CLAS C&C

Chair: Pamela Bedore

Agenda: Additional Materials

4.23.2019

**2019-150 AFRA/ARTH/ASI 2222 Add Course (guest: Alexis Boylan) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11079 |
| **Request Proposer** | Boylan |
| **Course Title** | Race, Gender, and the Power of Looking |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Art and Art History > Return > Art and Art History > Return > Art and Art History > Return > Art and Art History > Return > Art and Art History > Africana Studies Institute > UICC > Return > Art and Art History > Africana Studies Institute > School of Fine Arts > Return > Art and Art History > Africana Studies Institute > African Studies > School of Fine Arts > 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** | 3 |
| **Course Subject Area** | ARTH |
| **School / College** | School of Fine Arts |
| **Department** | Art and Art History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Africana Studies Institute |
| **Course Subject Area #3** | AFRA |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | African Studies |
| **Reason for Cross Listing** | This course was initially created for the Honors Core Program and offered as ARTH 2198H: Special Topics in Art History. We would like to make the course available to a wider range of students. The class is meant to be a bridge for students to consider visual culture and critical race studies. It will help introduce students to the overlapping and interrelated dialogues of these two areas of study. |
| **Course Title** | Race, Gender, and the Power of Looking |
| **Course Number** | 2222 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Alexis L Boylan |
| **Initiator Department** | Art and Art History |
| **Initiator NetId** | alb10009 |
| **Initiator Email** | [alexis.boylan@uconn.edu](mailto:alexis.boylan@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area A: Arts |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty expertise for this course is only available at Storrs campus. |
| **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** | ARTH 2222. Race, Gender, and the Power of Looking (Also offered as AASI 2222 and AFRA 2222.) Three credits. A beginning investigation into the issues of what constitutes visual culture and how race, gender, and sexuality are seen and not seen. The goals of the course include engaging with the history and scholarly dialogues around visual studies, becoming more active and critical visual consumers and critics, and understanding personal stakes and diverse positions in dialogues about visualizing gender and race. CA1. CA4. |
| **Reason for the course action** | This course was created for the Honors Core Program and will aid in tying together dialogues and interests in a number of fields. Art History is in need of 2000-level courses, and this course will also serve the growing number of Digital Media and Design and Africana students in productive ways. The goal is to help students begin thinking critically about how we see, and how gender and race are framed visually. |
| **Specify effect on other departments and overlap with existing courses** | This course content is unique on campus. This course will help Art History and Africana in moving students from the introductory level to 3000-level classes. It will also help many students be ready to engage more critically in upper-level film, communications, and critical theory courses. |
| **Please provide a brief description of course goals and learning objectives** | • To introduce theories of sight and visual culture and understand the myriad ways that looking is social, cultural, and political. To become more active and critical visual consumers and critics. To end passive looking. • To introduce theories of gender and race in regard to visual culture. To map the myriad ways that constructions of gender and race are social, cultural, and political. To understand personal stakes and diverse positions in dialogues about gender and race. • To think about the nature of academic disciplines and interdisciplinarity. This class will engage essays that can be defined as art historical, historical, gender studies, critical race studies, film studies, sociological, and anthropological. We will analyze what kind of knowledge each article (and author) values so we can consider how academic disciplines are created, what value there might be in interdisciplinary thinking. |
| **Describe course assessments** | Specific assignments and grading scale are outlined in the syllabus. |
| **General Education Goals** | I will address each of the seven components here: 1. become articulate, This class is discussion based with students reading texts that do not always line up in agreement. The students will be encouraged to A) identify those fissures and B) come to terms with holding those conflicting ideas together 2. acquire intellectual breadth and versatility, As a 2000-level class my goal is to give the students ideas and images to play with. Total mastery of critical theory is not needed here, but the challenge is to play with ideas and see the expanse of the dialogue about visual culture. 3. acquire critical judgment, As noted in regard to #1, I will be offering students many different perspectives on objects and ideas about how we see. I will also ask them to then make some judgments, based on the texts, as to what they find convincing and what troubles them. 4. acquire moral sensitivity, Visual culture is saturated with images that offend. The class will confront those images and those dialogues and work together to find productive moral conversation. 5. acquire awareness of their era and society, Our students are confronted with so many visual images from such a young age; this class will hopefully help them contextualize this moment and their visual culture. 6.acquire consciousness of the diversity of human culture and experience, Fundamental to the class is race and gender and how those ideas are made concrete (or made invisible) in visual culture. 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge. Based in an honors core class, the ideas of disciplinary knowledge will be crucial to the course dialogue. |
| **Content Area: Arts and Humanities** | This class will be talking about visual culture and visual arts the entire term. All dialogues will come back to thinking about how objects and ideas operate visually. Thus I think the two criteria explicitly addressed in this course are: 1. Investigations into cultural or symbolic representation as an explicit subject of study; 2. Comprehension and appreciation of written, visual, multi-modal and/or performing art forms; The whole course is an engagement with representation AND how we might consider objects in a visual studies dialogue. We will then also be comparing different visual representations and strategies. The whole course will be focused on how we produce visual culture, how we ingest it, and how we might control it. |
| **Content Area: Diversity and Multiculturalism (non-International)** | As a course that will be cross-listed in Africana Studies, and that as the title suggests, is rooted in thinking about dialogue and visualizing race, I believe this course meets the diversity content area. I address these three criteria explicitly: 1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; 2. Emphasize that interpretive systems and/or social structures are cultural creations; 3. Consider the similarities that may exist among diverse groups; While emphasizing African American visual culture, the class will discuss a variety of arguments about critical race theory and the history of visualizing racial difference. We will talk about different strategies to either recognize and celebrate difference, or use visual culture as a weapon for the powerful against those with less power. We will also talk about how artists and critics have used different strategies for fighting negative visual representations and subverting visual dialogues. Students will be asked to consider the effectiveness of these strategies moving forward for a goal of equal representation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [RaceGenderPowerofLookingSyllabus\_Boylan 3\_30\_19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150607&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb8eb2cbdda684382055908d6c3feeb04%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911896976136970&sdata=VsDhmWQiclg8CvxS46oPpjDQHSmoLj%2BWpEaRoO%2Bbw%2Fg%3D&reserved=0) | RaceGenderPowerofLookingSyllabus\_Boylan 3\_30\_19.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Alexis L Boylan | 02/12/2019 - 13:30 | Submit |  | Just FYI the art historians have voted and signed off on this syllabus. Africana Studies also voted on Feb 11, 2018 to cross list this course. | | Art and Art History | Kathryn M Myers | 02/12/2019 - 16:29 | Return |  | the course description is where catalog copy needs to be. | | Return | Alexis L Boylan | 02/12/2019 - 16:45 | Resubmit |  | Made the requested changes. Many thanks! | | Art and Art History | Kathryn M Myers | 02/12/2019 - 16:55 | Return |  | need to shorten catalog copy | | Return | Alexis L Boylan | 02/12/2019 - 17:02 | Resubmit |  | Shortened and now 82 words. | | Art and Art History | Kathryn M Myers | 02/19/2019 - 11:15 | Return |  | making further revisions based on faculty input | | Return | Alexis L Boylan | 02/19/2019 - 11:22 | Resubmit |  | Made all changes as suggested. | | Art and Art History | Kathryn M Myers | 02/19/2019 - 13:05 | Return |  | resubmitting to faculty for faculty vote at 2-19 faculty meeting | | Return | Alexis L Boylan | 02/20/2019 - 08:46 | Resubmit |  | Made additions. | | Art and Art History | Kathryn M Myers | 02/20/2019 - 08:53 | Approve | 2/20/2019 | The course was approved unanimously at Art and Art History Department February 19th faculty meeting. | | Africana Studies Institute | Melina A Pappademos | 02/27/2019 - 10:01 | Approve | 2/27/2019 | This course will encourage dialogues and interests in a number of fields. It also will serve the growing number of Digital Media and Design and Africana students in productive ways. | | UICC | Cheryl D Galli | 02/27/2019 - 10:13 | Return | 2/27/2019 | Returning to remove the UNIV designation request. No action required by proposer or department approvers. | | Return | Cheryl D Galli | 02/27/2019 - 10:14 | Resubmit |  | Resubmitting without UNIV designation request | | Art and Art History | Cheryl D Galli | 02/27/2019 - 10:15 | Approve | 2/20/2019 | Approved by ARTH on 2/20/2019 - please see approval history log. Resubmitting to remove UNIV designation request. | | Africana Studies Institute | Cheryl D Galli | 02/27/2019 - 10:16 | Approve | 2/27/2019 | Approved by AFRA on 2/27/2019 - please see approval history log. Resubmitting to remove UNIV designation request. | | School of Fine Arts | Lindsay Cummings | 03/27/2019 - 12:10 | Return |  | Returning for minor edits and clarifications, as outlined in email. | | Return | Alexis L Boylan | 03/30/2019 - 14:41 | Resubmit |  | Based on the suggestions of the SFA C+C committee I made changes to the CAR and syllabus. All the suggestions made were accepted and edited into form. | | Art and Art History | Kathryn M Myers | 03/31/2019 - 17:50 | Approve | 3/31/2019 | Changes acknowledged. | | Africana Studies Institute | Melina A Pappademos | 03/31/2019 - 21:14 | Approve | 3/31/2019 | Suggested changes have been completed. | | African Studies | Melina A Pappademos | 04/09/2019 - 15:42 | Approve | 4/9/2019 | This course will encourage dialogues and interests in a number of fields. It also will serve the growing number of Digital Media and Design and Africana students in productive ways. | | School of Fine Arts | Lindsay Cummings | 04/17/2019 - 11:43 | Approve | 4/16/2019 | This course was approved by the SFA C&C Committee on March 26, 2019, but had to be re-routed through the CAR system at that time to add a missing cross-listed area. Once the course routed back to SFA, it was sent for full faculty vote, which passed on 4/14/19. | |

**Race, Gender, and the Power of Looking: ARTH and AFRA and AASI 2222**

Fall 2019

Alexis Boylan

E-Mail: [alexis.boylan@uconn.edu](mailto:alexis.boylan@uconn.edu)

Office Hours: XXX, UCHI offices, 4th floor Babbidge Library

**Course Description:** We are often told that we live in a singularly visual age, where most information is communicated to us via some platform, frame, or program. Yet as we are increasingly dominated by the visual, we seem to be learning less and less about how to read, interpret, engage, or resist the visual culture that swirls around us. This class looks to intervene in that trend and bring attention to the state of looking. Many assume looking to be a purely biological phenomenon, but this class argues that looking is deeply cultural; we have to be trained to see some things and to not see, or ignore, others. Thus, the class will be a beginning investigation into the issues of what is visual culture and how we might define visual literacy.

This topic is obviously tremendously large and encompassing numerous fields, specifically history, critical race studies, gender studies, communications, art history, art making, economics, neurobiology, philosophy, and literature. It likewise is contingent on cultures, geographies, and time periods. Thus, some focus for the term is needed. Thematically, this class will then focus on how we see, or do not see, race, gender, and sexuality. In terms of geographic and cultural focus, the class will pull predominately from examples from the United States, from the 18th century to the contemporary moment.

With those parameters, the major questions the class seeks to address are: What does gender look like? Who has historically been invested in particular ideas of “men” and “women?” How do people “know” race visually? What constitutes the visual characteristics of black, white, or Asian historically and in our contemporary moment? How have artists and others attempted to intervene or disrupt these sight lines? Can we remake how we see race and gender? Does sight itself demand difference? How do different mediums (sculpture, print, film, or digital) affect how we see bodies? How do institutions dedicated to the visual (museums, galleries, etc.) reify or subvert our power to see race and gender?

**Course Goals and Outcomes:**

* To introduce theories of sight and visual culture and understand the myriad ways that looking is social, cultural, and political. To become more active and critical visual consumers and critics. To end passive looking.
* To introduce theories of gender and race in regard to visual culture. To map the myriad ways that constructions of gender and race are social, cultural, and political. To understand personal stakes and diverse positions in dialogues about gender and race.
* To think about the nature of academic disciplines and interdisciplinarity. This class will engage essays that can be defined as art historical, historical, gender studies, critical race studies, film studies, sociological, and anthropological. We will analyze what kind of knowledge each article (and author) *values* so we can consider how academic disciplines are created, what value there might be in interdisciplinary thinking.

Or to put this all in more standard transactional format, students will:

* Students will EXPERIMENT with theories that suggest seeing is not “natural” and “automatic” and instead needs to be learned.
* Students will REFLECT ON AND DEBATE scholarship that have many different opinions about how looking and seeing should and could happen.
* Students will APPLY this new understanding in weekly response papers and in class participation. This will be an opportunity for students to APPLY and play with the ideas they have come to understand.
* Students will be asked to ANALYZE works of art and other visual objects in regard to the readings and new understanding that they have of how people look. Students will also be asked to ANALYZE how objects are made to manipulate or influence society.
* Students will be asked to EVALUATE how they would want or prefer visual culture to operate. They will EVALUATE if social justice goals, for example, or public health initiatives, can be constructed visually to change dialogues and outcomes.
* Students will CREATE a review of a book and a movie or exhibition. This will model the kinds of critical reviews seen in both journalistic writing and scholarly writing. This can then be leveraged potentially into a publication or a writing sample.

**Course Requirements:**

1. **Evaluations.** There are several ways in which learning and engagement will be evaluated over the term. First, there are **weekly response papers (350-500 words).** These are informal writing exercises due before class on Monday. See guidelines sheet for more info on this assignment. There is also a **take-home midterm** which will be essay format. There is then a longer writing assignment which will be **a review of a book-film-and/or exhibition**. This assignment is to help engage and enhance your critical voice and to experiment with a standard kind of public and scholarly essay format. The term will then end with a **take-home final** which will be essay format. Finally, **class participation** and engagement is a key component of this class.
2. **Participation.** Class is on Monday and Wednesday and you are EXPECTED to participate each week, all semester. You should come to class anticipating that you will asked to speak on and have opinions about the readings and the ideas at play. This class is fast-paced, has significant weekly readings, and will engage with complex ideas about visuality, race, sexuality, and gender. Success will demand that you stay committed to participating in class and seeking help immediately if problems arise.
3. **Final Exam Policy.** I follow UConn’s final exam policy. All exams taken outside of the designated time must be handled through the formal process. See this webpage for more info: <http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence>
4. **Computer Policy.** Because attending to lecture and discussion, looking at the projected images, and taking notes on both already involves significant multitasking, this is an **unplugged classroom environment:** **cell phone, laptop, and iPad/tablet use are not permitted in class.** Per the UConn student conduct manual, cell phones must be turned completely off, not merely left in “standby” or silent mode (please refer to the relevant pages regarding these policies if you need more information). The instructor is responsible for having a cell phone on standby in case of official UConn Emergency Alert text messages and will communicate any emergency procedures and instructions to students. The only exception to this policy is for students with accomodations and those students will need documentation from the CSD before computers can be brought to class.
5. **Audio and video recording.** No audio or video recording of class is permitted. This is a violation of intellectual property rights.
6. **Center for 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/>
7. **HuskyCT.** Important course documents will be posted on HuskyCT as will any changes made to the class. You should make it a habit to check HuskyCT at least once a week for updates.
8. **Cheating.** I take plagiarism very seriously. Thus, if there is a case of plagiarism I will vigorously pursue the issue and if the offender is found guilty she/he/they will **FAIL THE WHOLE COURSE.** Misconduct will be handled in accordance with the guidelines established in *The Student Code* as they are outlined at <http://www.dosa.uconn.edu/student_code_appendixa.html>. As stated in these guidelines:

*Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).*

Look at the guidelines and if you are unclear about citations or have any questions about writing, please ask ASAP.

1. **General UConn Policies.** For more on UConn policies relating to class and class work, see: <http://provost.uconn.edu/syllabi-references>. This link is also on the class HuskyCT site in the syllabus tab.
2. All grades will be calculated according to the percentage formula below and with the rubric at the end of the syllabus.

**Final Grade Formula:**

Book/exhibition/film review 20%

Weekly response papers 20%

Midterm 25%

Final 25%

Class participation 10%

---------------------

100%

**Textbooks:** There is one textbook for the class. This text will available at the University bookstore and on library reserve. There are several films to view over the term; all are available on streaming sites or for rent or purchase on Amazon. *All other readings or visual images are on the class HuskyCT site.*

Marita Sturken and Lisa Cartwright, *Practices of Looking: An Introduction to Visual Culture,* (New York and London: Oxford Press, 2009, 2nd edition).

**Tentative Class Schedule:** Note, this schedule may change so be sure to check announcements on HuskyCT and those that will be sent to your UConn email.

**WEEK 1: What is Visual Culture?**

**Readings:**

1. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 1
2. Nicholas Mirzoeff, “How we think about seeing” from *How to See the World* (2015)

**WEEK 2: What is Visual Culture? Part 2**

**Readings:**

1. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 2
2. Pierre Bourdieu, “The Aesthetic Sense as the Sense of Distinction”
3. W.T. J. Mitchell, Selection from *What do Pictures Want?* (2004)
4. Amy Sherman, “Leonardo da Vinci and Losing Your Mind,” from *Visual Intelligence: Sharpen Your Perception, Change Your Life* (2016)

**WEEK 3: Gendered seeing and the gaze**

**Readings:**

1. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 3
2. Tania Modleski, “The Search for Tomorrow in Today’s Soap Operas”
3. Laura Mulvey, “Visual Pleasure and Narrative Cinema”
4. John Berger, Selections from *Ways of Seeing*

**WEEK 4: Racial seeing**

**Readings:**

1. George S. Schuyler, “The Negro-Art Hokum”
2. Langston Hughes, “The Negro Artist and the Racial Mountain”
3. W.E.B. Du Bois, Selections from *The Souls of Black Folk* (1903)
4. bell hooks “In Our Glory: Photography and Black Life”
5. Franz Fanon, Selections from *Black Skin, White Masks* (1952)
6. Martin A. Berger, “Race, Visuality, and History”

**WEEK 5: Race on Gender, Gender on Race**

**Readings:**

1. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 10
2. ShiPu Wang, “Going ‘Native’ in American Borderland: Frank S. Matsura’s Photographic Miscegenation” from *The Other American Moderns: Matsure, Ishigaki, Noda, Hayakawa*
3. Elizabeth Hutchison, “The Indians in Käsebier's Studio” from The Indian Craze: Primitivism, Modernism, and Transculturation in American Art, 1890–1915
4. Derek Conrad Murray, “Mickalene Thomas Afro-Kitsch and the Queering of Blackness”

**WEEK 6: Museums and Seeing**

**Readings:**

1. Eunsong Kim and Maya Isabella Mackrandilal, “Whitney Biennial for Angry Women” <http://thenewinquiry.com/essays/the-whitney-biennial-for-angry-women/>
2. Various articles related to the Dana Schutz controversy relating to her exhibition of her Emmet Till painting, 2017
3. Bridget Cook, “Introduction,” in *Exhibiting Blackness: African American and the American Museum* (2011)
4. “Always True to the Object, in Our Fashion,” Susan Vogel
5. Svetlana Alpers, “The Museum as a Way of Seeing”
6. Caroline Duncan, “Art Museums and the Ritual of Citizenship”

**WEEK 7: Portraits**

**Readings:**

1. Nicholas Mirzoeff, “How we think about seeing the self” from *How to See the World* (2015)
2. Carole Collier Frick, “The Golden Girl”
3. Catherine Kelly, Selections from *Republic of Taste: Art, Politics, and Everyday Life in Early America* (2018)
4. Gwendolyn DuBois Shaw, “Scipio Moorhead, Phillis Wheatley and the Mythic Origins of Anglo-African Portraiture in New England”

**WEEK 8: What does a President look like?**

**Readings:**

1. Barack Obama, “A More Perfect Union,” Philadelphia, March 18, 2008
2. Selected Articles from *The Journal of Visual Culture* the special edition on Barack Obama (2009)
3. Kirk Savage, “The Self-Made Monument: George Washington and the Fight to Erect a National Memorial”
4. Trevor Parry-Giles and Shawn J. Parry Giles, Selections from *The Prime-Time Presidency: The West Wing and US Nationalism*

**WEEK 9: You will know it when you see it**

**Readings:**

1. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 7
2. “Looking at Sex: *I Modi* to Cosmo,” Sarah Benson
3. Andrea Dworkin, “Pornography”
4. Marita Sturken and Lisa Cartwright, *Practices of Looking*, Chapter 3 (on reserve at library)

**WEEK 10: Seeing Slavery**

**To watch:**

1. youtube, “Whip it Good” (please watch both versions) by Jeannette Ehlers

**Readings:**

1. Mathias Danbalt, “Striking Reverberations…”
2. Karen Halttunen, “Humanitarianism and the Pornography of Pain in Anglo-American Culture”
3. Cheryl Finley, “Bodies: Commoditization and Branding” from *Committed to Memory: The Art of the Slave Ship Icon* (2018)

**WEEK 11: Seeing Rage**

**To watch:**

1. *Colossal* (2016, dir. Nacho Vigalondo) available on Amazon
2. youtube, Emma Sulkowicz, “Carry that Weight” (2015)
3. Pipilotti Rist, *Ever is Over All* (1997)
4. Beyonce: Selections from *Lemonade* (2016)

**WEEK 12: New stories, new bodies or same old problems?**

**To watch:**

1. *Paris is Burning* (1991, dir. Jennie Livingston) available on Amazon

**Readings:**

1. Judith Butler, “Gender is Burning: Questions of Appropriation and Subversion”
2. bell hooks, “Is Paris Burning?”
3. Jessie Green, “Paris has Burned”

**WEEK 13: I can’t see you: The invisible visual culture**

**Readings:**

1. Arielle Azoulay, “Has anyone ever seen a photograph of a rape” from *The Civil Contract of Photography* (2008)
2. Coco Fusco, “The Other History of Intercultural Perspective”
3. Selections from Noah Charney, *The Museum of Lost Art* (2018)
4. Danika Medak-Saltzman, “Transnational Indigenous Exchange: Rethinking Global Interactions of Indigenous Peoples at the 1904 St. Louis Exposition”

**To watch:**

1. Shirin Neshat, *Turbulence* and various photographs

*(Please note I have reserved a week on this draft syllabus for a midterm, class visitor, and perhaps extending the week “I can’t see you” into two weeks.)*

**Grading Policies:**

There will be no discussion of grades over email. That said, you are always welcome and encouraged to come to office hours to talk about study and writing skills.

Final grades use the following number scale: A= 100-92.5, A-= 92.4-89.5, B+=89.4-85.5, B=85.4-82.5, B-= 82.4-79.5, C+=79.4-75.5, C=75.4-72.5, C-= 72.4-69.5, D+= 69.4-65.5, D=65.4-62.5, D-= 62.4-59.5, F= 59.4 and below

Below is UConn’s grading scale. For more information, see UConn’s course catalog.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Explanation** | **Final Grades** | **Grade Points** | **Course Credit** | **Skill** |
| Excellent | A  A- | 4.0  3.7 | yes  yes | yes  yes |
| Very Good | B+ | 3.3 | yes | yes |
| Good | B  B-  C+ | 3.0  2.7  2.3 | yes  yes  yes | yes  yes  yes |
| Average | C | 2.0 | yes | yes |
| Fair | C- | 1.7 | yes | yes |
| Poor | D+  D | 1.3  1.0 | yes  yes | yes  yes |
| Merely Passing | D- | 0.7 | yes | yes |
| Failure | F | 0.0 | no | no |

**2019-151 ANTH 2600 Add Course (guest: Alexia Smith) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12283 |
| **Request Proposer** | Smith |
| **Course Title** | Applied Research in Archaeobotany |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Anthropology > 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** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Applied Research in Archaeobotany |
| **Course Number** | 2600 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Alexia Smith |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | als05010 |
| **Initiator Email** | [alexia.smith@uconn.edu](mailto:alexia.smith@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | 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** | 4 |
| **Instructional Pattern** | Lecture, discussion, and lab |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course requires lab equipment that is only available in the Archaeobotany Laboratory in Beach Hall. |
| **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** | ANTH 2600. Applied Research in Archaeobotany Four credits. Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”  Introduction to research trends in archaeobotany. Design and execution of a research project. CA 3-lab. |
| **Reason for the course action** | 1. This course was developed in the summer of 2018 through a course development grant offered by the Honors Program. The course has been reviewed by the Honors program and satisfies their science requirement. The course is being run as ANTH 3095 during the spring 2019 semester. Given its success, we would like to formalize the course and offer it each spring. Currently the Anthropology Department has research expertise in scientific approaches within Archaeology. This new course, provides a formal opportunity for undergraduate students to learn how to use a variety of microscopy tools within the Archaeobotany Laboratory. Students also learn about the research process by designing and executing a research project that uses the microscopy tools they have been exposed to. The initial goal is to offer this course each spring for honors students. Currently no other course like this exists and there is a demand for science-based courses within social science departments. Reason for adding the course. In what ways would the new course enhance the academic program of your department? For instance, does the course treat a body of material not previously treated in your department, or does it take a new point of view toward material already in the curriculum? Does the new course replace a course that is being dropped or will it alternate with an existing course, and if so, which course? Will teaching loads or class sizes in other courses in the department change with the addition of this course? 2.Why the course is appropriate for listing at the 1000 or 2000 level. Justification could include that the course is introductory and/or has no prerequisites. 3.Justification for enrollment restrictions. Explain why enrollment will be restricted to certain classes of student, as indicated in Permissions and Exclusions above. 4.If the course is to be cross-listed, provide justification for listing under another subject area. |
| **Specify effect on other departments and overlap with existing courses** | This course is very specific to archaeology (archaeobotany in particular) and should not impact other departments. Anth 3706, which is one of Anthropology's current offerings, provides instruction on archaeobotany method and theory and would be a useful related course for interested students. This new course does not require detailed knowledge of archaeology or archaeobotany, however, but uses issues within archaeobotany as a means for teaching students about the research process. |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of this course, students will be able to: i. List historical and current trends within archaeobotanical research and understand the archaeological and social relevance of this work ii. Critically assess published research reports for research design, choice of methods, data presentation, and thoroughness of interpretations iii. Correctly use a range of lab equipment including microscopy and digital imaging tools and list their capabilities iv. Design and execute a research project v. Prepare research results/data for sharing with a range of academic and non-academic audiences |
| **Describe course assessments** | Assignments for this course are designed to help students develop their research project incrementally. Students are graded on: 1. a personal research statements detailing their research experience and goals for the future 2. an annotated bibliography of work relevant to their project 3. a research proposal that details their research focus, questions, and methods 4. a description of their data analysis and visualization tools 5. a presentation of their research 6. a final research paper outlining the scope of the research project, its archaeological relevance, the methods used to gather and analyze data, and the results and conclusions. |
| **General Education Goals** | This course meets the purpose of General Education in several way. The main goal of the course is to provide instruction on the scientific research process in a real, hands-on setting using archaeobotanical research as the tool for instruction. As students develop a personal and authentic research project, they “acquire a working understanding of the processes by which they can continue to acquire and use knowledge” via both their personal research project and the readings. Students develop “critical judgment” through instruction and discussion by critically assessing the research methods and conclusions presented in assigned readings. Since many students are not exposed to archaeological method and theory in high school, this course allows them to “acquire intellectual breadth and versatility.” By exposing students to the large scale changes that people have experienced moving from hunting and gathering, to early agricultural communities, and ultimately urban level societies, they deepen their “consciousness of the diversity of human culture and experience” through time. Knowledge of these shifts over the past 15,000 years and more, allow for a different awareness of “their era and society.” Since the practice of archaeological excavation is inherently destructive, students are exposed to ethical issues that archaeologists face and the sensitivity they must bring to interactions with host communities where they work. Discussions of these ethical issues allow for enhanced “moral sensitivity.” Finally, students are encouraged to become more “articulate” through discussion of their personal projects. As their understanding of their chosen research area deepens throughout the semester, students are expected to describe their topic in different and more streamlined ways that detail the big picture problem within archaeology and its social implications, along with the ways in which each student’s project contributes towards a deeper understanding of the issue. This course does not list any prerequisite courses, thereby ensuring its accessibility. Introductory STAT or ENGL courses that are taken by the majority of undergraduate students as part of their General Education requirements are listed as “recommended preparation.” The class will be solely taught by Smith, an Associate Professor within the Anthropology Department. Enrollment is capped at 12 per section, owing to the number of seats within the Archaeobotany Laboratory. This class size allows for highly personalized instruction as students pursue their project and also ensure that each student has access to the equipment in the lab. |
| **Content Area: Science and Technology (Lab)** | This course begins by introducing students to the range of current and emerging research topics explored through archaeobotany, the study of the human use of plants in the past. As such they “explore an area of science…through exposure to a broad, coherent body of knowledge and contemporary scientific…methods.” Students are then taught to use a variety of microscopy tools within the lab to observe both modern comparative and archaeological plant specimens so that they understand the “fundamental principles” of archaeobotany through hands-on participation. Through this work, they develop their vocabulary of botanical and archaeological terms and knowledge of historical shifts in scientific practice within the discipline. The microscopy tools include slide preparation, standard student binocular microscopes, a metallurgical microscope, use of z-stacking and associated image analysis software, and hands-on use of a desktop scanning electron microscope. While many students taking this class will not become archaeobotanists, the lab-based skills that they learn are highly transferrable and valuable outside of archaeology. It is rare for a General Education course to provide direct, hands-on experience with image analysis software and a scanning electron microscope, for example, yet both of these tools have numerous applications in engineering and medicine to name a few. Once students have mastered use of the equipment, they are required to develop a real research project that addresses an “unresolved question” within archaeobotany and use the knowledge provided in class to make progress in answering the question. Students are provided with 4 to 5 research options to choose from and are given both structure and freedom to develop their personal projects (examples of projects are provided within the syllabus). Direct instruction is provided on “the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge.” Students are required to critically assess the readings and draw from the materials presented in class to develop their own hypotheses and methods of data collection and analysis. Once their research project is complete, they are required to draw conclusions based on the data they gather and then frame these results within the context of a bigger archaeological and social issue. By engaging in research in an authentic way, I hope to promote “interest, competence, and commitment to continued learning about science” among the students. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Applied Research in Archaeobotany syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152464&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6dd041300bdd42ded9cf08d6c3fb6f1b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911881999948042&sdata=bCSeT668sLOrg6TB0WewbsbzEtYAYApNwGh%2FbV7QeFU%3D&reserved=0) | Applied Research in Archaeobotany Syllabus | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Alexia Smith | 04/16/2019 - 14:29 | Submit |  | I will gladly come to the C&C meeting if needed. | | Anthropology | Jocelyn S Linnekin | 04/17/2019 - 14:04 | Approve | 4/17/2019 | approved | |

ANTH 3095: Applied Research in Archaeobotany

**Spring 2019**

Class hours: Wed, 1:00–3:45 pm

Place: Beach 453

Instructor: Dr. Alexia Smith

Office: Beach Hall 406

Tel: (860) 486-4264

e-mail: alexia.smith@uconn.edu

Office hours: By appointment

**Course Description:**

Archaeobotany, the study of the use of plants by people in antiquity, examines archaeological plant remains and is an inherently interdisciplinary sub-field of archaeology that integrates botany, ecology, archaeology, and social theory to explore a wide range of topics including: 1) the nature, timing, and cause of plant domestication events around the world; 2) the social and environmental dynamics and causes of the transition from hunting-and-gathering to early agriculture; 3) the role that plant-based agriculture, viticulture, or irrigation played in the emergence and collapse of early social complexity, social hierarchies, and the development of the first cities; 4) the ways in which farmers modified plant-based agriculture to suit prevailing environmental conditions and social and economic needs; and 5) the choices that people made in the past to select and procure fuel in order to sustain everyday household activities and emerging craft specializations and industries.

This course integrates lectures on current and emerging trends in archaeobotanical research with hands-on instruction in the use of a range of lab equipment, microscopy, and digital imaging tools commonly found in many labs to address the topics listed above. These tools include: 1) botanical reference material; 2) analytical balances; 3) a muffle furnace; 4) student binocular microscopes; 5) an upright materials microscope with transmitted, incident, and polarized light; and 6) a confocal microscope with NIS Elements imaging software. Hands-on instruction is also provided in the use of a Jeol NeoScope JCM 6000Plus benchtop scanning electron microscope with Energy Dispersive X-Ray Spectroscopy capabilities for elemental mapping. Throughout the course, a heavy emphasis is placed on the research process as each student uses the tools learned in class to design and conduct an individualized research project.

**Course objectives:**

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

1. List historical and current trends within archaeobotanical research and understand the archaeological and social relevance of this work
2. Critically assess published research reports for research design, choice of methods, data presentation, and thoroughness of interpretations
3. Correctly use a range of lab equipment including microscopy and digital imaging tools and list their capabilities
4. Design and execute a research project
5. Prepare research results/data for sharing with a range of academic and non-academic audiences

**Required readings:**

The readings for this course have been chosen from a wide range of sources including books, manuals, and journal articles. They will allow you to engage with primary research within archaeobotany. As part of an ongoing commitment to Open Access sources and low–no cost course materials, all of these sources are freely available. Many of the readings can be accessed as pdfs through HuskyCT. Others are available within the Archaeobotany Laboratory. It is essential that you complete the required readings and assignments prior to class since weekly discussions build heavily upon assigned materials.

**Required Materials:**

1. **Lab notebook.** The book must be lined and bound. Books with metric graph paper are preferred. Lab notebooks can be purchased from the UConn bookstore (although many contain graph paper in inches rather than metric measurements) or from the Anthropology main office (where they cost $8 each).
2. All other materials will be provided in class.

**Course Website:**

Information regarding the course, including syllabus, course assignments, readings etc., will be posted on HuskyCT (<https://huskyct.uconn.edu/>). You are encouraged to check this frequently. You will need your NetID and password to access HuskyCT. Help with HuskyCT and other digital resources can be found at the Learning Resource Center (<https://huskyct.uconn.edu/>).

**Course requirements:**

1. Personal statement: This short statement describes the range of experiences that you have had with scientific or lab-based research and describes your career hopes for the future.
2. Bibliography and Research Proposal: You will be required to select a research project from a list of topics provided to you in class (a brief description of the range of project is provided below). A short bibliography of relevant research will be provided with each potential project. Once your selection is made, you will be required to conduct an independent literature review and assemble a list of readings that will help you progress with your project. Through study of these readings and instruction provided in class, you will develop a short research proposal outlining your research questions or hypotheses and the methods you will use to address these questions.
3. Data presentation/Analysis: You will be required to submit a short statement outlining the data analysis/presentation tools you plan on using in order to develop and share your research conclusions and interpretations.
4. Lab book: For each practical assignment, you are required to maintain a lab diary. The diary will record all practical work that you have completed. It will also include your notes and drawings of modern botanical reference material and reflections on class discussion and lab meetings. These notes will be assessed periodically throughout the course (specific dates will be given in class). Please keep class/lecture notes separate from your lab notes.
5. Discussion of assigned readings and participation in Lab Meeting discussions: This course places heavy emphasis on discussion of assigned readings and collaborative “Lab Meeting” discussions. Please make sure to read the assigned readings before class so that you are prepared to participate in thoughtful discussions of the readings. “Lab meetings” provide an opportunity to informally share work we have done, ideas we may have, and solicit thoughts on any issues we are facing with the project.
6. Research study report and presentation: You are required to design, execute, and complete a research study. Towards the end of the semester you will produce a written research report detailing your project (roughly 12–15 pages). The report should include: 1) a brief abstract; 2) an introduction outlining the scope and importance of your research and relevance to broad social topics of interest within archaeology; 3) specific research question or hypotheses addressed by your project; 4) a short background research section; 5) a description of the methods used; 6) results; 7) discussion/interpretation of results; 8) bibliography; 9) acknowledgments (archaeological research is rarely an individual pursuit and it is important to acknowledge those who have provided information or assistance). Progress towards this report will be reviewed regularly through assignments and within group Lab Meetings. The results will be presented either in poster or PowerPoint form on the last day of class. Detailed guidelines for both the paper and poster/PowerPoint presentation will be provided in class.

**Grade breakdown and deadlines:**

Deadlines should be strictly adhered to. If you are experiencing any difficulties with an assignment, make sure to talk to me as early as possible. It is possible to modify deadlines with advance warning. Unexcused late work will be subject to a 5% grade penalty for each day late.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assignment** | **Date due** | **Contribution to final grade (%)** |
| Week 2 | Personal Statement (no more than ¾ to 1 page, double spaced) detailing research/lab experience and personal goals for future | 30 Jan | 5 |
| Week 4 | Select research project | 13 Feb | – |
| Week 6 | Initial supplementary bibliography for research study due (should include roughly 5–10 sources) | 27 Feb | 5 |
| Week 8 | Research proposal due (brief description of research focus, questions, methods, and bibliography) | 13 Mar | 10 |
| Week 11 | Short description of data visualization/data analysis tools you draw from in final report/presentation | 10 Apr | 5 |
| Week 14 | Final research presentation | 1 May | 10 |
| Week 14 | Final research paper | 3 May | 25 |
| Ongoing | Lab book (maintain detailed notes within lab book of all practical assignments) | Ongoing (assessment dates will be given in class) | 20 |
| Ongoing | Participation in class discussion/Lab Meetings | Weekly | 20 |

Grades will be based on a 100-point score and will be converted to letter grades as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Letter grade** | **Total score (%)** | **Grade point** |  | **Letter grade** | **Total score (%)** | **Grade point** |
| A | 93–100 | 4.0 |  | C | 73–76 | 2.0 |
| A- | 90–92 | 3.7 | C- | 70–72 | 1.7 |
| B+ | 87–89 | 3.3 | D+ | 67–69 | 1.3 |
| B | 83–86 | 3.0 | D | 63–66 | 1.0 |
| B- | 80–82 | 2.7 | D- | 60–62 | 0.7 |
| C+ | 77–79 | 2.3 |  | F | 0–59 | 0 |

**Diverse Learning Styles/Accommodations**

This course is designed to accommodate a wide range of learning styles and places heavy emphasis on individualized instruction as you each pursue your self-selected research project. Lecture outlines, slides, and visual/audio recordings of the lectures will be posted within HuskyCT. Please contact me to discuss any additional academic accommodations that you may need during the semester due to a documented learning difference. I am *always* happy to discuss your needs and provide appropriate individualized accommodations and access to materials. If you have not yet contacted the Center for Students with Disabilities, please do so as soon as possible so that they can facilitate support for your accommodations. The Center is able to provide a range of assistive technologies and low-distraction rooms for examinations (Wilbur Cross Room 204, **Voice:** (860) 486-2020, **Video Phone:** (860) 553-3243, e-**mail:** [UCIS@uconn.edu](mailto:UCIS@uconn.edu), <http://csd.uconn.edu/>).

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

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

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

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

**Note on conducting independent research for your project**

Archaeobotanical research draws from a wide range of disciplines including archaeology, botany, ecology, geology, and sometimes chemistry. Because of this breadth, it is often helpful to seek guidance when first conducting literature searches (very few people have expertise in all of these arreas). Please take advantage of the resources available to you at UConn and consider scheduling a short appointment with the Anthropology Reference Librarian, Marisol Ramos ([marisol.ramos@uconn.edu](mailto:marisol.ramos@uconn.edu)). Information provided by Marisol will help you well beyond this class. You will all have the chance to meet Marisol early in the course. An overview of anthropological and archaeological resources available through the UConn libraries is provided at: <https://guides.lib.uconn.edu/anthropology>. Please make sure to restrict your literature searches to academic sources or relevant government resources. Guidance on evaluating sources will be provided in class.

