation to an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jamie M Vaudrey |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | jmv00001 |
| **Initiator Email** | [jamie.vaudrey@uconn.edu](mailto:jamie.vaudrey@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Spring |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | Yes |
| **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** | Discussions, Workshops, and Evening Lectures |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MARN 1002 or 1003; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **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** | MARN 2801W. Marine Sciences and Society Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011. Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature. |
| **Provide proposed title and complete course catalog copy** | MARN 2801WE. Marine Sciences and Society Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011. Scientific analysis of coastal zone issues and interdisciplinary implications for society, including theories, observations, and models of how humans impact the health and well-being of the natural world and how the natural world impacts the health of humans. Topics incorporate public policies, legal frameworks, and moral and/or ethical dimensions regarding the environment. Written analysis and discussion of primary literature. |
| **Reason for the course action** | The Department felt that this course is an ideal option for offering as an E course. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Our main goal is the effective written and oral communication of scientific information. To meet this goal, this course includes written assignments (and revisions), oral presentations, attendance at lecture series, and a variety of workshops and scientific discussions. Our focus will be on three broad but important topics in marine science today: bioinvasions, eutrophication, and climate change. You will be synthesizing the knowledge you have gathered over the past few years with a guided review of primary literature and secondary sources. This synthesis will take the form of four short papers targeted towards a non-scientific audience. |
| **Describe course assessments** | Four essays of 1220-1380 words (text only, not references). The audience and scope is defined by the Instructor. Three presentations. For each topic, students read 4 to 6 papers from the primary literature. These papers are discussed as a group, both in terms of the science, as effective pieces of writing, and the implication of the work as relates to the essay assignment. On a separate day, the group brainstorms the topics most likely to resonate with or convince the audience and decides on the overall structure of the essay. Students read an additional paper from the primary literature and present the paper to the class, highlighting how the paper relates to the essay topic and "selling" the paper to the class, as a paper their classmates should use as evidence in their essays. In their essays, students are required to use all of the 4 to 6 papers discussed by the class and select an additional 5 to 6 papers from those presented by their classmates. Over the course of the semester, students will have read ~25 papers from the primary literature and an additional 5 to 10 white papers. They also critically examine many websites during the climate change section. Points Breakdown (1000 points total) 180 Bioinvasions Paper (4 pages) 180 Eutrophication Paper (4 pages) 180 Climate Change Paper (4 pages) 180 Communicating Science (4 pages) 60 Presentation 1 60 Presentation 2 60 Presentation 3 100 Punctuality (on-time assignments) 1000 Total |
| **General Education Goals** | By the end of the semester, students should be able to: 1. Construct a compelling synthesis of scientific information appropriate for a non-scientific audience. Note, this is not a “book report” style of writing, but a well-crafted story highlighting your ideas and knowledge, supported by references to the primary and secondary literature. 2. Construct and deliver an engaging oral presentation. You will present a minimum of three times over the course of the semester, providing opportunity to exhibit improvement and growth. |
| **Writing Competency** | Our main goal is the effective written and oral communication of scientific information. To meet this goal, this course includes written assignments (and revisions), oral presentations, attendance at lecture series, and a variety of workshops and scientific discussions. Our focus will be on three broad but important topics in marine science today: bioinvasions, eutrophication, and climate change. You will be synthesizing the knowledge you have gathered over the past few years with a guided review of primary literature and secondary sources. This synthesis will take the form of four short papers targeted towards a non-scientific audience. In the language of UConn's General Education Guidelines for W courses, "Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition then to general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression--and discipline specific format, evidentiary, and stylistic norms - the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation." Note that “writing instruction” means more than imparting rules for grammar, usage, and documentation; it also involves teaching students to explore and shape their ideas, analyze their audiences, frame arguments, gather evidence effectively and ethically understand genre conventions, and attend to style. |
| **Environmental Literacy** | This course includes: 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; 4. moral and/or ethical dimensions regarding the environment. Our secondary goal is to improve the environmental literacy of class participants. The course examines three big issues in environmental science: bioinvasions, eutrophication, and climate change. Class discussions include not only the science of the issues, but also the practical application of management actions, societal response to the science and the management of the environment, and reviews actions taken to protect the natural environment. A running theme through the class is discussing the impact of humans on the environment and how we utilize and rely on the environment as a source of food, jobs, and recreation. Learning to critically examine an issue from multiple points of view is key to developing the essays, including considering the viewpoints of people or groups who are traditionally non-environmentalists (corporations, climate science deniers, etc.). We focus on how to translate science in an accurate and informative way to a variety of audiences, persuading the audience to value the environment and to recognize the innate connection between humans and the environment. Students read the primary literature and translate that knowledge into essays aimed at specific, non-scientific audiences (i.e. bioinvasions > the Board of a major shipping company, eutrophication > a local advocacy / citizen-action group, and climate change > middle school teachers). A fourth essay is an opinion piece on what makes an effective communication to non-scientific audiences, using observation of speakers invited to present as part of the Coastal Perspectives Lecture Series, offered during the spring semester at Avery Point campus. This evening lecture series is open to the general public. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN2801w syllabus\_sched.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F149591&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb82bda1996f647da87b408d6ba18ac3a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901012464300338&sdata=4B8BlztVNFiqPp1ozAcH9j7dSz2lFRwX89KxyobhmYY%3D&reserved=0) | MARN2801w syllabus\_sched.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jamie M Vaudrey | 03/20/2019 - 17:15 | Submit |  | Completed request to add E designation. | | Marine Sciences | Heidi M Dierssen | 03/21/2019 - 17:39 | Return |  | proceed with the revisions now Jamie | | Return | Jamie M Vaudrey | 03/22/2019 - 12:29 | Resubmit |  | Comments incorporated, new syllabus provided. | | Marine Sciences | Annelie Skoog | 04/05/2019 - 16:36 | Approve | 12/5/2018 | Approved by DMS CCC | |