**Potential Research Projects**

You will be required to select a research topic that is relevant to archaeobotanical research today. Once you have selected a topic, you will read through the appropriate bibliography provided, conduct an independent review of the literature, and develop and execute a real research project. We do not know the answers to the following topics, so this is real, active research! You will be contributing new knowledge to the field and will not simply be replicating old experiments.

1. **Assessing the impact of charring on seed preservation.** The strength of archaeobotanical interpretations rests on the ability to identify archaeobotanical specimens correctly. Many specimens become preserved through charring and exposure to fire can cause various types of seed deformation that relate to the burning environment. A number of charring experiments have been conducted to determine the nature and extents of deformation at various temperatures and reduced environments, but much more work remains to be done. Using a muffle furnace and imaging software students can explore how various taxa respond to different charring environments. This information can then be used to assess the level of identification that can be expected archaeologically.
2. **Differentiating between modern comparative species.** It is possible to identify some archaeobotanical remains to the species level, but sometimes only genus or family level identifications are possible. This ability varies depending upon on how well the specimens survive the charring process, but also on how morphologically variable seeds are both *within* a species and *between* species within any given genus. For example, it is known that it is difficult to separate the seeds of *Triticum durum* and *T. aestivum,* both of which were important economic wheat species with different uses. These two species can be separated, however, using rachis fragments, a plant part which forms in the ear of the plant. Little comparative work has been conducted on other important wheat or barley species. Through a visual and morphological examination of modern wheat and barley seeds collected from across Armenia, students will assess how well these species can be distinguished from one other.
3. **Domestication of grape.** The domestication of any species is considered a dramatic shift that reflects a changing relationship between people and the domesticated plant as well as between people themselves. This is particularly true for grape, since the production of wine is often associated with the development of early social complexity. The ability to observe domestication archaeologically is firmly tied to our ability to distinguish between the wild and domestic forms of plant parts that preserve archaeologically. Seeds or pips are the most commonly encountered grape part and, since the domestication pressure on grape was exerted on the fleshy fruit and not the seed, it can sometimes be difficult to separate the two forms. Various morphological measurements of grape seeds have been used to help distinguish between wild and domestic grape seeds, but no universally accepted method exists. The home of grape domestication is not well understood, but existing data points to the Caucasus. Very little work on Caucasian grape seeds has been conducted. Through the observation of either the gross morphology or microscopic structures on the seed coat, students can assess whether it is possible to distinguish between modern domestic and wild grape seeds specimens collected from across Armenia.
4. **The archaeology of bread.** Bread forms an important staple for many societies across the globe. New evidence suggests that even hunter-gatherers in Jordan made bread. Despite this importance, little is known about bread use in antiquity, in part because bread is difficult to identify archaeologically and can easily be confused with parenchymous/tuberous tissues or fragments of animal dung. To date, some work has been done to establish criteria for identifying bread, but much more work is needed. Through experimental work, students will make a variety of leavened and unleavened breads, char the bread using a muffle furnace to replicate the archaeological process of preservation, and then use various microscopy tools to assess criteria that may be useful for identifying bread archaeologically. The criteria developed in class will then be applied to unidentified archaeological specimens to see whether it is possible to determine whether they represent bread or other plant-based tissues.
5. **Cooking.** It is known that charring deforms uncooked seeds, but the process of cooking also causes deformation. Cooking experiments have been conducted to assess how various boiling temperatures affect the morphology of starch grains, but few studies exist using intact seeds and little discussion of cooking exists within the literature on macrobotanical remains, despite the central importance of food preparation and cooking to everyday life. Students can recreate a range of cooking scenarios to determine how visual and morphological markers of various taxa change. The data can then be used to assess whether remains preserved via cooking can be observed archaeologically.
6. **Fuel use.** In addition to securing or growing, preparing, and cooking food, people used a range of plants as fuel. Over the past few years, scholars have begun to recognize the importance of fuel economies on par with subsistence economies. Archaeobotanists are now realizing the enormous contributions they can make to our understanding of ancient fuel economies and the factors affecting fuel selection and acquisition, as well as the relationship between fuel use and emerging craft economies that formed the foundation of emerging social complexity. Fuels included a range of woody and shrubby taxa as well as dung fuel. Burned dung fuel contains plants consumed by animals and can provide additional information on foddering and pasturing practices. Until recently, archaeobotanists have struggled to differentiate between plant samples that represent remnants of crop processing versus remnants of burned dung. By examining dung spherulites, students will be able to assess sample origin of a range of archaeological samples in a more informed way and deepen interpretations of existing archaeobotanical datasets.

**Useful websites, references, and resources (all available for consultation in the Archaeobotany Lab):**

1. Pearsall, Deborah M. (2015) *Paleoethnobotany. A Handbook of Procedures.* San Diego: Academic Press.
2. Zohary, Daniel, Maria Hopf, and Ehud Weiss (2012) *Domestication of Plants in the Old World.* Oxford: Oxford University Press.
3. Christine A. Hastorf and Virginia S. Popper, eds., (1988) *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press. [available in the lab]
4. Harris, James G. and Melinda Woolf Harris (2001) *Plant Identification Terminology. An Illustrated Glossary.* Spring Lake, UT: Spring Lake Publishing.
5. Nesbitt, Mark (2006) *Identification Guide for Near Eastern Grass Seeds.* London: Institute of Archaeology, University College London.
6. Willis, J. C. (1985) *A Dictionary of the Flowering Plants Ferns.* Cambridge: Cambridge University Press. [Babbidge reference, Level 1: QK11 .W53 1973]
7. USDA Plants Database: <http://plants.usda.gov/>
8. Dr Duke’s Phytochemical and Ethnobotanical Databases: <https://phytochem.nal.usda.gov/phytochem/search>
9. Native American Ethnobotany Database: <http://herb.umd.umich.edu/>
10. Hedrick, U. P. (1919) *Sturtevent’s Notes on Edible Plants.* Albany: J. B. Lyon Company.
11. Grieve, M. (1971) *A Modern Herbal; the Medicinal,Culinary, Cosmetic and Economic Properties, Cultivation and Folk-lore of Herbs, Grasses, Fungi, Shrubs, and Trees with all their Modern Scientific Uses.* New York: Dover Publications. [First published in 1931 by John Cape Ltd] [Babbidge reference, Level 1: QK9 G7 1967a]
12. Naomi Miller’s list of Archaeobotanical Reports from the Near East: <http://www.sas.upenn.edu/~nmiller0/biblio.html>
13. Archaeobotanical Database of sites in the Mediterranean and the Near East: <http://www.ademnes.de/>
14. Helmut Kroll’s Archaeobotanical Database of the Near East: <http://www.archaeobotany.de/>
15. Maryland Archaeobotany: <http://www.jefpat.org/archeobotany/Home.aspx>

**Class Schedule and Readings**

|  |  |
| --- | --- |
| **Date** | **Topic and readings** |
| 1. 23 Jan | **Course Introduction. The History of Archaeobotany and Basic Practices**  **Lab exercise (2:30):** Tour of the UConn George Safford Torrey Herbarium on 1st floor of Biological Sciences and Physics Building. Optional: brief self-guided tour of UConn Greenhouses  **Handout:** 1) Guidelines for Personal Statement (Due next week); 2) Potential research project descriptions; 3) Nomenclature and classification handouts  **Readings:**  Levetin, Estelle and Karen McMahon (2012) “Plant Systematics and Evolution,” in *Plants and Society.* Boston: McGraw Hill, 119–133.  Pearsall, Deborah M. (2015) *Paleoethnobotany. A Handbook of Procedures.* San Diego: Academic Press, Chapter 1 (pp. 27–34). |
| 2. 30 Jan | **Current Research Trends in Archaeobotany**  **Lab exercise:** Brief introduction to equipment and resources in Archaeobotany Laboratory followed by a presentation by Anthropology Reference Librarian, Marisol Ramos.  **Work due:** Personal Statement due.  **Handout:** UConn Tree Walk map (optional, for reference only) <http://www.uconnarboretum.uconn.edu/content/TREE_GUIDE_CAMPUS_WALK.pdf>  **Readings:**  Research projects handout provided in class detailing the range of research projects available as part of the class (also available within HuskyCT).  Outram, Alan K. (2008) “Introduction to experimental archaeology,” *World Archaeology* 40(1): 1–6. DOI: 10.1080/00438240801889456.  Smith, Alexia, Krista Dotzel, Joyce Fountain, Lucas Proctor, Madelynn von Baeyer (2015) “Examining Fuel Use in Antiquity: Archaeobotanical and Anthracological Approaches in Southwest Asia,” *Ethnobiology Letters* 6(1): 192–195.  Zohary, Daniel, Maria Hopf, and Ehud Weiss (2012) *Domestication of Plants in the Old World.* Oxford: Oxford University Press, Chapter 1 (scan Chapter 2). |
| 3. 6 Feb | **Identifying Archaeobotanical Remains. Ethnographic Observation and Interpretive Models**  **Lab exercise:** Visual examination of Archaeobotany Lab Reference Collection and Flora. Wheat dissection, drawing, and labeling of plant parts. Involves use of low-powered microscopy with student binocular microscopes.  **Assignment:** 1) Lab book—document dissection in lab book with drawings (drawn to scale) and annotation of plant parts; 2) Independent research on research project choices (preliminary literature searches).  **Readings:**  Charles, M.P. (1984) “Introductory Remarks on the Cereals,” *Bulletin on Sumerian Agriculture* 1: 17–31.  Hillman, Gordon (1984) “Interpretation of Archaeological Plant Remains: The Application of Ethnographic Models from Turkey,” in W. van Zeist and W. A. Casparie, ed., *Plants and Ancient Man: Studies in Palaeoethnobotany*. Rotterdam: Balkema, 1–41.  Stevens, Chris J. (2014) “[Intersite Variation within Archaeobotanical Charred Assemblages: A Case Study Exploring the Social Organization of Agricultural Husbandry in Iron Age and Roman Britain](javascript:void(0)),” Mac Marston, Jade d'Alpoim Guedes, and Tina Warinner, eds., *Current Methods in Paleoethnobotany.* Denver: University Press of Colorado, Chapter 12. |
| 4. 13 Feb | **Charring Experiments**  **Lab exercise:** Use of balances and muffle furnace  **Work due:** Make final selection of research project  **Assignment:** 1) Lab book—document charring experiment conducted in class providing detailed and accurate descriptions of methods used; 2) Continue independent research for personalized bibliography (see section above for description of help that can be provided by the Anthropology Reference Librarian).  **Readings:**  Boardman, Sheila and Glynis Jones (1990) “Experiments on the Effects of Charring on Cereal Plant Components,” *Journal of Archaeological Science* 1990, 17: 1–11.  Bradbaart, Freek and Pim F. van Bergen (2005) “Digital imaging analysis of size and shape of wheat and pea upon heating under anoxic conditions as a function of the temperature,” *Vegetation History and Archaeobotany* (2005) 14:67–75. |
| 5. 20 Feb | **Documenting Spherulites and Fuel Use**  **Lab exercise:** Use of Leica DM2700 microscope with transmitted light (brief introduction to incidental light). Preparation of slides from archaeobotanical samples and/or sediment, identifying and quantifying spherulites.  **Assignment:** 1) Lab book—document preparation of spherulite slides and observation (include notes on observation of spherulite comparative material); 2)Lab book—finalize documentation of charring experiment (update charred sample descriptions).  **Readings:**  Shahack-Gross, Ruth (2011) “Herbivorous livestock dung: formation, taphonomy, methods for identification, and archaeological significance,” *Journal of Archaeological Science* 38: 205–218.  Smith, Alexia, Lucas Proctor, Thomas Hart, and Gil Stein (2018) “The Burning Issue of Dung in Archaeobotanical Samples: A Case-Study integrating Macro-botanical, Dung Spherulites, and Phytoliths to assess Sample Origin and Fuel Use at Tell Zeidan, Syria,” *Vegetation History and Archaeobotany.* https ://doi.org/10.1007/s0033 4-018-0692-9(Open Access) |
| 6. 27 Feb | **Observing Domestication**  **Lab exercise:** Use of Nikon AZ100 macroscope. Introduction to NIS Elemental visualization software (photographing using z-stacking and measuring specimens)  **Work due:** Submit supplementary bibliography for research topic (the bibliography does not need to be annotated at this time—a simple list of readings you plan to examine is fine. Roughly 6–8 papers are expected). Feedback on list will be provided within a day of class  **Assignment:** Lab Book—include notes on lab exercise.  **Readings:**  Willcox, George (2004) “Measuring grain size and identifying Near Eastern cereal domestication: evidence from the Euphrates Valley,” *Journal of Archaeological Science* 31 (2): 145–150.  Mangafa, M. and K. Kotsakis (1996) “A New Method for the identification of Wild and Cultivated Charred Grape Seeds,” *Journal of Archaeological Science* 23:409–418.  Wu, Yan and Changsui Wang (2009) “Extended depth of focus image for phytolith analysis,” *Journal of Archaeological Science* 36: 2253–2257. |
| 7. 6 Mar | **Differentiating between Species and Observing Plant Use**  **Lab exercise:** Introduction to use of JCM-6000PLUS NeoScope Benchtop SEM  **Assignment:** 1) Lab Book—update notes on lab exercise; 2) continued work annotating bibliography and development of proposal (due next week). The proposal should be double-spaced to facilitate editing and should not exceed 4 pages (excluding list of resources and bibliography). It should include the following sections: 1) Relevance of Research: a short paragraph outlining the broad scope/research implications of your study (why archaeologists care about this issue); 2) Research Questions: a simple list of your specific research questions/hypotheses; 3) Methods: brief description of the methods you will use within your research study to address the questions you pose; 4) Equipment needed: list of equipment/supplies/resources you will need to complete this study; 5) Bibliography: annotated bibliography (roughly 3–5 sentences per article. 1–2 sentences summarizing main goal of article/main archaeological problem being addressed. 1–2 sentences summarizing methodological or theoretical approach. 1 sentence summarizing how paper relates to your study).  **Readings:**  Henry, Amanda G., Holly F. Hudson, Dolores R. Piperno (2009) “Changes in starch grain morphologies from cooking,” *Journal of Archaeological Science* 36: 915–922. Butler, Ann (1996) “Trifolieae and related seeds from archaeological contexts: problems in identification,” *Vegetation History and Archaeobotany* 5(1–2): 157–167. Bruno, Maria C. (2006) “A Morphological Approach to Documenting the Domestication of *Chenopodium* in the Andes,” in Melinda A. Zeder, Daniel G. Bradley, Eve Emshwiller, and Bruce D. Smith, eds., *Documenting Domestication. New Genetic and Archaeological Paradigms.* Berkeley: University of California Press, 32–45. |
| 8. 13 Mar | **Emerging Applications of Science in Archaeobotany**  **Lab exercise:** Introduction to EDS (Energy Dispersive X-Ray Spectroscopy) function within JCM-6000PLUS NeoScope Benchtop SEM  **Work due:** Submit research proposal. Feedback will provided via email before the end of Spring Break so that you can begin your research as soon as we resume classes.  **Assignment:** Lab book—documentation of lab exercises performed in class.  **Readings:**  González Carretero, Lara, Michèle Wollstonecroft, Dorian Q. Fuller (2017) “A methodological approach to the study of archaeological cereal meals: a case study at Çatalhöyük East (Turkey),” *Vegetation History and Archaeobotany* 26: 415–432. DOI 10.1007/s00334-017-0602-6  Arranz-Otaegui, Amaia, Lara Gonzalez Carretero, Monica N. Ramsey, Dorian Q. Fuller, and Tobias Richter (2018) “Archaeobotanical evidence reveals the origins of bread 14,400 years ago in northeastern Jordan,” *PNAS* 115(31): 7925–7930.  Soultana Maria Valamoti (2013) “Towards a distinction between digested and undigested glume bases in the archaeobotanical record from Neolithic northern Greece: A preliminary experimental investigation,” *Environmental Archaeology* 18(1): 31–42. DOI: 10.1179/1461410313Z.00000000021 |
| 20 Mar | **Spring Break** |
| 9. 27 Mar | **Data Analysis and Data Presentation**  **Lab exercise**: Individual project work  **Assignment:** Continued work on personal project  **Readings:**  Ongoing study of approved individualized bibliography.  Pearsall, Deborah (2015) “Presenting and Interpreting Results,” in *Paleoethnobotany. A Handbook of Procedures.* San Deigo: Academic Press, 144–183. |
| 10. 3 Apr | **Data Analysis and Data Presentation II**  **Lab exercise:** Individual project work  **Assignment:** 1) Data presentation exercise (reflect upon the past two lectures and the reading so far and provide a short description of the data analysis/data visualization tools you will use to present your work); 2) Continued work on personal project/Lab Meeting check-in.  **Readings:**  Ongoing study of approved individualized bibliography.  Smith, Alexia (2014) “The Use of Multivariate Statistics within Archaeobotany,” in Mac Marston, Jade d'Alpoim Guedes, and Tina Warinner, eds., *Current Methods in Paleoethnobotany.* Denver: University Press of Colorado, 181–204. |

|  |  |
| --- | --- |
| 11. 10 Apr | **Forms of Data Communication**  **Lab exercise:** Individual project work  **Work due:** Data presentation exercise due.  **Assignment:** Continued work on personal project/Lab Meeting check-in.  **Readings:**  Ongoing study of approved individualized bibliography.  Trainor, John K. (2012) “Chapter 2: Creating and Presenting an Academic Poster,” in Jason E. Miller and Oona Schmid, eds., *How to Get Published in Anthropology. A Guide for Students and Young Professionals.* Lanham, MD: AltaMira Press, 12–23.  Miller Vick, Julia, and Jennifer S. Furlong (2008) “6. Conference Presentations and Networking,” in *The Academic Job Search Handbook.* Philadelphia: The University of Pennsylvania Press, 36–39.  List of Anthropology Journals with Impact Factors: <https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_anthropology> |
| 12. 17 Apr | **Open Lab Work (no lecture this week: the entire class period will be devoted to furthering research project and Lab Meeting discussions)**  **Lab exercise:** Individual project work  **Assignment:** Continued work on personal project/Lab Meeting check-in.  **Readings:** Ongoing study of approved individualized bibliography. |
| 13. 24 Apr | **Open Lab Work (no lecture this week: the entire class period will be devoted to furthering research project and Lab Meeting discussions)**  **Lab exercise:** Individual project work  **Assignment:** Continued work on personal project/Lab Meeting check-in.  **Readings:** Ongoing study of approved individualized bibliography. |
| 14. 1 May | **Student Presentations and Research Forum**  Students will present the results of their research project either in small groups or individually. Presentations must be given in either poster or PowerPoint form and should include: 1) a description of the scope and importance of the research; 2) research question or hypothesis; 3) a short background research section 4) a brief description of the methods used; 5) results; 6) discussion/interpretation of results; 7) bibliography; 8) acknowledgments. More detailed guidelines will be given in class.  **Forum:** following presentations, the class will discuss the results of each project and determine ways in which the studies could be built upon in the future. Potential avenues for disseminating data will be reviewed.  **Research paper due:** 3 May 2019 (Research papers should be largely complete by 1 May 2019. The due date is extended to 3 May to provide an opportunity to incorporate minor revisions based on the question/answer forum) |

**2019-152 ASL Revise Minor (guest: Linda Pelletier)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: April 5, 2019

2. Department or Program: Linguistics

3. Title of Minor: American Sign Language and Deaf Culture

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

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

5. Nature of change: Change prerequisites to include ASLN 1103 and 1104

# Existing Catalog Description of Minor

# American Sign Language and Deaf Culture Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](https://catalog.uconn.edu/ASLN/#1101) and [1102](https://catalog.uconn.edu/ASLN/#1102) or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299)\*, [3298](https://catalog.uconn.edu/ASLN/#3298)\*, [3305](https://catalog.uconn.edu/ASLN/#3305), [3650](https://catalog.uconn.edu/ASLN/#3650); [ASLN/WGSS 3254](https://catalog.uconn.edu/ASLN/#3254); [ASLN/LING 3800](https://catalog.uconn.edu/ASLN/#3800); [LING 2850](https://catalog.uconn.edu/LING/#2850), [3799](https://catalog.uconn.edu/LING/#3799)\*, [3850](https://catalog.uconn.edu/LING/#3850).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](https://catalog.uconn.edu/LING/#3799) and no more than three credits of [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299) may count towards the minor. Credit earned for field study does not count towards the minor.

\*As approved by the American Sign Language and Deaf Culture minor advisor.

The minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

[Minors](https://catalog.uconn.edu/minors/) | [Back to top](https://catalog.uconn.edu/minors/american-sign-language/)

# Proposed Catalog Description of Minor

# American Sign Language and Deaf Culture Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](https://catalog.uconn.edu/ASLN/#1101) ~~and~~ [1102](https://catalog.uconn.edu/ASLN/#1102), 1103 and 1104 or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299)\*, [3298](https://catalog.uconn.edu/ASLN/#3298)\*, [3305](https://catalog.uconn.edu/ASLN/#3305), [3650](https://catalog.uconn.edu/ASLN/#3650); [ASLN/WGSS 3254](https://catalog.uconn.edu/ASLN/#3254); [ASLN/LING 3800](https://catalog.uconn.edu/ASLN/#3800); [LING 2850](https://catalog.uconn.edu/LING/#2850), [3799](https://catalog.uconn.edu/LING/#3799)\*, [3850](https://catalog.uconn.edu/LING/#3850).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](https://catalog.uconn.edu/LING/#3799) ~~and no~~ or more than three credits of [ASLN 3299](https://catalog.uconn.edu/ASLN/#3299) may count towards the minor. Credit earned for field study does not count towards the minor.

\*As approved by the American Sign Language and Deaf Culture minor advisor.

The minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

[Minors](https://catalog.uconn.edu/minors/) | [Back to top](https://catalog.uconn.edu/minors/american-sign-language/)

# Justification

1. Reasons for changing the minor: We would like to include more advanced levels of ASL courses as part of the minor. This additional requirement will provide students a deeper and richer understanding of the language and, equally important, American Deaf culture. This is also the standard requirement for minors of other world languages here at this university.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Linda Pelletier, linda.pelletier@uconn.edu

**2019-153 SLHS 6371 Add Course (guest: Emily Myers)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12003 |
| **Request Proposer** | Myers |
| **Course Title** | Seminar in Professional Skills for Speech, Language, and Hearing Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Speech Language and Hearing Services > 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** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Seminar in Professional Skills for Speech, Language, and Hearing Sciences |
| **Course Number** | 6371 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Emily Myers |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | ebm09004 |
| **Initiator Email** | [emily.myers@uconn.edu](mailto:emily.myers@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Enrolled in a PhD program in SLHS or a related field |
| **Corequisites** | NA |
| **Recommended Preparation** | NA |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Seminar in Professional Skills for Speech, Language, and Hearing Sciences. Three credits. Instructor consent required. Preparation for academic and industry careers in speech, language, and hearing sciences, including grant-writing, service duties such as reviewing, scientific ethics and rigor, and mentorship. |
| **Reason for the course action** | This course is a desired required course for the SLHS PhD program. We find that our students benefit from explicit preparation in the skills needed to begin an independent research or teaching career in academia or industry. Students learn to prepare a grant in the style of a fellowship mechanism, learn to review grants and articles, and discuss issues related to professional and scientific ethics. |
| **Specify effect on other departments and overlap with existing courses** | Other departments have similar courses on grant writing and professional development, but this course is geared specifically towards some unique aspects of careers in speech, language, and hearing sciences. The course involves the students providing peer feedback on grants and other products, and as such familiarity with research topics in speech, language, and hearing sciences is desireable. |
| **Please provide a brief description of course goals and learning objectives** | While graduate school helps doctoral students develop their research and teaching abilities, these skills are only a subset of the skills doctoral candidates will need to be successful after graduate school. This course is designed to explicitly address the larger set of duties students need to be prepared for as they become mature researchers, with specific reference to how these skills apply to the speech, language, and hearing sciences. Among the topics that we will discuss are how to build an independent research program, how to perform service duties such as reviewing journal articles and grants, and how to prepare for conference presentations. We will also touch on the academic job search, work-life balance issues, negotiating authorship, and the responsible conduct of research. Much of our time will be devoted to the development of grant writing abilities, including finding a sponsor, developing a research question, honing a grant proposal, and responding to grant reviews. As a final project, each student will develop a grant proposal in the format of the NIH’s F31/F32 grant mechanism, which may be suitable for submission to the NIH at a later date. |
| **Describe course assessments** | Throughout the semester, students will be graded on weekly writing assignments and on participation in group discussion and exercises. The grade assigned to the final project will reflect not only the quality of the final grant proposal, but also will take into account the degree to which suggestions from the review process and workshops were incorporated into the proposal. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS6371\_Syllabus\_CC&C.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F151156&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C38cfea4ca0324f86c4cf08d6c402d3cb%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911913753965790&sdata=tzkx11CVO6BjewPPeZe0POQ3NS4lAEQ4eptSE4WfZTY%3D&reserved=0) | SLHS6371\_Syllabus\_CC&C.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Emily Myers | 04/04/2019 - 12:49 | Submit |  | This is intended to go to Lendra Friesen for her pre-approval! | | Speech Language and Hearing Services | Lendra Friesen | 04/15/2019 - 10:37 | Approve |  | approved on April 15, 2019 | |

**SLHS 6371: Seminar in Professional Skills for Speech, Language, and Hearing Sciences.**

**Course Description:**

While graduate school helps doctoral students develop their research and teaching abilities, these skills are only a subset of the skills doctoral candidates will need to be successful after graduate school.  This course is designed to explicitly address the larger set of duties students need to be prepared for as they become mature researchers, with specific reference to how these skills apply to the speech, language, and hearing sciences.  Among the topics that we will discuss are how to build an independent research program, how to perform service duties such as reviewing journal articles and grants, and how to prepare for conference presentations.  We will also touch on the academic job search, work-life balance issues, negotiating authorship, and the responsible conduct of research.  Much of our time will be devoted to the development of grant writing abilities, including finding a sponsor, developing a research question, honing a grant proposal, and responding to grant reviews.  As a final project, each student will develop a grant proposal in the format of the NIH’s F31/F32 grant mechanism, which may be suitable for submission to the NIH at a later date.

**Academic Integrity:**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

**Course Organization**:

The primary (and rather substantial) goal of the course is for students to learn about the grant writing and getting process, as they prepare a grant proposal in the format of the National Research Service Award (NRSA) mechanism. This goal will occupy approximately 2/3rds of the course time. The remaining third will be devoted to other professional development topics (see below). After the first week, there is a writing assignment due every week. These writing assignments are the slow assembly of the final grant proposal. While the number of assignments may seem onerous, keep in mind that the total size of the research plan in this type of proposal is about six pages. Other writing assignments (the 5-year plan, the Personal Statement, and the Review Workshop) will help you build your portfolio as you begin to plan for the next steps beyond graduate school.

**Calendar/Assignments:**

**Note that this calendar is subject to change. Please pay attention to class announcements and postings on Husky CT for changes to the syllabus.**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Professional Development Topic | Grant Topic | *Reading*/**Assignment** (due the following week) |
| 1 | Preparing for life as a faculty member | Why write a grant?  Funding mechanisms at the NIH and NSF  Choosing a good grant topic, choosing a funding agency | *Fischer & Zigmund*  *NRSA POA* |
| 2 |  |  |  |
| 3 | Guide to Lab Culture: Negotiating relationships with your advisor, labmates, and collaborators | Grant Structure  Specific Aims | **PO First Contact E-mail**  *(due 9/8 to Emily)*  *Reading: Gardner*  *Le NRSA*  *Hall NRSA*  *Molina NRSA*  *Earle NRSA* |
| 4 | Science Communication: successful communication across audiences  Developing a 5-Year Plan | Significance |  |
| 5 | 5-year plan workshop | Specific Aims Workshop | **Specific Aims First Draft** |
| 6 | Time Management  Teaching Support and Teaching Portfolios | Approach: Power Analyses, Preliminary Data, | **5 year plan due** |
| 7 | Reviewing an Article | Building an Integrated Training Plan | **Communication piece due: workshop** |
| 8 | The Academic Job Market: CVs, Personal Statements, and Teaching Statements | Budgeting Issues | **Specific Aims Second Draft**  *Silvia “How to Write a Lot”* |
| 9 |  |  | **Significance and Approach 1st Draft Due** |
| 10 | Article Review Workshop | Significance and Approach Workshop | **Article Review** |
| 11 | Training Plan Workshop |  | **Training Plan Due** |
| 12 | Work/Life Balance,  Responsible Conduct of Research | The grant review process: Scoring & Criteria | **Budget**  **Personal Statement** |
| 13 |  | How to respond to Reviews (Resubmission!) | **Final Draft Of Proposal Due: Electronic copies** |
| 14 | Review Panel, Pt 1 | |  |
| 15 | Debrief |  | **All Reviews Due** |
|  |  |  |  |

**Assessments:**

Throughout the semester, students will be graded on weekly writing assignments and on participation in group discussion and exercises. The grade assigned to the final project will reflect not only the quality of the final grant proposal, but also will take into account the degree to which suggestions from the review process and workshops were incorporated into the proposal.

|  |  |
| --- | --- |
|  |  |
| Weekly Writing Assignments | 40% |
| Participation | 25% |
| Final Project | 35% |
|  |  |

**2019-154 ENGL 5250 Add Course (guest: Yohei Igarashi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12024 |
| **Request Proposer** | Igarashi |
| **Course Title** | History of English Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | History of English Studies |
| **Course Number** | 5250 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Yohei Igarashi |
| **Initiator Department** | English |
| **Initiator NetId** | yoi13001 |
| **Initiator Email** | [yohei.igarashi@uconn.edu](mailto:yohei.igarashi@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Because English graduate courses are offered only at the Storrs campus. |
| **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** | ENGL 5250. History of English Studies Three credits. Instructor consent required. A history of English as a professional academic discipline and department in universities from the later nineteenth century to the present day. |
| **Reason for the course action** | Graduate students in English are often quite familiar with current methodological and theoretical debates in literary and cultural studies. But they are less cognizant of the history of "English" itself as a professional academic discipline and department in universities. It would be beneficial for students to know the origins of the kind of department – “English” – with which they have chosen to affiliate themselves and to inhabit, from the time they decided to major in English as undergraduates, through graduate study, and oftentimes as members of the professoriate. |
| **Specify effect on other departments and overlap with existing courses** | I do not foresee this reflexive disciplinary history to have any negative effects on other departments. As for other ENGL courses: this seminar is sufficiently distinct from ENGL 5150 because it is a disciplinary history rather than an introduction to different research methodologies, and yet complements nicely that course (5150); this seminar is also different from ENGL 5500 since it is not focused exclusively on literary criticism. |
| **Please provide a brief description of course goals and learning objectives** | The goal of the course is to provide graduate students with a working sense of disciplinary history and the larger social, economic, and political trends of American higher education. This would allow students to approach contemporary concerns in literary and cultural studies from a longer historical perspective, recognize longstanding tensions within English, and frame their own scholarly pursuits in professionally valuable ways. Students would also be able to reflect in an informed way about how a variety of scholarly practices – literary criticism, cultural and other interdisciplinary studies, creative writing, rhetoric and composition/writing studies – came to be housed at many institutions under the single departmental roof of “English.” |
| **Describe course assessments** | Assessment will include: (1) attendance and valuable participation; (2) presentations and shorter written assignments; (3) a final paper/project prospectus; (4) the final paper/project itself. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Igarashi-HistoryofEnglishStudiesCARSyllabus (1).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152510&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4f384120d6114e908bd008d6c3944a68%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911439013809216&sdata=IKF%2BrPsr6%2BzwV3RsZKS1%2BLlPGcRACEh%2BAZZiVvC4Ja8%3D&reserved=0) | Igarashi-HistoryofEnglishStudiesCARSyllabus (1).pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Yohei Igarashi | 04/05/2019 - 10:56 | Submit |  | I believe this course would be a good addition to the list of elective courses for the Graduate Certificate in College Instruction; it is comparable to the three ENGL courses already on that list. See here: <https://gcci.uconn.edu/additional-courses> | | English | Clare C King'oo | 04/17/2019 - 16:03 | Approve | 4/17/2019 | Approved by English graduate faculty 4/17/19. | |

### History of English Studies

ENGL 5250-001

Dept. of English, Univ. of Connecticut

Professor Yohei Igarashi

**Course Description**

This seminar surveys the history of “English” as a professional academic discipline and department in universities. Not an introductory exposure to various methodologies (as in ENGL 5150), this course instead belongs to the genre of disciplinary history, with a focus on the early history of the discipline that is less familiar to graduate students. The survey begins with pre-disciplinary practices (rhetoric, *belles lettres*, criticism, philology) and the formation of the earliest English departments in the 1870s in the United States and goes up through selected disciplinary debates of the later twentieth century and the present day.Although the seminar will be partly shaped by seminar students’ interests/fields, the course will invariably cover certain key historical developments: the dominance of credentialed philological scholars in the earliest departments, the emergence of composition and creative writing courses (and then programs), the creation of the English tripos at Cambridge in 1917, the rise of “literary criticism” and the spread of the technique of close reading, the formation of a variety of interdisciplinary “studies” in the second half of the twentieth century, the mediatization of “theory,” debates about the literary canon, and academic postmodernism. Recurring topics include: the fantasy of objectivity and the meta-disciplinary ideal of scientificity; the changing nature of knowledge production in humanities disciplines, including ideas about data, facts, and evidence; the relation of collegiate English to elementary and secondary language arts; changing pedagogical practices; the place of literary study, and perhaps of the humanities at large, in society.

A working, sociological sense of institutional history – against the backdrop of larger social, economic, and political trends shaping postsecondary education – will give students a way to consider their own scholarly pursuits, along with contemporary concerns in literary and cultural studies, from a longer historical perspective. Moreover, students can begin to think about how a variety of scholarly practices – literary criticism, cultural and other interdisciplinary studies, creative writing, rhetoric and composition/writing studies – came to be housed at many institutions under the single departmental roof of “English.”

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

**Required Course Texts**

- Seminar course pack

- Gerald Graff, Professing Literature: An Institutional History, Twentieth Anniversary Edition

(Chicago UP, 2007)

- D.G. Myers, The Elephants Teach: Creative Writing Since 1880 (Chicago UP, 2006)

- Thomas P. Miller, The Evolution of College English: Literacy Studies from the Puritans to the

Postmoderns (University of Pittsburgh Press, 2011)

**Evaluation**

1. The basics: attendance at, and careful reading and preparation for, all of our seminar meetings. [35%]

2. Two presentations [15% each]. I'll be asking you to submit a written version to me for a grade – more guidelines to follow.

3. Prospectus for the Final Project and the Final Project [35%]. I'll ask you to write up a proposal about your final project, including a bibliography. The final project itself can take one of the below forms. I'll also be checking in with each of you earlier in the semester about final projects.

- A traditional seminar paper (15-20 pages) that draws on the seminar's readings.

- An individual or group report of some kind – e.g., on the history of the UConn English department.

- Something else, in some other genre or medium, approved by me at the prospectus stage.

**Schedule of Readings**

Week 1

- Gerald Graff, *Professing Literature*, pp. 19-118

- Daston and Galison, from *Objectivity*

Week 2

- John Guillory, "Literary Study and the Modern System of the Disciplines"

- Albert S. Cook, "The Province of English Philology" and other selections from *The Higher Study of English* (1906)

- Altick, “The Scholar Adventurers”

Week 3

- Hiram Corson, “Vocal Culture in Its Relation to Literary Culture” and selections from *The Voice and Spiritual Education* (1896)

- Selections from Graff and Warner, *The Origins of Literary Studies in America*

- Cooper, “The Making and Use of a Verbal Concordance”

Week 4

- Graff, *Professing Literature*, 121-179

- Myers, from *When Elephants Teach*: *Creative Writing Since 1880*

- Miller from *The Evolution of College English*

Week 5

- John Churton Collins, from *The Study of English Literature*

- Raymond Williams, “Cambridge English, Past and Present”; “Crisis in English Studies”; “Beyond Cambridge English”

- I.A. Richards, from *Principles of Literary Criticism*

Week 6

- Gerald Graff, from *Professing Literature*, 183-243

- Empson, from *Seven Types of Ambiguity*

- Ransom, from *The New Criticism*

- Brooks and Warren, from *Understanding Poetry*

Week 7

- Myers, from *When Elephants Teach*: *Creative Writing Since 1880*

- Mark McGurl, from *The Program Era: Postwar Fiction and the Rise of Creative Writing*

Week 8

- Ferguson, from *The Reorder of Things*

- Palumbo-Liu, from *The Ethnic Canon : Histories, Institutions, and Interventions*

*-* Readings from the *Feminist Theory Reader*

Week 9

- Guillory, from *Cultural Capital*

- English, from *The* *Economy of Prestige*

Week 10

- Redfield, *Theory at Yale*

- Graff, *Professing Literature*, 247-262

Week 11

- Simpson, from *The Academic Postmodern*

- Dubrow, “Evidence”

- Grafton, from *The Footnote: A Curious Footnote*

Week 12

- Liu, "The Meaning of the Digital Humanities," and "Where is Cultural Criticism in the Digital Humanities?"

- Moretti, "Preface: Literature, Measured," *Canon/Archive: Studies in Quantitative Formalism*

Week 13

- Gitelman and Jackson, “Introduction,” *Raw Data is an Oxymoron*

- Daniel Rosenberg, "Data Before the Fact," from *Raw Data is an Oxymoron*

- Elena Aronova, Christine von Oertzen, and David Sepkoski, "“Introduction: Historicizing Big Data,” Osiris

- Bruno J. Strasser and Paul N. Edwards, “Big Data Is the Answer . . . But What Is the Question?”

Week 14

TBD based on seminar interest. Crisis of the humanities discourse? K-16 issues? The campus novel genre?

**2019-155 CLCS/ENGL 2609 Add Course (guest: Christopher Vials) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11417 |
| **Request Proposer** | Vials |
| **Course Title** | Fascism and its Opponents |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Return > English > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Subject Area #2** | CLCS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | The course content traverses the subject areas of English, cultural studies, and comparative literature and cultural studies. |
| **Course Title** | Fascism and its Opponents |
| **Course Number** | 2609 |
| **Will this use an existing course number?** | No |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010, 1011, or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty to teach the course are only available at Storrs |
| **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** | ENGL 2609 Fascism and its Opponents. (also offered as CLCS 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1 (B) |
| **Reason for the course action** | Surprisingly, UConn does not have a full course devoted to the subject of fascism in a broad sense. Filling this gap is important for the reasons I enumerate below. |
| **Specify effect on other departments and overlap with existing courses** | There is one course on campus: ILCS 1160 (Culture of Fascist Italy) focused on Italian literature and cinema during the Mussolini regime. The proposed course overlaps with its content but does not duplicate it, as it offers a comparative perspective across different national experiences of fascist movements and/or states. We have multiple courses on the Holocaust at the University of Connecticut: HEJS 2203 (The Holocaust in Print, Theater, and Film), HEJS 3203 (The Holocaust) , ENGL 3629 (Introduction to Holocaust Literature). Fascism and the Holocaust clearly overlap as topics, but they are also different rubrics that are not reducible to one another. The Holocaust as a frame tends to deal with Jewish experiences of Nazi genocide and seeks frameworks to interpret it and its global significance. On the other hand, fascism is a comparative frame that deals with a set of political movements, ideologies, and states that traverse Italy, Spain, Japan, France, Hungary, and the United States, to name but a few examples (and temporally, it takes us well beyond 1945). Moreover, even within the study of Nazism, "fascism" is a different rubric that could also focus on Nazi settler colonial genocide in the East, campaigns against gays and lesbians, fascist masculinity, street level political violence against the political left, and other topics. |
| **Please provide a brief description of course goals and learning objectives** | The course will use a popular historical and political topic (fascism) to educate more broadly on the nature of anti-Semitism, racism, nationalism, masculinity, militarism, and political violence across different national contexts. It aims to provide a much deeper understanding of a concept (fascism) often viewed as central to understanding modern history and politics, yet is often misused and poorly understood. |
| **Describe course assessments** | Assignments would vary from instructor to instructor, but would likely include a combination of written essays, exams, reading quizzes, and participation. The readings and discussion texts would be an interdisciplinary mix of literature, autobiography, film, political rhetoric, archival political analysis, ad secondary sources by historians. |
| **General Education Goals** | To varying degrees, the course would further all 7 general goals of the General Education curriculum. Perhaps most significant are the interlocking goals of "acquire critical judgement," "acquire moral sensitivity," "acquire intellectual breadth," and "acquire consciousness of the diversity of human culture and experience." Critical judgement comes through learning to determine when a concept like "fascism" is truly a historical referent and when it is something that can be applied outside of its original place and time. As many of the readings are written by Jewish Americans and people of color, the course furthers the diversity goals of the college by requiring students to look at a thing (fascism) from a variety of different subject positions, and from historically outsider positions in particular. Moral judgement will also come from discussing the ethics of antifascism and its various strategies over time. More to the point, students will acquire intellectual breadth because the course will use a popular historical and political topic (fascism) to educate more broadly on the nature of anti-Semitism, racism, nationalism, masculinity, militarism, and political violence. |
| **Content Area: Arts and Humanities** | Many of the course texts will be literary works and films, and learning to interpret such texts and use them as distillations of historical experience will be one of our goals. At the same time, discussions of political theory will loom large: not only theoretical discussions of fascism but also other political modes one needs to properly interpret it (liberalism, socialism, colonialism, communism, etc). The timeline, dating back to the 1920s, should make clear the relevance of the course as a form of historical inquiry. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGLCLCS2609.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F151240&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf3a09e2ff3b54915de0708d6c536252f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636913233689774720&sdata=8DdGyGMQbYEP6IhvLwtz7bDSB7igkmnKugB4R7fc6x0%3D&reserved=0) | ENGLCLCS2609.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 03/04/2019 - 14:09 | Submit |  | I am now submitting this to the C&C representatives of English and CLCS. | | English | Clare C King'oo | 04/04/2019 - 14:51 | Return | 4/4/2019 | Returning to Chris Vials for minor revisions, as suggested by the English C&C Committee on April 3, 2019. | | Return | Christopher R Vials | 04/04/2019 - 20:15 | Resubmit |  | After the English C&C meeting, I made a few small adjustments and corrections to the CAR. | | English | Clare C King'oo | 04/17/2019 - 15:54 | Approve | 4/17/2019 | Approved by English C&C Committee 4/3/19. Approved by English faculty 4/17/19. | | Literatures, Cultures and Languages | Jennifer Terni | 04/18/2019 - 11:01 | Approve | 4/17/2019 | I have reviewed this CAR and approve it inLCL | |

**ENGL / CLCS 2609**

**Fascism and its Opponents**

[*Note to C&C: this is a revised syllabus that I have taught twice under the rubric of AMST 3265W: American Studies Methods]*

Professor: Chris Vials

Office Hours: Tues & Wed, 12-1pm

Office: CLAS 118

Email: christopher.vials@uconn.edu

Office Phone: 486-9033

**COURSE DESCRIPTION**

In this course, we will explore the question: what is fascism, and where is it relevant and not relevant for thinking about the culture and politics of the United States? As a type of state with global aspirations, fascism was largely destroyed by 1945. But as an ideology and a set of political movements, it has appeared in countries across the globe, before and after World War II. As Oxford-based historian Roger Griffin wrote in 1993, “…as a *political ideology* capable of spawning new movements [fascism] should be treated as a permanent feature of modern political culture.”

After reviewing the historical fascisms of Germany, Italy, and Japan, we will turn to the United States, where we will devote the rest of the class to exploring U.S. fascist or fascist-like movements, the U.S. historical memory of fascism, and the Cold War politics of de-Nazification. We will also discuss the applicability of the concept of fascism in a country with a history of racial formation rooted in settler colonialism, slavery, and immigrant labor.

Along the way, we will discuss what is has meant to be an *anti*fascist, both in the United States and abroad. What is the difference between being against fascism and being “an antifascist”? How does antifascist intersect with other politics and movements? What kinds of action has it involved, and how has this shifted over time? How productive or counterproductive has it been? We will trace “antifascism” in the United States from a mass movement in the 1930s based around lobbying, civil rights, and union building to the subculture-inspired “antifa” of 1990s and beyond.

**REQUIRED BOOKS**

All readings will be available as PDFs

**COURSE REQUIREMENTS AND POLICIES**

**Grading**

Mini-Paper 20%

Take-Home Exam 25%

Final Paper 35%

Participation/Mini-Assignments 20%

**ASSIGNMENTS AND COURSE POLICIES**

**Assignments**

Your grade is this course will be based on a combination of your performance on exams and written papers, as well as your participation in class discussions. The early “mini-paper” will ask you to interpret a particular aspect of fascism (e.g., militarism, eugenicist racism, fascist masculinity) as it manifested in the historical fascist states of Germany, Italy, or Japan. The mid-term take-home exam will ask to think about how the concept of fascism (as a political movement or ideology) either applies or does not apply to the United States. Your final paper will be a research paper that will allow you to go in-depth on an issue we’ve discussed in class and that you would like to explore further.

**Participation**

You will also be evaluated on your participation. Your participation grade is based on your contributions to the class discussion sand your satisfactory completion of any in-class writing assignments. Suffice to say that you must show up to class to actively participate.

**Paper Submission Guidelines**

All papers and take-home exams need to be submitted in Times New Roman 12 point font (or its equivalent), double-spaced, and with 1 inch margins. Papers and exams also need to be submitted *in class* (not electronically) on the day they are due. If your paper is one class period late, I will deduct your grade by ½ letter, but will still accept it. If it is more than one class meeting late, I will not accept it.

**Daily Syllabus**

*All readings are available on the HUSKY CT site for our course.*

Jan 22 (Tu) First Day: Introductions

FASCISM: DEFINITIONS AND HISTORICAL STATES

Jan 24 (Th) Paxton, *Anatomy of Fascism* (Introduction)

Vacirca, “The Essence of Fascism”

Jan 29 (Tu) Mussolini, *My Rise* (excerpts)

In class: presentation on Italian fascism

Jan 31 (Th) Hitler, *Mein Kampf* (excerpts)

Feb 5 (Tu) In class film: *Architecture of Doom*

Feb 7 (Th) Bessel, “Nazi Violence and Terror before 1933”

In class: discussion of film (Nazi aesthetics) + Nazism as a political movement

Feb 12 (Tu) Theweleit, *Male Fantasies* (excerpts)

In class: discussion of the gender of fascism

Feb 14 (Th) Maruyama, “The Ideology and Dynamics of Japanese Fascism”; Tokiko, “Another

Battle Front”

In class: presentation on Japanese fascism and the campaign in China

THE FIRST U.S. FASCIST MASS MOVEMENT: THE KU KLUX KLAN IN THE 1920s

Feb 19 (Tu) McVeigh, “The Rebirth of a Klan Nation” + “Responding to Economic Change”

Feb 21 (Th) Klan Periodicals: *The Imperial Night-Hawk*, August 29, 1923 (PDF) and a sample of

*The Fiery Cross* (online through University of Indiana)

THE POPULAR FRONT vs. THE CHRISTIAN FRONT IN THE 1930s U.S.

Feb 26 (Tu) Vials, “From Margin to Mainstream”

In class: Popular Front social movements

Feb 28 (Th) In class film: *The Good Fight* (on American volunteers in the Spanish Civil War)

Mar 3 (Tu) Lewis, *It Can’t Happen Here* (excerpts); American League for Peace and

Democracy, “Program for 1938”; Padmore, “Hitler, Mussolini, and Africa”

Mar 5 (Th) Coughlin: “Not Anti-Semitism, but Anti-Communism” (radio broadcast) +

Derounian, account of Christian Front meeting, May 1940;

Christian Front pamphlet

WORLD WAR II: THE U.S. AS AN ANTIFASCIST STATE?

Mar 12 (Tu) Henry Wallace, “The Price of Free World Victory”; Roosevelt, “Four Freedoms”

In-Class: “The House I Live In” (short-film with Frank Sinatra)

Mar 14 (Th) Dower, “War Hates, War Crimes”

In-class: clip from *The Fog of War* (Lesson 5) and discussion of the Pacific

War

March 11-17 *Spring Break: No Class*

FASCISM AND ANTIFASCISM IN THE COLD WAR

Mar 26 (Tu) J. Edgar Hoover, “Red Fascism in the United States Today” + Smith, “The McCarthy

Falange” + Asa Carter, “The Southerner”

Mar 28 (Th) HUAC Testimony: Ayn Rand, Hans Eisler, Arthur Miller, Arthur Hays, Paul

Robeson

Out of class film: *Judgment at Nuremberg*

Apr 2 (Tu) In-class: discussion of film + presentation on de-Nazification and

U.S. Cold War politics

ANTICOLONIAL ANTIFASCISM AND THE UNITED STATES

Apr 4 (Th) Davis, “Victoria’s Ghosts” + Césaire, *Discourse on Colonialism* (excerpt)

In-class: discussion of fascism from an anticolonial perspective

Apr 9 (Tu) Robert Williams, *Negroes with Guns*: Williams, Prologue and Chapters 1-2 (pp. 39-64), Chapters 6-7 (91-124); Martin Luther King, "Hate is Always Tragic" + "The Social Organization of Non-Violence" (pp. 9-15)

Apr 11 (Th) Kathleen Cleaver, “Racism, Fascism, and Political Murder”; Penny Nakatsu, speech at United Front against Fascism Conference (1969); Richard Wright,

“The Ethics of Living Jim Crow”

FASCISM AND ANTIFASCISM IN THE TWENTY-FIRST CENTURY

Apr 16 (Tu) Adorno et. al., *The Authoritarian Personality* (excerpt)

Apr 18 (Th) TBA

Apr 23 (Tu) Bray, “The Rise of Pinstripe Nazis and Anti-fascism Today”

Apr 25 (Th) Bray, “Strategy, (Non)Violence, and Everyday Antifascism”

In class film: *Antifa*

Apr 30 (Tu) Conferences

May 2 (Th) CONCLUSIONS

**2019-156 Crime and Justice Revise Minor (guest: Monica van Beusekom)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: April 16, 2019

2. Department or Program: Individualized and Interdisciplinary Studies Program

3. Title of Minor: Crime and Justice minor

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

(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 SOCI 3307 Drugs and Society to minor, and add clarifying language regarding POLS 2998 to existing catalog text

# Existing Catalog Description of Minor

**Crime and Justice Minor**

The purpose of the minor is to introduce students to the interdisciplinary study of crime and justice. Students pursuing this minor will be able to explore how crime is defined, what its causes are, what its impact is, and how social, political, and legal institutions shape and respond to it.

### **Requirements**

Eighteen credits at the 2000-level or higher are required:

1. Three credits each from Group 1 (Crime and Justice), Group 2 (Deviance and Violence), and Group 3 (Law).
2. Six additional credits from any of the Groups 1, 2, and 3.
3. Three credits of approved internship or field experience (Group 4) in one of the institutions of the criminal justice system or an agency that interacts on a day-to-day basis with such criminal justice system institutions.

Variable topics, special topics, and education abroad courses may be used to meet the requirements of the minor when these focus on the theme of the minor. Approval by the minor advisory group is required.

A maximum of six credits in the minor may be part of the major; minor courses may contribute to the related field courses of the major with the major department’s consent.

#### **1. Crime and Justice**

POLS 2998, 3827; SOCI 2301, 2310; SOCI/WGSS 3317

#### **2. Deviance and Violence**

HDFS 3420; PSYC 2300; SOCI 3311; WGSS/HRTS 2263

#### **3. Law**

HDFS 3520, 3540; PHIL 3226; POLS 3807, 3817; SOCI 3823

#### **4. Internship**

HDFS 3080; INTD 3590; POLS 3991; PSYC 3880; SOCI 3990 (two credits) and SOCI 3991 (one credit); URBN 3991(two credits) and URBN 3981 (one credit); another 2000-level or higher internship or field experience course approved in advance by a minor advisor.

The minor is administered by the Individualized and Interdisciplinary Studies Program (IISP), Rowe 419. A list of Crime and Justice minor advisors from participating departments can be found on the [IISP website](http://iisp.uconn.edu/).

# Proposed Catalog Description of Minor

**Crime and Justice Minor**

The purpose of the minor is to introduce students to the interdisciplinary study of crime and justice. Students pursuing this minor will be able to explore how crime is defined, what its causes are, what its impact is, and how social, political, and legal institutions shape and respond to it.

### **Requirements**

Eighteen credits at the 2000-level or higher are required:

1. Three credits each from Group 1 (Crime and Justice), Group 2 (Deviance and Violence), and Group 3 (Law).
2. Six additional credits from any of the Groups 1, 2, and 3.
3. Three credits of approved internship or field experience (Group 4) in one of the institutions of the criminal justice system or an agency that interacts on a day-to-day basis with such criminal justice system institutions.

Variable topics, special topics, and education abroad courses may be used to meet the requirements of the minor when these focus on the theme of the minor. Approval by the minor advisory group is required.

A maximum of six credits in the minor may be part of the major; minor courses may contribute to the related field courses of the major with the major department’s consent.

#### **1. Crime and Justice**

POLS 2998 (when offered as Criminal Justice in Practice), 3827; SOCI 2301, 2310; SOCI/WGSS 3317

#### **2. Deviance and Violence**

HDFS 3420; PSYC 2300; SOCI 3307, 3311; WGSS/HRTS 2263

#### **3. Law**

HDFS 3520, 3540; PHIL 3226; POLS 3807, 3817; SOCI 3823

#### **4. Internship**

HDFS 3080; INTD 3590; POLS 3991; PSYC 3880; SOCI 3990 (two credits) and SOCI 3991 (one credit); URBN 3991(two credits) and URBN 3981 (one credit); another 2000-level or higher internship or field experience course approved in advance by a minor advisor.

The minor is administered by the Individualized and Interdisciplinary Studies Program (IISP), Rowe 419. A list of Crime and Justice minor advisors from participating departments can be found on the [IISP website](http://iisp.uconn.edu/).

# Justification

1. Reasons for changing the minor: When the minor was revised in Spring 2017, SOCI 3307 Drugs and Society was included in the proposed revisions. Because the course had not been offered and was not projected to be offered in the future, the C&C chose to remove it from the minor. The Sociology Department has indicated that it now has a faculty member who will offer this course regularly and has asked that it be included in the minor.

The new minor text also includes explanatory language regarding POLS 2998. The revised minor approved in Spring 2017 included the course POLS 2998 Political Issues: Criminal Justice in Practice. When course titles were removed in the catalog, it left the impression that any POLS 2998 course could meet minor requirements.

2. Effects on students: The addition of SOCI 3307 Drugs and Society will give students more options in Group 2.

The additional explanatory language in the catalog will ensure students do not misunderstand the requirements. (Website, brochure, and other materials have always included the specific POLS 2998 course)

3. Effects on other departments: There may be some increased demand for this course. Sociology proposed its inclusion in the minor so expects to be able to handle that demand.

4. Effects on regional campuses: None

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

    Department Curriculum Committee: Crime and Justice minor Committee on April 15, 2019.

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Monica van Beusekom, Director, IISP and coordinator of minor

**2019-157 CAMS/HEJS/HIST 3330/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12284 |
| **Request Proposer** | Miller |
| **Course Title** | Palestine under the Greeks and Romans |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | CAMS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | HIST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | History |
| **Reason for Cross Listing** | This is a renumbering request and request to restore a W version of the course, which was mistakenly dropped. The course is already cross-listed. We have renumbered HEJS courses cross-listed with CAMS and HIST to make the numbers match (in this case, CAMS 3330, HIST 3330). Colleagues in CAMS and HIST approved this long ago. |
| **Course Title** | Palestine under the Greeks and Romans |
| **Course Number** | 3218 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stuart S Miller |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | ssm02006 |
| **Initiator Email** | [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | May be taught in Hartford or Stamford if there is a faculty member who can teach it. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HEJS 3330. Palestine Under the Greeks and Romans (Formerly offered as HEB, HEJS, and JUDS 3218.) (Also offered as CAMS 3330 and HIST 3330.) Three credits. Prerequisite: CAMS 1101 or 1102 or CAMS/HIST 3301; or HIST 3320 or 3325; or INTD 3260; or HEJS 1103 or 3202; or instructor consent. Taught in English. May not be used to meet the foreign language requirement. Miller The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies. HEJS 3218W. Palestine under the Greeks and Romans (Also offered as CAMS 3330W and HIST 3330W.) Three credits. Miller The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English. |
| **Provide proposed title and complete course catalog copy** | HEJS 3330 Palestine under the Greeks and Romans (Also offered as CAMS 3330 and HIST 3330.) Three credits. Miller. The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English. HEJS 3330W Palestine under the Greeks and Romans (Also offered as CAMS 3330W and HIST 3330W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Miller. |
| **Reason for the course action** | Bring course number in alignment with the non W version of the course and with CAMS 3330 and HIST 3330. Add W version of the course, as the W was mistakenly dropped. Remove prerequisites which are no longer needed as the course begins with introductory material to bring everyone up to speed. We have two possible tracks for majors in “Judaic Studies.” Track A is "General Judaic Studies," for which we have an existing W possibility that will be required of all students in this track. Track B, "Classical Judaic Studies," which emphasizes the pre-modern experience of the Jews, requires and appropriate W course. "Palestine under the Greeks and Romans" is a course that bridges the ancient and medieval periods of Jewish civilization and is a fitting W possibility for this track. The existing non-W version of the course will still be available (same instructor) for students who are pursuing the Track A major; these students will fulfill their W requirement using a different W course that is more appropriate for that track. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This course addresses the major political, historical and religious currents in Graeco-Roman Palestine. Special emphasis is placed on life within the major urban centers and on the relationship between the Jews and their Ptolemaic, Seleucid, and Roman rulers. The literary legacy of the rabbis and the emergence of Christian schools are also covered. Students learn to appreciate the challenges in studying ancient history and the challenges in utilizing archaeological and literary evidence in its reconstruction. |
| **Describe course assessments** | 1. Meaningful class participation is encouraged and is taken into consideration when your grade is calculated. 2. Completion of all reading assignments (average 50-60 pages a week) and film viewings in advance. 3. Midterm and Final Examinations. Exams cover the lectures and assigned readings (not all of which will be discussed in class). Exams may include essay questions, short discussion questions, and identifications. 4. “Historiographic Paper”, 15-20 pages of revised writing. |
| **General Education Goals** | The W version of this course will provide majors in HEJS, CAMS and HIST as well as non-majors, with an opportunity to research and formulate a focused historiographic argument pertaining to antiquity and to hone their writing expression and skills in this area. There are rather limited possibilities for students to fulfill their writing requirements with courses dealing with the ancient world at UConn, even fewer that deal with this particular period and none that deal specifically with the religion and history of ancient Palestine. Student learn to think, evaluate, and write, critically about questions that pertain to history and religion in the ancient world and that have lasting meaning for later periods, including the present. |
| **Writing Competency** | Required assignment: “Historiographic Paper” consisting of three 5-7 page installments, each of which will be extensively critiqued by the instructor both in writing and in individual meetings. Students will rework and rewrite each installment before moving on to the next (deadlines for completion of each installment will be provided). The project will culminate in a 15-21 page paper that will be similarly critiqued in its penultimate version. The paper will address a topic of interest to the student that affords an opportunity to grapple with the same issues taken up in the course and in the readings. The student learns the challenges in reconstructing ancient history, particularly with relationship to the peoples and rulers of Graeco-Roman Palestine, and attempts to formulate and articulate their argument in the style of contemporary scholarship. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3218, 3330, Fall 2015W, Rev 2019 Proposed Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152469&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C073e41e1270f4922bd8108d6c3f9e37d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911875369285710&sdata=FxSRqsMcV8a40a7Vh0J%2BmdjZSfI6kJU%2BJXImi2u9XH4%3D&reserved=0) | 3218, 3330, Fall 2015W, Rev 2019 Proposed Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stuart S Miller | 04/16/2019 - 18:32 | Submit |  | This proposal for a W has been approved by all relevant sections and departments in the past as has the number change. | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 11:00 | Approve | 4/17/2019 | I approve the re-reinstatement of the W for this course for HEJS 3218W. I am referring the CAR to the representatives for History and CAMS to get their sign-off on it as well. | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 11:15 | Approve | 4/17/2019 | I have reviewed this request for CAMS 3230, which re-institutes the W for the HEJS part of this course for Track B Majors. | | History | Melina A Pappademos | 04/17/2019 - 20:44 | Approve | 4/17/2019 | This CAR has all relevant approvals. | |

# University of Connecticut

**CAMS 3330W/ HEJS 3330W/HIST 3330W**

**Proposed, W section of CAMS 3330/ HEJS 3330/HIST 3330**

***PALESTINE UNDER THE GREEKS AND ROMANS***

Professor Stuart S. Miller Office: 243 Oak Hall. Phone: 860 486-3386

Email: [Stuart.Miller@UConn.edu](mailto:Stuart.Miller@UConn.edu) Hours: Th 10:30–11:30 ***and by appointment***

This course addresses the major political, historical and religious currents in Graeco- Roman Palestine, or what the Jews have called since antiquity, *’Ereẓ Yisrael* (“The Land of Israel”). Among the central concerns will be the relationship of the Jews to the ruling powers (Ptolemies, Seleucids, Romans, Herodians etc.) and the emergence of sects and other groups such as the Pharisees, Sadducees, Dead Sea Sect, Samaritans, and early (Jewish) Christians.

Relations between the Jews, Christians and Romans will also be examined. Special emphasis will be placed on life within the major urban centers, for example, Jerusalem, Caesarea, Sepphoris, Tiberias, and Bet Shean. The literary legacy of the rabbis and the emergence of Christian schools will be given special attention. Relevant archeological evidence will be introduced via slide presentations.

This is a W course. Students will pursue an agreed upon topic that addresses the relevant historiograpic challenges taken up in the course. Students in this course learn to appreciate scholarly assessments of diverse historical witnesses, including: literary and historical texts, and numismatic, epigraphic and other archaeological evidence. This project not only affords the student an opportunity to research and evaluate a specific topic of interest but also to turn their findings into a coherent argument and narration. Since the project will involve sustained input from the instructor, the student learns to refine their argument and to develop the skills necessary for writing on an ancient historical theme.

# Requirements and other Relevant Information:

1. **Meaningful class participation is encouraged and willbe taken into consideration when your grade is calculated.**
2. Completion of ***all*** reading assignments and film viewings in advance. Readings should be done in the order in which they appear on the syllabus and should be completed according to schedule. “Primary source readings” will often be placed on HuskyCT. These ***must*** be read **in advance** as they will enable you to follow and participate in the classroom discussion, which is very much encouraged. **DUE TO THE JEWISH FESTIVALS THERE WILL BE NO CLASS ON THE FOLLOWING TUESDAYS: 9/15, 9/22, 9/29, AND 10/6. I HAVE SCHEDULED TWO EVENING MAKE-UP SESSIONS ON THURSDAY 10/8, 6–7:45 PM, OAK 301 AND 10/29, 6-7:45 PM, OAK 301.**

# There *may* be a need for one additional make-up session, especially if there are any inclement weather cancellations.

1. **Midterm and Final Examinations.** Exams cover the lectures and assigned readings (*not all of which will be discussed in class*). Exams may include essay questions, short discussion questions, and identifications. They are not cumulative; however, certain key concepts, ideas and historical events do recur throughout the course. **Students are expected to take the exams and hand in all assignments on the scheduled dates. PLEASE NOTE THE SPECIAL DATE, TIME AND VENUE OF THE MIDTERM EXAM: OCTOBER 14, 6PM, OAK 268.**
   1. Midterm is worth 30%, the final will count 35%.
2. **“Historiographic Paper”** consisting of three 5-7 page installments, each of which will be extensively critiqued by the instructor both in writing and in individual meetings. Students will rework and rewrite each installment before moving on to the next (deadlines for completion of each installment will be provided). The project will culminate in a 15-21 page paper that will be similarly critiqued in its penultimate version.

The paper will address a topic of interest to the student that affords an opportunity to grapple with the same issues taken up in the course and in the readings. The student learns the challenges in reconstructing ancient history, particularly with relationship to the peoples and rulers of Graeco-Roman Palestine, and attempts to formulate and articulate their argument in the style of contemporary scholarship.

The paper is worth 35% of your grade. **Students must pass this assignment to pass the course.**

**Grading Scale**

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

# Required Texts (books are available at the UConn Co-op:

1. E. M. Meyers and M. A. Chancey, *Alexcander to Constantine*: *Archaeology of the Land of the Bible*
2. L. H. Schiffman, *From Text to Tradition: A History of Second Temple and Rabbinic Judaism*
3. *Holy Bible, Revised Standard Version* (New American Library)
4. Recommended Volume: H. Shanks, ed., *Partings: How Judaism and Christianity became Two*

There are a number of required readings from journals, particularly the *Biblical Archaeology Review.* These will mostly be available on HuskyCT. Please be sure you can access them on HuskyCT.

# SYLLABUS (based on Fall, 2015. Dates to be changed)

**First Lecture 9/1 Why Study the History of Ancient Palestine? An Overview**

**(Terms and Periodization: "Palestine;" "Torah;" "Hellenism;" The Temple)**

Schiffman, *From Text to Tradition,* 1-32

# 9/3 Return from Exile

Bible/”Tanakh:” Ezra chapt. 1 and Nehemiah chapters 1–8 Schiffman, 33-59

Meyers and Chancey, 1–10

# 9/8–9/10 Alexander the Great and the Jews; Ptolemies and Seleucids

Schiffman, 60-72

HuskyCT: “Alexander the Great and the Jews” (From Prof. Schiffman’s source book: *Texts and Traditions.* Read in advance, bring to class.) Meyers and Chancey, 11–25

# 9/15–9/24 No classes on 9/15, Rosh HaShanah and 9/22 eve of Yom Kippur). The Maccabean Revolt and Subsequent Developments; Politics and Religion under the Later Maccabees

Schiffman, *From Text to Tradition,* 80-119 Meyers and Chancey, 26–49

**VIDEO (on reserve at library): “**Emperors and Rebels: the story of Hannukah” DS121.7 .E47 2004

# 9/29–10/6 No Class 9/29 and 10/6 Feast of Booths (“Tabernacles”). Sectarianism: Pharisees, Sadducees and Essenes; The Dead Sea Sect.

Schiffman, *From Text to Tradition,* 120-138

Primary Sources on Sectarian Groups, HuskyCT (from Feldman and Reinhold, *Jewish Life and Thought among Greeks and Romans,* 240- 262)

Meyers and Chancey, 83–112

# HuskyCT articles:

* + L. H. Schiffman,”The Significance of the Dead Sea Scrolls,”
  + L. H. Schiffman, “The Sadducean Origins of the Dead Sea Scrolls Sect”
  + J. C. Vanderkam, “The People of the Dead Sea Scrolls: Essenes or Sadducees?” (Response to Prof. Schiffman)
  + Mason, S., “Did the Essenes Write the Dead Sea Scrolls?”

# For those interested in additional information on the Dead Sea Sect, see:

<http://www.bib-arch.org/online-exclusives/dead-sea-scrolls-01.asp>

# Thursday 10/8 MAKE-UP CLASS 6-7:45 PM, Oak 301

**10/8–10/13 The Romans and the Jews. Herod the Client King. Herod’s Cities: Caesarea and Jerusalem**

Schiffman, *From Text to Tradition,* 139-148

HuskyCT: Primary Sources on the reign of Herod the Great (from Feldman and Reinhold, *Jewish Life and Thought,* 167–180)

Meyers and Chancey, 50–83

# MIDTERM EXAMINATION, WEDNESDAY, OCTOBER 14, 6PM, OAK 268

**10/15–10/20 First Century Palestine: Rabbis, Revolutionaries and Charismatics; Early “Christianity”**

Schiffman, *From Text to Tradition,* 149-156 Matthew, Gospel of (Bible)

Meyers and Chancey, 113–138

HuskyCT “Library Resources:” Geza Vermes, “The Jewish Jesus Movement” (From H. Shanks, ed., *Partings: How Judaism and Christianity Became Two,* 1-26)

# 10/22–10/27 Jesus and His Fellow Jews; The Jerusalem “Church”

**10/22** Acts of the Apostles, chapter 1–15

# HuskyCT:

* + R. Batey, “Sepphoris, the Urban World of Jesus”
  + S. S. Miller, “Sepphoris, The Well Remembered City”

**Compare Batey and Miller’s views with**: “In the Footsteps of Jesus:” [https://www.youtube.com/watch?v=KefKwZp-6ZY](http://www.youtube.com/watch?v=KefKwZp-6ZY)

# 10/27 Please read the following in advance of class so we can discuss the main points:

* + Stuart S. Miller, “The Question, Not the Answer, is the Problem,” (<http://www.sbl-site.org/assets/pdfs/MillerLetter.pdf)>
  + Stuart S. Miller, “The First True Religion?” (HuskyCt)

**Video**: “From Jesus to Christ” **Part One** (first two hours. On reserve at the library, BR129 .F76. Also available at: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>

# Thursday, 10/29 MAKE-UP CLASS 6–7:45 PM, Oak 301

**10/29–11/3 First Revolt and its Aftermath; Masada and Yavneh**

Schiffman, *From Text to Tradition,* 157-170

HuskyCT: Masada (Feldman and Reinhold, *Jewish Life and Thought,* 265–290) HuskyCt: James D. G. Dunn, “From the Crucifixion to the End of the First

Century,” (From Shanks, *Partings,* 27–54) Meyers and Chancey, 139–164

**HuskyCT:** S. S. Miller, “Josephus on the Cities of Galilee”

**Video**: “The Last Revolt” (on reserve, Library, DS 122.8 S59)

# 11/5–11/10 Renewed Hopes: Bar Kokhba; Jews and "Christians" after Revolt

Schiffman, *From Text to Tradition,* 171-176

HuskyCT: Bar Kokhba Revolt: (From Feldman and Reinhold, *Jewish Life and Thought,* 295–302, please read in advance of class and bring to class!)

Meyers and Chancey, 165–202

# 11/12–11/17 The Mishnah: From Yavneh to Sepphoris. The Early Rabbis

Meyers and Chancey, 203–238

Schiffman, *From Text to Tradition,* 177-200 and 240-269 Primary Readings from the Mishnah (provided)

# 11/19 Third Century Palestine; The Rabbinic Schools; Where are all the Christians?

Schiffman, *From Text to Tradition,* 220-239 Meyers and Chancey, 239–284

HuskyCT Joan Taylor, “Parting in Palestine” (From Shanks, Partings, 87–104)

**\*Video,** “From Jesus To Christ” **Part Two** (last two hours, on reserve at library, or: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/watch/>

# THANKSGIVING BREAK NOVEMBER 23–27

**12/1–12/8 The Legacy of Late Roman and Early Byzantine Palestine/*’Erets* Israel: Christians and Jews**

HuskyCT: Neusner, J., “Parallel Histories of Christianity and Judaism” Meyers and Chancey, 285–293

Schiffman, *From Text to Tradition,* 201-219

# 12/11 Wrap up Session. Beyond the Fourth Century ––The Legacy of Graeco-Roman Palestine. Late Antiquity.

**\*\*\*FINAL EXAM, TENTATIVE DATE: DECEMBER 18, 1–3 PM, REGULAR CLASSROOM\*\*\***

**2019-158 COMM 5460 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11499 |
| **Request Proposer** | Rios |
| **Course Title** | Intercultural Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Communication > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Intercultural Communication |
| **Course Number** | 5460 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | [stephen.stifano@uconn.edu](mailto:stephen.stifano@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Rios |
| **Proposer First Name** | Diana |
| **Select a Person** | dir02002 |
| **Proposer NetId** | dir02002 |
| **Proposer Phone** | +1 860 486 3187 |
| **Proposer Email** | [diana.rios@uconn.edu](mailto:diana.rios@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | 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** | Lecture |

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

|  |  |
| --- | --- |
| **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** | Graduate courses in Communication are offered at the Storrs Campus. |
| **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** | COMM 5460. Intercultural Communication. Three credits. Classic cross-cultural theories and new approaches in the study of cultures and cultural group interactions. Topics include but shall not be limited to: intercultural communication history; demographic changes; ethnic identities; conflict and cooperation; violations, moral choices, professional responsibilities; acculturation, adaptation, assimilation; media use; media representation; gender and sexuality; high and low context communication; time orientation; the sojourn; and culture shock. |
| **Reason for the course action** | This course has been offered multiple times as a variable topics course, and this action would cement it as a permanent part of the department's graduate course offerings. |
| **Specify effect on other departments and overlap with existing courses** | No effects are anticipated; this course is targeted toward graduate students in the Department of Communication. |
| **Please provide a brief description of course goals and learning objectives** | \* Acquaint seminar participants with select intercultural/cross-cultural literature from a broad, interdisciplinary field. \* Enhance analytical skills for conducting research that is intercultural in scope. \* Cultivate respect toward cultural others while planning and conducting projects. \* Heighten awareness of emerging scholars’/professionals’/adult learners’ own culturally based values and communication styles and understand implications when working cross-culturally. \* Increase understanding of conflict-cooperation patterns across cultures and implications of these processes in everyday work, family, education, religious, news and entertainment contexts. \* Co-support tolerance, if not acceptance, of human differences across gender, race, sexuality, etc. \* Raise consciousness regarding issues of global human dignity and rights. \* Encourage moral and ethical sensitivity in research/professional practices with co-cultures in our domestic and global societies. |
| **Describe course assessments** | Active class participation, annotated bibliography, and research-oriented term paper. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [5895 Intercultural Comm S19 Syllabus Rios.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148176&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2e0f2132688a45db47e808d6c3fa8d9e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911878228278864&sdata=UBPAlL5NC4Q9DaJdQMkuKVzYg3fvcLvUHNTCyrwxazQ%3D&reserved=0) | 5895 Intercultural Comm S19 Syllabus Rios.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephen C Stifano | 03/07/2019 - 11:53 | Submit |  | Approved by Department Faculty 4/17/19. | | Communication | Stephen C Stifano | 04/17/2019 - 15:11 | Approve | 4/17/2019 | Approved- COMM Faculty 4/17/19. | |

**2019-159 ENGL 2020W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11357 |
| **Request Proposer** | Deans |
| **Course Title** | Technical Writing and Design |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Technical Writing and Design |
| **Course Number** | 2020W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Tom Deans |
| **Initiator Department** | English |
| **Initiator NetId** | tod05002 |
| **Initiator Email** | [tom.deans@uconn.edu](mailto:tom.deans@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion, small group work, presentations, quizzes, a mid-term, and several writing assignments which will at semester's end be assembled in a cumulative portfolio. All major writing assignments will be include at least one draft cycle with peer and/or instructor feedback (each not eligible for grading or the portfolio unless first submitted in draft form). |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Limited faculty at regional campuses may not afford them the opportunity to offer this course, but they are all welcome to. |
| **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** | ENGL 2020W Technical Writing and Design Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Fundamentals of writing, design, and editing in professional settings. |
| **Reason for the course action** | English offers Business Writing 1 and Technical Writing 1 at the 1000-level but has no 2000-level courses in those areas. This course would fill that gap and meet a growing demand for writing courses. The course would also serve as an elective for the Writing Minor currently under review. |
| **Specify effect on other departments and overlap with existing courses** | A somewhat similar course is COMM 2100: Professional Communication, but that addresses communication broadly while this course will focus on written genres. CHEM 3170W/Technical Communications and BUSN 3003W/Business Communications are on the books but those serve specific majors at the 3000-level while this course would be accessible to students from all majors. |
| **Please provide a brief description of course goals and learning objectives** | · Identify and define elements of the rhetorical situation (writer, audience, subject, exigency, purpose, constraints), plus related concepts, such as context, culture, and discourse community · Gain a working familiarity with the conventions of common workplace genres and technical styles · In a spirit of problem-solving, apply those concepts, conventions, and styles when responding to complex cases of technical communication · Practice composing, revising, and editing in technical genres and styles, both individually and collaboratively · Apply at least 4 design principles when integrating visual elements and other media with written texts · Research how writing works in one specific professional or disciplinary setting · Recognize the intercultural and ethical aspects of technical communication and discern how they should shape responses to hypothetical case studies and real writing situations |
| **Describe course assessments** | The course will include a mid-term exam, as well as several quizzes, writing activities, case studies, and writing projects paced throughout the semester. The most significant assessment will be a cumulative portfolio of the major writing assignments: proposal, report, memos, instructions, genre analysis, correspondence, and a field-specific final project (the default will be a researched report of writing in a particular discipline or profession—research that include an interview—but an alternate case study or client-based project could also be arranged). Some instructors my opt to swap out 2-3 major assignments for a service-learning technical writing project arranged in partnership with local non-profits and carefully supervised by the instructor. |
| **General Education Goals** | become articulate: the course is largely about using language, especially writing, precisely and purposefully acquire intellectual breadth and versatility: the course will range from concepts drawn from classical rhetoric to contemporary design principles acquire critical judgment: this course may have 'technical'i in its title but it emphasizes critically assessing and adapting to each new context for writing acquire moral sensitivity: we will consider the ethics of technical communication (potential for deception; questions of accessibility; etc.) acquire awareness of their era and society: this will not be a significant emphasis, but being aware of what each rhetorical situation demands will be a consistent motif acquire consciousness of the diversity of human culture and experience: we will introduce how culture shapes the production and reception of writing acquire a working understanding of the processes by which they can continue to acquire and use knowledge: there will be a strong emphasis on process |
| **Writing Competency** | There will be 20-25 pages of formal, edited writing required. All 7 formal writing assignments will include at least one draft cycle that includes with peer review, teacher-led tutorials, presentations to the class, and/or instructor feedback. Students will be informed that they are not eligible to submit an assignment or include it in their portfolio if they do not first submit it as draft and receive feedback. Students are also welcome to, but not required to, do additional revision to any assignments before submitting their final portfolio. Nearly every class will include explicit teaching of writing. This will be on the syllabus: As with all UConn W courses, to pass this course you must earn a passing grade on its writing components (in this case, the portfolio). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Technical Writing and Design Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F147501&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C85b2e4e6139b4ecdcde108d6c3955dad%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911443629604894&sdata=iFQ1uY2eN%2FhW7hdFI%2BTlbgCCLO22BvKGdAbpZ7QINc0%3D&reserved=0) | Technical Writing and Design Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Tom Deans | 02/28/2019 - 19:39 | Submit |  | There is heavy demand for W courses with a technical writing emphasis. | | English | Clare C King'oo | 04/17/2019 - 15:45 | Approve | 4/17/2019 | Approved by the English C&C Committee 3/6/19. Approved by the English faculty 4/17/19. | |

***Technical Writing + Design***

Office Hours in XXX

Mondays   XXX

Thursdays XXX

& by appointment

No single course can teach you everything you need to know about technical writing, but this seminar can impart a pragmatic approach to problem-solving and composing that features context analysis, audience analysis, genre analysis, design thinking, revision, editing, collaboration, reflection, and ethical inquiry.