**2019-147 MARN 3000E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11700 |
| **Request Proposer** | Lund |
| **Course Title** | Hydrosphere and Global Climate |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > Return > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Hydrosphere and Global Climate |
| **Course Number** | 3000 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a request to revise the title of 'Hydrosphere and Global Climate' to 'The Oceans and Global Climate', modify the description, add prerequisites, and nominate the course for Content Area 3 and Environmental Literacy designation. |

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| **CONTACT INFO** | |
| **Initiator Name** | David C Lund |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | dal13007 |
| **Initiator Email** | [david.lund@uconn.edu](mailto:david.lund@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | There is one section at Avery Point and one at Storrs that are taught at the same time via iTV. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | CHEM 1127Q, PHYS 1201Q or 1401Q |
| **Corequisites** | None |
| **Recommended Preparation** | MARN 1002, GSCI 1051 |
| **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** |  |
| **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** | MARN 3000: The Hydrosphere and Global Climate Three Credits. Lund. Interactions of the physical and chemical components of the global water and energy cycles and how all apply to climate. The science behind climate change predictions reviewed and applied to case studies. |
| **Provide proposed title and complete course catalog copy** | MARN 3000E: The Oceans and Global Climate Three credits. Lund. Prerequisites: CHEM 1127Q; PHYS 1201Q or 1401Q. Recommended Preparation: MARN 1002 and GSCI 1051. Understanding human impacts on the global climate system, the basics of domestic and international climate policy, and strategies for communicating climate-change science to the broader public, with special emphasis on the oceans. Topics include: 1) the Earth’s energy budget and carbon cycle, 2) the properties of greenhouse gases, 3) historical and future changes in Earth's climate, 4) impacts of global change on the oceans, and 5) the implications of climate change for human behavior and energy usage. |
| **Reason for the course action** | Over time, the course has evolved to focus primarily on the implications of anthropogenic activities for the oceans and the climate system. As a result, the hydrosphere title, which implies the course encompasses all water on Earth, was too broad (in addition to being somewhat vague). The emphasis on climate policy and communications also highlights the appropriateness of the course for an Environmental Literacy designation. Finally, the addition of basic prerequisites will ensure that incoming students have the basic chemistry and physics background necessary to understand the climate science covered in the course. |
| **Specify effect on other departments and overlap with existing courses** | The effect on other departments is minimal given that the course is a continuation of an ongoing offering from Marine Sciences. |
| **Please provide a brief description of course goals and learning objectives** | Course goals and learning objectives 1) Understand Earth’s heat budget and carbon cycle 2) Be familiar with current state of global change science 3) Understand implications for global energy usage and type 4) Be familiar with basics of domestic and international climate policy 5) Learn to communicate key climate change concepts to your uncle |
| **Describe course assessments** | Course assessments include: - reading assignments for each course meeting - routine quizzes to ensure attendance and completion of reading assignments (and to gauge student understanding) - multiple qualitative homework assignments to highlight key concepts covered in lecture - two exams (one focused on the first part of the course, the other on the second) - course project on climate communication (done as a group) |
| **General Education Goals** | MARN 3000 addresses the general education goals because: 1) it encourages students to become knowledgeable about climate change and articulate their knowledge to the broader public, 2) it places current and future climate change in the context of past climate variability, thus giving the students context for their era, 3) it raises awareness of society's use of fossil fuels and the impacts on the climate system, and 4) it provides students with a working understanding of the climate system and provides them with the tools to monitor and assess climate change in the future (via government agency websites and IPCC reports). |
| **Content Area: Science and Technology (non-Lab)** | MARN 3000 encourages students to explore the topic of global change and introduces them to the body of knowledge on this topic through lectures and reading of IPCC reports. It also promotes the understanding of global change through quantitative problems related to energy budget, greenhouse gases, radiative forcing, and energy usage. While much of the science of climate change is well understood, there remain significant uncertainties in future projections, especially related to the ocean circulation, collapse of polar ice caps, and the cooling effect of clouds. Despite these issues, one of the main goals of MARN 3000 is to highlight that the primary uncertainty in future climate projections is human behavior (population, energy consumption, and energy type). In this sense, the students can quickly see that their own behavior is key to reducing uncertainty in future climate scenarios. Lastly, MARN 3000 promotes interest and commitment to continued learning about science and technology and their impact upon the world and human society because the course itself it focused on this very topic (i.e. the impact of fossil fuel burning on the climate system and the associated impacts on ecosystems and societies). |
| **Environmental Literacy** | An EL course 'provides students with the ability to understand, and articulate perspectives on, the interactions between human society and the natural world, as well as the challenges of environmental stewardship.' Given that MARN 3000 focuses on the influence of anthropogenic fossil fuel emissions on the Earth's climate system, it is a natural fit for the EL designation. In MARN 3000, we discuss the role of greenhouse gases in the radiative budget for the Earth and model simulations that clearly show that rising atmospheric CO2 levels are due to human activity. We then discuss how the change in radiative forcing is causing temperatures to increase, which has manifold implications for the climate system and society, including rising sea level through thermal expansion, expansion of the Hadley circulation, and the enhanced ability of the atmosphere to hold moisture (which yields more intense rainfall events). Rising CO2 levels also cause ocean acidification, with important implications for ocean ecosystems, including many that we rely on for the harvest of seafood. Rapid melting of ice caps and sea ice reinforces the warming trend in high latitudes by reducing the albedo, which causes further warming. In addition to cataloging the myriad ways that fossil fuel emissions are influencing the climate system and oceans, the final portion of the course is devoted to discussion of domestic climate policy, including topics such as the Endangerment Finding, which allowed the EPA to regulate CO2 as a pollutant. On an international level, we cover the various steps leading up to the Paris Agreement, including the unfortunate development of our imminent withdrawal. Finally, we have a guest lecture by a communications expert (Dr. Miriah Kelly) to outline the key techniques for communicating global change scientist to a skeptical audience. The students then use these techniques, combined with their newfound knowledge of the climate system, to develop a final project for presentation to the broader class. In the past, these projects have included letters to the Hartford Courant, play acting a Thanksgiving dinner discussion of climate change, or reports to town planning boards in coastal CT (and many others). In summary, MARN 3000 focuses on theories, observations, and models of how humans impact the health and well-being of the natural world throughout the course. Towards the end of the semester, we discuss public policies and legal frameworks that affect the environment. While the moral implications of climate change are not explicitly discussed, it's clear by the end of the semester that the students have made up their own mind in this regard. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN3000\_Syllabus\_Template.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F149575&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc8aaee449dff41be6a4708d6ba19c0bd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636901017116085715&sdata=0eFtTgBrUYcokToyLHe1HyttIQM%2FtzFkLwEX%2BPPrFS4%3D&reserved=0) | MARN3000\_Syllabus\_Template.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David C Lund | 03/19/2019 - 13:48 | Submit |  | Course action request submitted by D. Lund on March 19, 2019 | | Marine Sciences | Heidi M Dierssen | 03/20/2019 - 06:51 | Return |  | Revise Content Area 3 to either add to revision request or remove from consideration. Change syllabus and course description. | | Return | David C Lund | 03/22/2019 - 10:12 | Resubmit |  | The course request change form has been updated to reflect the comments of Heidi Dierssen. | | Marine Sciences | Annelie Skoog | 04/05/2019 - 16:55 | Approve | 4/5/2019 | The Marine Sciences CCC approved the course for recommendation for E designation Dec 5. The faculty approved the course for E designation Dec 7. | |