**Assignments + Grading**

|  |  |
| --- | --- |
| Quick Quizzes: 13 total; top 10 scores count | \_\_\_\_\_\_ / 100 |
| Technical style/editing tests: 6 total; top 5 scores count | \_\_\_\_\_\_ / 100 |
| Midterm | \_\_\_\_\_\_ / 100 |
| Presentations + Presentation Reviews | \_\_\_\_\_\_ / 50 |
| Final Portfolio  Genre Analysis  Proposal  Report  Scenarios/Case Studies  Correspondence  Instructions  Final Project  Portfolio Cover Letter | \_\_\_\_\_\_ / 650 |
| Total | \_\_\_\_\_\_ /1000 |

All major writing assignments will be include at least one draft cycle with peer and/or instructor feedback and you are not eligible to submit an assignment or include it in your portfolio if you do not first submit a draft. If you miss a class when we are doing peer review, please come see me in my office hours.

As with all UConn W courses, to pass this course you must earn a passing grade on its writing components (in this case, the portfolio).

A= 940-1000,  A-= 900-939

B+= 880-899, B= 820-879, B-= 800-819

C+= 780-799, C= 720-779, C-= 700-719

D+= 680-699, D= 620-679, D-= 600-619 F= 599

**Books**

Alred, Brusaw, & Oliu, *Handbook of Technical Writing*

Williams, Joseph. *Style: The Basics of Clarity and Grace*

Williams, Robin. *The Non-Designer's Design Book*

+ many readings and case studies available in HuskyCT

**Academic Integrity**

We will conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others—that’s a vital part of academic life. But you are obligated to document every occasion when you use another’s ideas, language, or syntax. Please note that ignorance of that or of UConn’s policies never excuses a violation. I encourage you to study together, discuss the readings outside of class, share your drafts freely with each other, and go to the Writing Center with your drafts. However, when you use another’s ideas or language, you must formally signal that to your readers (that is, cite it). Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course. For an articulation of UConn’s policy on academic honesty, see *Responsibilities of Community Life: The Student Code*. If you have any questions, please see Professor Deans

**Schedule of Assignments**

As the semester unfolds, we may adjust some assignments

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Monday** | **Wednesday** | **Friday** |
| **Aug 28** | Before class read “Alan” + “Jennie Jones” quick case studies (in HuskyCT) and come ready to discuss them.    Bring a hard copy of your resume to class | Quick Quiz on *Non-Designer’s Design Book* Chapters 1- 6 (CRAP principles). Read at least through Chapter 6 but if you can, finish the book.    Sign up for Friday tutorials | Small-group tutorials in Austin 132: Finish reading *Non-Designer’s Design Book* + bring at least 1 document or flyer and be ready to explain why it is designed well or poorly using Robin Williams’ key terms    Also bring revised resume |
| **Sept 4** | Labor Day/No class | Quick Quiz on Tufte, “Visual and Statistical Thinking: Displays of Evidence for Making Decisions” (in HuskyCT). Come ready to lead your assigned section of Tufte | Quick Quiz on other readings about visuals: HTW 568-572; drawings (157-161); global graphics (229-231); graphs (238-45); infographics (260-261); grouping (311-312); photos (392-395)+ Husky CT docs |
| **Sept 11** | Heated sidewalk scenario (in Husky CT) + HTW: Ethics in Writing (178-180)    Bring at least 1 page of notes on first 2 bullet points in the “Suggested Next Steps” at end of scenario    Heated sidewalk scenario due to HuskyCT by Sept 12 at noon | Quick Quiz on “Writing About Data” (in HuskyCT) + HTW sections TBA    New Scenario/Case Study (in HuskyCT) | Draft due for Scenario/Case Study 2: bring to class for peer review    Case study due to Husky CT by noon on Sept 17 |
| **Sept 18** | Quick quiz on readings in HTW: Correspondence (105-115), Refusal letters (464-467), Positive letters (402-403), ‘You’ viewpoint (586), Letters (316-321), Memos (343-345), Email (164-167)    Review bad news scenario/case study (in Husky CT) | Quick Quiz on Style Test 1 prep: action, characters, & parallelism: see readings in Husky CT + HTW Active voice (572-75), Parallel structure (385-387)    Bring hard copy of your response to bad news case study to class--at least 1 page, single-spaced | Finish Style Test 1 in class    Bring revised hard copy of bad news letter/memo to class for peer review |
|  | Submit Bad News Scenario + Cover Letter to HuskyCT by Sunday, Sept 24, at 1pm | | |
| **Sept 25** | Quick Quiz on BOTH  --Style Test 2 prep: HTW on Conciseness (91-94), Sentence variety (519-20),  Achieving Conciseness (574)  --Reading on genre (see HuskyCT) | Finish Style Test 2 in class    Bring 3 examples of your genre and be prepared to deliver micro-presentation    Reading on technical genres TBA | Small group tutorials instead of regular class: bring your 3 genre samples + \*\*hard copy\*\* draft of your genre analysis |
| **Oct  2** | Quick Quiz on Style Test 3 prep    Genre analysis presentations | Finish Style Test 3 in class    Genre analysis presentations | Genre analysis presentations    Review Proposal assignment + sample proposals (in HuskyCT) |
|  | Genre Analysis + Cover Letter due Sunday, Oct 8, 1pm to HuskyCT | | |
| **Oct  9** | Quick Quiz on readings in HTW: Proposals (428-448), Memos (343-347), Introductions (285-290), Conclusions (94-96), Five Steps (xiii-xx)    Bring 2 ideas for *your* proposal | Bring at least 1 page, single-spaced, draft of your proposal | Bring full draft of proposal (3-5 pages) in hard copy for peer review |
|  | Submit Proposal + Cover Letter to HuskyCT by Sunday, Oct 15, at 1pm | | |
| **Oct 16** | Quick Quiz on composing instructions:  HTW 266-271 | Read about Usability Testing: HTW 558-560    Bring instructions draft to class for peer review. Final due Oct 17 by noon to HuskyCT. | Midterm Exam |
| **Oct 23** | Report writing strategies    See sample reports in HuskyCT    Readings TBA | Report writing strategies    Readings TBA | Report rough draft due in class: come ready to present 5-minute version |
| **Oct 30** | Read “The Science of Scientific Writing” [available online]    Technical editing practice, using your report near-final drafts (must bring to class) | Final project planning and doing [students will have some choice in what genre to pursue, based on their majors and career aspirations] | Small-group tutorials instead of regular class: bring written plan for final project and written interview questions |
| **Nov 6** | Quick Quiz on Style Test 4 prep    Readings from HTW + see sample annotated bibliographies in HuskyCT    Interviewing practice in class | Finish Style Test 4 in class    Final projects: bring annotated bibliography to class (at least 3 sources) | Readings from *HTW* [will depend on final projects students choose]    Interviews must be completed by this date—bring notes to class |
| **Nov 13** | Quick Quiz on Test Quiz 5 prep    Readings from *HTW* [will depend on final projects students choose] | Finish Style Test 5 in class    Final project work: bring draft to class for peer review | Individual conferences instead of regular class: Bring a full final project draft to the conference |
| **Nov 20** | Happy Thanksgiving | | |
| **Nov 27** | Quick Quiz on Style Test 6 prep/readings TBA    Bring to class revised drafts of final projects | Finish Style Test 6 in class    Final project presentations prep | Final project presentations    Revision plan for portfolio due by Friday at 5pm to HuskyCT |
| **Dec 4** | Final project presentations | Final project presentations    Review instructions for final portfolios + cover letter (in HuskyCT) | Final project presentations + portfolio preparation    Bring portfolio materials + cover letter draft |

**Portfolio + Cover Letter due no later than Dec 15 at noon**

**2019-160 ENGL 2730W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11358 |
| **Request Proposer** | Deans |
| **Course Title** | Travel Writing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Travel Writing |
| **Course Number** | 2730W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Tom Deans |
| **Initiator Department** | English |
| **Initiator NetId** | tod05002 |
| **Initiator Email** | [tom.deans@uconn.edu](mailto:tom.deans@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | W |
| **W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion, workshops |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Limited faculty in English at regionals make offering the course there unlikely but not impossible |
| **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** | ENGL 2730W Travel Writing Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Introduction to the craft of travel writing, with attention to the history, variety, and ethics of the genre as well. |
| **Reason for the course action** | Travel Writing is a popular course at many universities and UConn has offered a version of it as Creative Writing 2/ENGL 3701, taught by Professors Bloom and Pelizzon as part of a study abroad program in Italy, although ENGL 3701 is more typically taught with no focus on travel. The Committee on Undergraduate Writing Instruction endorses creating this course, anticipating that it could be popular with both majors and non-majors alike, serve as an elective for the Writing Minor that is currently under review, and be offered both on campus and as part of UConn Global study abroad programs. Several faculty (Brueggemann, Deans, Litman, Pelizzon, Shingrapore) are motivated to work with eCampus to design an online version of this course too. |
| **Specify effect on other departments and overlap with existing courses** | No evident effect on other departments. No courses in English, Communications, LCL, or Journalism take up the genre of travel writing. A search for “travel” in the catalog yields no hits. |
| **Please provide a brief description of course goals and learning objectives** | • Gain some familiarity with the history of travel writing through reading a representative sample of classic and contemporary travel literature • Gain some familiarity with the theory, rhetoric, and craft of travel writing by discussing analytical work keyed to the genre • Compose, revise, and edit original writing in several travel genres • Practice elements of creative nonfiction (description, character, setting, conflict, form, theme, plot, dialogue, style, etc.) and incorporate those into the major writing assignments • Engage in observation and research, and incorporate those into the major writing assignments • Use workshop methods to respond to the drafts of fellow students • Reflect on the ethics of representation, particularly as they apply to cross-cultural encounters |
| **Describe course assessments** | The most significant assessment will be a cumulative portfolio of major writing assignments. Those assignments will include 4 short and medium-sized papers (3-6 pages) and one longer piece (8-15 pages), each developed across drafts, workshopped by peers, and submitted in the middle and final stages for instructor feedback. Some assignments—depending on the instructor’s discretion—may include digital and multimodal writing. The entire portfolio (which may be paper or digital) will undergo revision before final submission and be accompanied by a reflective cover letter/self-assessment. Students will be encouraged but not required to seek publication of their writing. Informal reflective writing in the form of a journal, blog, or commonplace book will be required throughout the term. |
| **General Education Goals** | become articulate: the course will focus on writing, especially creative nonfiction acquire intellectual breadth and versatility: it will emphasize that there are many varieties of travel writing acquire critical judgment: the section on the ethics of representation will emphasize critical judgment acquire moral sensitivity: same as above on ethics of representation acquire awareness of their era and society: travel writing requires engagement with cultural context and comparative cultural work often triggers awareness acquire consciousness of the diversity of human culture and experience: travel and travel writing emphasize differences/diversity in culture and experience acquire a working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Content Area: Arts and Humanities** | Investigations and historical/critical analyses of human experience: the course will include at least one unit on the history of the travel writing genre (going back centuries) even through the main focus of the course is more on craft than on history Investigations into cultural or symbolic representation as an explicit subject of study: there will be readings on the ethics of representation in cross-cultural encounters and attention to that when reviewing student essays Comprehension and appreciation of written, visual, multi-modal and/or performing art forms: the focus will be on writing and some instructors may also incorporate multi-modal assignments (writing and photography; writing and mapping; digital webtexts; etc.) Creation or reenactment of artistic works culminating in individual or group publication, production or performance: students will produce creative nonfiction and circulate that work in workshops; they will be encouraged but not required to submit their work for publication |
| **Writing Competency** | There will be 20+ pages of formal, edited writing (in addition to regular informal, reflective writing). All 5 major writing assignments will require drafts and have built-in cycles of instructor and peer feedback in which students must participate. In addition, students will be invited (but not required) to do further revision as they assemble their assignments into a final portfolio. There will be regular lessons on writing as well as consistent attention to craft through models and discussion. The F Clause will be on the syllabus: Students must pass the writing components of the course to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL\_2730W\_TravelWriting\_Syllabus\_Revised\_2019.04.17.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152535&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C20b774f35f8349d8c85d08d6c393faf6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911437742816075&sdata=n3fjy5ka%2FVvIWwoVhTba%2B9xaWNKfUu4P%2F6p5CP8%2FFzg%3D&reserved=0) | ENGL\_2730W\_TravelWriting\_Syllabus\_Revised\_2019.04.17.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Tom Deans | 02/28/2019 - 20:14 | Submit |  | I checked the 'online' button because we aspire to offer this as an online course, but that will depend on the approval of the English Department and eCampus. Even if the course is not ultimately offered in an online version, the on-campus version will be valuable. | | English | Clare C King'oo | 04/17/2019 - 17:27 | Approve | 4/17/2019 | Approved by English C&C Committee 3/6/19. Approved by English faculty 4/17/19. | |

***Travel Writing***

***ENGL 2730W***

Office Hours in XXX Mondays XXX, Thursdays XXX & by appointment

Travel writing is a vibrant genre. In this course we’ll read classic and contemporary travel literature across a range of subgenres and styles, draw on those works to parse elements of creative nonfiction (description, character, setting, conflict, form, theme, plot, dialogue, style, etc.), and explore the ethics of representing other people, places, and cultures. We’ll spend most of our time, however, on craft—that is, on your own experiments with travel writing. You will venture out into the world to observe, record and reflect, followed by cycles of revision and editing driven by peer and instructor feedback.

**Texts**

* Carl Thompson, *Travel Writing.* The New Critical Idiom Series, Routledge, 2011.
* *The Best American Travel Writing 2019.* [new edition comes out each year]
* A set of readings in HuskyCT [For example, Pico Iyer’s essay “Why We Travel” and Kathryn Gindlesparger’s article “‘Share Your Awesome Time with Others’: Interrogating Privilege and Identification in the Study-Abroad Blog.” Selections will vary by instructor and may, if the course is offered as part of a study abroad program, be keyed to a particular country or region.]

**Assignments and Grading**

The course will include 5 major units. Each will include a set of readings and a writing assignment that moves through a draft, a cycle of peer workshop and instructor feedback, revision, and second submission. Students may continue to revise their work further for the portfolio due at the end of the semester.

Your most important task is to keep pace with each week’s assigned reading/writing, participate actively in class, and engage in cycles of peer review and revision.

|  |  |
| --- | --- |
| Portfolio that must include at least 3 of the 4 shorter (4-6 page) papers/projects and 1 longer paper/essay (8-16 pages) + a cover letter  \*\*You must meet the draft and final submission due dates for each paper/project/essay (with revision done in between)—otherwise that paper/project/essay is ineligible for grading or the final portfolio. | 60% |
| Weekly journal entry or blog posts | 15% |
| Midterm exam | 20% |
| Drafting (evaluated on degree of development and risk) &  peer critiques (evaluated on quality of response) | 5% |

As with all W courses, you may not pass this course unless you pass its writing components.

**Summary Schedule**

Unit 1: Introduction to Travel Writing

Selections from *Travel Writing*, *Best American Travel Writing,* HuskyCT readings

Observation assignment

Unit 2: Observation + Mapping Essay [or Multimodal Article]

Selections from *Travel Writing*, *Best American Travel Writing,* HuskyCT readings

Focus on craft (description, setting, etc.)

Unit 3: Profile

Selections from *Travel Writing*, *Best American Travel Writing,* HuskyCT readings

Focus on craft (character, ethos, dialogue, style, etc.)

Unit 4: Event, Mishap, or Conflict Essay

Selections from *Travel Writing*, *Best American Travel Writing,* HuskyCT readings

Focus on craft (conflict, plot, theme, etc.)

Unit 5: Bringing Everything Together: Toward the Final Project/Essay/Article

Selections from *Travel Writing*, *Best American Travel Writing,* HuskyCT readings

Mini-Unit on sending writing out for publication

Mini-Unit on revising for the portfolio and composing the cover letter

**Detailed Schedule**

|  |  |  |
| --- | --- | --- |
|  | Tuesday | Thursday |
| Week 1 | Pico Iyer, “Why We Travel”  Essay from *Best American Travel Writing*  Introduction, Thompson, *Travel Writing* | Chapter 1 & 2/”Introduction” & ”Defining the Genre” in Thompson, *Travel Writing*  **Blog post 1 due** by Thursday 9am |
| Week 2 | Chapter 3/”Travel Writing Through the Ages: An Overview” in Thompson, *Travel Writing*  Read “Local Observation Assignment” in HuskyCT  **Blog post 2 due** by Tuesday 9am | “Local Observation Assignment” **draft due.** Bring hard copy to class for peer review.  Read Anne Lamott, “Shitty First Drafts” |
| **Local Observation due to** HuskyCT by Friday by 5pm, with cover letter | | |
| Week 3 | Chapter 4/”Reporting the World” in Thompson, *Travel Writing* | Selections from *Best American Travel Writing*  + readings in HuskyCT  **Blog post 3 due** by Thursday 9am + respond to the posts of 1 other |
| Week 4 | Read Observation + Mapping Essay [or Multimodal Article] assignment in HuskyCT  Read sample observation/mapping essays and articles | “Observation/Mapping Assignment” **draft due**. Bring hard copy to class for writing workshop |
| Week 5 | Selections from *Best American Travel Writing +* theory readings in HuskyCT  **Blog post 4 due** by Monday 5pm + respond to the posts of at least 2 others | **In-class presentations**: select a passage from your draft-in-process on which to focus |
| **Observation/Mapping Article due** to HuskyCT by Friday by 5pm | | |
| Week 6 | Chapter 5/”Revealing the Self” in Thompson, *Travel Writing*  **Blog post 5 due** by Monday 5pm + respond to the posts of at least 2 others | Selections from *Best American Travel Writing*  + readings in HuskyCT  Read “Profile” assignment |
| Week 7 | Chapter 6/”Representing the Other” in Thompson, *Travel Writing*  Midterm exam review | Midterm exam |
| Week 8 | Selections from *Best American Travel Writing* + Gindlesparger, “‘Share Your Awesome Time with Others’: Interrogating Privilege and Identification in the Study-Abroad Blog” (in HuskyCT)  **Blog post 6 due** by Wednesday 5pm + respond to the posts of at least 2 others | Individual conferences: **Bring full draft** (at least 4 pages) of Profile essay to your conference.  **Profile essay due** by Friday at 5pm |
| Week 9 | Spring Break | |
| Week 10 | Read “Event, Mishap, or Conflict Essay/Article” assignment  Selections from *Best American Travel Writing* + readings in HuskyCT  **Blog post 7 due** by Monday 5pm + respond to the posts of at least 2 others | **2 proposals** for “Event, Mishap, or Conflict Essay/Article” assignment **due in class**—bring hard copies for review  Selections from *Best American Travel Writing* + readings in HuskyCT |
| Week 11 | Selections from *Best American Travel Writing* + readings in HuskyCT  **Blog post 8 due** by Monday 5pm + respond to the posts of at least 2 others | **Rough draft due** in class for “Event, Mishap, or Conflict Essay/Article” assignment |
| Week 12 | Selections from *Best American Travel Writing* + readings in HuskyCT  **Blog post 9 due** by Monday 5pm + respond to the posts of at least 2 others | Selections from *Best American Travel Writing* + readings in HuskyCT |
| **Event Article due** to HuskyCT by Friday by 5pm | | |
| Week 13 | **2 proposals** for final project **due in class**.  Bring to class an exemplar of the kind of final essay/article/subgenre you wish to do—it can be from *Best American Travel Writing* or you can find it on your own | Chapter 7/”Questions of Gender and Sexuality” in Thompson, *Travel Writing* |
| Week 14 | Reading TBA [depends on final projects] | **Mini-presentations on final projects-in-process** |
| Week 15 | Mini-Unit on sending writing out for publication: identifying venues; corresponding with editors; possible class visit from an editor | Bring **final project draft** to class for peer review  Review of guidelines for the portfolio and composing the cover letter |
| **Final project article due** to HuskyCT by Friday by 5pm | | |
|  | Portfolio with reflective cover letter due on scheduled day and time for final exam  [the portfolio is in place of a sit-down final exam]  All pieces should be revised again for final portfolio | |

**2019-161 ENGL 3244 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11539 |
| **Request Proposer** | Capshaw |
| **Course Title** | Young Adult Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Young Adult Literature |
| **Course Number** | 3422 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We wish to modify the course catalog description of an existing course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Katharine E Capshaw |
| **Initiator Department** | English |
| **Initiator NetId** | kcs94001 |
| **Initiator Email** | [capshaw@uconn.edu](mailto:capshaw@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

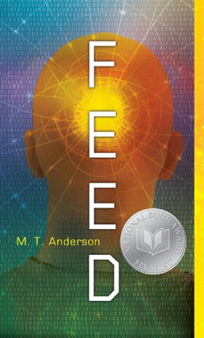
|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3422. Young Adult Literature Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Critical analysis of texts for and about young adults, including an historical range of classic and canonical works from before 1900 to the present. |
| **Provide proposed title and complete course catalog copy** | 3422. Young Adult Literature Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Critical analysis of texts for and about young adults. |
| **Reason for the course action** | We are revising the description to adhere to the current practice in the field. Young Adult Literature as a genre is taken by the sub-discipline to have first emerged in the 1950s. The stipulation in the existing description--that the course should include works from before 1900--is inappropriate and misleading. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Analyze a representative selection of texts aesthetically and within cultural and historical contexts. 2. Explore major characteristics of Young Adult Literature as a genre. 3. Analyze race, class, gender, and sexuality, especially in relationship to identity development, within Young Adult Literature. 4. Demonstrate ability to interpret Young Adult Literature orally and in writing. 5. Demonstrate ability to engage critically with secondary sources on Young Adult Literature. |
| **Describe course assessments** | Course Assessments: Reading one novel each week with secondary readings periodically. Midterm Exam, essay format. Final Exam, essay format. Presentation, in groups, on a specific novel. Critical Article Essay, a five-page essay analyzing the rhetoric, approach, evidence, and persuasiveness of a critical essay. Class Participation and reading quizzes, short answer. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [c.c.syllabus.spring2019.Young Adult Literature.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148306&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C02362b3277b14fd1272608d6c394bdbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911440945889806&sdata=RrR3rKjNJwO3iIhnCpy72%2FEL8I2x%2FtEHoPqoCr8SsC8%3D&reserved=0) | c.c.syllabus.spring2019.Young Adult Literature.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Katharine E Capshaw | 03/08/2019 - 15:59 | Submit |  | Thank you for your attention to this request. | | English | Clare C King'oo | 04/17/2019 - 15:58 | Approve | 4/17/2019 | Approved by English C&C Committee 4/3/19. Approved by English faculty 4/17/19. | |



Young Adult Literature

ENGL 3422

Tuesdays and Thursdays,

8:00 – 9:15, Austin 102

Prof. Capshaw

[capshaw@uconn.edu](mailto:capshaw@uconn.edu)

860-486-4048

Austin 136

Office Hours: T/Th 11:00-12:00

and by appointment. I respond to email within 24 hours.

**Required Texts:**

Anderson, M.T.  *Feed*.  (2002)

Bechdel, Alison. *Fun Home.* (2006)

Chbosky, Stephen. *Perks of Being a Wallflower* (1999)

Dimaline, Cherie. *The Marrow Thieves*. (2017)

de la Peña, Matt. *We Were Here*. (2009)

Saenz, Benjamin Alire. *Aristotle and Dante Discover the Secrets of the Universe* (2012)

Salinger, J.D. *The Catcher in the Rye.* (1951)

Satrapi, Marjane.  *Persepolis*. (2003)

Smith, Sherri. *Orleans* (2013)

Thomas, Angie. *The Hate You Give*. (2017)

**Course Description:**

This course examines literary constructions of adolescence. We will explore questions such as, “What constitutes a young adult text?,” “Can or should there be a canon of young adult literature?,” “How does young adult literature cross boundaries of audience and genre?,” “How does young adult literature differ from children’s literature?,” and “How do social and political contexts influence the construction and reception of young adult texts?” We will investigate issues of collective and individual identity formation, dimensions of young adult texts (like violence and sexuality) that rupture conventions of children’s literature and kindle censorship, and problems of generic boundaries and border crossings. We will pay particular attention to the origins of young adult literature as a genre, as well as to race, sexuality, class, and gender in contemporary books. We will be sensitive to the historical and cultural context for each text. Our readings will include critical and theoretical texts in addition to primary sources. (Note: this is a course in literary criticism rather than pedagogy. Practical classroom applications will not be our main concern.)

**Course Objectives:**

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

1. Analyze a representative selection of texts aesthetically and within cultural and historical contexts.

2. Explore major characteristics of Young Adult Literature as a genre.

3. Analyze race, class, gender, and sexuality, especially in relationship to identity development, within Young Adult Literature.

4. Demonstrate ability to interpret Young Adult Literature orally and in writing.

5. Demonstrate ability to engage critically with secondary sources on Young Adult Literature.

**Course Requirements:**

Midterm Exam: 25%

Final Exam: 25%

Presentation: 10%

Critical Article Essay: 25%

Class Participation/Quizzes (if necessary): 15%

Grades and their numerical values:

A: 94-100 C+: 77-79 D-: 60-63

A-: 90-93 C: 74-76 F: 0-59

B+: 87-89 C-: 70-73

B: 84-86 D+: 67-69

**Exams:**

The midterm exam will constitute **twenty five percent** of your grade; the final will constitute **twenty five percent**. The format for both exams will be short and long essays. The midterm exam will take place on March 5th; the final will take place during exam week. The final exam will not be cumulative, but will cover the second half of the course.

**Presentation:**

In groups of five, you will lead the class **for 15-20 minutes** on a text of your choice (**ten percent** of your grade). This presentation has one goal: you should **engage** the class in a **quality conversation**. You could approach this challenge in whatever way you see fit. Get creative! You should draw on particular moments in the text, moving beyond observations like “isn’t this a cool book?” and into analysis based on textual specifics. I am more interested in your ideas and how you engage your audience than in a perfectly polished presentation. I will give you a handout describing the presentation, but please know that you have the freedom to structure the discussion however you like. (Please avoid the Kahoot quizzes. They do not generate quality conversation.)

**Critical Article Essay:**

**Twenty-five percent** of your grade will be an analysis of a critical article, due one week after we have read the article for class. (The critical readings appear on HuskyCT.) You will be able to choose the article that interests you and in a five page paper you will explore the author’s argument and rhetorical strategy. I will offer you options for structuring your paper, including a traditional approach, a “talk back” between critic and author, or a word-image analysis. **You may select either Cadden (due Feb. 14), Bradford (due Feb. 21), Gilmore (due April 4), or Gubar (due April 25).** Think about the following questions:What is the author’s argument? How does he or she prove it? How does the author make use of other scholarship on the topic? What are your responses to the argument and to the use of research? Where does the argument convince you and where does it fall flat? (I will pass out a more detailed assignment in class.)

Papers are due at the beginning of class, so please try to anticipate printing problems by generating a copy of your essay well before class time. I will not accept late papers unless you have made arrangements with me before the due-date.

**Participation and Quizzes:**

Class participation is essential and will constitute **fifteen percent** of your grade. Participation does not mean mere physical presence in class. Be animated and engage with the texts we’re reading. If we discover that conversation in the class is lagging or that the same five people dominate conversation, I will institute reading quizzes to ensure that everyone maintains the reading schedule.

|  |  |
| --- | --- |
| A | Student demonstrates excellent preparation and contributes to every class discussion thoughtfully and frequently, using his or her comments to respond to classmates. The student frequently references particular textual evidence. |
| B | Student demonstrates good preparation and contributes thoughtfully and relatively frequently. |
| C | Student demonstrates adequate preparation and contributes thoughtfully but only when called on, infrequently engaging in class voluntarily. |
| D | Student does not engage in class, contributing little and only when called on, and demonstrates that s/he is unprepared or inattentive (e.g. on computer, texting, or chatting). |
| F | Student is present but asleep, extremely inattentive, or disruptive. |

**Class Policies:**

● No cell phones will be allowed during class sessions. Absolutely no electronic equipment of any kind should be brought to class on exam days. If you look at a cell phone during an exam, you will fail the exam. Please do not contact me through social networking sites, like Facebook or Twitter. Use my University email.

● Laptops should be for note taking only. **If I find that you are online checking email or social media, I will ask you to leave the class session.** Please be respectful to your colleagues and use the laptop **only for notes**.

● If you find that work, health, or family obligations prevent you from attending class, drop this section immediately. You will not be able to succeed in this course if you miss class. If you need to miss a class, please talk with me ahead of time so that we can make arrangements for you to make up the material (and so that the absence will not be held against you). I will take attendance at every meeting.

**Student Responsibilities and Resources:**

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

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

The following policies are available on the Provost’s website: <http://provost.uconn.edu/syllabi-references/>  **Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities.**

**Final word . . .**

I am available by phone and by email to talk about your progress in the course. I will happily read and comment on outlines or drafts. Talk with me anytime you have questions or comments about the class. I am here for you! I love these texts and I’d love to talk with you about them.

**Schedule (all secondary readings appear on HuskyCT):**

**Tue., Jan 22:** Course introduction. Rebecca Mead’s “The Scourge of ‘Relatability.’’ *New Yorker* 1 Aug. 2014.   
**Thu., Jan 24:** Sarah Chinn’s “I Don’t Understand What’s Come Over the Children of this Generation” from *Inventing Modern Adolescence* (2009): 1-20 and Kent Baxter’s “Introduction” from *The Modern Age* (2008): 1-20.

**Tue., Jan 29:** Salinger, J.D. *The Catcher in the Rye* to the end of chapter 10.  
**Thu., Jan 31:** *The Catcher in the Rye* finish. Also read Sherman Alexie’s “Why the Best Kids Books are Written in Blood.” *Wall Street Journal* 9 June 2011.

**Tue., Feb 5:** Chbosky, Stephen. *Perks of Being a Wallflower* to March 7, 1992 (p. 122 in my edition).  
**Thu., Feb 7**: *Perks of Being a Wallflower* finish. Also read Mike Cadden’s “The Irony of Narration in the Young Adult Novel.” *Children’s Literature Association Quarterly* 25.3 (Fall 2000): 146-54.

**Tue., Feb 12:** Anderson, M.T.  *Feed* to “limbo and prayer” (p. 182 in my edition).

**Thu., Feb 14:** *Feed* finish. Also read Clare Bradford’s “‘Everything Must Go!’: Consumerism and Reader Positioning in M. T. Anderson’s *Feed*.” *Jeunesse: Young People, Texts, Culture* 2.2 (Winter 2010): 128-137. **Cadden paper option due.**

**Tue., Feb 19:** Dimaline, Cherie. *The Marrow Thieves* to “The Other Indians” (p. 118 in my edition).  
**Thu., Feb 21:** *The Marrow Thieves* finish. Also read Mandy Suhr-Sytsma’s “‘A General Has to See the Whole Field’: The Life-Giving Power of YA Fiction from Indigenous Canada.” **Bradford paper option due.**

**Tue., Feb 26:** Smith, Sherri. *Orleans* through Chapter 19 (p. 168 in my edition).

**Thu., Feb 28:** *Orleans* finish.

**Tue., March 5:** Midterm exam.  
**Thu., March 7:** TBA

**Tue., March 12:** Saenz, Benjamin Alire. *Aristotle and Dante* to “Letters on a Page” (155 in my edition).  
**Thu., March 14:** *Aristotle and Dante* finish.

Spring Break

**Tue., March 26:** Satrapi, Marjane.  *Persepolis* whole book.  
**Thu., March 28:** Satrapi, Marjane.  *Persepolis*. Also read Leigh Gilmore’s “Witnessing *Persepolis*: Comics, Trauma, and Childhood Testimony.” *Graphic Subjects: Critical Essays on Autobiography and Graphic Novels*. Ed. Michael Cheney. Madison, WI: U of Wisconsin P; 2011. 157-63.

**Tue., April 2:** Bechdel, Alison. *Fun Home.*  Whole book.

**Thu., April 4:** Bechdel, Alison. *Fun Home.* **Gilmore paper option due.**

**Tue., April 9:** Thomas, Angie. *The Hate U Give* to the end of chapter nine (p. 163 in my edition).  
**Thu., April 11:** *The Hate U Give* to the end of chapter seventeen (p. 305 in my edition).

**Tue., April 16:** *The Hate U Give* finish.

**Thu., April 18:** Read Marah Gubar’s “Empathy is Not Enough.” *Public Books.* July 19, 2017. Discussion of young adult literature and activism.

**Tue., April 23:** de la Peña, Matt. *We Were Here* to July 24 (p. 190 in my edition).

**Thu., April 25:** *We Were Here* finish. **Gubar paper option due.**

**Tue., April 30:** TBA  
**Thu., May 2:** Exam preparation. Final exam during exam week.

**2019-162 ENGL 4302W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11397 |
| **Request Proposer** | Burke |
| **Course Title** | Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Return > English > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand |
| **Course Number** | 4302W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We hope to narrow the focus of this course to Ireland only. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Mary Burke |
| **Initiator Department** | English |
| **Initiator NetId** | mab04011 |
| **Initiator Email** | [mary.burke@uconn.edu](mailto:mary.burke@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | English 1010 or 1011 or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is this course open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | At least 12 credits of 2000-level or above English courses or consent of instructor |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ENGL 4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic. Intensive study of particular topics in the literature of these Commonwealth countries. |
| **Provide proposed title and complete course catalog copy** | ENGL 4302W. Advanced Study: Literature of Ireland Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic. Intensive study of particular topics in the literature of Ireland. |
| **Reason for the course action** | Ireland left the Commonwealth in 1949 and we currently do not have an instructor on staff who can teach the literature of Australia, Canada, or New Zealand. A proposed course action change for 4301W (Advanced Study: Anglophone Literature) would potentially allow for the teaching of the literature of Australia, Canada, or New Zealand under the rubric of 4301W should the possibility arise in the future. Three current faculty members (Burke, Shea, and Lynch) are capable of teaching the revised syllabus and both Shea and Lynch have already taught 4302W with a substantial Irish emphasis. (Shea's previous syllabus is attached.) |
| **Specify effect on other departments and overlap with existing courses** | Course content in terms of core literary texts is potentially similar to ENGL3122 OR ENGL3120 but Burke, Shea and Lynch confer each semester regarding Irish literature offerings, and will ensure that no overlap occurs. In addition, the writing and discussion load for 4302W will make more demands on students that the other offerings. |
| **Please provide a brief description of course goals and learning objectives** | This course explores the history and theory of Irish literature. We will consider a variety of literatures from the island of Ireland from the eighteenth to the early twenty-first century. Although the emphasis will be on canonical late nineteenth- and twentieth-century writings by Wilde, Yeats, Bowen, Beckett, and Heaney, we will explore a variety of approaches to the national tradition, from Irish mythology (using translations by contemporary writers), to important political texts from the eighteenth century, to significant texts from the post-independence (post-1922) period, and on to contemporary experimental texts from the immigrant and diasporic (Anglophone) Irish traditions. The accent throughout will be on the historical, cultural, linguistic and political contexts of the works concerned, the manner in which each period responds to the literature of the previous, and the way in which the literature of the marginalized or dissident “writes back” to canonical works. No extensive knowledge of Irish culture or history is presumed at the outset. While no single course can offer a comprehensive summation of such a vast national tradition, our class will address the field’s major generic threads. Alongside the prescribed texts we will read secondary sources that explore aesthetic and theoretical debates within the field. One of our objectives is to support each other as we engage with the critical discourse: we will share sources and insights and offer constructive feedback as we work together to produce informed and incisive term papers. The course objectives for student learning are as follows: 1.To think creatively about some of the central issues—identity, representation, history, aesthetics, politics, linguistic choice—that the Irish writer addresses. 2. To analyze effectively (verbally and in writing) the evolving traditions of Irish literature. 3. To understand the influence of social, political, linguistic, and historical contexts and aesthetic traditions on the Irish literary text. 4. To appreciate the significance of the Irish literary tradition (and its most influential translations from the Irish) within the Anglophone canon. 5. To improve oral communication skills through classroom discussion. |
| **Describe course assessments** | Reading will, on average, consist of one literary text per week and 1-2 critical commentaries per month. Paper 1 (20%): Close Reading of a text.1000 words (4 pages). An argumentative paper in which student presents a reading of a single prescribed text. Theses will be workshopped in class to make sure that papers are argumentative. Other texts on the course may be used in support of the reading. Paper 2 (20%): Reading of two or more texts. 2000 words (8 pages). An argumentative paper in which student analyzes at least two texts from our reading list in order to provide reader with an insight. Support to be sought in supplementary critical reading as well as our class discussions. Paper 3 (25%): Open Topic.1500 words (6 pages). Student designs topic. Discuss of strategies for developing topics will occur in class and instructor will review all topics one week before the paper is due. Instructor will read and comment on drafts of all three writing assignments Group Presentation (15%): In groups of four, students will deliver one presentation (15-20 minutes) on a text of choice. Presentation should have a clear argument and should include analysis of about 4 extended quotations (one per presenter). One-page handout with thesis statement, main points of evidence, and bibliography to be prepared. Participation (20%): Participation does not mean mere physical presence in class. Be animated and engage with the texts we’re reading. |
| **General Education Goals** | This course will develop student intellectual breadth and versatility, consciousness of the diversity of human culture and experience, and critical judgment and insure that students evolve a working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Writing Competency** | Regular informal writing assignments encourage students to "think through writing" as they grapple with various literary texts. Formal writing will require students to make well-informed arguments about the literature. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The course will require a minimum of 15 pages of polished, revised writing (the exact breakdown will vary by instructor, but the course will generally require 2-4 formal papers). The syllabus will inform 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** | | [4302WSyllabus March 2019.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F150417&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C586dcccd0cbf479d385908d6c3952083%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911442600911254&sdata=NVh4mWtVpMM9%2FkOod%2F7wDXKQUKnvPI4TC605rPcqohY%3D&reserved=0) | 4302WSyllabus March 2019.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Mary Burke | 03/04/2019 - 11:56 | Submit |  | Submitted by Mary Burke | | English | Clare C King'oo | 03/14/2019 - 15:11 | Return | 3/14/2019 | Returning to Mary Burke for update to Gen Ed status, since this is a W course. CCK. | | Return | Mary Burke | 03/31/2019 - 12:28 | Resubmit |  | resubmission | | English | Clare C King'oo | 04/17/2019 - 15:47 | Approve | 4/17/2019 | Approved by the English C&C Committee 4/3/19. Approved by the English faculty 4/17/19. | |

Thomas F. Shea English 4302 W

Office: Undergraduate Bldg. Room 116 Ireland’s Blasket Island Writers

Office Hours: T/Th. 11-12:15, 2-2:30 Spring 2016

& By Appointment

----------------------------------------------------------------------------------------

**Office hours**: Tuesdays and Thursdays, 8:00-11:30 am

**Contact details**: [thomas.shea@uconn.edu](mailto:thomas.shea@uconn.edu)

I will respond to email **during working hours**

Call me at 486-XXXX

**USEFUL LINKS:** If you require accommodations due to learning or physical disability, please email or speak with me. The [Center for Students with Disabilities](mailto:csd@uconn.edu) (Wilbur Cross, 204) provides services and assistance. Contact: (860) 486-2020

**Other useful links:** [Counseling and Mental Health Services](http://www.cmhs.uconn.edu): 486-4705

[Wellness and Prevention Services](http://www.aod.uconn.edu):  486-9431  
 [Dean of Students Office](http://www.dos.uconn.edu): 486-3426

Plagiarism or academic dishonesty of any sort will be dealt with as per UConn policy: <http://community.uconn.edu/the-student-code-appendix-a/>

You are responsible for reading and understanding the policies described.