**2019-148 SLHS 5341 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11618 |
| **Request Proposer** | Mozeiko |
| **Course Title** | Practicum in aphasia |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Practicum in aphasia |
| **Course Number** | 5341 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer L Mozeiko |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | jlm02013 |
| **Initiator Email** | [jennifer.mozeiko@uconn.edu](mailto:jennifer.mozeiko@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** | 6 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | lab/ clinical with observation and individual feedback provided on clinical performance and assignments |

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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** | SLHS 4245 |
| **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** | 4 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SLHS 5341. Practicum in Aphasia. One credit. Recommended Preparation: SLHS 4245. May be repeated to a maximum of four credits. Clinical methods of treatment of aphasia. Includes goal-setting, assessment, communication facilitation, and the writing of SOAP notes. |
| **Reason for the course action** | course is currently taking place under a generic course number. This is not a change in course but rather a formalization of an existing course. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course, students will be expected to: • Have familiarity with a variety of aphasia types and to effectively facilitate communication with all. • Have provided one type of aphasia assessment • Write effective SOAP notes • Create goals that are specific and measurable in the group context • Plan and run a group effectively modifying for the different abilities in the group • Know several adjuvant treatments for people with chronic aphasia • Understand the difference between the traditional impairment approach and the Life Participation Approach to Aphasia. • Be provided with an understanding of the barriers faced by those with aphasia and human experience to provide a deeper understanding of the topics presented in the Aphasia Course |
| **Describe course assessments** | Lesson Plans- Templates will be provided. Group leads are to submit a lesson plan by Monday of each week and to make revisions as required. I will be looking for thoroughness, an understanding of your group’s ability level, choice of activities and backup plans. Clinical Reflection- Templates will be provided. These are due on Friday by midnight as I’d like reflections to be fresh. These don’t need to be extensive but I am looking for a critical evaluation of what went well, what didn’t go well and how you think it could have been improved. I may or may not respond to these but I will read them all. Clinical Performance- Expectations of graduate student clinicians increase over time as you gain experience and academic knowledge. It is expected that you will respond to feedback when provided, requests to change lesson plans, etc. Communication- In addition to daily effective communication with caregivers and the other clinicians, I will be looking at the homework you provide to participants who request it. Understanding the research- In addition, you will each be responsible for presenting the details from one (peer reviewed) article of your choice to your peers in written format and then will be modified for one of the aphasia groups. I’ll give you a few to choose from but you can also find your own. Topics include running aphasia groups, aphasia book clubs, life participation approach, functional communication, working after aphasia, driving after aphasia, benefits of exercise and aphasia, music and aphasia, mindfulness/meditation for aphasia, etc. Assessment- Work with me to find the right language assessment for one client over the semester. You will arrange this before the group meets one time over the semester. You will use this information next semester as part of your final aphasia class project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [proposed aphasia practicum syllabus (currently SLHS 6268).docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148652&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbc53e214dcf44220c0cf08d6a954cca1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636882579009441810&sdata=qgusAf3XccJVJd2cW0OKItotgRdcBTOoSyuFxuxTBYU%3D&reserved=0) | proposed aphasia practicum syllabus (currently SLHS 6268).docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer L Mozeiko | 03/12/2019 - 09:29 | Submit |  | I have confirmed the course number with the office of the registrar. Thank you. | | Speech Language and Hearing Services | Lendra Friesen | 03/12/2019 - 10:51 | Approve | 3/12/2019 | Approved on March 12, 2019 | |

SLHS 6368

Aphasia Lab

Speech, Language, and Hearing Sciences

**Syllabus** – **Spring 2019**

# Syllabus information may be subject to change. The most up-to-date syllabus is located on HuskyCT.

**Program Information**

This course will serve as the lab practical to the Aphasia course and is required one or two times as a graduate student depending on aphasia group needs and student interest. It may be taken up to four times for credit.

**Course and Instructor Information**

**Course Title:** Aphasia Practicum

**Credits:** 1

**Professor:** Dr. Mozeiko

**Email:** [Jennifer.mozeiko@uconn.edu](mailto:Jennifer.mozeiko@uconn.edu); Email is the **best** way to contact me.

**Office Hours/Availability:** Rm. 217 PCBS., Rm. 217 PCBS**,** Tuesdays 10-12 pm or schedule using AdvApp

**Course Materials**

* Assigned Readings
* Clinic materials and assessments
* Self-created materials

**Course Description**

The Aphasia Lab Practicum can stand-alone but is designed to supplement the Aphasia Course offered in the Spring Semester. Students will have the opportunity to interact with people with a variety of aphasia symptoms. Each will have 2-3 opportunities to lead a group of 8-10 group members with activities designed to encourage “total communication” practice making use of all language modalities. Each student will also be paired with an individual client in order to practice goal setting, administering an aphasia assessment and/or quality of life assessment, individualized communication facilitation, and the writing of SOAP notes. Hands on learning will improve understanding of the theories covered in the lecture course. Clinical work will be supplemented by research on adjuvant therapies, the Life Participation Approach to Aphasia, and functional treatments not covered in the course. Data collection and assessment information from this Lab Practicum will be directly applied to the Aphasia Course Project.

**Course Objectives**

By the end of the course, students will be expected to:

* Have familiarity with a variety of aphasia types and facilitate effective communication with all.
* Have provided one type of aphasia assessment
* Write effective SOAP notes
* Create goals that are specific and measurable in the group context
* Plan and run a group effectively modifying for the different abilities in the group
* Know several adjuvant treatments for people with chronic aphasia
* Understand the difference between the traditional impairment approach and the Life Participation Approach to Aphasia.
* Be provided with an understanding of the barriers faced by those with aphasia and human experience to provide a deeper understanding of the topics presented in the Aphasia Course

**Course Outline**

***Please note that dates and materials may be updated throughout the semester. Changes will be announced in class. You are responsible for making the changes on your syllabus as they occur.***

Group leaders will be posted on HuskyCT and shared with you.

Group meeting- Each group will meet 15 minutes prior to start time in order to discuss the plan of the day. Meetings are conducted by the group leader. Groups will take place on Mondays at UConn Storrs and Fridays at UCHC.

**GROUP 1-** 12:15-1:45- All participants welcome- focus on communication using any means. Slower pace than Group 2.

**GROUP 2-** 1:30-3:00- All participants welcome- focus on high level language skills such as debates and political discussions. Faster pace than Group 1.

**BOOK CLUBS-** 2:30-4:00- Anyone interested in reading or getting back to reading is welcome. Audio books may be used in lieu of or alongside the text. Weekly written homework provided in addition to reading assignments.

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **Notes** |
| 1 | Jan 22 | Kathryn, Sam F., Lauren, Margie, |
| 2 | Jan 29 | Olivia, Anna, Shanley, Shannon |
| 3 | Feb 5 | Gianna, Karen, Lauren, Margie |
| 4 | Feb 12 | Sarahann, Gabrielle, Shanley, Shannon |
| 5 | Feb 19 | Rebecca, Briana, Lauren, Margie |
| 6 | Feb 26 | Kathryn, Sam F., Lauren, Margie, |
| 7 | Mar 5 | Olivia, Anna, Shanley, Shannon |
|  | Mar 12 | NO MEETING- SPRING BREAK! |
| 8 | Mar 19 | Gianna, Karen, Lauren, Margie |
| 9 | Mar 26 | Sarahann, Gabrielle, Shanley, Shannon |
| 10 | April 2 | Rebecca, Briana, Lauren, Margie |
| 11 | April 9 | Kathryn, Sam F., Lauren, Margie, |
| 12 | April 16 | Olivia, Anna, Shanley, Shannon |
| 13 | April 23 | Final day- pizza party led by Gianna, Karen, Lauren, Margie |

**UCHC FARMINGTON GROUP**- Fridays, 2:30-4:00- students named here

**Course Requirements and Grading**

# Lesson Plans- Templates will be provided. Group leads are to submit a lesson plan by Monday of each week and to make revisions as required. I will be looking for thoroughness, an understanding of your group’s ability level, choice of activities and backup plans.

# Clinical Reflection- Templates will be provided. These are due on Friday by midnight as I’d like reflections to be fresh. These don’t need to be extensive but I am looking for a critical evaluation of what went well, what didn’t go well and how you think it could have been improved. I may or may not respond to these but I will read them all.

# Clinical Performance- Expectations of graduate student clinicians increase over time as you gain experience and academic knowledge. It is expected that you will respond to feedback when provided, requests to change lesson plans, etc.

# Communication- In addition to daily effective communication with caregivers and the other clinicians, I will be looking at the homework you provide to participants who request it.

# Understanding the research- In addition, you will each be responsible for presenting the details from one (peer reviewed) article of your choice to your peers in written format and then will be modified for one of the aphasia groups. I’ll give you a few to choose from but you can also find your own. Topics include running aphasia groups, aphasia book clubs, life participation approach, functional communication, working after aphasia, driving after aphasia, benefits of exercise and aphasia, music and aphasia, mindfulness/meditation for aphasia, etc.

# Assessment- Work with me to find the right language assessment for one client over the semester. You will arrange this before the group meets one time over the semester. You will use this information next semester as part of your final aphasia class project.