**See link for policies on absences, attendance, credit hours, discrimination, and the student code:**

<http://provost.uconn.edu/syllabi-references>

**Link for paper formatting:** <http://www.writinghelp-central.com/mla-format-rules.html>

**GOALS:** The purpose of this course is intensive study of our particular topic in the literature of Ireland. As a “Capstone” course for the English Major, this class fulfills both the Information Literacy and Writing in the Major requirements. In a 4000-level course, students should develop sophisticated reading, research, and writing skills. Investigating secondary sources beyond our primary texts, we will hone our skills evaluating ongoing critical discussion. We will learn how to evaluate criticism that has preceded us and to employ other critical voices in our own original arguments. These skills will help you succeed with your final research essay and with the critical thinking that will help you succeed in your future career.

Regular informal writing assignments will encourage you to "think through writing" as you grapple with various literary texts. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The course will require a minimum of 15 pages of polished, revised writing and 3 formal papers). Since this is a ‘W” course, you must pass the “W” component in order to pass the course as a whole.

**LEARNING OBJECTIVES**:

1. To think creatively about some of the central issues—identity, representation, history, aesthetics, politics, linguistic choice—that the Irish writer must address.

2. To analyze effectively (verbally and in writing) the evolving traditions of Irish literature.

3. To understand the influence of social, political, linguistic, and historical contexts and aesthetic traditions on the Irish literary text.

4. To appreciate the significance of the Irish literary tradition (and its most influential translations from the Irish) within the Anglophone canon.

5. To improve oral communication skills through classroom discussion.

## **PREREQUISITES:** Successful completion of English 1010 or 1011 and at least 12 credits of 2000-level or above English courses or consent of instructor. If you are not confident about your writing skills, please speak to me during the first two weeks of classes. You can, and should, take advantage of our Writing Center, which has a proven track record of helping students succeed.

## **COURSE ASSESSMENTS:**

Reading will, on average, consist of one literary text (or portion thereof) per week and 1-2 critical commentaries per month. The latter will be uploaded to ONE DRIVE, as indicated below.

**Paper 1** (20%): Close Reading of a text.1000 words (4 pages). An argumentative paper in which student presents a reading of a single prescribed text. Theses will be workshopped in class to make sure that papers are argumentative. Other texts on the course may be used in support of the reading.

**Paper 2** (20%): Reading of two or more texts.

2000 words (8 pages). An argumentative paper in which student analyzes at least two texts from our reading list in order to provide reader with an insight. Support to be sought in supplementary critical reading as well as our class discussions.

**Paper 3** (25%): Open Topic.1500 words (6 pages). Student designs topic. Discuss of strategies for developing topics will occur in class and instructor will review all topics one week before the paper is due. Instructor will read and comment on drafts of all three writing assignments

**Group Presentation** (15%): In groups of four, students will deliver one presentation (15-20 minutes) on a text of choice. Presentation should have a clear argument and should include analysis of about 4 extended quotations (one per presenter). One-page handout with thesis statement, main points of evidence, and bibliography to be prepared.

**Participation** (20%): Participation does not mean mere physical presence in class. Be animated and engage with the texts we’re reading.

**ASSIGNED TEXTS:** In stock at **Bookstore** under “Shea”/course number and here: <https://tinyurl.com/W20-8207-ENGL-2302W>. it is your responsibility to purchase **assigned edition** in **hardcopy**. Electronic or alternate hardcopy editions ***will not*** are not allowed and I do not loan out my copies or pursue queries regarding availability in library if you have not obtained the correct edition in time for essays/assessments.

**TEXTS**

**Please read the RELEVANT CRITICAL and SUPPLEMENTARY articles for each prescribed writer, which will be uploaded to ONE DRIVE. These should be read** alongside the prescribed text **in order to further your understanding and prompt essay ideas.**

James Joyce, *The Portable James Joyce*, Viking/Penguin ISBN 09780140150308.

Tomás O’Crohan, *The Islandman*, Oxford UP, ISBN 0192812335.

Peig Sayers, *Peig*, Syracuse UP, ISBN 0815602588.

Maurice O’Sullivan, *Twenty Years A-Growing:* J.J. Sanders & Co. ISBN 187994139X.

*MLA Handbook for Writers of Research Papers*: **7th Edition**, MLA. ISBN 160329024X.

**TEXTS TBD on ONE DRIVE**

Sinéad Morrissey, selected poems

William Butler Yeats, selected poems

Eavan Boland, selected poems

Seamus Heaney, selected poems and prose

Tim Robinson, selections

**CRITICAL and SUPPLEMENTARY articles for each prescribed writer**

**SCHEDULE**

**Group presentation names and dates will be added to syllabus once class opens**

T. 1/19: Introduction to the course, Business Details, Introduction to James Joyce.

Th. 1/21: James Joyce: “The Boarding House.” (In *The Portable James Joyce.*)

T. 1/26: James Joyce: “Araby.”

Th. 1/28: Tomás O’Crohan: *The Islandman*, Read “Foreword” by Robin Flower.

Introduction to the Blasket Islands, including my personal video.

**ALSO:**

Read *MLA Handbook*: “Preface” (pages xvii-xviii) and

“The Research Paper as a Form of Exploration 1.1” (pages 3-4).

T. 2/2: Tomás O’Crohan, *The Islandman*, up to Chapter 8

Th. 2/4: Tomás O’Crohan, *The Islandman*, up to Ch. 14.

T.2/9 Tomás O’Crohan, *The Islandman*, up to Ch. 20. **Paper 1 thesis workshop**

Th. 2/11: Tomás O’Crohan, *The Islandman*, Finish. **Paper 1 submission**

T. 2/16: Tim Robinson, selections

Th. 2/18: Maurice O’Sullivan, *Twenty Years…*Translator’s Preface to Ch VI. **Paper 1 return**

T. 2/23: Maurice O’Sullivan, *Twenty Years A-Growing*, up to Ch. XV.

Th. 2/25: Maurice O’Sullivan, *Twenty Years A-Growing*, up to Ch. XX.

T. 3/1: Maurice O’Sullivan, *Twenty Years A-Growing*, Finish. **Paper 2 thesis workshop**

Th. 3/3: Introduction to early 20th Century Irish History. **Paper 2 submission**

T. 3/8: William Butler Yeats, selected prose

Th. 3/10: William Butler Yeats, selected poems. **Paper 2 return**

T. 3/22: *MLA Handbook*: “Documenting Sources” etc. 5.1 – 5.4.4 (126-141) and “Citing Web

Publications” 5.6.1 – 5.6.2c (181-89) and “Readability” 6.3 (216-19).

Th. 3/24: Research Seminar with Librarian Marsha Lee,

**Group Study Room, 2nd Floor, Harry Trecker Library**, Greater Hartford Campus.

T. 3/29: Eavan Boland, selected poems

Th. 3/31: Sinéad Morrissey, selected poems

**T. 4/5: No Formal Class. Instead, come and experience Award Winning Sinéad Morrissey**

**read her poetry** at Gerson Irish Literature festivities, Benton, 7 p.m.

Th. 4/7: Seamus Heaney, selected poems.

T. 4/12: Peig Sayers, *Peig*, up to Page 133.

Th. 4/14: Peig Sayers, *Peig*, up to 164.

T. 4/19: Peig Sayers, *Peig*, finish. **Paper 3 thesis workshop**

Th. 4/21: Peig Sayers, *Peig,* Translator’s preface. **Instructor review of paper 3 draft**

T. 4/26: Return of **penultimate draft of paper 3 and** workshop of final essays in class.

Th. 4/28: **Final Research Essays submission** and Course Evaluations in class (bring devices).

**2019-163 GEOG 4519 Add Course**



**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: March 27, 2019

2. Department requesting this course: Geography (GEOG)

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

# Final Catalog Listing

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

**GEOG 4519. Spatial Big Data Analytics**

Three credits. Prerequisite: GEOG 2500 or instructor consent. Recommended Preparation: GEOG 4515.

This course covers the collection, analysis, and visualization of spatial big data to support better decision making in urban contexts.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 4519

3. Course Title: Spatial Big Data Analytics

4. Number of Credits: 3 credits

5. Course Description (second paragraph of catalog entry): With the emergence of theopen data movement and explosion of spatial big data, knowledge and skills for collecting, analyzing, and visualizing large-scale high-volume datasets are of elevated importance for GIScientists. This course is designed to teach students principles of spatial big data and skills for harnessing spatial big data for decision-making in applied urban contexts. This course will start with conceptualizing spatial data science, followed by delivering the techniques and procedures of collecting and manipulating spatial datasets derived from both open-access data repositories (e.g., TIGER Products, ArcGIS Business Analyst) and web-based platforms (e.g., Twitter, Facebook). In addition, students will learn to crawl online spatial data using APIs (data mining), analyze data with Python programming (data analytics), and visualize spatial data with ArcGIS products and Python libraries (data geovisualization).

**Optional Items**

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

7. Prerequisites, if applicable: GEOG 2500 or permission of the instructor.

a. Consent of Instructor, if applicable:

b. Open to sophomores/juniors or higher:

8. Recommended Preparation, if applicable: GEOG 4515

9. Exclusions, if applicable: None

10. Repetition for credit, if applicable: No

11. Skill codes “W”, “Q” or “C”: None

12. S/U grading: N/A

# Justification

1. Reasons for adding this course: We are currently in an era of data deluge. Big data analytics is a field with fundamental scientific challenges as well as many opportunities. There has been an explosion of careers in the realms of big [data science](https://hbr.org/2012/10/data-scientist-the-sexiest-job-of-the-21st-century). According to Glassdoor’s [2018 Best Jobs in America](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm)survey, “data scientist” ranked number one for the third consecutive year, based on the number of job openings, salary, and overall job satisfaction. More importantly, most GIS job openings require an overarching understanding and skills of big data analytics. Because of this increasing demand in the market, it is of critical importance for students in different fields, especially GIS majors, to harness the wealth of knowledge and skill sets needed for manipulating the spatial big data while applying them to spatial pattern identification and problem-solving. However, there is no course in the geography curriculum that empowers students with this emerging trend. Relevant UConn courses include CSE 4502 Big Data Analytics (which is heavily focused on algorithm development) and OPIM 3510/3511 Business Data Analytics (which is oriented towards business data mining). These courses, however, lack a spatial component that incorporates big data into GIS platforms.
2. Academic merit: This course will teach students essential knowledge and skills to apply three phases of spatial big data analytics, including spatial data mining, data analytics, and data geovisualization, to various spatial and social problems. It will introduce both open source portals (e.g., social media APIs) and proprietary platforms (e.g., ArcGIS Business Analyst) for data solicitation. It will also train students with scripting and statistical tools necessary for spatial data analytics and geovisualization, including Python, R, and Mapbox tools.
3. Overlapping courses and departments consulted: None.
4. Number of students expected: 25

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

6. Effects on other departments: There is no negative effect. This course would bring benefits to many other programs across the university because spatial big data analytics is becoming increasingly crucial in multiple [disciplines](https://www.google.com/search?newwindow=1&q=disciplines&spell=1&sa=X&ved=0ahUKEwi-t9X49aLhAhUq6IMKHdBuBTIQBQgrKAA) and various industries, including geography, computer science and engineering, business, and public health. Students from different colleges of UConn, primarily [Liberal Arts and Sciences](http://clas.uconn.edu/), Engineering, [Business](http://www.business.uconn.edu/), and [Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/), would benefit and advance their career by taking this course.

7. Effects on regional campuses: None

8. Staffing: Dr. Xiang (Peter) Chen

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

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

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: Apr.10, 2019

Department Faculty: Apr.10, 2019

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

Xiang (Peter) Chen

Phone: (614) 330-0204

Email: chenxiangpeter@gmail.com

# Syllabus

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

Geog 4519

Spatial Big Data Analytics

Geography

Geog 4519 Spatial Big Data Analytics Syllabus – Spring 2020

**Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Course and Instructor Information

**Course Title:** Geog 4519 Spatial Big Data Analytics

Credits: 3

**Format:** Lecture

**Prerequisites:**  Geog 2500 or permission of the instructor. Recommended Preparation: GEOG 4515

**Professor:** Xiang (Peter) Chen

**Email:** chenxiangpeter@gmail.com

**Telephone:** Office phone (860) 486-2610

**Other:** Cell phone (614) 330-0204

**Office:** AUST #425

**Office Hours/Availability:** 10:00am—11:00am EST Wednesday

Course Materials

**Required textbook**:

There is no required textbook for this course. All the required reading materials will be posted on the course website.

Other Suggested Textbook:

* Dietrich, D. (Ed.). (2015). *Data science & big data analytics: Discovering, analyzing, visualizing and presenting data*. Indianapolis, IN, USA: John Wiley & Sons, Inc.
* Intro to Python for Data Science, Free online course offered by DataCamp <https://www.datacamp.com/courses/intro-to-python-for-data-science>.
* James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An introduction to statistical learning*. New York, NY, USA: Springer. (Can be downloaded for free: <https://www-bcf.usc.edu/~gareth/ISL/>)

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

**Other Useful References:**

* Chen, X., & Yang, X. (2014). Does food environment influence food choices? A geographical analysis through “tweets”. *Applied Geography*, *51*, 82-89.
* Miller, H. J., & Goodchild, M. F. (2015). Data-driven geography. *GeoJournal*, *80*(4), 449-461.
* Kitchin, R. (2014). Big Data, new epistemologies and paradigm shifts. *Big Data & Society*, *1*(1).
* O'Neil, C., & Schutt, R. (2013). *Doing data science: Straight talk from the frontline*. Sebastopol, CA, USA: O'Reilly Media, Inc.
* Tsou, M. H. (2015). Research challenges and opportunities in mapping social media and Big Data. *Cartography and Geographic Information Science*, *42*(sup1), 70-74.

**Course Website:**

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

Course Description

With the emergence of theopen data movement and explosion of spatial big data, knowledge and skills for collecting, analyzing, and visualizing large-scale high-volume datasets are of elevated importance for GIScientists. This course is designed to teach students principles of spatial big data and skills forharnessing spatial big data for decision-making in applied urban contexts. This course will start with conceptualizing spatial data science, followed by delivering the techniques and procedures of collecting and manipulating spatial datasets derived from both open-access data repositories (e.g., TIGER Products, ArcGIS Business Analyst) and web-based platforms (e.g., Twitter, Facebook). In addition, students will learn to crawl online spatial data using APIs (data mining), analyze data with Python programming (data analytics), and visualize spatial data with ArcGIS products and Python libraries (data geovisualization).

Course Format

Classes will be split into lecture and lab sessions each week. The lectures will focus on the theories and principles of spatial big data analytics. The lab sessions will focus on the practice of spatial data collection, analytics, and applications, eventually improving the operational skills and technological literacy of the students. A key component of this class will be a final research project on which each student will work independently. The purpose of the project is to use spatial big data analytics to answer a geography question of students’ interest. Guidelines of the project will be revealed in the class.

Course Objectives

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

* Understand fundamental concepts in spatial data science and spatial big data theory.
* Develop operational skills to access and collect spatial datasets from both open-access data repositories and web-based platforms.
* Develop skills to use Python libraries to conduct both statistical and network analyses.
* Develop techniques to geovisualize spatial datasets using ArcGIS products and Python libraries.
* Apply the theory and practice of data science to spatiotemporal pattern identification and decision-making for addressing a social problem.

Course Outline (and Calendar if Applicable)

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Lab** | **Due** |
| Week 1  (Jan. 21 – Jan. 26) | Course overview | No Lab |  |
| Week 2  (Jan. 27 – Feb. 2) | Introduction to Spatial Data Science | Lab 1  Spatial Data Science Opportunities and Challenges | Feb. 3  (One Week) |
| Week 3  (Feb. 3 – Feb. 9) | Spatial Data Acquisition through Open-data Repositories | Lab 2  Socioeconomic Data Acquisition and Geocoding | Feb. 10  (One Week) |
| Week 4  (Feb. 10 – Feb. 16) | Fundamentals of Python Programming | Lab 3  Basic Python Programming | Feb. 24  (Two Weeks) |
| Week 5  (Feb. 17 – Feb. 23) | Spatial Data Acquisition through Web-based Platforms | Continue Working on Lab 3 |  |
| Week 6  (Feb. 24 – Mar. 1) | Spatial Data Acquisition through Web-based Platforms | Lab 4  Implementing Social Media APIs | Mar. 16  (Three Weeks) |
| Week 7  (Mar. 2 – Mar. 8) | Methods and Concepts in Spatial Data Analytics I (Exploratory Data Analysis [EDA]) | Lab 5  Exploratory Data Analysis (EDA) | Mar. 16  (Two Weeks) |
| Week 8  (Mar. 9 – Mar. 15) | Methods and Concepts in Spatial Data Analytics II (Statistical Inference) | Continue Working On Lab 5 |  |
| Week 9  (Mar. 16 – Mar. 22) | **Spring Break (No Class)** | | |
| Week 10  (Mar. 23 – Mar. 29) | Methods and Concepts in Spatial Data Analytics III (Network  Analysis) | Lab 6  Implementing Network Analysis Modules | Mar. 30  (One Week) |
| Week 11  (Mar. 30 – April 5) | Applications of Spatial Big Data Theory to Crime Analysis | Lab 7  Crime Data Geovisualization | Apr. 20  (Two Weeks) |
| Week 12  (April 6 – April 12) | Applications of Spatial Big Data Theory to Public Health | Continue Working on Lab 7 |  |
| Week 13  (April 13 – April 19) | Final Project Guidelines | Final Project | Presentation PPT: April 27  (Two Weeks) |
| Week 14  (April 20 – April 26) | Final Project | |
| Week 15  (April 27 – May 3) | Final Project | Final Project Presentation |
| Week 16  (May 4 – May 9) | **No Final Exam** | | |

Course Requirements and Grading

**Tests and Assignments:**

(30%) Course project: A key component of this class will be a final research project on which each student will work independently. The purpose of the project is to apply techniques of spatial big data analytics to a topical issue in geography. Students will first develop a project idea that will define the research question being addressed along with prospective approaches. Upon approval of the idea, students will collect their own data, perform the analysis, and present the findings in class. Guidelines of the project will be revealed later in the class.

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

No Final Exams:

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

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

**Grading:**

Student’s final course grade will be based on the final project and 7 lab assignments:

a. Course project 300 points 10%

b. 7 labs (100 points each) 700 points 70%

Total: 1000 points 100%

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

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

A: 93% - 100%

A-: 90% - 92%

B+: 87% - 89%

B: 83% - 86%

B-: 80% - 82%

C+: 77% - 79%

C: 73% - 76%

C-: 70% - 72%

D+: 67% - 69%

D: 63% - 66%

D-: 60% - 62%

E: below 60%

Due Dates and Late Policy

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

Feedback and Grades

I will make every effort to provide feedback through individual meetings, thecourse website, emails, and phone calls. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

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

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

**Sexual Assault Reporting Policy**

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

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

(add additional skills as needed)

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

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**2019-164 GEOG 5519 Add Course**



**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: March 27, 2019

2. Department requesting this course: Geography (GEOG)

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

# Final Catalog Listing

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

**GEOG 5519. Spatial Big Data Analytics**

Three credits. Instructor consent required. Not open for credit to students who have passed GEOG 4519.

This course covers the collection, analysis, and visualization of spatial big data to support better decision making in urban contexts.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 5519

3. Course Title: Spatial Big Data Analytics

4. Number of Credits: 3 credits

5. Course Description (second paragraph of catalog entry): With the emergence of the open data movement and explosion of spatial big data, knowledge and skills for collecting, analyzing, and visualizing large-scale high-volume datasets are of elevated importance for GIScientists. This course is designed to teach students principles of spatial big data and skills for harnessing spatial big data for decision-making in applied urban contexts. This course will start with conceptualizing spatial data science, followed by delivering the techniques and procedures of collecting and manipulating spatial datasets derived from both open-access data repositories (e.g., TIGER Products, ArcGIS Business Analyst) and web-based platforms (e.g., Twitter, Facebook). In addition, students will learn to crawl online spatial data using APIs (data mining), analyze data with Python programming (data analytics), and visualize spatial data with ArcGIS products and Python libraries (data geovisualization).

**Optional Items**

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

7. Prerequisites, if applicable: Instructor consent required..

a. Consent of Instructor, if applicable:

b. Open to sophomores/juniors or higher:

8. Recommended Preparation, if applicable: 9. Exclusions, if applicable: None

10. Repetition for credit, if applicable: No

11. Skill codes “W”, “Q” or “C”: None

12. S/U grading: N/A

# Justification

1. Reasons for adding this course: We are currently in an era of data deluge. Big data analytics is a field with fundamental scientific challenges as well as many opportunities. There has been an explosion of careers in the realms of big [data science](https://hbr.org/2012/10/data-scientist-the-sexiest-job-of-the-21st-century). According to Glassdoor’s [2018 Best Jobs in America](https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm)survey, “data scientist” ranked number one for the third consecutive year, based on the number of job openings, salary, and overall job satisfaction. More importantly, most GIS job openings require an overarching understanding and skills of big data analytics. Because of this increasing demand in the market, it is of critical importance for students in different fields, especially GIS majors, to harness the wealth of knowledge and skill sets needed for manipulating the spatial big data while applying them to spatial pattern identification and problem-solving. However, there is no course in the geography curriculum that empowers students with this emerging trend. Relevant UConn courses include CSE 5717 Big Data Analytics (which is heavily focused on algorithm development), and ECON 5317 Big Data Analysis (with is focused on economic data analytics). These courses, however, lack a spatial component that incorporates data into GIS platforms.
2. Academic merit: This course will teach students essential knowledge and skills to apply three phases of spatial big data analytics, including spatial data mining, data analytics, and data geovisualization, to various spatial and social problems. It will introduce both open source portals (e.g., social media APIs) and proprietary platforms (e.g., ArcGIS Business Analyst) for data solicitation. It will also train students with scripting and statistical tools necessary for spatial data analytics and geovisualization, including Python, R, and Mapbox tools.
3. Overlapping courses and departments consulted: None.
4. Number of students expected: 25

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

6. Effects on other departments: There is no negative effect. This course would bring benefits to many other programs across the university because spatial big data analytics is becoming increasingly crucial in multiple [disciplines](https://www.google.com/search?newwindow=1&q=disciplines&spell=1&sa=X&ved=0ahUKEwi-t9X49aLhAhUq6IMKHdBuBTIQBQgrKAA) and various industries, including geography, computer science and engineering, business, and public health. Students from different colleges of UConn, primarily [Liberal Arts and Sciences](http://clas.uconn.edu/), Engineering, [Business](http://www.business.uconn.edu/), and [Agriculture, Health and Natural Resources](http://www.cag.uconn.edu/), would benefit and advance their career by taking this course.

7. Effects on regional campuses: None

8. Staffing: Dr. Xiang (Peter) Chen

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

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

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: Apr.10, 2019

Department Faculty: Apr.10, 2019

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

Xiang (Peter) Chen

Phone: (614) 330-0204

Email: chenxiangpeter@gmail.com

# Syllabus

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

Geog 5519

Spatial Big Data Analytics

Geography

Geog 5519 Spatial Big Data Analytics Syllabus – Spring 2020

**Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Course and Instructor Information

**Course Title:** Geog 5519 Spatial Big Data Analytics

Credits: 3

**Format:** Lecture

**Prerequisites:**  Instructor consent required.

**Professor:** Xiang (Peter) Chen

**Email:** chenxiangpeter@gmail.com

**Telephone:** Office phone (860) 486-2610

**Other:** Cell phone (614) 330-0204

**Office:** AUST #425

**Office Hours/Availability:** 10:00am—11:00am EST Wednesday

Course Materials

**Required textbook**:

There is no required textbook for this course. All the required reading materials will be posted on the course website.

Other Suggested Textbook:

* Dietrich, D. (Ed.). (2015). *Data science & big data analytics: Discovering, analyzing, visualizing and presenting data*. Indianapolis, IN, USA: John Wiley & Sons, Inc.
* Intro to Python for Data Science, Free online course offered by DataCamp <https://www.datacamp.com/courses/intro-to-python-for-data-science>.
* James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An introduction to statistical learning*. New York, NY, USA: Springer. (Can be downloaded for free: <https://www-bcf.usc.edu/~gareth/ISL/>)

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

**Other Useful References:**

* Chen, X., & Yang, X. (2014). Does food environment influence food choices? A geographical analysis through “tweets”. *Applied Geography*, *51*, 82-89.
* Miller, H. J., & Goodchild, M. F. (2015). Data-driven geography. *GeoJournal*, *80*(4), 449-461.
* Kitchin, R. (2014). Big Data, new epistemologies and paradigm shifts. *Big Data & Society*, *1*(1).
* O'Neil, C., & Schutt, R. (2013). *Doing data science: Straight talk from the frontline*. Sebastopol, CA, USA: O'Reilly Media, Inc.
* Tsou, M. H. (2015). Research challenges and opportunities in mapping social media and Big Data. *Cartography and Geographic Information Science*, *42*(sup1), 70-74.

**Course Website:**

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

Course Description

With the emergence of theopen data movement and explosion of spatial big data, knowledge and skills for collecting, analyzing, and visualizing large-scale high-volume datasets are of elevated importance for GIScientists. This course is designed to teach students principles of spatial big data and skills forharnessing spatial big data for decision-making in applied urban contexts. This course will start with conceptualizing spatial data science, followed by delivering the techniques and procedures of collecting and manipulating spatial datasets derived from both open-access data repositories (e.g., TIGER Products, ArcGIS Business Analyst) and web-based platforms (e.g., Twitter, Facebook). In addition, students will learn to crawl online spatial data using APIs (data mining), analyze data with Python programming (data analytics), and visualize spatial data with ArcGIS products and Python libraries (data geovisualization).

Course Format

Classes will be split into lecture and lab sessions each week. The lectures will focus on the theories and principles of spatial big data analytics. The lab sessions will focus on the practice of spatial data collection, analytics, and applications, eventually improving the operational skills and technological literacy of the students. A key component of this class will be a final research project on which each student will work independently. The purpose of the project is to use spatial big data analytics to answer a geography question of students’ interest. Guidelines of the project will be revealed in the class.

Course Objectives

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

* Understand fundamental concepts in spatial data science and spatial big data theory.
* Develop operational skills to access and collect spatial datasets from both open-access data repositories and web-based platforms.
* Develop skills to use Python libraries to conduct both statistical and network analyses.
* Develop techniques to geovisualize spatial datasets using ArcGIS products and Python libraries.
* Apply the theory and practice of data science to spatiotemporal pattern identification and decision-making for addressing a social problem.

Course Outline (and Calendar if Applicable)

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Lecture** | **Lab** | **Due** |
| Week 1  (Jan. 21 – Jan. 26) | Course overview | No Lab |  |
| Week 2  (Jan. 27 – Feb. 2) | Introduction to Spatial Data Science | Lab 1  Spatial Data Science Opportunities and Challenges | Feb. 3  (One Week) |
| Week 3  (Feb. 3 – Feb. 9) | Spatial Data Acquisition through Open-data Repositories | Lab 2  Socioeconomic Data Acquisition and Geocoding | Feb. 10  (One Week) |
| Week 4  (Feb. 10 – Feb. 16) | Fundamentals of Python Programming | Lab 3  Basic Python Programming | Feb. 24  (Two Weeks) |
| Week 5  (Feb. 17 – Feb. 23) | Spatial Data Acquisition through Web-based Platforms | Continue Working on Lab 3 |  |
| Week 6  (Feb. 24 – Mar. 1) | Spatial Data Acquisition through Web-based Platforms | Lab 4  Implementing Social Media APIs | Mar. 16  (Three Weeks) |
| Week 7  (Mar. 2 – Mar. 8) | Methods and Concepts in Spatial Data Analytics I (Exploratory Data Analysis [EDA]) | Lab 5  Exploratory Data Analysis (EDA) | Mar. 16  (Two Weeks) |
| Week 8  (Mar. 9 – Mar. 15) | Methods and Concepts in Spatial Data Analytics II (Statistical Inference) | Continue Working On Lab 5 |  |
| Week 9  (Mar. 16 – Mar. 22) | **Spring Break (No Class)** | | |
| Week 10  (Mar. 23 – Mar. 29) | Methods and Concepts in Spatial Data Analytics III (Network  Analysis) | Lab 6  Implementing Network Analysis Modules | Mar. 30  (One Week) |
| Week 11  (Mar. 30 – April 5) | Applications of Spatial Big Data Theory to Crime Analysis | Lab 7  Crime Data Geovisualization | Apr. 20  (Two Weeks) |
| Week 12  (April 6 – April 12) | Applications of Spatial Big Data Theory to Public Health | Continue Working on Lab 7 |  |
| Week 13  (April 13 – April 19) | Final Project Guidelines | Final Project | Presentation PPT: April 27  (Two Weeks)  Project Report: May 4  (Three Weeks) |
| Week 14  (April 20 – April 26) | Final Project | |
| Week 15  (April 27 – May 3) | Final Project | Final Project Presentation |
| Week 16  (May 4 – May 9) | **No Final Exam** | | |

Course Requirements and Grading

**Tests and Assignments:**

(30%) Course project: A key component of this class will be a final research project on which each student will work independently. The purpose of the project is to apply techniques of spatial big data analytics to a topical issue in geography. Students will first develop a project idea that will define the research question being addressed along with prospective approaches. Upon approval of the idea, students will collect their own data, perform the analysis, present the findings in class, and summarize the results in a project report. Guidelines of the project will be revealed later in the class.

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

No Final Exams:

Please notes: ***The topics of GEOG 5519 are the same as GEOG 4519. But for GEOG 5519,*** ***graduate students will have additional reading and additional assignments. For each lab, graduate students will be given one extra question. Graduate students will be given related journal articles for reading. For the final project, graduate students will be required to write a 10-12 page (not including works cited page or graphics), double-spaced research paper.***

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

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

**Grading:**

Student’s final course grade will be based on the final project and 7 lab assignments:

a. Course project 300 points 10%

b. 7 labs (100 points each) 700 points 70%

Total: 1000 points 100%

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

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

A: 93% - 100%

A-: 90% - 92%

B+: 87% - 89%

B: 83% - 86%

B-: 80% - 82%

C+: 77% - 79%

C: 73% - 76%

C-: 70% - 72%

D+: 67% - 69%

D: 63% - 66%

D-: 60% - 62%

E: below 60%

Due Dates and Late Policy

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

Feedback and Grades

I will make every effort to provide feedback through individual meetings, the course website, emails, and phone calls. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

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

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

**Sexual Assault Reporting Policy**

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

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

(add additional skills as needed)

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

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**2019-165 GEOG Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: April 23, 2019

2. Department or Program: Geography

3. Title of Major: Geography

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: Updating due to new course additions

# Existing Catalog Description of Major

Geography

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners.

The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

**Bachelor of Arts**

The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of three courses: GEOG 2100 or 2200, 2300, and one methods course (choice of GEOG 2500, 2510, 3110, 3500Q, or 3510), and 15 additional credits, including at least one “W” course in geography chosen in consultation with their departmental advisor.

**Bachelor of Sciences**

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: GEOG 2100 or 2200, 2300, and 2500. B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of GEOG 2505, 2410, 2510, 3420, 3500Q, 3505, 3510, 4230, 4515, or 4520), or “physical” courses (choice of GEOG 2310, 3310, 3400, 3410, 3420, 3505, 4230, or 4300), in addition to one “W” course, in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W.

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W.

A minor in Geographic Information Science is described in the “Minors” section.

# Proposed Catalog Description of Major

**Geography**

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

Coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners.

The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees that enable them to teach at the college level or to secure higher ranking positions in the public and private sectors.

**Bachelor of Arts**

The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and one methods course (choice of [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500), [2510](https://catalog.uconn.edu/GEOG/#2510), [3110](https://catalog.uconn.edu/GEOG/#3110), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), or [3510](https://catalog.uconn.edu/GEOG/#3510)), and 15 additional credits, including at least one “W” course in geography chosen in consultation with their departmental advisor.

**Bachelor of Sciences**

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and [2500](https://catalog.uconn.edu/GEOG/#2500). B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505), [2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3420](https://catalog.uconn.edu/GEOG/#3420), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), 3512, 3530, [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), 4516, 4518, 4519 or [4520](https://catalog.uconn.edu/GEOG/#4520)), or “physical” courses (choice of [GEOG 2310](https://catalog.uconn.edu/GEOG/#2310), [3310](https://catalog.uconn.edu/GEOG/#3310), [3400](https://catalog.uconn.edu/GEOG/#3400), [3410](https://catalog.uconn.edu/GEOG/#3410), [3420](https://catalog.uconn.edu/GEOG/#3420), [3505](https://catalog.uconn.edu/GEOG/#3505), [4230](https://catalog.uconn.edu/GEOG/#4230), or [4300](https://catalog.uconn.edu/GEOG/#4300)), in addition to one “W” course, in consultation with their departmental advisor.

**Writing Requirement**

The writing in the major requirement for Geography can be met by passing any of the following geography courses: [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W), [3330W](https://catalog.uconn.edu/GEOG/#3330W), 4000W, 4001W, [4110W](https://catalog.uconn.edu/GEOG/#4110W), or [4200W](https://catalog.uconn.edu/GEOG/#4200W).

**Information Literacy**

Information Literacy requirement in the Geography major can be met by passing any of the following geography courses [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W), [3330W](https://catalog.uconn.edu/GEOG/#3330W), 4000W, 4001W, [4110W](https://catalog.uconn.edu/GEOG/#4110W), or [4200W](https://catalog.uconn.edu/GEOG/#4200W).

A minor in Geographic Information Science is described in the [Minors](https://catalog.uconn.edu/minors/geography/) section.

# Justification

1. Reasons for changing the major: Updating due to new course additions

2. Effects on students: More course options

3. Effects on other departments: More Geography course option s for students

4. Effects on regional campuses: None

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

    Department Curriculum Committee: April 15, 2019

    Department Faculty: April 17, 2019

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

Chuanrong Zhang, 860-486-3656, [cindy.zhang@uconn.edu](mailto:cindy.zhang@uconn.edu)

**2019-166 GIS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: April 23, 2019

2. Department or Program: Geography

3. Title of Major: Geographic Information Science

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

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

5. Nature of change: adding a single course to for requirements options

# Existing Catalog Description of Major

**Geographic Information Science**

Geographic Information Science (GIScience) is the scientific discipline that conducts spatial analysis to examine economic, environmental, physical, and social phenomena. The study of spatial data structures and computational techniques to capture, represent, process, and analyze geographic information are essential to GIScience. GIScience overlaps with and draws from many research fields such as computer science, statistics, mathematics, and psychology, and contributes to progress in those fields. GIScience also supports research in many academic disciplines such as natural resource management, environmental science and engineering, geosciences, agriculture, marine sciences, sociology, history, public health, business, and anthropology.

Courses in GIScience enable students to develop capability in spatial thinking and gather in-depth knowledge in geospatial technology. Geospatial technology is a term used to describe the range of modern tools contributing to the geographic mapping and analysis of the Earth and human societies, e.g. geographic information systems (GISystems), remote sensing, the global positioning system (GPS), spatial statistics, web mapping and navigation technologies.

According to the U.S. Department of Labor, graduates with skills in geospatial technology are in extremely high demand and are one of the highest growth areas in the federal government. Students have employment opportunities in many corporate and government entities. Students with an undergraduate degree in GIScience are also prepared to move on to graduate school to pursue M.A, M.S., and Ph.D. degrees in many fields that enable them to pursue academic jobs or to secure higher ranking positions in the public and private sectors.

**Bachelor of Science or Bachelor of Arts**

Students can obtain a B.S. or B.A. degree. The GIScience B.A. degree does not require students to take biology, chemistry, physics, or calculus, and focuses on classes related to spatial analysis of social issues. The GIScience B.S. degree requires students to take biology, chemistry, physics and calculus and is intended as preparation for students pursuing a career in natural science or engineering with geospatial technology.

**Major Requirements**

The major in GIScience requires at least 31 credits of 2000-level or higher courses in the Department of Geography. GIScience majors complete basic core courses before beginning advanced courses. Recommended preparation for the major: GEOG [1302](https://catalog.uconn.edu/geog/#1302) and [2410](https://catalog.uconn.edu/geog/#2410).

**Required Core Courses (at least 16 credits)**

GEOG [2500](https://catalog.uconn.edu/geog/#2500), [2505](https://catalog.uconn.edu/geog/#2505), [3510](https://catalog.uconn.edu/geog/#3510) or [3500Q](https://catalog.uconn.edu/geog/#3500Q), [3530](https://catalog.uconn.edu/geog/#3530), and any GEOG W course at the 2000 level or above (1 or 3 credits).

**Electives (15 credits)**

In addition to the required courses above, the plan of study must include **15** credits of electives from courses below. At least nine credits of electives must be selected from the list of GIScience courses.  At least six credits of electives must be selected from the list of Human Geography or Physical Geography courses. At least three credits must be 4000-level.

**GIScience Courses:**

GEOG [2510](https://catalog.uconn.edu/geog/#2510), [3110](https://catalog.uconn.edu/geog/#3110), [3500Q](https://catalog.uconn.edu/geog/#3500)\*, [3505](https://catalog.uconn.edu/geog/#3505), [3510](https://catalog.uconn.edu/geog/#3510)\*, [3512](https://catalog.uconn.edu/geog/#3512), [4130](https://catalog.uconn.edu/geog/#4130), [4230](https://catalog.uconn.edu/geog/#4230), [4515](https://catalog.uconn.edu/geog/#4515), [4516](https://catalog.uconn.edu/geog/#4516), [4518](https://catalog.uconn.edu/geog/#4518).

*\* if it’s not chosen as a core course*

**Human and Physical Geography Courses:**

[GEOG 2000](https://catalog.uconn.edu/geog/#2000), [2100](https://catalog.uconn.edu/geog/#2100), [2200](https://catalog.uconn.edu/geog/#2200), [2300](https://catalog.uconn.edu/geog/#2300), [2310](https://catalog.uconn.edu/geog/#2310), [2320](https://catalog.uconn.edu/geog/#2320), [2400](https://catalog.uconn.edu/geog/#2400), [3000](https://catalog.uconn.edu/geog/#3000), [3200](https://catalog.uconn.edu/geog/#3200), [3310](https://catalog.uconn.edu/geog/#3310), [3400](https://catalog.uconn.edu/geog/#3400), [3410](https://catalog.uconn.edu/geog/#3410), [3420](https://catalog.uconn.edu/geog/#3420), [4210](https://catalog.uconn.edu/geog/#4210), [4220](https://catalog.uconn.edu/geog/#4220), [4300](https://catalog.uconn.edu/geog/#4300).

**Related Courses (12 credits)**

12 credits of related coursework taken in other departments. At least three credits of related courses must be selected from the list of Remote Sensing courses. The following is a list of pre-approved related courses that may be relevant to the GIScience major. Other courses can be used with approval of a student’s Geography advisor.

**Remote Sensing Courses:**

NRE [3535](https://catalog.uconn.edu/nre/#3535), [4535](https://catalog.uconn.edu/nre/#4535), [4545](https://catalog.uconn.edu/nre/#4545), [4575](https://catalog.uconn.edu/nre/#4575).