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| **Course Components** | **Total Weight** |
| Lesson Plans- due Monday, week you lead | 30% |
| Clinical reflections- due immediately after session (midnight at latest) | 15% |
| File maintenance (ongoing, checked at end of semester) | 10% |
| Clinical performance (according to clinical guidelines)/ response to feedback | 10% |
| Communication with patients, aphasia group coordinator, families, and other student clinicians (includes homework management and online discussion regarding reading) | 20% |
| Response paper for Life approach (due Oct. 26- no group that day!) | 5% |
| Assessment performance and write-up (due 2 weeks after assessment performed) | 10% |
| **Total** | **100** |

# Grading Scale:

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 94-96 | A | 4.0 |
| 90-93 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

**Student Responsibilities and Resources**

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

**Academic Honesty** statement:

*The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See* [*http://www.dosa.uconn.edu/Code2.html*](http://www.dosa.uconn.edu/Code2.html) *for more information on the University's student code.*

*Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism: (from the Latin plagiarius, an abductor, and plagiare, to steal): Plagiarism is defined as presenting another person's work or ideas as one's own.*

# Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code 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
* Academic Integrity in Graduate Education and Research

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

* Plagiarism: How to Recognize it and How to Avoid It
* University of Connecticut Libraries’ Student Instruction (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.

# 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.
* Non-degree students should refer to Non-Degree Add/Drop Information 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
* Graduate Catalog

# Academic Calendar

The University's Academic Calendar contains important semester dates.

# Academic Support Resources

Technology and Academic Help 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). You may contact CSD by calling (860) 486-2020 or by emailing [csd@uconn.edu.](mailto: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)

**Software Requirements and Technical Help**

* Word processing software
* Adobe Acrobat Reader
* Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, HuskyCT. 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. Students also have 24x7 Support 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.
* Open and access PDF files.
* Use basic excel spreadsheets
* Access and edit Google Drive docs and/or HuskyCT
* Do a basic lit search using UConn library databases

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies 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 (OIRE).

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

**2019-149 SOCI 5005 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11767 |
| **Request Proposer** | Naples |
| **Course Title** | Writing Sociology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Title** | Writing Sociology |
| **Course Number** | 5005 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SOCI 5005. Writing Sociology  Three credits. Instructor consent required.  This course furthers the development of students’ sociological writing skills and enhances their ability to successfully generate clear, concise and effective sociological arguments and analysis through engaged discussion of writing goals and strategies, instructor feedback, and peer review. |
| **Reason for the course action** | The course has been taught three times and has proven valuable for students to advance their writing skills and produce publishable papers. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated. |
| **Please provide a brief description of course goals and learning objectives** | The objectives of the seminar are: • To offer constructive feedback that will help guide student in these revisions • To help students learn how to offer constructive feedback to their peers • To help students learn the conventions of writing for US social science journals • To structure writing and writing time in a productive way • To teach you some fundamentals of writing and editing you may not have ever learned • To supervise your practice of those fundamental writing and editing skills you have acquired. |
| **Describe course assessments** | The final paper for the course depends on the product students are working on: proposal, article for publication, chapter for thesis or dissertation. The final grade is based on the final paper (60%), meeting deadlines throughout the semester, providing appropriate written and oral feedback to fellow students (25%), and offering thoughtful contributions and questions in class meetings (15%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ccc naples writing seminar syllabus spring 2018.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150805&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd2b5bf4841ab40630e5e08d6b9d9ccd9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636900742434341783&sdata=ppPYc8RnpTphynYrrP3lMYTu%2BCzR16E3q99QPgQi6zI%3D&reserved=0) | ccc naples writing seminar syllabus spring 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 03/22/2019 - 15:46 | Submit |  | This course was approved by GPC 1/28/2019 and approved by Faculty 3/6/2019. | | Draft | Nancy A Naples | 03/22/2019 - 15:46 | Submit |  | This course was approved by GPC 1/28/2019 and approved by Faculty 3/6/2019. | | Sociology | Ralph B McNeal | 04/01/2019 - 16:41 | Approve | 3/6/2019 | I will be unable to attend the next meeting, but I will see if Nancy can make it | |

approved by GPC 1/28/2019

approved by Faculty 3/6/2019

**Instructor: Nancy A. Naples Thursdays, 12:20-3pm**

**WGSS Seminar Room, 4th Floor Beach Hall Spring, 2019**

**SOCI 5005: Writing Sociology Seminar**

This course has two primary goals: (1) to further the development of students’ sociological writing skills especially as they relate to clarity of argument; engagement with relevant literature; and integration of theory, method, and analysis; and (2) to facilitate students’ progress towards completion of important benchmarks in the program. Students will enhance their ability to

successfully generate clear, concise and effective sociological arguments and analysis through engaged discussion of writing goals and strategies, instructor feedback, and peer review. Students working on proposals, theses, and dissertations are encouraged to take advantage of this opportunity. The objectives of the seminar are:

* To offer constructive feedback that will help guide you in these revisions
* To help you learn how to offer constructive feedback to your peers
* To help you learn the conventions of writing for US social science journals
* To structure your writing and writing time in a productive way
* To teach you some fundamentals of writing and editing you may not have ever learned
* To supervise your practice of those fundamental writing and editing skills you have acquired.

The final paper for the course depends on the product you are working on: proposal, article for publication, chapter for thesis or dissertation. It is due by 5 PM on May 4. There are other writing assignments as well as some helpful reading suggestions. Your final grade is based on the final paper (60%), meeting deadlines throughout the semester, providing appropriate written and oral feedback to your fellow students (25%), and offering thoughtful contributions and questions in class meetings (15%).

Some weeks are designed to allow time for writing and peer-review or individual meetings with me instead. For those weeks, you come to class and use the time for focused writing even if you are not scheduled to meet.

A key feature of writing productively is writing regularly. You are expected to post section revisions of your course writing project at regular intervals (approximately 3 weeks each) for everyone in class to see.

**Required texts:**

Becker, Howard.1986, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success.* Sage.

Silvia, Paul. *How to Write A Lot*. 2007. American Psychological Association.

https://www.apa.org/pubs/books/4441031.aspx

Smith-Lovin, Lynn and Cary Moskovitz, 2017. *Writing in Sociology: A Brief Guide.* NY: Oxford University Press.

Sword, Helen, 2016. *The Writer’s Diet: A Guide to Fit Prose.* Chicago: University of Chicago Press.

***Optional***

Becker, Howard. 1998. *Tricks of the Trade: How to Think About Your Research While You’re Doing It*. Chicago, Il: University of Chicago.

Elbow, Peter. 1998. *Writing with Power*. NY: Oxford University Press.

Schimel, Joshua. 2011. *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*. NY: Oxford University Press.

Single, Peg Boyle. 2010*. Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Sterling, Virginia: Stylus.

Sociology Writing Group. 2013. *A Guide to Writing Sociology Papers.* NY: St. Martin’s Press.

Zinssser, William. 2006. [*On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial.](https://www.amazon.com/Writing-Well-Classic-Guide-Nonfiction/dp/0060891548/ref=sr_1_1?ie=UTF8&qid=1542484360&sr=8-1&keywords=zinsser+writing+well)

**Course Outline [Note: This outline is subject to change.]**

**Week 1: Jan. 24 NO CLASS.**

***Reading Assignment:***

Belcher, Wendy Laura. 2009. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success.* Sage**.**

***Writing assignment:*** Via email to me, submit the current draft of the writing project or an abstract of a paper you would like to work on, and describe your goals for the semester by 3:00 PM. This will be treated as your **FIRST DRAFT.**  The goal of the writing project assignment is to produce a final version that will have gone through a series of peer and instructor reviews in order to move it towards a completed version for either submission to a conference, journal, grant agency, proposal defense, or dissertation/thesis chapter.

**Week 2: Jan. 31. Introductions**

***Reading Assignment:***

Silvia, Paul. Chapters 1-3 in and 6, 7, & 8 [depending on your writing project]. *How to Write A Lot*. 2007. American Psychological Association; https://www.apa.org/pubs/books/4441031.aspx

Becker, Howard.1986. Chapters 1 & 2 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

***Class activity***: Discussion of who are you as a writer. What are your values as a scholar? Who do you see as your audience for your writing project? How do you write? How do you want to write?

**Week 3: Feb. 7. Voice and Active Writing**

***Reading Assignment:***

Sword, Helen, 2016. Chapters 1 & 2 in *The Writer’s Diet: A Guide to Fit Prose.* Chicago: University of Chicago Press.

Becker, Howard.1986. Chapters 4 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Smith-Lovin, Lynn and Cary Moskovitz. 2017. Chapter 9 in *Writing in Sociology: A Brief Guide.* NY: Oxford University Press.

***Class activity***: Forming 2-3 person teams to review and edit selected sections of your papers and discuss the practice of reviewing.

**Week 4: Feb. 14. Defining and Articulating Research Questions**

***Reading Assignment:***

Becker, Howard.1986. Chapters 3 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Smith-Lovin, Lynn and Cary Moskovitz, 2017. Chapter 4 & 5 in *Writing in Sociology: A Brief Guide.* NY: Oxford University Press.

***Class activity***: What is the specific research question you are focusing on in your writing project and where is the answer or how you expect to find the? Write 250 words describing the ONE research question your paper or study will answer. Indicate what expected answers you have (“hypotheses”) or expect to find. Write another 250 words EACH describing what YOU think the research question is for (a) your writing project partner and (b) one other student. Share with whole class to facilitate group discussion.

**Week 5: Feb. 21 .The Practice of Writing**

***Reading Assignment:***

Richard A. Feinberg and Howard Wainer 2011. “Extracting Sunbeams from Cucumbers.” *Journal of Computational and Graphical Statistics* 20 (4): 793-810. [EXEMPLAR #1]

Gelman, Andrew, Cristian Pasarica and Rahul Dodhia, 2002. “Let's Practice What We Preach: Turning Tables into Graphs” *The American Statistician* 56(2): 121-130. [EXAMPLAR #2]

***Class Activity*:** You are now writing a **SECOND DRAFT** of your paper in which the first sections (intro, lit review, methods) have all been revised as deeply and thoroughly as you can. Share/discuss your work with your writing project partner(s) at a minimum of a week before you post it to be shared. **The SECOND DRAFT is due by NOON February 22th.**

**Week 6: Feb. 28. The Value of Outlines**

***Reading Assignment:***

Yu, Wei-hsin and Janet Chen-Lan Kuo, 2017, “The Motherhood Wage Penalty by Work Conditions: How do Occupational Conditions Hinder or Empower Mothers.” ASR 82(4): 744-769. [EXEMAPLAR #1]

Identify an article in your area that you found offers a clear organization of the different sections required in a sociological research article.

***Writing Assignment:*** Outline and post what you found useful in terms of (1) relative length of sections (2) identifying signposts (in headers, first sentences, transition sentences, summary paragraphs) and (3) location of all references to literature, analytic statements, discussion of substantive significance.

***Class Activity:*** Discussion of how the authors signal the significance of their study, their consideration of alternative hypotheses, links of authors’ research questions, findings, and conclusions with relevant scholarship, and connect their theoretical considerations to their data analysis and conclusions.