**Computer Science and Engineering Courses:**

CSE [2050](https://catalog.uconn.edu/cse/#2050), [2100](https://catalog.uconn.edu/cse/#2100), [2102](https://catalog.uconn.edu/cse/#2102), [2300](https://catalog.uconn.edu/cse/#2300), [2304](https://catalog.uconn.edu/cse/#2304), [2500](https://catalog.uconn.edu/cse/#2500), [3000](https://catalog.uconn.edu/cse/#3000), [3100](https://catalog.uconn.edu/cse/#3100), [3150](https://catalog.uconn.edu/cse/#3150); [3300](https://catalog.uconn.edu/cse/#3300), [3400](https://catalog.uconn.edu/cse/#3400), [3500](https://catalog.uconn.edu/cse/#3500); CE [2251](https://catalog.uconn.edu/ce/#2251), [2310](https://catalog.uconn.edu/ce/#2310), [2410](https://catalog.uconn.edu/ce/#2410), [2710](https://catalog.uconn.edu/ce/#2710).

**Math and Statistics Courses:**

MATH [2110Q](https://catalog.uconn.edu/math/#2110), [2130Q](https://catalog.uconn.edu/math/#2030), [2143](https://catalog.uconn.edu/math/#2143), [2144](https://catalog.uconn.edu/math/#2144), [2210Q](https://catalog.uconn.edu/math/#2210), [2410Q](https://catalog.uconn.edu/math/#2410), [2420Q](https://catalog.uconn.edu/math/#2420), [3160](https://catalog.uconn.edu/math/#3160), [3410](https://catalog.uconn.edu/math/#3410), [3435](https://catalog.uconn.edu/math/#3435), [3710](https://catalog.uconn.edu/math/#3710); STAT [2215Q](https://catalog.uconn.edu/stat/#2215), [3025Q](https://catalog.uconn.edu/stat/#3025), [3115Q](https://catalog.uconn.edu/stat/#3115), [3375Q](https://catalog.uconn.edu/stat/#3375), [3445](https://catalog.uconn.edu/stat/#3445), [3515](https://catalog.uconn.edu/stat/#3515)Q.

**Social Science Courses:**

ANTH [2510](https://catalog.uconn.edu/anth/#2510), [3003](https://catalog.uconn.edu/anth/#3003), [3090](https://catalog.uconn.edu/anth/#3090), [3503](https://catalog.uconn.edu/anth/#3503), [3512](https://catalog.uconn.edu/anth/#3512), [3513](https://catalog.uconn.edu/anth/#3513), [3514](https://catalog.uconn.edu/anth/#3514), [3515](https://catalog.uconn.edu/anth/#3515); INTD [3584](https://catalog.uconn.edu/intd/#3584), [3594](https://catalog.uconn.edu/intd/#3594); POLS [2062](https://catalog.uconn.edu/pols/#2062), [2072Q](https://catalog.uconn.edu/pols/#2072Q); SOCI [3201](https://catalog.uconn.edu/soci/#3201), [3211Q](https://catalog.uconn.edu/soci/#3211Q); URBN [2000](https://catalog.uconn.edu/urbn/#2000), [2100](https://catalog.uconn.edu/urbn/#2100), [2301Q](https://catalog.uconn.edu/urbn/#2301Q), [2302](https://catalog.uconn.edu/urbn/#2302), [2400](https://catalog.uconn.edu/urbn/#2400), [3000](https://catalog.uconn.edu/urbn/#3000), [3993](https://catalog.uconn.edu/urbn/#3993), [3981](https://catalog.uconn.edu/urbn/#3981)/[3991](https://catalog.uconn.edu/urbn/#3991), [3998](https://catalog.uconn.edu/urbn/#3998); COMM [2110](https://catalog.uconn.edu/comm/#2110), [2940](https://catalog.uconn.edu/comm/#2940), [3000Q](https://catalog.uconn.edu/comm/#3000), [3300](https://catalog.uconn.edu/comm/#3300); WGSS [2124](https://catalog.uconn.edu/wgss/#2124), [2255](https://catalog.uconn.edu/wgss/#2255), [2255W](https://catalog.uconn.edu/wgss/#2255W), [3255](https://catalog.uconn.edu/wgss/#3255), [3255W](https://catalog.uconn.edu/wgss/#3255W), [3269](https://catalog.uconn.edu/wgss/#3269).

**Natural Science Courses:**

GSCI [2500](https://catalog.uconn.edu/gsci/#2500), [3230](https://catalog.uconn.edu/gsci/#3230), [4050W](https://catalog.uconn.edu/gsci/#4050), [4210](https://catalog.uconn.edu/gsci/#4210), [4735](https://catalog.uconn.edu/gsci/#4735); EEB [4100](https://catalog.uconn.edu/eeb/#4100), [4230W](https://catalog.uconn.edu/eeb/#4230W); MARN [2060](https://catalog.uconn.edu/marn/#2060), [3000](https://catalog.uconn.edu/marn/#3000), [3014](https://catalog.uconn.edu/marn/#3014), [3030](https://catalog.uconn.edu/marn/#3030), [3812](https://catalog.uconn.edu/marn/#3812).

**Economics Courses:**

ECON [2201](https://catalog.uconn.edu/econ/#2201), [2202](https://catalog.uconn.edu/econ/#2202),  [2211Q](https://catalog.uconn.edu/econ/#2211Q), [2212Q](https://catalog.uconn.edu/econ/#2212Q), [2301](https://catalog.uconn.edu/econ/#2301), [2311](https://catalog.uconn.edu/econ/#2311), [2312](https://catalog.uconn.edu/econ/#2312), [2326](https://catalog.uconn.edu/econ/#2326), [2327](https://catalog.uconn.edu/econ/#2327), [3103](https://catalog.uconn.edu/econ/#3103), [3313](https://catalog.uconn.edu/econ/#3313), [3421](https://catalog.uconn.edu/econ/#3421), [3439](https://catalog.uconn.edu/econ/#3439).

The Information Literacy Competency and Writing in the Major requirements can be satisfied by passing any 2000 or higher level W course in Geography.

# Proposed Catalog Description of Major

**Geographic Information Science**

Geographic Information Science (GIScience) is the scientific discipline that conducts spatial analysis to examine economic, environmental, physical, and social phenomena. The study of spatial data structures and computational techniques to capture, represent, process, and analyze geographic information are essential to GIScience. GIScience overlaps with and draws from many research fields such as computer science, statistics, mathematics, and psychology, and contributes to progress in those fields. GIScience also supports research in many academic disciplines such as natural resource management, environmental science and engineering, geosciences, agriculture, marine sciences, sociology, history, public health, business, and anthropology.

Courses in GIScience enable students to develop capability in spatial thinking and gather in-depth knowledge in geospatial technology. Geospatial technology is a term used to describe the range of modern tools contributing to the geographic mapping and analysis of the Earth and human societies, e.g. geographic information systems (GISystems), remote sensing, the global positioning system (GPS), spatial statistics, web mapping and navigation technologies.

According to the U.S. Department of Labor, graduates with skills in geospatial technology are in extremely high demand and are one of the highest growth areas in the federal government. Students have employment opportunities in many corporate and government entities. Students with an undergraduate degree in GIScience are also prepared to move on to graduate school to pursue M.A, M.S., and Ph.D. degrees in many fields that enable them to pursue academic jobs or to secure higher ranking positions in the public and private sectors.

**Bachelor of Science or Bachelor of Arts**

Students can obtain a B.S. or B.A. degree. The GIScience B.A. degree does not require students to take biology, chemistry, physics, or calculus, and focuses on classes related to spatial analysis of social issues. The GIScience B.S. degree requires students to take biology, chemistry, physics and calculus and is intended as preparation for students pursuing a career in natural science or engineering with geospatial technology.

**Major Requirements**

The major in GIScience requires at least 31 credits of 2000-level or higher courses in the Department of Geography. GIScience majors complete basic core courses before beginning advanced courses. Recommended preparation for the major: GEOG [1302](https://catalog.uconn.edu/geog/#1302) and [2410](https://catalog.uconn.edu/geog/#2410).

**Required Core Courses (at least 16 credits)**

GEOG [2500](https://catalog.uconn.edu/geog/#2500), [2505](https://catalog.uconn.edu/geog/#2505), [3510](https://catalog.uconn.edu/geog/#3510) or [3500Q](https://catalog.uconn.edu/geog/#3500Q), [3530](https://catalog.uconn.edu/geog/#3530), and any GEOG W course at the 2000 level or above (1 or 3 credits).

**Electives (15 credits)**

In addition to the required courses above, the plan of study must include **15** credits of electives from courses below. At least nine credits of electives must be selected from the list of GIScience courses.  At least six credits of electives must be selected from the list of Human Geography or Physical Geography courses. At least three credits must be 4000-level.

**GIScience Courses:**

GEOG [2510](https://catalog.uconn.edu/geog/#2510), [3110](https://catalog.uconn.edu/geog/#3110), [3500Q](https://catalog.uconn.edu/geog/#3500)\*, [3505](https://catalog.uconn.edu/geog/#3505), [3510](https://catalog.uconn.edu/geog/#3510)\*, [3512](https://catalog.uconn.edu/geog/#3512), [4130](https://catalog.uconn.edu/geog/#4130), [4230](https://catalog.uconn.edu/geog/#4230), [4515](https://catalog.uconn.edu/geog/#4515), [4516](https://catalog.uconn.edu/geog/#4516), [4518](https://catalog.uconn.edu/geog/#4518), 4519.

*\* if it’s not chosen as a core course*

**Human and Physical Geography Courses:**

[GEOG 2000](https://catalog.uconn.edu/geog/#2000), [2100](https://catalog.uconn.edu/geog/#2100), [2200](https://catalog.uconn.edu/geog/#2200), [2300](https://catalog.uconn.edu/geog/#2300), [2310](https://catalog.uconn.edu/geog/#2310), [2320](https://catalog.uconn.edu/geog/#2320), [2400](https://catalog.uconn.edu/geog/#2400), [3000](https://catalog.uconn.edu/geog/#3000), [3200](https://catalog.uconn.edu/geog/#3200), [3310](https://catalog.uconn.edu/geog/#3310), [3400](https://catalog.uconn.edu/geog/#3400), [3410](https://catalog.uconn.edu/geog/#3410), [3420](https://catalog.uconn.edu/geog/#3420), [4210](https://catalog.uconn.edu/geog/#4210), [4220](https://catalog.uconn.edu/geog/#4220), [4300](https://catalog.uconn.edu/geog/#4300).

**Related Courses (12 credits)**

12 credits of related coursework taken in other departments. At least three credits of related courses must be selected from the list of Remote Sensing courses. The following is a list of pre-approved related courses that may be relevant to the GIScience major. Other courses can be used with approval of a student’s Geography advisor.

**Remote Sensing Courses:**

NRE [3535](https://catalog.uconn.edu/nre/#3535), [4535](https://catalog.uconn.edu/nre/#4535), [4545](https://catalog.uconn.edu/nre/#4545), [4575](https://catalog.uconn.edu/nre/#4575).

**Computer Science and Engineering Courses:**

CSE [2050](https://catalog.uconn.edu/cse/#2050), [2100](https://catalog.uconn.edu/cse/#2100), [2102](https://catalog.uconn.edu/cse/#2102), [2300](https://catalog.uconn.edu/cse/#2300), [2304](https://catalog.uconn.edu/cse/#2304), [2500](https://catalog.uconn.edu/cse/#2500), [3000](https://catalog.uconn.edu/cse/#3000), [3100](https://catalog.uconn.edu/cse/#3100), [3150](https://catalog.uconn.edu/cse/#3150); [3300](https://catalog.uconn.edu/cse/#3300), [3400](https://catalog.uconn.edu/cse/#3400), [3500](https://catalog.uconn.edu/cse/#3500); CE [2251](https://catalog.uconn.edu/ce/#2251), [2310](https://catalog.uconn.edu/ce/#2310), [2410](https://catalog.uconn.edu/ce/#2410), [2710](https://catalog.uconn.edu/ce/#2710).

**Math and Statistics Courses:**

MATH [2110Q](https://catalog.uconn.edu/math/#2110), [2130Q](https://catalog.uconn.edu/math/#2030), [2143](https://catalog.uconn.edu/math/#2143), [2144](https://catalog.uconn.edu/math/#2144), [2210Q](https://catalog.uconn.edu/math/#2210), [2410Q](https://catalog.uconn.edu/math/#2410), [2420Q](https://catalog.uconn.edu/math/#2420), [3160](https://catalog.uconn.edu/math/#3160), [3410](https://catalog.uconn.edu/math/#3410), [3435](https://catalog.uconn.edu/math/#3435), [3710](https://catalog.uconn.edu/math/#3710); STAT [2215Q](https://catalog.uconn.edu/stat/#2215), [3025Q](https://catalog.uconn.edu/stat/#3025), [3115Q](https://catalog.uconn.edu/stat/#3115), [3375Q](https://catalog.uconn.edu/stat/#3375), [3445](https://catalog.uconn.edu/stat/#3445), [3515](https://catalog.uconn.edu/stat/#3515)Q.

**Social Science Courses:**

ANTH [2510](https://catalog.uconn.edu/anth/#2510), [3003](https://catalog.uconn.edu/anth/#3003), [3090](https://catalog.uconn.edu/anth/#3090), [3503](https://catalog.uconn.edu/anth/#3503), [3512](https://catalog.uconn.edu/anth/#3512), [3513](https://catalog.uconn.edu/anth/#3513), [3514](https://catalog.uconn.edu/anth/#3514), [3515](https://catalog.uconn.edu/anth/#3515); INTD [3584](https://catalog.uconn.edu/intd/#3584), [3594](https://catalog.uconn.edu/intd/#3594); POLS [2062](https://catalog.uconn.edu/pols/#2062), [2072Q](https://catalog.uconn.edu/pols/#2072Q); SOCI [3201](https://catalog.uconn.edu/soci/#3201), [3211Q](https://catalog.uconn.edu/soci/#3211Q); URBN [2000](https://catalog.uconn.edu/urbn/#2000), [2100](https://catalog.uconn.edu/urbn/#2100), [2301Q](https://catalog.uconn.edu/urbn/#2301Q), [2302](https://catalog.uconn.edu/urbn/#2302), [2400](https://catalog.uconn.edu/urbn/#2400), [3000](https://catalog.uconn.edu/urbn/#3000), [3993](https://catalog.uconn.edu/urbn/#3993), [3981](https://catalog.uconn.edu/urbn/#3981)/[3991](https://catalog.uconn.edu/urbn/#3991), [3998](https://catalog.uconn.edu/urbn/#3998); COMM [2110](https://catalog.uconn.edu/comm/#2110), [2940](https://catalog.uconn.edu/comm/#2940), [3000Q](https://catalog.uconn.edu/comm/#3000), [3300](https://catalog.uconn.edu/comm/#3300); WGSS [2124](https://catalog.uconn.edu/wgss/#2124), [2255](https://catalog.uconn.edu/wgss/#2255), [2255W](https://catalog.uconn.edu/wgss/#2255W), [3255](https://catalog.uconn.edu/wgss/#3255), [3255W](https://catalog.uconn.edu/wgss/#3255W), [3269](https://catalog.uconn.edu/wgss/#3269).

**Natural Science Courses:**

GSCI [2500](https://catalog.uconn.edu/gsci/#2500), [3230](https://catalog.uconn.edu/gsci/#3230), [4050W](https://catalog.uconn.edu/gsci/#4050), [4210](https://catalog.uconn.edu/gsci/#4210), [4735](https://catalog.uconn.edu/gsci/#4735); EEB [4100](https://catalog.uconn.edu/eeb/#4100), [4230W](https://catalog.uconn.edu/eeb/#4230W); MARN [2060](https://catalog.uconn.edu/marn/#2060), [3000](https://catalog.uconn.edu/marn/#3000), [3014](https://catalog.uconn.edu/marn/#3014), [3030](https://catalog.uconn.edu/marn/#3030), [3812](https://catalog.uconn.edu/marn/#3812).

**Economics Courses:**

ECON [2201](https://catalog.uconn.edu/econ/#2201), [2202](https://catalog.uconn.edu/econ/#2202),  [2211Q](https://catalog.uconn.edu/econ/#2211Q), [2212Q](https://catalog.uconn.edu/econ/#2212Q), [2301](https://catalog.uconn.edu/econ/#2301), [2311](https://catalog.uconn.edu/econ/#2311), [2312](https://catalog.uconn.edu/econ/#2312), [2326](https://catalog.uconn.edu/econ/#2326), [2327](https://catalog.uconn.edu/econ/#2327), [3103](https://catalog.uconn.edu/econ/#3103), [3313](https://catalog.uconn.edu/econ/#3313), [3421](https://catalog.uconn.edu/econ/#3421), [3439](https://catalog.uconn.edu/econ/#3439).

The Information Literacy Competency and Writing in the Major requirements can be satisfied by passing any 2000 or higher level W course in Geography.

# Justification

1. Reasons for changing the major: adding a single course to for requirements options

2. Effects on students: An increased course requirement option

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: April 15, 2019

    Department Faculty: April 17, 2019

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

Chuanrong Zhang, 860-486-3656, [cindy.zhang@uconn.edu](mailto:cindy.zhang@uconn.edu)

**2019-167 GIS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: April 23, 2019

2. Department or Program: Geography

3. Title of Minor: Geographic Information Science

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

# Existing Catalog Description of Minor

**Geographic Information Science**

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: GEOG 2500. and 2505.

2. At least three credits from the following: GEOG 2505 and 3530. Students are encouraged to take both.

3. At least six credits from the following courses, including three credits in GEOG: CSE 2050, 2100; ECON 2326; GEOG 2410, 2510, 3110, 3500Q, 3505, 3510, 3512, 4090\*, 4095\*, 4099\*, 4130, 4230, 4515, 4516, 4518; MATH 2110Q, 3710; STAT 2215Q.

\* Using GEOG 4090, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the Geography Department.

# Proposed Catalog Description of Minor

**Geographic Information Science Minor**

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500) and [2505](https://catalog.uconn.edu/GEOG/#2505).
2. At least seven credits from the following courses, including at least three credits in GEOG: [ECON 2326](https://catalog.uconn.edu/ECON/#2326); [GEOG 2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3110](https://catalog.uconn.edu/GEOG/#3110), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), 3512, 3530, [4090](https://catalog.uconn.edu/GEOG/#4090),\* [4095](https://catalog.uconn.edu/GEOG/#4095),\* [4099](https://catalog.uconn.edu/GEOG/#4099),\* [4130](https://catalog.uconn.edu/GEOG/#4130), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), 4516, 4518, 4519; [MATH 3710](https://catalog.uconn.edu/MATH/#3710); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q).

\* Using GEOG 4090, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](http://geography.uconn.edu/).

# Justification

1. Reasons for changing the minor: New courses and course options

2. Effects on students: Improved course choice

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: April 15, 2019

    Department Faculty: April 17, 2019

6. Name, Phone Number, and e-mail address of principal contact person: Chuanrong Zhang, 860-486-3656, [cindy.zhang@uconn.edu](mailto:cindy.zhang@uconn.edu)

**2019-168 GSCI 1000E Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12164 |
| **Request Proposer** | Thorson |
| **Course Title** | The Human Epoch: Living in the Anthropocene |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | The Human Epoch: Living in the Anthropocene |
| **Course Number** | 1000E |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 200 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75-minute lecture sessions per week (with in-class breakouts and activities, including campus field trips) |

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

|  |  |
| --- | --- |
| **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** | We need to launch and field-test this course physically in Storrs. Later we hope it can be taught online and at one or more of the regional campuses (Note the "yes" to "offered online?") |
| **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** | GSCI 1000E. The Human Epoch: Living in the Anthropocene Three credits. An introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal. Interaction between earthly processes and human affairs. |
| **Reason for the course action** | To help launch our new department, and in anticipation of the imminent GenEd reforms, we propose a new 1000-level course to meet the general education requirements for both Environmental Literacy (EL) and general science literacy (CA3 non-lab). We expect this course to become our department's main general interest "outreach" or "service" course, providing an non-lab alternative to our 1000-level foundation courses (1050, or 1052 + 1051 or 105 = CA3-Lab Science). This new course will help promulgate geoscience literacy among students. |
| **Specify effect on other departments and overlap with existing courses** | Many departments and courses focus on human interaction with the environment. Hence this course will overlap at this broadest level. But the daily focus of GSCI 1000, the Anthropocene, is an epoch defined by our discipline (the official definition is pending resolution of its basal boundary). Its key perspectives will involve deep time rather than that of broad space, and and will focus on the whole-earth as a human perturbed system, rather either than one of its "spheres" or one of its species. |
| **Please provide a brief description of course goals and learning objectives** | Understanding that the human agency is so potent that a new geological epoch is required, puts contemporary issues like climate change, species extinctions, resource use, landscape alteration, and global pollution in a new perspective. When the student realizes that these phenomena have happened before, that earth history is synonymous with dramatic planetary changes, and that human emergence is merely the latest of many turning points, they will ask themselves what Nature means and how "environment" should be defined. This course narrative provides a daily feedback loop between planetary and cultural processes that leads to a synoptic overview of how the planet has shaped humans, and vice versa. GOALS: The student will approach all of their environmental thinking from a novel, yet rigorously scientific perspective that is informed by a substantial knowledge of earthly processes and planetary history. Except at the most basic taxonomic level, they will recognize that the dichotomy separating humans and nature is perceptual, rather than actual. LEARNING OBJECTIVES: The student will learn: (1) That the term "prehistory" is actually pre-documentary history. (2) That climates are zonal (rather than global), being transient expressions of geological forcings. (3) How the Earth works via interactions between crustal-geothermal and surface-solar processes within the "critical zone" between the top of the forest canopy and the base of meteoric groundwater. (4) The origin of all landscapes, seascapes, and icescapes. (5) The geological origin(s) of life and its evolution. (6) The geological factors associated with natural resources (air, water, soil, biotic, mineral, and energy) from antiquity to the modernity of the 60+ mined elements in your phones. (7) The human factors influencing planetary changes...physical, chemical, biological. (8) The geological underpinnings of natural hazards and catastrophes, including climate adaptations. (9) The contributions of geology to human meaning and purpose, for example, Paleolithic cave paintings, the Bronze-age notion that god is a Rock, or the zeitgeist of the Hudson River School of painting. (10) Seeing the New England landscape as the result of a human makeover. |
| **Describe course assessments** | Two written, in-class, closed-book exams. Weekly online reading quizzes. Four assignments, being written reflections. Clicker-counted engagement. |
| **General Education Goals** | ARTICULATE: We will have in-class activities that will promote individual student thinking, discussion and sharing. Writing assignments will help them practice articulating their ideas. INTELLECTUAL BREADTH/VERSATILITY: The course demands that students re-think what it means to be human in the context of deep time, and to understand our power to shape the planet. For example, one can argue that the emergence of vascular cells in plants led inevitably to forests, enhanced weathering in soils, carbon sequestration, global cooling, glaciation, sea-level lowering, and mass extinction. CRITICAL JUDGMENT: Bad ideas will be presented for discussion and testing. They will be challenged in an Anthropocene context. MORAL SENSITIVITY: Thoughts to consider: Our "pale blue dot" of a planet is isolated, yet runs like a machine, with us being rivets in that machine. Extinction must be a good thing, otherwise the dinosaurs would still rule the large daytime niche we later claimed. The atmosphere can change so much that our rain was once composed of condensed droplets or vaporized silicates. OUR ERA AND SOCIETY: Technically, we're live an official Epoch (upper-case, Anthropocene) within an official Era (upper case, Cenozoic) 67 million years in the making. This awareness puts new spin on the word "era" when used in lower case. DIVERSITY: Present human diversity consists of one species (Homo sapiens), out of many originally present in our genus , and may have emerged from a population bottleneck associated with the Mount Toba eruption about 74,000 years ago. This puts the idea of diversity and human dominance in a new light. CONTINUING EDUCATION: One insight-provoking course in college can transform a life forever. Those who have happily stumbled into college-level geology (my situation) build on that experience throughout their lives. |
| **Content Area: Science and Technology (non-Lab)** | 1. This course will explore all of geoscience from the human perspective, our origin, limitation, diversity, use, and harm. Weekly readings from, and assessments based on, an introductory geology text (likely Merritts, "Environmental Geology") will ensure broad understanding of geoscience. 2. The nature and method of scientific inquiry will be illustrated frequently by case studies, for example, the diameter of earth, the origin of its magnetic field, the discovery of deep time, the origin of life, plate tectonics, deep sea drilling, the Martian rovers (robotic geologists), the oxygenation of the earth (2.5 Ga), snowball earth (600 Ma) the Great Dying (end-Permian, 252 Ma), and the origin of Homo sapiens. Each is a case study of inquiry. 3. Unresolved questions? Did life originate here? Is there life on exoplanets? Are humans really special? 4. Competence in knowing how the earth works will translate well to a world largely ignorant thereof. Continued learning will be promoted via resources to stay involved. |
| **Environmental Literacy** | We are designing this course as a specifically EL-tooled version of "environmental geology" a college-level course that's been popular since the 1970s, and which I've taught for at least a decade Every day "throughout" the course we will focus on the "interactions between human society and the natural world" whether it be coal mining, river diking, gem discovery, abyssal mining, or mountaineering. To ensure this happens, we will have daily readings from environmental studies (philosophy, economics, literature, journalism, history, etc.) that match the day's geo content. (1) Humans impact the natural world as the dominant agent moving mass on the globe at five times the rate during the Quaternary "ice ages." (2) The natural world determines where and what we can do with every square meter of the planet. (3) Public policies are based on ideas of human entitlement and unsustainable growth. (4) Do we have a right to warm the planet? Can a rock be assigned intrinsic value as an entity to itself? Would it have legal standing? These are the kinds of questions to be asked of students. (5) Throughout the course, we will examine creative representations of our place in nature, with the imagery of creation myths being held up against actual evidence. Noah's ark versus the flooding of the Aral Sea provides a good example. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | |  | Syllabus GSCI 1000 | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 04/11/2019 - 06:57 | Submit |  | I created the course, prepared the CAR and will approve it. | | Geosciences | Robert M Thorson | 04/17/2019 - 12:33 | Approve | 4/15/2019 | I'm submitting and will approve | |

Syllabus (Sample): GSCI 1000 - **The Human Epoch: Living the Anthropocene**

Spring Semester, 2020 (Proposed)

***Time and Place***

Tuesday & Thursday, standard 75-minute course block in assigned classroom.

***Instructor***

Robert M. Thorson, Professor of Geology

Email: [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu)

Office : Beach Hall 237

Office Hours : X:XX-X:XX on ZZ and ZZ (please email with advance notice, as I sometimes have meetings)

***Overview***

This course provides a general introduction to geoscience linked to human affairs.

Humans are the dominant agency operating on the surface of planet earth today. Earth’s newest geological epoch, the Anthropocene, is defined by this power. Examining this epoch provides a novel way to explore the interaction between earthly and human processes. Contemporary environmental issues like sustainability, resource use, extinctions, waste disposal, and climate change can be seen from an earthly perspective. The relationship humans have with limestone provides a good example. Limestone is a rock composed of mineral calcite (CaCO3) whose precipitation is an important part of the carbon cycle. Humans engage with this material in many ways, for example by inhabiting caverns formed in limestone landscapes, by quarrying it for building stone, and by burning it to make concrete, which releases great quantities of CO2. By the end of the course, students will know how the earth actually works, how its environments were created, and how their lives influence the planet every day.

The entire course will be administrated through HuskyCT.

***Course Learning Objectives***

To understand the ….

1. Potency of modern humans as a geological agency relative to others like glaciation and rivers.

2. Geological time scale, including its hierarchy and historical development.

3. Earth System: Tectonics, surface processes, and their merger in the critical zone.

4. Origin and attributes of landforms, how they influence human settlement, and vice versa.

5. Record of orgoanic evolution through paleontology, placing the “Sixth Extinction” in context.

6. Climate change in geological context, as a transient surface expression of deeper earthly causes.

7. Planetary geology, asteroids, and the long-term future of Earth.

8. Origin of the genus *Homo*, our species *H. Sapiens* as a consequence of paleoclimate.

9. Global human impacts from the rise of civilization to 1492.

10. New World impacts since 1492, with an emphasis on new England.

11. Environmental thinking from an Anthropocene perspective

***Schedule***

Note: Tuesdays will be a discrete lecture. Thursdays will be mainly discussion and activities.

Week Topic

**1 Introduction** – Humans are the dominant geological agency operating today.

**2 Geologic Time** – How it’s organized, and the human history of its discovery.

**3 How the Earth Works** – A primer on the planet, framed between

**4 The Sixth** **Extinction** – So called, presented in a proper geological context.

**5 Climate Change** - Geologists invented this subject. Climate is created from underground.

**6 Armageddon** - Planetary geology and the future.

**7 Getting Technical –** Markers and boundary stratotypes (2.5 Ma fire to 1950) TGA.

**8** MIDTERM EXAM

**9** **Short History of *Homo Sapiens*** *–* As vertebrate paleontology in stratigraphic context.

**10 Global Impacts** – A review of major impacts from 8,000 yr BP

**11 New World Impacts I** – Eurosettlement since 1492 with an emphasis on New England

**12 Global Prospects** – The global near future for AD 2100, 2500, and 5,000.

**13 Course Closure** – A review and meeting with student panelists.

**14 Review, Discussion, and Help** – Integration before the final.

**15** FINAL EXAM

***Student Responsibilities***

* To follow the student code with respect to academic integrity. ([standards, policies and resources](http://ecampus.uconn.edu/policies.html))
* To keep up on the readings, online assignments, and come to class with a clicker for real-time group participation. Though attendance will not be checked, per se, your participation will be monitored with clicker responses.
* If you are disabled, to work with the University's [Center for Students with Disabilities (CSD)](http://csd.uconn.edu/). You can contact them by phone (860) 486-2020 or email [csd@uconn.edu](mailto:csd@uconn.edu). When they contact me, I will make all necessary accommodations.

***Course Grading***

Grades will be assigned strictly on the basis of 100 course points.

* 40 **Exams** - 2 paper exams taken in class worth 20 points each
* 20 **Reflections** - 4 reflections posted online worth 5 points each
* 20 **Reading Quizzes** – 10 quizzes taken online worth 2 points each
* 20 **Participation** – Clicker points and other means

Make-up exams will only be given for excused (advanced notice with written documentation) absences or for genuine emergencies.

**2019-169 GSCI 4430 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12186 |
| **Request Proposer** | Hren |
| **Course Title** | Stable Isotope Biogeochemistry |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > UICC > Return > Geosciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Stable Isotope Biogeochemistry |
| **Course Number** | 4430 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Michael Hren |
| **Initiator Department** | Chemistry |
| **Initiator NetId** | mth12001 |
| **Initiator Email** | [michael.hren@uconn.edu](mailto:michael.hren@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This course will be lectures and discussion. Students taking the course for graduate credit will have additional work (papers, article discussion, and research project) associated with the course. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: CHEM 1127 |
| **Corequisites** | None |
| **Recommended Preparation** | Calculus (1110Q, 1131Q, 1151Q) or concurrent enrollment in one of the above courses is preferable but not required. Chem 1127-1128. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I will consider offering this course at Storrs with additional seats via video link to Avery Point. |
| **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** | GSCI 4430. Stable Isotope Biogeochemistry  Three credits. Prerequisite: CHEM1127Q. Recommended Preparation: MATH 1110Q or 1131Q or 1151Q.  Fundamentals of stable isotope biogeochemistry. Focus on the origin of elements and stable isotopes, equilibrium and kinetic fractionation, isotope systematics of carbon, nitrogen, hydrogen, oxygen, and sulfur and how they operate in biogeochemical systems, isotopes as a forensic tracer, and isotopes in paleoclimate and paleoenvironmental research. |
| **Reason for the course action** | Stable isotopes are a fundamental tool for understanding earth's biogeochemical systems and are increasingly utilized to understand chemical reactions and as a tracer of biogeochemical systems. The proposed course is a new course at UConn and will fill a critical need in GSCI at the upper level undergraduate and graduate level. This course will cover material not covered in GSCI or elsewhere at UConn and is essential to the graduate program in Geosciences, a planned 4+1 program and a growing undergraduate major. This course should not affect course sizes in other departments as this material is not covered elsewhere. Instead, I anticipate that it will complement other disciplines by discussing content/tools that are utilized in many disciplines. This course will benefit all graduate students in GSCI and a large number of upper level undergraduate GSCI students. I anticipate this course will also benefit students in ANTH, GEOG, MARN, CHEM, NRE, ENG, EEB, MCB, PHYS and potentially other majors who utilize this tool within their discipline, but presently lack preparation in this area. |
| **Specify effect on other departments and overlap with existing courses** | I do not anticipate any impact on other departments/majors as there is no known overlap. |
| **Please provide a brief description of course goals and learning objectives** | II. Course Goals and Outcomes: a. Course Goals: • Learn key concepts and major topics in stable isotope biogeochemistry, including: the origin of elements and isotopes, kinetic and equilibrium fractionation, isotope systematics for carbon, nitrogen, oxygen, hydrogen, and sulfur; application of isotopes as a tracer in the geosphere, biosphere and hydrosphere; isotope forensics, and basic understanding of chemistry, physics, and biochemistry of isotope partitioning • Learn to manipulate isotopic data including graphs and modeling • Read, understand, and write about stable isotope literature • Evaluate a system using stable isotope measurements • Understand and experiment with the methods used in isotope research • Be able to communicate isotopic knowledge to other scientists b. Learning Outcomes: At the end of the course, students should be able to: • Explain fundamental isotopic principles that pertain to geochemical, biological or chemical systems. • Describe and understand the various techniques used in stable isotope chemistry, from computation to experimental, and how these techniques are coupled with the scientific method to address ecological, environmental, chemical or geological questions • Critically evaluate the scientific literature, and take ownership of the course material |
| **Describe course assessments** | This course will be assessed using 2 exams (midterm and final), weekly problem sets and quizzes. Exams will consist of short answer questions and some data interpretation. The primary course material will be the textbook Stable isotope Geochemistry by Zach Sharp, but will be supplemented by additional textbook materials as well as weekly reading of journal articles. Students in the class will have weekly problem sets that include quantitative and qualitative assessment, review of journal articles and creation of article summaries. For students taking the course for graduate credit, they will be required to participate in an additional journal article discussion with a research paper and a group research project that engages the students in the Instructor's Stable Isotope Biogeochemistry laboratory. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | |  | GSCI 4430 Syllabus | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Michael Hren | 04/11/2019 - 08:12 | Submit |  | This course will be an essential course for the new department of Geosciences. It will provide critical content for the graduate and upper level undergraduate program, will contribute significantly to the professional preparation of our majors, and contribute to multiple other disciplines that use this methodology in their research. Creation of this course will have minimal or no impact on other disciplines as, to my knowledge, this content is not covered in any listed course at UConn. | | Geosciences | Robert M Thorson | 04/17/2019 - 12:01 | Approve | 4/15/2019 | The full GSCI faculty have approved this course (of the package of two submitted) in general for years. Our internal GSCI C&C committee approved these earlier this week, and the wording today. | | UICC | Cheryl D Galli | 04/18/2019 - 06:58 | Return | 4/18/2019 | Returning form to remove UNIV designation per Pam Bedore | | Return | Cheryl D Galli | 04/18/2019 - 06:59 | Resubmit |  | Resubmitting without UNIV designation | | Geosciences | Cheryl D Galli | 04/18/2019 - 07:00 | Approve | 4/18/2019 | Re-approving at department level referencing 4/15/2019 approval from Robert M. Thorson. UNIV designation has been removed. | |

**UNIVERSITY OF CONNECTICUT**

**GSCI 4430 Stable Isotope Biogeochemistry –** Syllabus

Lecture time: Tu-Th, 1 hour and 15 minutes

Lecture location: Traditional Classroom

**Exam Date/Location: Research papers to be turned in by end of the semester**

**Credits: 3 CREDITS**

**Instructor:**  Professor Michael T. Hren ([hren@uconn.edu](mailto:hren@uconn.edu))

Beach hall, Rm. 232; Office Phone: 860-486-9511

Office hours: Mondays 2-4 and by appointment

1. **Course Description:** Fundamentals of stable isotope biogeochemistry. Focus on the origin of elements and stable isotopes, equilibrium and kinetic fractionation, isotope systematics of carbon, nitrogen, hydrogen, oxygen, and sulfur and how they operate in biogeochemical systems, isotopes as a forensic tracer, and isotopes in paleoclimate and paleoenvironmental research.

Prerequisite: CHEM1127Q or consent of instructor

1. **Course Goals and Outcomes:**
   1. ***Course Goals:***
      * Learn key concepts and major topics in stable isotope biogeochemistry, including: the origin of elements and isotopes, kinetic and equilibrium isotope fractionation, isotope systematics for carbon, nitrogen, oxygen, hydrogen, and sulfur; application of isotopes as a tracer in the geosphere, biosphere and hydrosphere; isotope forensics, and basic understanding of chemistry, physics, and biochemistry of isotope partitioning
      * Learn to manipulate isotopic data including graphs and modeling
      * Read, understand, and write about stable isotope literature
      * Evaluate a system using stable isotope measurements
      * Understand and experiment with the methods used in isotope research
      * Be able to communicate isotopic knowledge to other scientists
   2. ***Learning Outcomes:*** At the end of the course, students should be able to:

* Explain fundamental isotopic principles that pertain to geochemical, biological or chemical systems.
* Describe and understand the various techniques used in stable isotope chemistry, from computation to experimental, and how these techniques are coupled with the scientific method to address earth system questions
* Critically evaluate the scientific literature, and take ownership of the course material to improve functioning in society

1. **Format and Procedures:**   
   1. This course is structured as follows: two 1 hour and 15-minute lecture sessions per week.

2. Graduate students will have an additional section of discussion/engagement in the instructor’s stable isotope biogeochemistry laboratory.

1. **Course Requirements & Grading Procedures:**
   1. ***Class Attendance and Participation Policy***:

Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture.

* 1. ***Required and Supplemental Readings***:

# Required Textbook: *Principles of Stable Isotope Geochemistry*, 2nd ed. Zachary Sharp.

# Available for download at no cost from the Author and the University of New Mexico

<https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1000&context=unm_oer>

**Supplemental Reading:** Stable Isotope Geochemistry. Hoefs, 2018.

**Reading Primary Literature**: We will be covering several papers per week for the lectures. You will be responsible for knowing the content, asking questions during class, and summarizing. Students will be asked to be able to discuss one paper per week that is of particular interest to them.

* 1. ***Course Assignments and Projects:***

*Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower.*

**Homework:** The assignments will include working with sample data, reading, and writing and will be directly related to material presented in class.

**Quizzes:** Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week.

**Exams:**  There will be two exams for this course. One midterm and one final exam.

Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project based around the instructor’s stable isotope biogeochemistry laboratory. The project will be team based and designed to teach students how to design a research approach and analyze real data. ***A complete draft of the paper is due by the end of class.***

* 1. ***Grading***: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets *and/or research paper/project (for graduate students only)* (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities.

1. **Academic Integrity:** Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty.