**Week 7: March 7. Presenting methods, data and analysis effectively**

***Reading Assignment:***

Smith-Lovin, Lynn and Cary Moskovitz, 2017. Chapter 6 in *Writing in Sociology: A Brief Guide.* NY: Oxford University Press.

Thonus, Terese. 1999. *“*Dominance in academic writing tutorials: gender, language proficiency, and the offering of suggestions.” *Discourse & Society* 10(2): 225–248

**Class Activity:** Discussion of feedback on **SECOND DRAFT**. Problem solving of writing dilemmas and time management.

**Week 8: March 14. Reverse Outlines**

**Reading Assignment:**

Pedriana, Nicholas and Robin Stryker 2017. “From Legal Doctrine to Social Transformation: Comparing US Voting Rights, Equal Employment Opportunity, and Fair Housing Legislation.” *AJS* 123(1): 86-135. [EXEMPLAR #2]

Brown-Saracino, Japonia 2015. “How Places Shape Identity: The Origins of Distinctive LBQ Identities in Four Small U.S. Cities/”*AJS,*121 (1): 1–63. [EXEMPLAR #3]

**Class Activity:** Drawing on the twotypes of non-quantitative papers (Comparative-Historical/ Ethnographic- Interview), consider how these structures are similar/different from each other and from the basic quantitative model. How are sections organized and signaled? Where and how is the methodology explained? How are data and analysis presented together? Read and think about both articles but pick one of them to prepare a full reverse outline on and post it on-line.

**Week 9: March 21. SPRING BREAK**

**Writing Assignment:** You will be working on pulling your revisions together into a **THIRD DRAFT** paper in which the later sections (data analysis and discussion/conclusions) have all been revised as deeply and thoroughly as you can and are connected to and consistent with your work on the front end. Share/discuss your work with your new team partner at a minimum before you post it to be shared with the whole class (and me). **New Draft is due 3:00 PM March 23.**

**Week 10 March 28. Constructing Discussion and Conclusion**

***Reading Assignment****:*

Becker, Howard.1986. Chapters 5-7 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Sword, Helen, 2016. Chapter 5 and Appendix in *The Writer’s Diet: A Guide to Fit Prose.* Chicago: University of Chicago Press.

***Writing Assignment:*** Work on discussions and conclusions to make sure that you have summarized, connected the answer offered to research question asked, and argued for the fruitfulness of the approach (honestly assessing generalizability).

***Class Activity:*** Compare the discussion and conclusions sections of the three exemplars we already read. What works and what doesn’t and why? Run some segments through Sword’s “fitness test” software to highlight what technical strengths/weaknesses they show but use your own “ear” too.

**Week 11:- April 4. Citations and References.**

***Reading Assignment****:*

Becker, Howard.1986, Chapter 8 in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Smith-Lovin, Lynn and Cary Moskovitz, 2017. Chapter 8 in *Writing in Sociology: A Brief Guide.* NY: Oxford University Press.

***Class Assignment:*** Assessment of use of citations and references**.** Consider: are you over or under-citing and how do you know? How much of your word count is reference material? Are you giving enough credit where you should?

**Week 12: April 11. The Practice of Writing**

***Class Assignment:*** Outline your own **THIRD DRAFT** as you see it and your writing partner will write a reverse outline of your paper (no cross consultation permitted).

**Week 13: April 18. Reading like a reviewer**

***Class Assignment:*** Each student will be assigned two NEW partners (again) who will read your **THIRD DRAFT** and each independently write a review. In addition to reading the assigned student paper, you will have some examples of faculty draft papers and their reviewers’ comments and the revised paper that was published.

***Class Activity:*** Discuss how reviewers agree/disagree, how to make good use of “pre-review” and how to do them well. What agenda exists for each author to revise the paper further before the end of the semester (and submission due date)?

**Week 14: April 25. The Praxis of Revising**

***Class Assignment:*** Post your semi-final **FOURTH DRAFT**. Explain orally how you “responded to class reviewers” and what you think still needs revising. We will collectively consider what is still to be done as last minute work. At a minimum this will mean careful proofreading but should also include consideration of style, voice, organization, clarity of data presentation, and most importantly the connection of your question to your answer from beginning to end.

**Week 15: May 2 Closure**

**Appendix A: Writing Methodology**

***Writing Up Methods***

Andrews, Abigail Leslie. 2018. Undocumented Politics: Place, Gender, and the Pathways of Mexican Migrants. Berkeley: University of California Press.

Brown, Karida L. 2018. “Research Appendix.” Pp. 193-213 in *Gone Home: Race and Roots through Appalachia*. Chapel Hill: UNC Press.

Calarco, Jessica McCrory. 2018. “Appendix: Methodology.” Pp. 201-216 in Negotiating Opportunities: How the middle Class Secures Advantages in School. Oxford.

Cox, Alexandra. 2917. “Methodological Appendix.” Pp. 167-181 in Trapped in a Voice: The Consequences of Confinement for Young People. Rutgers.

Everitt, Judson G. 2018.”Appendix: Site, Context, and My Role as an Ethnographer.” p. 165-177 in *Lesson Plans: The Institutional Demands of Becoming a Teacher. Rutgers University* Press.

Hagerman, Margaret A. 2018. “Appendix: Methodology.” Pp. 215-224 in *White Kids: Growing up with Privilege in a Racially Divided America*. NY: NYU.

Hart-Brimson. 2018.”Appendix: Studying Public Opinion with Qualitative Methods.” Pp. 231-242 in *The Gay Marriage Generation: How the LGBTQ Movement Transformed American Culture*. NY: NYU.