Each student in this course is expected to abide by the University of Connecticut’s Academic Honesty Policy (<https://community.uconn.edu/the-student-code-appendix-a/>)

* 1. Any work submitted by a student in this course for academic credit will be the student's own work or clearly identified group work.
  2. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied ***will both automatically receive a zero for the assignment***.
  3. Take responsibility for honorable behavior. Make every effort to prevent and avoid academic misconduct, and report acts of misconduct.
* Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source.
* Know the rules --- ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

**Accommodations for Students with Disabilities:** The University of Connecticut is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Requests for academic accommodations are to be made during the first 3 weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services

Center to verify their eligibility for appropriate accommodations. The instructor will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with the instructor during the 1st week of class regarding any potential academic conflict.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Weekly Topic & Learning Goals** | **Key Learning Outcomes** | **Readings** | **Assessments** |
| **1** | Introduction to the Class and Logistics | Start to use key terms for describing stable isotope systematics | Chapter 1 |  |
| **2** | Terminology, standards and mass spectrometry | Understand the origin of the elements, distribution of isotopes | Chapter 1-2 |  |
| **3** | Equilibrium and kinetic isotope fractionation | Mechanisms for isotope partitioning in chemical and biologic systems | Chapter 3 | Quiz 1; Problem set assigned |
| **4** | The Hydrosphere | Oxygen and hydrogen isotopes and the water cycle | Chapter 4 | Problem set due |
| **5** | Hydrogen isotope systematics | Understand how stable hydrogen isotopes are used in food web studies, paleoclimate, paleohydrology and tracer studies | Chapter 4; Other sources | Problem set assigned |
| **6** | Oxygen isotopes – biogenic carbonates | Oxygen isotopes in minerals, ice and the oceans. Isotopic records of paleoclimate | Chapter 6; Other sources | Problem set due |
| **7** | Low temperature minerals and fractionation | Records of terrestrial and marine paleoenvioronments, tectonics and landscape change. | Chapter 8; Other sources | Quiz 2; Problem set assigned |
| **8** | Carbon isotope fractionation in plants | Carbon isotopes in plants and the atmosphere | Chapter 7; Other sources | Problem set due  Exam 1 |
| **9** | Carbon isotope fractionation in plants, cont. | C3, C4, and CAM Plants, Ecophysiology and carbon isotopes | Tu and Dawson; Pataki et al. | Problem set assigned |
| **10** | Nitrogen and carbon isotope in food webs | Combining stable isotope systems | Chapter 3; Chapter 4; Chapter 5; Various papers | Problem set due |
| **11** | Nitrogen and carbon isotopes in food webs, cont. | Constructing basic food webs | Chapter 9 | Quiz 1; Problem set assigned |
| **12** | Sulfur |  |  | Problem set due |
| **13** | Measurements and Gear | Understand how an isotope ratio mass spectrometer works | Encyclopedia of Mass Spec Chapters |  |
| **14** | Measurements and Gear, cont. | Understand how an elemental analyzer, GC-Combustion system works |  |  |
| **15** | Analytical Issues | Precision vs. Accuracy; Isotope standards; How to determine biological vs. analytical variation | Sharp Chapters 1 and 2; various papers | Final Exam |

**2019-170 GSCI 4710 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12243 |
| **Request Proposer** | Thorson |
| **Course Title** | Environmental Site Assessments |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Environmental Site Assessments |
| **Course Number** | 4710 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert M Thorson |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rmt02003 |
| **Initiator Email** | [robert.thorson@uconn.edu](mailto:robert.thorson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Pioneering the course. Wait and see on other campuses. Hartfordwould be the first beyond Storrs. |
| **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** | GSCI 4710. Environmental Site Assessment. Three credits. Not open for credit to students who have passed GSCI 4995 when offered as “Environmental Site Assessment.” Introduction to hydrogeological environmental site assessments (ESAs), emphasizing Connecticut. Identification of areas of concern, determination of sources of groundwater pollution, characterization of contamination extent, sampling, modeling, and interpretation. |
| **Reason for the course action** | This course has been successfully taught several times as a special topics by an adjunct faculty member who is a site assessment professional, has a Ph.D, and is an alumni member of our advisory board. This is a job-readiness skill for hydrogeology. This course will become part of the ongoing revision of the B.S. Geoscience Major to include an Environmental option, and to be part of a 4+1 year M.S. |
| **Specify effect on other departments and overlap with existing courses** | No known overlaps with other courses or departments. This is specifically an applied hydrogeology course. |
| **Please provide a brief description of course goals and learning objectives** | To provide students the foundation hydrogeologic knowledge and personal experience needed for completing environmental site assessments in Connecticut and related settings. This involves assessing potential environmental liabilities and regulations at sites, and then learning to characterize and remediate the groundwater pollution problem. LEARNING OBJECTIVES: Phase I ESA to determine areas of environmental concern through research at the state, local and federal level as well as site walkovers and interviews Phase II investigations to determine the presence/absence of a release at an area of concern through development of a conceptual site model and appropriate subsurface investigation work scope; collection and laboratory analysis of soil and groundwater samples, and interpretation of the data; Phase III investigations the evaluate the degree and extent of contamination in soil and groundwater that may warrant remediation through an iterative soil and/or groundwater investigation process. |
| **Describe course assessments** | Two exams. Short projects. Quizzes. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SyllabusEnvSiteAsses 2019.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152423&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C330789ebc15745d8f08608d6c3fca1e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911887149233090&sdata=pyP2so%2BjRkk2ELaZ8HFzLX48Oamn4n6RjFqnvosXoB8%3D&reserved=0) | SyllabusEnvSiteAsses 2019.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert M Thorson | 04/15/2019 - 13:03 | Submit |  | I'm submitting this for our adjunct Gordon Binkhorst. It's been taught three times, approved several years ago by the GSCI faculty, and re-approved by the GSCI C&C committee in April 2019. | | Geosciences | Robert M Thorson | 04/17/2019 - 12:34 | Approve | 4/15/2019 | I submitted and will approve | |

**2019-171 GSCI 4720 Add Course**

**UNIVERSITY OF CONNECTICUT**

**GSCI 4720 ENVIRONMENTAL GEOCHEMISTRY –** Syllabus

Lecture time: Tu-Th, 1 hour and 15 minutes

Lecture location: Traditional Classroom

**Exam Date/Location: Research papers to be turned in by end of the semester**

**Credits: 3 CREDITS**

**Instructor:**  Professor Michael T. Hren ([hren@uconn.edu](mailto:hren@uconn.edu))

Beach hall, Rm. 232; Office Phone: 860-486-9511

Office hours: Mondays 2-4 and by appointment

Prerequisite: [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q) and one additional semester of CHEM, BIOL or PHYS; one semester of calculus ([MATH 1110Q](https://catalog.uconn.edu/MATH/#1110Q),[1131Q](https://catalog.uconn.edu/MATH/#1131Q) or [MATH 1151Q](https://catalog.uconn.edu/MATH/#1151Q)) or concurrent enrollment in Calculus ([1110Q](https://catalog.uconn.edu/MATH/#1110Q), [1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1151Q](https://catalog.uconn.edu/MATH/#1151Q)).

1. **Course Description:** An introduction to the geochemistry of terrestrial and aqueous environmental systems. Topics include chemical weathering and water-rock interactions, geochemistry of natural waters, chemical systems of the geosphere, biosphere and atmosphere, and geochemistry and climate.

Topics include:

• Chemical weathering, soil formation, geochemistry of clays, vadose groundwater composition.

• Water-rock interaction and implications for hydrologic resources; water chemistry and geology

• Organic molecules in nature; Organic contaminants in the subsurface environment and ground water: sources, sinks, fate and transport

• Heavy metals in ground and surface waters, both natural and non-natural distributions.

• Particle-Aqueous Solute Interactions

• The geochemistry of the atmosphere and atmospheric precipitation, "acid rain", the ozone layer, atmospheric pollutants.

• Geochemistry of lakes, rivers and estuaries: nutrient overloading, oxygen depletion, urban sewage.

• Natural radioactivity

• Global geochemical cycles and relationship to geological processes; Geochemical signatures of the Anthropocene epoch

1. **Course Goals and Outcomes:**
   1. ***Course Goals:***
      * Learn key concepts and major topics in environmental geochemistry, including: equilibrium thermodynamics, acid-base equilibria and oxidation-reduction reactions as applied to the earth; carbon geochemistry; isotopes; environmental mineralogy; the geochemical interaction between atmosphere, geosphere and biosphere.
      * Learn to manipulate geochemical data including graphs and modeling as related to water-rock interaction or sediment geochemistry.
      * Read, understand, and write about geochemical literature
      * Evaluate a system using geochemical measurements
      * Understand and design experiments/evaluations with the methods used in applied geochemical research
   2. ***Learning Outcomes:*** At the end of the course, students should be able to:

* Describe geochemical cycles of water and carbon in terms of their principle reservoirs, residence times in those reservoirs and fluxes between major reservoirs. Students should be able to differentiate between long-timescale processes (such as silicate weathering) and short-timescale processes (such as anthropogenic impacts on atmospheric CO2 and CH4)
* Equilibrium thermodynamics. Students will comprehend and describe the laws of thermodynamics and understand how the equilibrium constant of a reaction can be derived from expressions for chemical potential and Gibbs free energy.
* Water and soil chemistry. Students will have basic knowledge of water and soil chemistry, controls on pH, cation and anion concentrations
* Acid-base chemistry. Students will have basic knowledge of acids and bases, their properties and behavior and relationship to perturbation of the geosphere, biosphere and atmospheric systems.
* Students will be able to understand geochemical approaches to evaluating ground- and surface waters, geochemical signatures of the Anthropocene epoch, metals in the surface environment.

1. **Format and Procedures:**   
   1. This course is structured as follows: two 1 hour and 15-minute lecture sessions per week.

2. Graduate students will have additional engagement through journal article discussion and design of a collaborative class research project.

1. **Course Requirements & Grading Procedures:**
   1. ***Class Attendance and Participation Policy***:

Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture.

* 1. ***Required and Supplemental Readings***:

# Required Textbook: *Environmental Geochemistry* by Nelson Eby, 2016.

* 1. ***Course Assignments and Projects:***

*Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower.*

**Homework:** Weekly problem sets will include working with sample data, using geochemical modeling software to simulate fate and transport (Phreeq), and designing geochemical sampling plans for environmental quality assessment.

**Quizzes:** Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week.

**Exams:**  There will be two exams for this course. One midterm and one final exam.

Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project. The project will be team-based and designed to teach students how to design a research approach and analyze real data. ***A complete draft of the paper is due by the end of class.***

* 1. ***Grading***: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets *and/or research paper/project (for graduate students only)* (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities.

1. **Academic Integrity:** Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty.

Each student in this course is expected to abide by the University of Connecticut’s Academic Honesty Policy (<https://community.uconn.edu/the-student-code-appendix-a/>)

* 1. Any work submitted by a student in this course for academic credit will be the student's own work or clearly identified group work.
  2. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied ***will both automatically receive a zero for the assignment***.
  3. Take responsibility for honorable behavior. Make every effort to prevent and avoid academic misconduct, and report acts of misconduct.
* Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source.
* Know the rules --- ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

**Accommodations for Students with Disabilities:** The University of Connecticut is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Requests for academic accommodations are to be made during the first 3 weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services

Center to verify their eligibility for appropriate accommodations. The instructor will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with the instructor during the 1st week of class regarding any potential academic conflict.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Weekly Topic & Learning Goals** | **Key Learning Outcomes** | **Readings** | **Assessments** |
| **1** | Introduction; Geochemical principles | Fundamentals of the atom, measurements of concentration, types of chemical reactions, determining and balancing equations, box models and general chemistry review. | Chapter 1 |  |
| **2** | Basic thermodynamic relationships | General thermodynamics, free energy of reactions, Henry’s law and applications to geochemical systems. Rate laws. | Chapter 1-2 |  |
| **3** | Activity and equilibrium | Example calculations and problems on kinetics – radioactive decay, redox reactions, mineral dissolution/precipitation reactions | Chapter 2 | Quiz 1; Problem set assigned |
| **4** | Acidity and pH | Acid-base equilibria. Acidity of rain and groundwater | Chapter 3 | Problem set due |
| **5** | Alkalinity and the CO2 system | Buffering of the hydrosphere, CO2 in aqueous systems | Chapter 3; Other sources | Problem set assigned |
| **6** | Principles of oxidation reduction | Oxidation-reduction reactions in natural systems. Acid-mine systems, weathering of pyrite/pyrrhotie and CT foundation failure. eH and pH. | Chapter 4; Other sources | Problem set due  Exam 1 |
| **7** | Controls on the composition of natural water | Ocean, riverine and lacustrine aqeous chemistry. | Chapter 8-10; Other sources | Quiz 2; Problem set assigned |
| **8** | Water chemistry and bedrock geology | Rock weathering, hydrothermal systems, aqueous chemistry and global cycles | Chapter 8-10; Other sources | Problem set due |
| **9** | Equilibrium models: Using water chemistry models | Introduction to Phreeqc | USGS resources; Reading to be assigned | Problem set assigned |
| **10** | Organics in natural waters | Carbon chemistry, organic pollutants | Chapter 5 | Problem set due |
| **11** | Adsorption and complex formation | Metal complexes in soils and sediments | Chapter 9 | Quiz 1; Problem set assigned |
| **12** | Metals in the environment | Weathering of rocks, movement and accumulation of metals | To be assigned | Problem set due |
| **13** | Radioactive minerals and the built environment | Examination of movement of radioactive pollutants; Chernobyl, Fukushima, Radon. Links between natural sources and anthropogenicv perturbations | To be assigned |  |
|  |  |  |  | Final Exam |

**2019-172 HRTS 4291 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12324 |
| **Request Proposer** | Libal |
| **Course Title** | Service Learning Seminar/Internship |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Service Learning Seminar/Internship |
| **Course Number** | 4291 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Same course with a revision to the description only. It is the same number. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kathryn R Libal |
| **Initiator Department** | Social Work Instruct and Rsrch |
| **Initiator NetId** | krl04002 |
| **Initiator Email** | [kathryn.libal@uconn.edu](mailto:kathryn.libal@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** | Variable, up to 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Internship as already specified in the course. The only thing changing is that it can be taken more than once for up to six credits (two times). |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Instructor consent required; students must have nine credits of 2000-level or above human rights courses (six of which may be taken concurrently); students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; students should be in consultation with the instructor several months in advance. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |  |
| --- | --- |
| **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 existing title and complete course catalog copy** | HRTS 4291. Service Learning Seminar/Internship Three credits. Class hours by arrangement. Prerequisite: Open only with instructor consent. Combination of internship work within the larger human rights community with regular classroom meetings for reflection/analysis on the application of human rights concepts and practices. Includes the production of a written/media portfolio of semester’s work. |
| **Provide proposed title and complete course catalog copy** | HRTS 4291. Service Learning Seminar/Internship  Three credits. Prerequisite: Nine credits of 2000-level or above HRTS courses (six of which may be taken concurrently). Instructor consent required. May be repeated for up to six credits. Students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; students should be in consultation with the instructor several months in advance.  Combination of supervised fieldwork within the larger human rights community with regular classroom meetings for reflection/analysis on the application of human rights concepts and practices. |
| **Reason for the course action** | Primary reason is to allow repeat up to six credits and specify more clearly preparation for the course. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | In addition to completing 120 hours of internship work, you will attend the seminar class, and document your experiences at your internship site. The seminar class will provide you with an opportunity to meet with other HR interns and learn some addition skills applicable to work in the HR field. The reflective components of this course will serve as a forum for you to reflect on your internship experience. |
| **Describe course assessments** | Varied assignments linked to 120 hour internship hours include: conducting and writing short analysis of two interviews with human rights practitioners; resume and cover letter writing; social media writing assignments; learning work plan; reflective essay. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Spring 2019 Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152605&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd0256a2f524d452bb8d908d6c5036931%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636913015776469419&sdata=j6YqxkwMgRM%2BxWJTgrapfVKDZh8fZaNUx8DLvViDnFs%3D&reserved=0) | Spring 2019 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kathryn R Libal | 04/18/2019 - 06:55 | Submit |  | Undergraduate curriculum committee approved changes on April 18, 2019 via electronic voting. | | Human Rights | Kathryn R Libal | 04/18/2019 - 23:14 | Approve | ‎4‎/‎18‎/‎2019 | Undergraduate Curriculum Committee approved by email on 4/18/19. | |

Seminar Instructor: Alyssa Webb

Meeting Location: Dodd 162

Email: [student2823@ad.uconn.edu](mailto:student2823@ad.uconn.edu)

Office: Dodd 159

Office Hours: Appointments available via Nexus

**Online Participation Instructions:**

To participate in class discussion remotely, please click the following link: <http://s.uconn.edu/dodd162>.You will need a functional webcam and microphone to fully engage in class discussions. During class time you should situate yourself in a relatively quiet location to reduce background noise as much as possible so as to cultivate quality discussions.

Students who participate in the seminar virtually must coordinate this arrangement with the instructor in advance

Welcome to the Human Rights Service Learning/Internship course! Completing an internship gives you the unique opportunity to enrich your human rights education with practical experience. The reflective component of this internship course is intended to help you process your experience and develop a more nuanced understanding of your role in the context of human rights in action.

**Course Overview**

In addition to completing 120 hours of internship work, you will attend the seminar class, and document your experiences at your internship site. The seminar class will provide you with an opportunity to meet with other HR interns and learn some addition skills applicable to work in the HR field. The reflective components of this course will serve as a forum for you to reflect on your internship experience.

Final grades are based on the completion of your internship, attendance at the seminar classes, and completion of course assignments.

Completion of 120 Hours 60%

Seminar Participation 10%

Instagram Updates 10%

Interview Assignment 10%

Reflection Paper 5%

Resume & Cover Letters 5%

**Course Schedule**

This seminar class will meet throughout the semester from 10:10am to 11:00am in Dodd 162 on the following Fridays:

February 1 – Welcome/Syllabus Review

February 15 – Integrating Human Rights into a Graduate Degree

Read for Class: Kiper, Jordan. 2017. *War Propaganda, Mass Violence, and Post-Conflict Reconciliation*. <https://humanrights.uconn.edu/2017/03/07/war-propaganda-mass-violence-and-post-conflict-reconciliation/>.

Human Rights Institute Staff. *Asylum and Human Rights Clinic at UConn School of Law*. <https://humanrights.uconn.edu/2017/03/02/5188/>.

Watch: DeBari, Johanna. *Asking New Questions: Sexual Violence on College Campuses* https://www.youtube.com/watch?v=JM55m1xeZos

March 1 – Special Topic: Self-Care in Human Rights Work

Read for Class: Harris, Aisha. *A History of Self Care.* Slate. April 2017.

March 29 – Mid-Semester Check-In

April 12 – Resume Writing and Interviewing for Human Rights Work

Read for Class: Wilson, Barham, & Hammock Chapter 3

April 26 – Wrap Up

(May 3 – Make-Up Class if any cancellations)

All assigned readings are available on the HuskyCT course site

**Seminar Participation**

Students are expected to attend the six seminar classes listed above. There is no way to make up for missing a class session. The purpose of the participation grade for the course is to incentivize collaboration and to foster peer connections between HRTS students. It is NOT POSSIBLE to make up missed participation opportunities, as there is not a comparable substitute for establishing these relationships with your peers. We are a small class that meets only a few times during the semester, making your presence and active participation even more important. Please plan accordingly.

Additional HR events will be scheduled throughout the semester. While it is encouraged for students to attend as many HR related events as possible, attendance at additional events is not required.

**Internship Experience**

This seminar should allow you the opportunity to fully explore what it means to do human rights work outside of academia. Accordingly, the seminar is designed such that the bulk of your grade for the course is determined by the work that you are doing with your agency. In order to achieve full credit for your internship experience, you will need to complete 4 tasks:

1. If you have not done so already, please submit your Learning Work Plan (available online at:<https://humanrights.uconn.edu/wp-content/uploads/sites/767/2014/06/Learning-Work-Plan-24.1.2017.pdf>). This should be submitted no later than February 15, 2019.
2. Keep track of your internship hours, you need to complete 120 hours to receive credit for your internship. You can use whatever format makes sense for you and your supervisor. You should get your supervisor to sign off on your timesheet regularly. This signed timesheet should be submitted via HuskyCT no later than May 10, 2019. If you anticipate a delay in submitting this timesheet, please let me know in advance.
3. Submit your Individual Evaluation for your internship agency (document link posted on HuskyCT). This document should be completed no later than May 19.
4. Ask your supervisor to submit the Supervisor Evaluation (document link posted on HuskyCT). This document should be completed no later than May 10, 2019. I recommend that you send your supervisor this form at least 2 weeks in advance of the above due date.

**Instagram Updates**

During the semester, you will be asked to post social media updates about your internship experience. Each week you will use the HRI Instagram account to upload 1-2 photographs documenting your experience, along with a brief caption (65-80 words) that address the provided prompts.

* Instructions for each individual Instagram post is available on HuskyCT

**Instagram Login Information:**

Username: hri\_uconn

Password: HRI@2003

We are going to keep this account fairly private for now, as we are currently experimenting with using this medium in HRTS 4291. If you want to view posts from the hri\_uconn account from your personal Instagram profile, you should follow hri\_uconn, and I will approve your account.

**Example Instagram Update: Jillianne Lyon**

Individual Instagram Posts:

* <https://www.instagram.com/p/BVSC32jgZ31/?tagged=huskiesatwork>
* <https://www.instagram.com/p/BVSM21lAbaz/?tagged=huskiesatwork>
* <https://www.instagram.com/p/BVSVCQEg2f1/?tagged=huskiesatwork>
* <https://www.instagram.com/p/BVSgqvsASkJ/?tagged=huskiesatwork>
* <https://www.instagram.com/p/BVSsEXJAgUo/?tagged=huskiesatwork>
* <https://www.instagram.com/p/BVS3jA_gP0k/?tagged=huskiesatwork>

Instagram Posts Compiled and Turned into a Blog

* <https://humanrights.uconn.edu/2017/06/15/a-day-in-the-life-of-an-intern/>

**Interview Assignment**

Over the course of the semester you will be asked to conduct two short interviews in the medium of your choice.

First Interview Due: Friday March 15th by 11:59pm EST

Your first interview will be conducted with a supervisor/colleague at your current internship site (not another intern). The goal of this interview is to learn more about the breadth of work your supervisor engages in, to learn about how/why this individual decided to work on this particular issue, and to discern whether this is a potential career path that you are interested in pursuing.

A comprehensive interview guide and further instructions are available on HuskyCT. Do not wait until the last second to schedule an interview with your supervisor. Your supervisors likely have very busy schedules: you should schedule your interview well in advance of the assignment due date out to ensure a timely submission of the assignment.

Second Interview Due: Friday April 19th by 11:59pm EST

You will choose the subject of your second interview, though your choice must be approved by the instructor. For this interview, you should reach out to someone who currently has a job that you might want to pursue, or at least a job in the field that you want to work in after graduation. The goal of this interview is to learn more about the job held by this person, the field they are working in, about specific steps they took to attain this position, and to solicit advice they may have for young professionals attempting to work in this field.

You will come up with interview questions that are relevant to your interviewee, and to the information you want to focus on in the interview. You should email the questions you intend to ask your interviewee to the instructor prior to your interview for final approval.

**Reflection Paper**

This assignment gives you the opportunity to reflect critically on how your human rights education prepared you for doing human rights work in the field. You should prepare a 7-8 page paper (Times New Roman 12-point font, 1” margins) with a strong thesis that fully addresses the following questions:

1. What motivated you to pursue human rights coursework? What experiences or passions did you come to UConn with that made HRTS seem a good match for you?
2. What human rights courses did you take? Did you participate in any human rights academic events (guest lectures, human rights film series, etc.)? Which courses or events, if any, were the most influential in
   1. Clarifying your understanding of human rights
   2. Solidifying the human rights issues you feel most passionate about
   3. Inspiring you to work at your chosen internship agency
3. How has your academic exposure to human rights compared to your experiences actually doing human rights work?
   1. Have you experienced conflicting information about/understandings of human rights between your internship work and your coursework?
   2. Are there similarities in approach, material, and content between the human rights work you are doing, and the human rights coursework you took?
   3. Has any of your coursework, HRTS or otherwise, been especially helpful with your experience at your agency? That is, did any classes provide you with, or help hone, skills that have proven integral to your success at this organization?
   4. Is there anything that you experienced at your internship that you think your coursework could have better prepared you to handle?
   5. Has your practical experience with human rights revealed any tension or discrepancies between the academic study of human rights and human rights praxis? If so, how would you suggest instructors and advocates address that tension?
4. Consider the work you have done with your agency.
   1. Summarize your internship work and responsibilities; describe your role within your internship organization.
   2. Is this what you thought human rights work would look like?
   3. Were there any situations that you felt ill prepared to handle? Where maybe you had to learn new skills on the fly, or were asked to accomplish new tasks that you had not been fully trained to accomplish? How did you handle these instances? What skills or background knowledge did you rely on to help bridge the gap?
   4. What skills have you found to be most important to your continued success in this position? Where did you learn these skills?
   5. Have you learned a new skill that will apply to your future human rights work? How has your work with this organization helped hone these skills?
   6. Is this an organization/issue area that you would want to keep working in after your internship?
   7. Reflect on your experiences with your internship agency over the course of the semester. What lessons or insights will stay with you after you leave?
5. How do you believe your academic background in human rights, and your practical experience in the field, has prepared you for life after graduation?

Due: Friday May 10th by 11:59pm EST

**Resume and Cover Letters**

1. Submit a current draft of your CV/resume and one cover letter. If you do If you do not have a cover letter already prepared, please find a job posting in a field you are interested in and compose a draft of a cover letter.
   1. Rough Drafts Due: February 15, 2019 by 11:59PM (EST)
   2. I will return your materials to you with suggested modifications. You should use these suggestions as you craft a revised draft of your application materials.
2. Submit a revised draft of your CV/resume and one cover letter.
   1. Revised Drafts Due: May 10, 2019 by 11:59PM (EST)

**Class Policies**

Due Dates:

All course due dates are identified in the course syllabus. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submission times accordingly. This syllabus is subject to change and modulation throughout the semester. Courses with extremely low enrollment incorporate a specific and specialized independent study approach where additional essays, papers, interviews, and seminars are often required. Changes to the syllabus will be announced in a timely manner.

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

Late Policy: Turn all work in on time, late work will not be accepted.

**Comprehensive List of Assignment Due Dates and Important Meetings**

February

* 1st Class Meeting
* 15th Class Meeting
* 15th Last Call for Learning Work Plan
* 15th Rough Draft Cover Letters and Resume’s Due
* Instagram Updates (see update schedule)

March

* 1st Class Meeting
* 15th Interview 1 Due
* 29th Class Meeting
* Instagram Updates (see update schedule)

April

* 12th Class Meeting
* 19th Interview 2 Due
* 26th Class Meeting
* Instagram Updates (see update schedule)

May

* Instagram Updates (see update schedule)
* 10th Internship and Supervisor Evaluations Due
* 10th Reflection Paper Due
* 10th Revised Cover Letters and Resumes Due

**2019-173 ILCS 3248W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11941 |
| **Request Proposer** | Celli |
| **Course Title** | The Italian Novella |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | The Italian Novella |
| **Course Number** | 3248W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Andrea Celli |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | anc14020 |
| **Initiator Email** | [andrea.celli@uconn.edu](mailto:andrea.celli@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | W |
| **W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

|  |  |
| --- | --- |
| **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** | Italian is only offered at Storrs |
| **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** | ILCS 3248W. The Italian Novella Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Taught in English (Italian readings optional). Survey of the novella from the Middle Ages to the 20th century. The course explores the cross-cultural origins of the genre and the influence of the Italian novella on other European literary traditions. CA 1 (B). CA 4-INT |
| **Reason for the course action** | We aim to renew the ILCS minor and major course offerings by introducing a strong cross-cultural component. Novellas are more accessible than other literary genres to students who do not necessarily have a literary background. They also serve as a good platform for a wide array of discussion topics. |
| **Specify effect on other departments and overlap with existing courses** | Limited overlap with courses on medieval and modern literature offered by other sections in LCL (French, Arabic, Judaic and Spanish studies) and by ENGL. These intersections are inherent to the cross-cultural nature of the novella as a form. |
| **Please provide a brief description of course goals and learning objectives** | ILCS 3248W offers an in-depth survey of the 'novella' genre, its Mediterranean origins, and its evolution from the 13th to the 20th centuries. The course stresses the diversity of cultural traditions from which the authors of this genre drew their materials. By referring to short stories, teacher and students will discuss topics related to gender, class, identity, religion, and race. Large part of the course will consist in close reading of novellas in English translation. A selection of critical essays will also be part of the course-work. By familiarizing themselves with contemporary criticism, students will become conversant with the contemporary discourse around genre and will acquire new critical vocabulary and sharpen their analytical skills. As a W course, ILCS 3248W is designed to provide individualized supervision for each student to develop critical writing skills relevant to literary analysis. |
| **Describe course assessments** | At least two weekly readings, mainly from Italian sources in English translations, and online academic resources. Students are required to post online short comments on readings. They will prepare one oral presentation, with use of Power Point; one comparitive essay (4-5 Pages), referencing academic sources; and one final research paper (10/12 Pages). In-class peer-reviewing of drafts, supervised by the instructor. Mandatory submission of an outline, before writing the first draft. Students will choose a topic with the instructor’s assistance. |
| **General Education Goals** | ILCS 3248W has two main goals: 1) to provide students with a comprehensive view of the origin and development of the novella as a literary genre from Mediterranean precursors of Boccaccio to modern Italian verism writers; 2) to develop the students' ability to engage critically with literary texts, in a fashion conversant with contemporary scholarship on the subject. The course will provide students with original Italian sources (in translation) and recent scholarship on the subject. Students will be encouraged to confront a variety of theoretical approaches ranging from style, gender as well as cultural and social history. Illuminations from medieval manuscripts will be used in class to enhance oral description and analysis skills. Through careful supervision and assessment of the students' work-in-progress, the instructor will help them further develop their writing skills. |
| **Content Area: Arts and Humanities** | ILCS 3248W will prepare students to understand and appreciate literary texts from other ages, and writing critically about them. Boccaccio's Decameron will constitute the core of the course. This collection of novellas had a deep influence on European literary culture. It is also a goldmine for information about everyday life in the Middle Ages. By analyzing these stories, students will learn about cultural and social constructs (family, love, gender identity, social classes, race, etc.) and how these change over time. Secondary literature will be selected to give students the critical tools to approach texts in an informed and creative way. The course fulfills the content area by covering a variety of writers from different centuries, analyzed both according to aesthetic canons of their time and through the lens of contemporary theory. |
| **Content Area: Diversity and Multiculturalism (International)** | ILCS 3248W focuses on the inherently cross-cultural nature of novellas as a literary genre. Many of the stories have origins in tales that circulated widely across Asia, Europe and Africa in different languages before they were appropriated by Italian vernacular writers. Viceversa, Medieval and Renaissance Italian collections of novellas became the source of masterworks of European literatures, such as Cervantes' Novellas Exemplares,Chaucer's Canterbury Tales or Shakespeare's Merchant of Venice. The course will highlight these elements of cultural cross-pollination. Novellas are a cross-cultural genre also from the point of view of the issues and topics they deal with and the characters portrayed in the stories: novellasoffer plenty of opportunities for discussing questions relative to the perception of cultural otherness, the construction of racial and religious prejudices, the clash between different social-economical classes, gender roles, etc. |
| **Writing Competency** | ILCS 3248W is designed to develop the student's proficiency in writing about fiction and to engage critically and meaningfully with literary texts. Students will have to design a Powerpoint Presentation. This first step will push them to develop clear arguments. They will also develop two research papers (one as a mid-term, the second as a final), which they will prepare according to MLA formatting and style guidelines. Students will be encouraged to use libraries and online academic resources to develop strong critical essays. Students' writing will be peer-reviewed (closely monitored by the instructor). In-depth feedback will be given by the instructor on the PPT presentation and on the first paper. Students will be required to submit an outline and a draft of each research paper. The outline will also be peer-reviewed with supervision from the instructor. With the consent of students, sample drafts will be discussed in class in order to create a shared understanding of the features of formal/academic writing. The instructor will also discuss short comments on the reading posted by the students before each class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus.novella.Celli.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152505&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C845b2ea1bb9944717baf08d6c400596a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911903116463262&sdata=8GIL7H6E7RLGK%2Bk2Fig4mj5TbAP0QHD0mo5b3lJxX6E%3D&reserved=0) | syllabus.novella.Celli.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Andrea Celli | 03/31/2019 - 16:13 | Submit |  | None | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 11:36 | Approve | 4/17/2019 | This course has been revised with comments from both the Department of English and from relevant sections in LCL. It has been reviewed and approved by all sections. | |

# Proposal for a new ILCS Writing course, 3000 level “The Italian *novella*”

Proponent: Andrea Celli, Assistant Professor, Italian & Mediterranean Studies, LCL, Chair of ILCS

**I. Description of the course contents**

Novellas are short tales characterized by realism and witticism. This literary genre, which became successful in medieval Tuscany, evolved from oral and written forms of storytelling that circulated across Asia, Africa, and Europe, such as biblical and Talmudic tales, Persian and Arabic wisdom literature, medieval romances, Breton lays, and Graeco-Latin fables. Novellas, however, are expressive of new urban and mercantile classes whose international networks thrived on trade and banking across Europe, the Mediterranean, and through routes to China. The masterwork of this genre is Giovanni Boccaccio’s *Decameron*, written around 1350. The aim of the course is to offer an introduction to the origins of novelistic literature, stressing the different cultural traditions from which the authors drew their materials. It also considers the influence of the genre on other European literary traditions. A large part of the course will consist of a close reading of short stories in English translation, following the evolution of the genre, fromthirteenth-century century anonymous author of *Novellino* to nineteenth-century century Giovanni Verga, and beyond. Illustrations from digitised manuscripts and art collections will be used to focus class discussions, foster descriptive skills, and put the understanding of literary texts into a wider social, historical, and artistic context. A selection of critical essays will be included in the course-work.

**II. Learning goals**

The course aims to achieve learning goals related to the Content Area 1 courses (CA-1) and Area 4 International (CA 4 INT). *Novellas* offer plenty of opportunities to reflect on topics that are relevant to young generations in today societies including biases and the stigmatization of minorities, the circulation of stereotypes on genders and gender roles, the dynamics of class conflict, the circulation and translation of knowledge across communities, the coexistence of secular and religious perceptions of the world, and the roles of cultural and religious taboos in defining community, etc. Though the instructor will avoid an approach top-down with the class, selected readings and videos will inject fresh ideas in the discussion and help problematize formulaic statements to which students might be prone. Students will be encouraged to gain an articulate comprehension of issues emerging from readings and to historicize their understanding of familiar concepts. Discussion on readings will be ignited by the use of illustrations from digitised manuscripts and art collections, offering additional insight on the evolution of media. By reading literary texts that are often comical in nature, students will also familiarize themselves with the nuanced nature of visual and literary language, becoming able to identify different registers of communication and aware of nuanced forms of language.

**III. Writing course features**

* This course will require students to write a **minimum of fifteen pages** that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;
* In order to meet this objective, students will develop their projects in an initial presentation, participate in in-class writing workshops, peer-review their first drafts, meet for individual consultation in revising their projects, and respond to commentaries made in their earlier drafts.

**IV. Course Requirements**

1. **One oral presentation, with use of PPT**: students discuss a topic by resorting to one or more novellas previously read in class. The paper should include meaningful quotes from the novellas. **No simple recaps of the contents**. It should focus on clarity of the argument;
2. **Short Paper** (3-4 Pages): [comparison essay](http://faculty.southwest.tn.edu/jfriedlander/comparison_contrast.htm) between two or more novellas, referencing at least two academic/critical essays with proper footnotes. Peer-reviewing supervised by the instructor. Mandatory submission of an outline and a draft. Graded. C+ or below papers can be rewritten but will not obtain more than B+.
3. **Final Research Paper** (10 Pages, MLA standards and format). Research essay. With the instructor’s assistance, students will choose a topic for their paper. Consistent use of quotes from primary and secondary sources is required. Students will be asked to present in class a draft of the paper in the final week of the course and will receive feedback from peers and instructor. The final version of the paper cannot consist in superficial editing and minor changes;
4. Active and meaningful **participation.** **Online short daily comments on readings**: before each lesson the student will upload on HuskyCT at least two substantive questions/historical considerations/reflections on the readings. These short contributions can also respond to other students’ comments [graded].
5. Students must pass the writing component in order to pass the course.

**\*\*** Papers have to be handed in Word format (no PDF), written in Times New Roman, line spacing 2, margins 1, character size 12. Failure to apply these parameters will have repercussions on the grading.

**V. Grading**

\* Oral presentation: 15 %

\* Short paper: 20%

\* final research paper (see point 3): 40%

\* participation (oral presentation + daily comments on readings): 25%

**VI. Plagiarism Policy**

“Plagiarism - use of another’s intellectual work without acknowledgement, is a serious offense.” It is the policy of the Instructor that students who plagiarize will receive an F. “Full acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted. All ideas, arguments, and direct phrasings taken from someone else’s work must be identified and properly footnoted. Quotations from other sources must be clearly marked as distinct from the student’s own work.”[[1]](#footnote-1) For further guidance on the proper forms of attribution, consult the [Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_overview_and_workshop.html).

**VII. Course contents**

|  |  |
| --- | --- |
|  | Readings |
| Week 1 | Presentation of the course syllabus. Goals and requirements  Introduction to the novella |
| Week 2 | Persian-Arabic storytelling |
| Week 3 | Spanish Judaic storytelling |
| Week 4 | Early Italian short tales and novellas |
| Week 5 | Boccaccio’s Decameron and the frame tale |
| Week 6 | In class oral presentation and feedback on writing |
| Week 7 | Novellas from the Decameron |
| Week 8 | Novellas from the Decameron |
|  | Fall/Spring recess |
| Week 9 | Short paper due  Feedback on writing |
| Week 10 | Chaucer’s and Cervantes’ novellas |
| Week 11 | The Italian novella in the 15th and 16th centuries |
| Week 12 | Outline of the final paper due  The Italian novella in the 17th and 18th century |
| Week 13 | The Italian novella in the 19th century |
| Week 14 | Final paper draft due  Peer-review and feedback from instructor  The Italian novella in the 20th century and beyond |
| Week 15 | The Italian novella in the 20th century and beyond |
|  | Final papers due date |

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

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

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

**Sexual Assault Reporting Policy**

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

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

**2019-174 ILCS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4-3-‘19

2. Department or Program: LCL / ILCS

3. Title of Major: Italian Literary and Cultural Studies

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

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

5. Nature of change: Add ILCS 3291 (Italian Internship) to ILCS major

# Existing Catalog Description of Minor

The Italian major allows students to focus on Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

Italian courses comprise two main groups:

**Group 1** (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

**Group 2** (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3259, 3260W, 3270,

3293, 3295, 3298, 4279

For the major in Italian, students must take 24 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293): \_\_\_\_\_\_\_\_\_\_\_\_

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Six courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than four of these six courses may be taken from the same group. \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

D. All majors must take one W course as part of the previous 24 required Italian credits. A second W course may be counted towards the major with the consent of the Advisor. (One W course taken outside of ILCS is also mandatory for all majors, as per UConn’s university-wide W course requirements)

E. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Italian. These may include:

* Courses in any modern or classical language.
* Any English, Linguistics, or Philosophy course.
* Any Communication Sciences course that is directly related to second language acquisition or the Italian/Italian-American communities
* Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals with Italy, Italians, or Italian-Americans.
* Any course that does not meet these specific requirements should be approved by the advisor.

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

F. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework.

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

In addition, the following rules apply:

* A minimum of 12 of the major credits must consist of Italian courses taken in residence. Up to 12 credits may be met by ILCS 3293, with the consent of the advisor. Only 6 may be transfer credits.
* UConn’s Early College Experience courses may be counted towards the major.
* A single course cannot satisfy more than one requirement.

# Proposed Catalog Description of Minor

The Italian major allows students to focus on Italian literary studies, but also allows them to take advanced coursework in Italian Language, Communication, and Cultural studies. (All 3000-level coursework on Italian cinema may also be counted towards the minor in Film Studies).