McCurn, Alexis S. 2018. *The Grind: Black Women and Survival in the Inner City*. Rutgers University Press.

Morrill, Calvin, and Michael Musheno. 2018. “Appendix A.” Pp. 229-256 in *Navigating Conflict: How Youth Handle Trouble in a High-Poverty School*. Chicago.

Sbicca, Joshua. 2018. “Approach and Data.” Pp. 195-200 in *Food Justice Now1 Deepening the roots of Social Struggle*. Minneapolis, MN: University of Minnesota Press.

***Appendix B: USEFUL LINKS FOR GRADUATE STUDENTS***

Presenting at conferences

<https://www.insidehighered.com/blogs/gradhacker/successfully-navigating-conferences-part-2>

<https://www.insidehighered.com/blogs/gradhacker/successfully-navigating-conferences>

<http://justpublics365.commons.gc.cuny.edu/2014/04/03/guide-good-presentations/>

<https://www.insidehighered.com/blogs/university-venus/academic-insecurities>

<https://melissaridleyelmes.wordpress.com/2014/03/16/its-not-on-the-syllabus-cultivating-collegiality-as-a-graduate-student/>

<https://www.insidehighered.com/blogs/gradhacker/5-pointers-better-poster>

General Advice on Graduate School

<http://thesiswhisperer.com/2014/07/23/its-not-just-about-the-thesis/>

<http://chronicle.com/section/Graduate-Students/559/>

<https://www.insidehighered.com/blogs/gradhacker/cultivating-happiness-graduate-school>

<http://www.ssc.wisc.edu/~oliver/sociology/hoopsandhurdles.htm>

<https://www.insidehighered.com/blogs/gradhacker/5-great-reads-grad-students#sthash.B92sUwlG.dpbs>

<http://thesocietypages.org/sociologylens/2015/04/17/how-i-survived-my-first-year-of-graduate-school-and-you-can-too/>

<https://www.insidehighered.com/blogs/gradhacker/measuring-your-workday-pomodoros>

<https://chroniclevitae.com/news/806-a-letter-to-my-younger-self>

<http://chronicle.com/article/How-to-Curate-Your-Digital/151001/>

Writing Tips

<http://wickedanomie.blogspot.com/2008/03/academic-manuscript.html>

<http://getalifephd.blogspot.com/2012/05/plan-to-be-productive-this-summer.html>

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

<http://kut.org/post/how-crush-writers-block>

<https://chroniclevitae.com/news/683-face-it-your-decks-will-never-be-cleared>

<https://chroniclevitae.com/news/920-the-revise-and-resubmit-series-part-3-techniques-for-easier-and-faster-revisions?cid=chesectionpromo>

Free Writing

[https://www.goodreads.com/book/show/44905.Writing\_Down\_the\_Bones](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.goodreads.com%2Fbook%2Fshow%2F44905.Writing_Down_the_Bones&data=02%7C01%7Cnancy.naples%40uconn.edu%7C5f7659e5a8dd4f26386108d64cbf6097%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636780782183360652&sdata=rvhs2a5ByeM6nSUz6NcWxUxhp%2Bk1xtlen8sxRjg4sz4%3D&reserved=0)

Academic Writing Club

[https://academicwritingclub.com/](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Facademicwritingclub.com%2F&data=02%7C01%7Cnancy.naples%40uconn.edu%7Cb3d312034b8242ff655d08d64e3fec8b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636782433792565545&sdata=%2FvEq96F7CeMNg1OJmWnHNjjR8MYHXBhlYoM%2BIz3OctE%3D&reserved=0)

King, Stephen. 2000. *On Writing: A Memoir of the Craft.*

Lamott, Anne. 1994. *Bird by Bird: Some Instructions on Writing and Life*.

The Most Dangerous Writing App [https://www.themostdangerouswritingapp.com](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.themostdangerouswritingapp.com&data=02%7C01%7Cnancy.naples%40uconn.edu%7Cde707f425daa4bb4b90108d64cd5b4ee%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C636780878084524328&sdata=IMhnET4ss4DN3mpHV%2FpjwocSez0F2NJjyNfDrmY5mS4%3D&reserved=0)

Write or Die [https://writeordie.com](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwriteordie.com&data=02%7C01%7Cnancy.naples%40uconn.edu%7Cde707f425daa4bb4b90108d64cd5b4ee%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C636780878084534333&sdata=zW%2BjS%2FpK7qgT04NXzmy3Ngw8pmJr2j6Ev0BCfHYSy8A%3D&reserved=0)

Written? Kitten! [www.Writtenkitten.net](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.Writtenkitten.net&data=02%7C01%7Cnancy.naples%40uconn.edu%7Cde707f425daa4bb4b90108d64cd5b4ee%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C636780878084534333&sdata=4qi979Dbu7m7E1Fakun1VvzL%2BuyAso4HVTfH7YEwfHg%3D&reserved=0)

1. If solely a Name Change, indicate old and new name [↑](#footnote-ref-1)
2. e.g., Assistant Professor, Associate Professor, Professor, Assistant Professor in Residence [↑](#footnote-ref-2)
3. e.g. Offsite, International, Corporate [↑](#footnote-ref-3)
4. Annual Enrollments (e.g. 4 courses in academic year with 15 students per course = 60) [↑](#footnote-ref-4)
5. For each new course that is not already in the Graduate Catalog, complete the Graduate School New Course Creation Form located at: http://grad.uconn.edu/Graduate-Course-Transmittal.pdf [↑](#footnote-ref-5)
6. Certificates generally require 12-15 credits of coursework. In a small number of cases where detailed justification has been provided, a certificate program may require only 9 credits. Non-credit = N/A [↑](#footnote-ref-6)