Italian courses comprise two main groups:

**Group 1** (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

**Group 2** (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3259, 3260W, 3270, 3291, 3293, 3295, 3298, 4279

For the major in Italian, students must take 24 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293): \_\_\_\_\_\_\_\_\_\_\_\_

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Six courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than four of these six courses may be taken from the same group. \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

D. All majors must take one W course as part of the previous 24 required Italian credits. A second W course may be counted towards the major with the consent of the Advisor. (One W course taken outside of ILCS is also mandatory for all majors, as per UConn’s university-wide W course requirements)

E. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Italian. These may include:

* Courses in any modern or classical language.
* Any English, Linguistics, or Philosophy course.
* Any Communication Sciences course that is directly related to second language acquisition or the Italian/Italian-American communities
* Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals with Italy, Italians, or Italian-Americans.
* Any course that does not meet these specific requirements should be approved by the advisor.

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

F. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework.

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

In addition, the following rules apply:

* A minimum of 12 of the major credits must consist of Italian courses taken in residence. Up to 12 credits may be met by ILCS 3293, with the consent of the advisor. Only 6 may be transfer credits.
* A maximum of 6 credits of ILCS 3291 (Italian Internship) may be counted towards the major
* UConn’s Early College Experience courses may be counted towards the major.
* A single course cannot satisfy more than one requirement.

# Justification

1. Reasons for changing the minor: This is curricular housecleaning. We had an internship course approved last academic year. We simply forgot to include it in the Italian major.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, philip.balma@uconn.edu

**2019-175 ILCS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 4-3-‘19

2. Department or Program: LCL / ILCS

3. Title of Minor: Italian Literary and Cultural Studies

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

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

5. Nature of change: Add ILCS 3291 (Italian Internship) to ILCS minor

# Existing Catalog Description of Minor

Italian courses comprise two main groups:

**Group 1** (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

**Group 2** (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270,

3293, 3295, 3298, 4279

For the minor in Italian, students must take 18 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293): \_\_\_\_\_\_\_\_\_\_\_\_

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Four courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than three of these four courses may be taken from the same group:

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

D. Only one W course may be counted as part of the previous 18 required Italian credits for the minor.

E. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 6 credits taken in any study abroad program may count toward a minor in Italian at this University.

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

In addition, the following rules apply:

* A minimum of 12 of the minor credits must consist of Italian courses taken in residence. Up to 6 credits may be met by ILCS 3293, with the consent of the advisor.
* UConn’s Early College Experience courses may be counted towards the minor.
* A single course cannot satisfy more than one requirement.

# Proposed Catalog Description of Minor

Italian courses comprise two main groups:

**Group 1** (Literature): ILCS 3237, 3238, 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 4279

**Group 2** (Language, Communication, and Culture): 3239, 3240, 3255W, 3258/W, 3260W, 3270,

3291, 3293, 3295, 3298, 4279

For the minor in Italian, students must take 18 credits of ILCS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. At least one composition course (ILCS 3239 or 3240 or 3293): \_\_\_\_\_\_\_\_\_\_\_\_

B. One introductory or literary survey course (ILCS 3243, 3244, 3245, 3246, 3247, 3250, 3251-3252, 3256, 3261, 3262, 3293, 3295, 3298): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Four courses taken from Groups 1 or 2 (which are not used to satisfy requirements A or B). No more than three of these four courses may be taken from the same group:

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

D. Only one W course may be counted as part of the previous 18 required Italian credits for the minor.

E. Education Abroad in Italy

Students are strongly encouraged to participate in a variety of UConn-sponsored Education Abroad programs (and also have the option of enrolling in non-sponsored programs). In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 6 credits taken in any study abroad program may count toward a minor in Italian at this University.

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

In addition, the following rules apply:

* A minimum of 12 of the minor credits must consist of Italian courses taken in residence. Up to 6 credits may be met by ILCS 3293, with the consent of the advisor.
* A maximum of 3 credits of ILCS 3291 (Italian Internship) may be counted towards the minor.
* UConn’s Early College Experience courses may be counted towards the minor.
* A single course cannot satisfy more than one requirement.

# Justification

1. Reasons for changing the minor: This is curricular housecleaning. We had an internship course approved last academic year. We simply forgot to include it in the Italian minor.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, philip.balma@uconn.edu

**2019-192 ARIS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/15/19

2. Department or Program: LCL

3. Title of Major: Arabic and Islamic Civilizations

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

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

5. Nature of change: Change requirements, Change Major Title to Arabic and Islamic Studies

# Existing Catalog Description of Major

The Arabic and Islamic Civilizations major requires a minimum of 36 credits at the 2000-level or above, distributed as follows: a minimum of 24 credits of Arabic and Islamic Civilizations courses (ARAB and ARIS subject areas), and a minimum of 12 credits of related courses from programs other than Arabic and Islamic Civilizations. A minimum of 12 major credits must consist of Arabic and Islamic Civilizations courses taken in residence. Only 6 may be transfer credits. AP credits may not be used toward the major.

Pre-requisites: four semester of formal Arabic at 1000 level, or comparable proficiency. Proficiency must be approved by Major advisor.

**Group 1 (Literature):** ARAB 3550W (Classical Arabic Literature) 3551 (Arabic Travel Narratives), 3559 (Arabic Poetry and Poetics), 3570 (Modern Arabic Literature)

**Group 2 (Culture):** ARAB 2571 (Arabic Folktales), 3751 (Al-Andalus), 3771 (Cinema in the Middle East and North Africa) 3772 (Stereotypes of Arabs and Muslims)

**Group 3 (Language):** ARAB 2170 (Levantine Arabic), 3102 (Media Arabic), 3212 (Arabic Conversation)

To major in Arabic and Islamic Civilizations, students must take 24 credits (8 courses) of ARAB or ARIS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

1. ARIS 3000 (Classical Arabic)
2. B. Two courses from Group 1

C. Two courses from Group 2

D. Two courses from Group3

E. All majors must take at least one W course: ARAB 3550W (Class.Lit)

G. 12 additional credits (4 courses) are required in 2000, 3000 and 4000-level related courses from programs other than Arabic. These may include:

* Courses in any modern or classical language.
* Any English, Linguistics, or Philosophy course.
* Any Communication Sciences course that is directly related to second language acquisition or Latino community.
* Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.
* Any course that does not meet these specific requirements should be approved by the advisor.

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

Enrolment in a study abroad program in an Arabic-speaking country is recommended but not mandatory for Arabic and Islamic Civilizations majors. With advisor’s consent, any of the above courses may be replaced by an appropriate ARAB 3293 course from study abroad programs. Up to 12 credits taken in study abroad programs may count toward the major. Students can enroll in either UConn-sponsored or non-UConn-sponsored programs. In either case, students must consult with the advisor to determine which courses will receive credit.

ARIS 3000 is mandatory for all Arabic and Civilizations major, unless comparable proficiency is Classical Arabic is demonstrated and only with advisor’s approval.

To satisfy the Information Literacy Competency and Writing in the major requirements, all students must take ARAB 3550W.

# Proposed Catalog Description of Major

The Arabic and Islamic Studies Major requires a minimum of 36 credits at the 2000-level or above, distributed as follows: a minimum of 24 credits of Arabic and Islamic Studies courses (ARAB and ARIS subject areas), and a minimum of 12 credits of related courses from programs other than Arabic and Islamic Studies. A minimum of 12 major credits must consist of Arabic and Islamic Studies courses taken in residence. Only 6 may be transfer credits. AP credits may not be used toward the major.

Pre-requisites: four semester of formal Arabic at 1000 level, or comparable proficiency. Proficiency must be approved by Major advisor.

**Group 1 (Literature):** ARAB 3550W (Classical Arabic Literature) 3551 (Arabic Travel Narratives), 3559 (Arabic Poetry and Poetics), 3570 (Modern Arabic Literature), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**Group 2 (Culture):** ARAB 2571 (Arabic Folktales), 3751 (Al-Andalus), 3771 (Cinema in the Middle East and North Africa) 3772 (Stereotypes of Arabs and Muslims), ARAB 3102 (Media Arabic), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**Group 3 (Language):** ARAB 2170 (Levantine Arabic), ARAB 3102 (Media Arabic), ARAB 3212 (Arabic Conversation), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**To major in Arabic and Islamic Studies:**

**Students must take a total of 36 credits distributed as follows:**

**24 credits (8 courses) of ARAB or ARIS courses numbered 2000, 3000 or 4000 and according to the following guidelines:**

1. Arabic Grammar: ARIS 3000 (Classical Arabic), ARAB 3570, ARAB 3293, ARIS 3293 or an equivalent course approved by the advisor
2. Literature - two courses from Group 1: ARAB 3550W (Classical Arabic Literature) 3551 (Arabic Travel Narratives), 3559 (Arabic Poetry and Poetics), 3570 (Modern Arabic Literature), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

C. Culture - two courses from Group 2: ARAB 2571 (Arabic Folktales), 3751 (Al-Andalus), 3771 (Cinema in the Middle East and North Africa) 3772 (Stereotypes of Arabs and Muslims), ARAB 3102 (Media Arabic), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

D. Language - two courses from Group 3: ARAB 2170 (Levantine Arabic), ARAB 3102 (Media Arabic), ARAB 3212 (Arabic Conversation), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

E. All majors must take at least one W course: ARAB 3550W (Class.Lit)

Note: Special Topics, Foreign Study and Independent Study courses may fit, depending on topic, any of the above groups, with advisor approval.

**12 additional credits (4 courses) of 2000, 3000 and 4000-level related courses from programs other than Arabic. These may include:**

* Courses in any modern or classical language.
* Any English, Linguistics, or Philosophy course.
* Any Communication Sciences course that is directly related to second language acquisition or Latino community.
* Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.
* Any course that does not meet these specific requirements should be approved by the advisor.

Enrolment in a study abroad program in an Arabic-speaking country is recommended but not mandatory for Arabic and Islamic Studies majors. With advisor’s consent, any of the above courses may be replaced by an appropriate ARAB 3293 course from study abroad programs. Up to 12 credits taken in study abroad programs may count toward the major. Students can enroll in either UConn-sponsored or non-UConn-sponsored programs. In either case, students must consult with the advisor to determine which courses will receive credit.

To satisfy the Information Literacy Competency and Writing in the major requirements, all students must take ARAB 3550W.

# Justification

1. Reasons for changing the major: The Title of the Major is changed to reflect the expanding expertise in the Dept. due to the hiring of new faculty working on contemporary Islamist movements. Requirements are changed in order to make the Major more accessible while preserving curriculum integrity. Media Arabic is included in the Culture rubric (Group 2).

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee:

    Department Faculty:

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

**2019-193 ARIS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 4/15/19

2. Department or Program: LCL

3. Title of Minor: Arabic and Islamic Civilizations

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/%23effective) Date (semester, year): Fall 2019

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

5. Nature of change: Change Minor Requirements, Change Title to Arabic and Islamic Studies

# Existing Catalog Description of Minor

The Arabic and Islamic Civilizations minor requires 18 credits at the 2000-level or above, including a minimum of 15 credits in Arabic and Islamic Studies (ARAB and ARIS subject areas), and up to 3 credits of related courses from programs other than Arabic and Islamic Studies (with advisor’s approval). AP credits may not be used toward the minor.

Pre-requisites: two semesters of formal Arabic, or comparable proficiency. Proficiency must be approved by Minor advisor. Arabic and Islamic Civilizations courses comprise three main groups:

**Group 1 (Literature):** ARAB 3550W (Class. Lit.) 3551 (Travel), 3559 (Poetry), 3570 (Mod. Lit.)

**Group 2 (Culture):** ARAB 2571 (Folktales) 3751 (Andalus), 3771 (Cinema) 3772 (Stereotypes)

**Group 3 (Language):** ARAB 2170 (Levantine), 3102 (Media), 3212 (Conversation), ARIS 3000 (Classical Arabic), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

To minor in Arabic and Islamic Civilizations students must take 18 credits (6 courses) of ARAB or ARIS courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. Two courses from Group 1

B. Two courses from Group 2

C. Two courses from Group 3

In addition, the following rules apply:

* A minimum of 12 of the major credits must consist of Arabic courses taken in residence. Only 6 may be transfer credits.
* AP credits may not be used toward the major.
* A single course cannot satisfy more than one requirement.

Enrolment in a study abroad program in an Arabic-speaking country is not mandatory for Arabic and Islamic Civilizations minors. With advisor’s consent, any of the above courses may be replaced by an appropriate ARAB 3293 course from study abroad programs. Up to 6 credits taken in study abroad programs may count toward the minor. Students can enrol in either UConn-sponsored or non-UConn-sponsored programs. In either case, students must consult with the advisor to determine which courses will receive credits.

# Proposed Catalog Description of Minor

The Arabic and Islamic Studies minor requires 18 credits at the 2000-level or above, including a minimum of 15 credits in Arabic and Islamic Studies (ARAB and ARIS subject areas), and up to 3 credits of related courses from programs other than Arabic and Islamic Studies (with advisor’s approval). AP credits may not be used toward the minor.

Pre-requisites: two semesters of formal Arabic, or comparable proficiency. Proficiency must be approved by Minor advisor. Arabic and Islamic Civilizations courses comprise three main groups:

**Group 1 (Literature):** ARAB 3550W (Class. Lit.) 3551 (Travel), 3559 (Poetry), 3570 (Mod. Lit.), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**Group 2 (Culture):** ARAB 2571 (Folktales) 3751 (Andalus), 3771 (Cinema) 3772 (Stereotypes), ARAB 3102 (Media), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**Group 3 (Language):** ARAB 2170 (Levantine), 3102 (Media), 3212 (Conversation), ARIS 3000 (Classical Arabic), ARAB 3293, ARIS 3293, ARAB 3295, ARIS 3295

**To minor in Arabic and Islamic Studies:**

**Students must take 18 credits (6 courses) of ARAB or ARIS courses numbered 2000, 3000 or 4000 and according to the following guidelines:**

A. Two courses from Group 1

B. Two courses from Group 2

C. Two courses from Group3

In addition, the following rules apply:

* A minimum of 12 of the major credits must consist of Arabic courses taken in residence. Only 6 may be transfer credits.
* AP credits may not be used toward the major.
* A single course cannot satisfy more than one requirement.

Enrolment in a study abroad program in an Arabic-speaking country is not mandatory for Arabic and Islamic Studies minors. With advisor’s consent, any of the above courses may be replaced by an appropriate ARAB 3293 course from study abroad programs. Up to 6 credits taken in study abroad programs may count toward the minor. Students can enroll in either UConn-sponsored or non-UConn-sponsored programs. In either case, students must consult with the advisor to determine which courses will receive credits.

# Justification

1. Reasons for changing the minor: The Title is changed to Arabic and Islamic Studies to reflect the expanding expertise of our faculty due to a new hire in 2019. The requirements have changed to include foreign studies and independent studies as well as to make the minor more accessible while preserving curriculum integrity. Media Arabic is included under the Culture rubric (Group 2).

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/%23dates) by

    Department Curriculum Committee:

    Department Faculty:

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

**2019-176 MAST 3000 Add Course**



**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: 29 March 2019

2. Department requesting this course: Maritime Studies

3. Semester and year in which course will be first offered: Fall 2021

# Final Catalog Listing

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

(Example. Replace with your copy when completing this proposal):

**2400. Developmental Psychology**

Three credits. Prerequisite: PSYC 1100, and PSYC 1101 or 1103.

Social behavior, personality, perception, cognition, language, intelligence, learning, biobehavioral processes, and research methodology in developmental perspective.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 3000

3. Course Title: Mariners’ Skills for Interpreting the Maritime Humanities

4. Number of Credits: 3

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

MAST 3000. Mariners’ Skills for Interpreting the Maritime Humanities

Three credits. Open to sophomores or higher.

Exploration of mariners’ operational and technical skills and their use in interpreting maritime history, literature, art, and economic development. Course will pair technical and operational discussions and demonstrations with maritime humanities texts to explore how maritime service has influenced, framed, and contextualized human perspectives of seafaring. Topics may include vessel stability, laminar flow, piloting, navigation, marine cartography, voyage planning, vessel construction, maritime labor recruitment and management, marine engine mechanics, maritime business management, and the intersection of ocean sciences and maritime industries.

**Optional Items**

6. Pattern of instruction, if not standard: standard, or with the option for a single, 2.5 hour block once a week.

7. Prerequisites, if applicable: none

a. Consent of Instructor, if applicable: none

b. Open to sophomores/juniors or higher: open to sophomores and above

8. Recommended Preparation, if applicable: none

9. Exclusions, if applicable: none

10. Repetition for credit, if applicable: no

11. Skill codes “W”, “Q” or “C”: n/a

12. S/U grading: n/a

# Justification

1. Reasons for adding this course:

Many texts within the maritime humanities and social sciences assume some basic familiarity with seafaring and how the structure of seafaring has framed human experiences of the maritime world. Much of that day-to-day experience uniquely wove together basic elements of physics, meteorology, navigation, economics, boat building, engine mechanics, and group- and crisis- management. A course exploring this interdisciplinary skill set will provide students with an operational foundation and appreciation needed to fully interpret maritime texts.

This course will support Maritime Studies’ Blue Humanities track, the Maritime Archaeology track, and will support the Minor in Maritime Archaeology. Marine Sciences has also been asked to accept this course toward fulfilling the MARN related requirements.

Given its interdisciplinary format and focus upon the humanities, this course will also appeal to History, English, and American Studies majors.

2. Academic merit:

The interdisciplinary nature of this course, ranging from the natural sciences to the humanities, will challenge students to analyze how all disciplines combine to shape human seafaring experiences. Taking those understandings to the analyses of maritime texts further challenges students, in unique ways, to explore how authors may have used these technical aspects of seafaring to make statements, explore social conventions, or issue challenges to contemporary cultural values.

3. Overlapping courses and departments consulted: none

4. Number of students expected: 15

5. Number and size of sections: At Avery Point, 1 section of 15; more sections at Storrs as needed.

6. Effects on other departments: none

7. Effects on regional campuses: This course, when offered at Storrs, will help further support Maritime Studies on the main campus. By design, while based in the maritime environment, all keys learning outcomes can also be achieved at the Storrs campus. At Avery Point, the course will draw upon the campus’ unique resources on the coast, and will help retain MAST students on campus for their full undergraduate experience.

8. Staffing:

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

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

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: approved by Maritime Studies Committee, by unanimous vote, 15 April 2019.

    Department Faculty:

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

Matthew McKenzie, Assoc. Prof. History

[Matthew.mckenzie@uconn.edu](mailto:Matthew.mckenzie@uconn.edu)

508-566-6526

# Syllabus

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

**MAST 3000: Mariners’ Skills for Interpreting the Maritime Humanities**

Matthew McKenzie, Associate Professor History and Maritime Studies

[Matthew.mckenzie@uconn.edu](mailto:Matthew.mckenzie@uconn.edu)

860-405-9270

Office Hours

Mondays and Wednesdays, 8:00am to 9:00am, ACD 114B and by appointment

Course Description

This course seeks to introduce to students and develop their proficiencies in the technical skills commonly used in the Atlantic maritime world and beyond during the modern period. The skills, often the backbone of vessel operations and the functioning of maritime communities and economies, mediated people’s experiences with their maritime environment. Not surprisingly, throughout the modern Atlantic world, producers of maritime humanities texts, interpreted their work—consciously and subconsciously—through the structures, practices, observations, and understandings derived from the technicalities of seafaring. In the end, in order to better understand these works—be they literature, histories, policy statements, or artistic representations—we must understand the cognitive structures that framed their creators’ experiences.

Seafaring is both physically and intellectually demanding. Consequently, while this course ultimately leads to better intellectual and academic understandings, it does so through in both traditional academic approaches as well as hands-on learning that seeks to replicate on shore as best as possible the technical field work demanded while at sea (but without any *mal de mer*). Using in class demonstrations, surveying opportunities around campus, and a heightened awareness of the world around us, students will weave insights into their analyses of prominent maritime texts to better reveal authors’ perspectives, understandings, contexts, and arguments. In the end, this course will have student will leave understandings that texts based upon maritime experiences are more than books that got wet: there are fundamentally different understandings about the human experience that emerge when one leaves the shore far behind, and submits to a regimented world predicated upon vessel operations.

Course Goals and Objectives

The following goals and objectives lay out in more specific detail what students will be expected to learn in this course.

1. Develop a familiarity with the fundamental technical aspects of seafaring over time, including (but not limited to) navigation, piloting, cartography, vessel stability, laminar flows, vessel rigs, sail handling, and steam and diesel propulsion systems.
2. Analyze how the technical aspects of seafaring mediated human experiences of the marine environment
3. Analyze how those technical details inform maritime history, literature, policy, and economic development both in the past and in the present.

Policies

This course adheres to University policies regarding the following areas, and spelled out in specific detail at the following web locations:

* Policy Against Discrimination, Harassment and Related Interpersonal Violence: <https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>
* Class Attendance, Final Examinations, Grades, Grade Points, Credits and Skills: <https://catalog.uconn.edu/academic-regulations/grade-information/#attendance>
* The University of Connecticut Student Code: <https://community.uconn.edu/the-student-code/>
* Academic Integrity: <https://community.uconn.edu/the-student-code-appendix-a/>
* Accommodation for Students with Disabilities: (more information located here: <https://csd.uconn.edu/>)

This course formally adopts these policies by reference.

Required Materials

Assigned readings (see schedule below)

Assignments and Assessments

Student will be evaluated across a number of significant assignments:

* Mowatt Presentation (due week 5): Students will use material from class to analyze a theme in Farley Mowatt’s book *The Boat Who Wouldn’t Float*, focusing particularly on how the technical aspects covered in class affect the story, significance, and message of Mowatt’s writing (25%).
* Plane Table Survey (due week 11): Students will apply the piloting and navigational skills, as well instrument use, to survey and submit a plane table map of the mouth of the Thames River (25%)
* Portfolio presentations and write-up (due week 14): will challenge students to link the work and life of mariners to the representations of seafaring as they see running throughout the course (25%). Students will present their portfolios to one another during the last week of class from comment and critiques by students and instructors. Final version will be due at the start date and time of the scheduled final exam.
* Participation (25%)

Schedule

**Unit I: The Boat Itself**

Week I: Introductions

The world of the Atlantic mariner, past and present.

Classical Mediterranean and European seafaring, coastal piloting, vessel evolution, and Arab navigation.

Navigators’ lies: why sailors don’t live in a heliocentric universe.

Readings:

“The Seafarer” (translated from Anglo-Saxon)

Week 2: Boat Lab

Introduction to Farley Mowatt assignment and presentations (due Week 5)

Using simple models and a tank, students will explore the forces affecting vessel stability, healing, and righting moments.

Hull cross-sectional design and stability

Centers of effort and centers of buoyancy

Moment arms and righting moments

Readings:

Joseph Conrad, *The Nigger of the Narcissus* (1897), [selections]

George Brown Goode and J.W. Collins, “The Georges Bank Cod Fishery.” In Goode (ed.), *The Fisheries and Fishing Industries of the United States*, Section V: History and Methods, vol. 2 (Washington DC, 1887), pp. 187-198.

Week 3: Rigging and Sails

(Meet at Mystic Seaport Museum)

Laminar flow: how and why sails work

From “Sloops” to “Jack-Ass Barks”: The different rigs of the Atlantic world

Vessel rigging and vessel function: matching the right sails to the right boat for the right job

Readings:

*The Journals of Ashley Bowen (1728-183) of Marblehead, Publications of the Colonial Society of Massachusetts,* vols. 44 and 45, (Boston 1973), [selections].

Daniel Vickers, “An Honest Tar: Ashley Bowen of Marblehead, *The New England Quarterly*, vol. 69, no. 4 (December, 1996), pp. 531-553.

Week 4: Boat Building

(meet at John Gardner Traditional Small Craft Association shop on Avery Point Campus)

Basics of naval architecture “from stem to stern.”

Vessel construction techniques over time, and different builds for different boats.

The unique challenges of keeping water out.

Readings:

Howard Chappelle, “Introduction,” *Boatbuilding* (London, 1941).

[select essays from John Gardner, WoodenBoat]

Week 5: Student Presentations

**Presentation Due**

Students will present findings on their analyses of Farley Mowatt, *The Boat Who Wouldn’t Float* (1984).

**Unit II: The Boat in the World**

Week 6: Piloting

Basics of piloting: dead reckoning, courses and distances, bearings, lines of position, fixes.

Correction for set and drift, vector analyses, passage planning

“For your education, scraps of navigation:” navigational training over time

Readings:

Stan Hugill, *Shanties from the Seven Seas* (1994) [selections re: pilot songs].

Joseph Ingraham, **“**Journal of the Voyage of the Brigantine *Hope* from Boston to the North-West Coast of America (1790-1792)” [selections].

“Wadham’s Song” (1756 [1966])

Week 7: Sail Handling and Vessel Maneuvering

Centers of Effort and Lateral Resistance

Vessel maneuvers: tacking, jibing, heaving-to, box-hauling, luffing and touching.

When to set, when to strike, when to reef: wind and weather during a watch cycle

Readings:

Joseph Conrad, “The Secret Sharer” (1910)

[Cochrane’s account of battle against the *Cacafuego*, 1803?]

Shanty: “Strike the Bell”

Week 8: Navigation

Navigation vs. Piloting

Evolution of Atlantic Navigation

Nav Lab: Using historical navigational instruments (Circle hook, cross-staff, astrolabe, back-staff)

Running traverse of Pine Island

“Good enough is close enough”: vocational science and the development of Colonial American centers of navigational research

Week 9: Coastal Surveying

Plane table mapping of the mouth of the Thames River (final survey due week 11)

**Unit III: The Boat and the Human Community**

Week 10: Business and Music of Seafaring

Boats float in money, not water: the overwhelming role of commerce in putting vessels to sea.

Intensification of maritime competition in the early nineteenth century Atlantic: new rigs, new gigs, and search for speed under sail.

Shanty Lab: Analyze different shanties exploring labor recruitment and mariner’s experience during the packet era: “The Dreadnought,” “Paddy West,” “Sharks Around Cape Horn.” How do each of these shanties reveal important lessons to the listener? Why were these songs composed, circulated, and repeated throughout the nineteenth century?

Readings:

Stan Hugill, *Shanties from the Seven Seas* (1994) [selections re: sailor’s warnings and cautionary songs].

B. Traven, *The Death Ship* (1926) selections.

[Fishing voyage final accountings, 1830s] Pilgrim Hall Archives.

European Commission Blue Growth Initiative: <https://ec.europa.eu/maritimeaffairs/policy/blue_growth_en>

Week 11: Ports of Call

**(Plane Table Survey Due)**

Exploration of the operational, social, and cultural processes of entering into and clearing out of ports. Harbor Pilots, the politics of lighthouses and harbor navigational aids, customs agents and counting houses, port agents, sailors ashore in myth and reality.

Readings:

Joseph Conrad, *Lord Jim* (1899) [selections re: entering ports and role of port agent]

Fingard, “Masters and Friends. . . .” (1978).

Week 12: Deus ex Machina

Marine engines and the transformation of seafaring

External combustion engines, Diesel and gasoline engines,

Engineers and sailors

Small engines and the democratization of boating

Marinas and the reconstruction of coastal New England working waterfronts

Readings:

John Steinbeck, *Log from the Sea of Cortez* (1951) [selections re: Hansen Sea Cow].

Robert Foulke, “Life in the Dying World of Sail, 1870-1910,” *Journal of British Studies*, vol. 3, no. 1 (November 1963), pp. 105-136.

Week 13:

Guest Lecture, Chris Gasiorek, “The modern life of a merchant mariner.”

Week 14:

Portfolio Presentations

Final: Final portfolios due on scheduled final exam start date and time.

**2019-177 MATH Revise Preamble**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/13/2019

2. Department or Program: Mathematics

3. Title of Major: Preamble to all the majors

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

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

5. Nature of change: changes to the W courses in the majors

# Existing Catalog Description of Major

**Mathematics**

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), Mathematical Statistics (in cooperation with the Department of Statistics), and Mathematics - Physics (in cooperation with the Department of Physics).

MATH 2010Q, 2011Q, 2720W, 2794W, and 3670W and STAT 3494W may not be counted in any of the major groups listed below.

The Department offers both Bachelor of Science and Bachelor of Arts degrees in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, Mathematics-Actuarial Science, and Mathematics-Actuarial Science-Finance, and a Bachelor of Science in Mathematics-Physics. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of

Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, or 3796W.

# Proposed Catalog Description of Major

**Mathematics**

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), Mathematical Statistics (in cooperation with the Department of Statistics), and Mathematics - Physics (in cooperation with the Department of Physics).

MATH 2010Q, 2011Q, 2705W, 2720W, 2794W, and 3670W and STAT 3494W may not be counted in any of the major groups listed below.

The Department offers both Bachelor of Science and Bachelor of Arts degrees in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, Mathematics-Actuarial Science, and Mathematics-Actuarial Science-Finance, and a Bachelor of Science in Mathematics-Physics. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of

Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

# Justification

1. Reasons for changing the major: increase options of the W in the majors

2. Effects on students: more flexibility

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: March 24, 2019

    Department Faculty: April 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-178 MATH BA Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/10/2019

2. Department or Program: Mathematics

3. Title of Major: BA in Mathematics

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

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

5. Nature of change: to include “or approved sections of 3094 or 3795”

# Existing Catalog Description of Major

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

1. Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
2. MATH 3150 (or 4110), 3230 (or 4210);
3. At least three additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

# Proposed Catalog Description of Major

Bachelor of Arts in Mathematics

The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

1. Either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;
2. MATH 3150 (or 4110), 3230 (or 4210);
3. At least three additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3260, 3330 (or 4310), 3370 or approved sections of 3094 and 3795. The remaining courses may come from any 2000-level or above Mathematics courses.

# Justification

1. Reasons for changing the major: to allow Math BA majors access to Math 3094 and 3795 when the course is appropriate.

2. Effects on students: more choice in completing the major.

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: March 24, 2019

    Department Faculty: April 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-179 MATH-Actuarial Science Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/10/2019

2. Department or Program: Mathematics

3. Title of Major: Mathematics-Actuarial Science

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

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

5. Nature of change: changing Multivariable Calculus to be included in the major instead of required of the major and the inclusion of more W courses in the major.

# Existing Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q).

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.

# Proposed Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 40 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas.

The required courses are MATH 2110Q or 2130Q or 2143Q, MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.

# Justification

1. Reasons for changing the major: The CLAS ASC would like all the courses required to be taken for the major are listed as being in the major.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: March 24, 2019

    Department Faculty: April 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-180 MATH-Actuarial Science-Finance Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/10/2019

2. Department or Program: Mathematics

3. Title of Major: Mathematics-Actuarial Science-Finance

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

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

5. Nature of change: changing Multivariable Calculus to be included in the major instead of required of the major and the inclusion of more W courses in the major.

# Existing Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance.

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445; ACCT 2001; FNCE 3302, 4209, 4302, 4305, and either FNCE 4306 or 4895.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in

mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

# Proposed Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 40 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas and 15 credits in Finance.

The required courses are Math 2110Q or 2130 or 2143, MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445; ACCT 2001; FNCE 3302, 4209, 4302, 4305, and either FNCE 4306 or 4895.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in

mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

# Justification

1. Reasons for changing the major: The CLAS ASC would like the all the courses required to be taken for the major are listed as being in the major.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: March 24, 2019

    Department Faculty: April 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-181 Applied MATH Sciences Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/10/2019

2. Department or Program: Mathematics

3. Title of Major: BA in Applied Mathematical Sciences

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

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

5. Nature of change: to include “approved sections of 3094 or 3795”

# Existing Catalog Description of Major

Bachelor of Arts in Applied Mathematical Sciences

The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas.

The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-2144Q), 2410Q (or 2420Q or 2144Q), 3410 (or 3435), 3510, and 3511.

The remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160 (or 3165), 3170, 3210 (or 4210), 3250, 3410, 3435, and 3710.

# Proposed Catalog Description of Major

Bachelor of Arts in Applied Mathematical Sciences

The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas.

The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-2144Q), 2410Q (or 2420Q or 2144Q), 3410 (or 3435), 3510, and 3511.

The remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160 (or 3165), 3170, 3210 (or 4210), 3250, 3410, 3435, 3710 or approved section of 3094 and 3795.

# Justification

1. Reasons for changing the major: to allow Applied Math majors access to Math 3094 and 3795 when appropriate for the major.

2. Effects on students: more choice in completing the major.

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: March 24, 2019

    Department Faculty: April, 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-182 MATH-STAT Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/10/2019

2. Department or Program: Mathematics

3. Title of Major: Mathematics-Statistics BA/BS

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

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

5. Nature of change: inclusion of a new W in the major

# Existing Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Statistics

The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 40 credits at the 2000 level or above in Mathematics and Statistics with at least 12 credits in each department.

The required courses for the Mathematics-Statistics major are MATH 2110Q (or 2130Q or 2143Q); MATH 2210Q or 3210 or (2143Q and 2144Q); 2410Q (or 2420Q or 2144Q); and STAT 3375Q and 3445.

To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, 3710W, 3670W, 3796W, or STAT 3494W.

# Proposed Catalog Description of Major

Bachelor of Science or Arts in Mathematics-Statistics

The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 40 credits at the 2000 level or above in Mathematics and Statistics with at least 12 credits in each department.

The required courses for the Mathematics-Statistics major are MATH 2110Q (or 2130Q or 2143Q); MATH 2210Q or 3210 or (2143Q and 2144Q); 2410Q (or 2420Q or 2144Q); and STAT 3375Q and 3445.

To satisfy the Writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3710W, 3670W, 3796W, or STAT 3494W.

# Justification

1. Reasons for changing the major: to allow another W in the major

2. Effects on students: more choice in completing the major

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: March 24, 2019

    Department Faculty: April 17, 2019

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

David Gross, 486-1292, [david.gross@uconn.edu](mailto:david.gross@uconn.edu)

**2019-183 POLS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 1/31/2019

2. Department or Program: Political Science

3. Title of Major: Political Science

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

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

5. Nature of change: Adding new POLS courses to our major plan of study

# Existing Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

### **Major Courses**

1. A minimum of 9 credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](https://catalog.uconn.edu/POLS/#1002)), Comparative Politics ([POLS 1202](https://catalog.uconn.edu/POLS/#1202) or [1207](https://catalog.uconn.edu/POLS/#1207)), International Relations ([POLS 1402](https://catalog.uconn.edu/POLS/#1402)), and American Politics ([POLS 1602](https://catalog.uconn.edu/POLS/#1602)). It is recommended that these courses be taken during the first two years of study.
2. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
   1. At least one course in four of the following six subdivisions (total of 12 credits):
      * **Theory and Methodology:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017), [3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672)
      * **Comparative Politics:** [POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202), [3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239), [3245](https://catalog.uconn.edu/POLS/#3245), [3249](https://catalog.uconn.edu/POLS/#3249), [3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)
      * **International Relations:** [POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432), [3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476)
      * **American Politics:** [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3602](https://catalog.uconn.edu/POLS/#3602), [3604](https://catalog.uconn.edu/POLS/#3604), [3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617), [3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3850](https://catalog.uconn.edu/POLS/#3850)
      * **Public Administration, Policy and Law:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)
      * **Race, Gender, and Ethnic Politics:** [POLS 3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218), [3247](https://catalog.uconn.edu/POLS/#3247), [3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632), [3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837)
   2. Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
   3. Students must take at least one 3 credit W course within the major. Advanced information literary exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

#### **Notes**

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](https://catalog.uconn.edu/POLS/#2998)courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at [polisci.uconn.edu](http://polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted towards part one only with the consent of the advisor. [POLS 3023](https://catalog.uconn.edu/POLS/#3023), [3426](https://catalog.uconn.edu/POLS/#3426), [3991](https://catalog.uconn.edu/POLS/#3991), [3993](https://catalog.uconn.edu/POLS/#3993), [3999](https://catalog.uconn.edu/POLS/#3999), [4994](https://catalog.uconn.edu/POLS/#4994), and [4997W](https://catalog.uconn.edu/POLS/#4997W) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](https://catalog.uconn.edu/POLS/#3991)) can be counted toward the 24 credits.

#### **Related Courses**

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on [polisci.uconn.edu](http://polisci.uconn.edu/). Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

A minor in [Political Science](https://catalog.uconn.edu/minors/political-science/) is described in the Minors section.

# Proposed Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

### **Major Courses**

1. A minimum of 9 credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](https://catalog.uconn.edu/POLS/#1002)), Comparative Politics ([POLS 1202](https://catalog.uconn.edu/POLS/#1202) or [1207](https://catalog.uconn.edu/POLS/#1207)), International Relations ([POLS 1402](https://catalog.uconn.edu/POLS/#1402)), and American Politics ([POLS 1602](https://catalog.uconn.edu/POLS/#1602)). It is recommended that these courses be taken during the first two years of study.
2. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
   1. At least one course in four of the following six subdivisions (total of 12 credits):
      * **Theory and Methodology:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017), 3019, [3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672),
      * **Comparative Politics:** [POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202), [3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239), 3240, [3245](https://catalog.uconn.edu/POLS/#3245), [3249](https://catalog.uconn.edu/POLS/#3249), [3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)
      * **International Relations:** [POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432), 3434, [3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476), 3710
      * **American Politics:** [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3602](https://catalog.uconn.edu/POLS/#3602), [3604](https://catalog.uconn.edu/POLS/#3604), 3606, 3608, 3610, [3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617), [3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), 3720, [3850](https://catalog.uconn.edu/POLS/#3850)
      * **Public Administration, Policy and Law:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)
      * **Race, Gender, and Ethnic Politics:** [POLS 3019, 3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218), [3247](https://catalog.uconn.edu/POLS/#3247), [3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632), [3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837),
   2. Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
   3. Students must take at least one 3 credit W course within the major. Advanced information literary exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

#### **Notes**

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](https://catalog.uconn.edu/POLS/#2998)courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at [polisci.uconn.edu](http://polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted towards part one only with the consent of the advisor. [POLS 3023](https://catalog.uconn.edu/POLS/#3023), [3426](https://catalog.uconn.edu/POLS/#3426), [3991](https://catalog.uconn.edu/POLS/#3991), [3993](https://catalog.uconn.edu/POLS/#3993), [3999](https://catalog.uconn.edu/POLS/#3999), [4994](https://catalog.uconn.edu/POLS/#4994), and [4997W](https://catalog.uconn.edu/POLS/#4997W) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](https://catalog.uconn.edu/POLS/#3991)) can be counted toward the 24 credits.

#### **Related Courses**

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on [polisci.uconn.edu](http://polisci.uconn.edu/). Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

A minor in [Political Science](https://catalog.uconn.edu/minors/political-science/) is described in the Minors section.

# Justification

1. Reasons for changing the major: We added new courses as a department and need to add these to our plan of study so students know which subdivisions they fall under.

2. Effects on students: Adding more courses allows for more selection and course choice.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty: 4.3.2019

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

Suzanne Waterman

860-486-0462

[Suzanne.waterman@uconn.edu](mailto:Suzanne.waterman@uconn.edu)

**2019-184 POLS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 10/30/18

2. Department or Program: Political Science

3. Title of Minor: Political Science

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

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

5. Nature of change: Adding new POLS courses to our major plan of study

# Existing Catalog Description of Minor

Students must complete an introductory 1000-level course selected from among [POLS 1002](https://catalog.uconn.edu/POLS/#1002), [1202](https://catalog.uconn.edu/POLS/#1202), [1207](https://catalog.uconn.edu/POLS/#1207), [1402](https://catalog.uconn.edu/POLS/#1402), or [1602](https://catalog.uconn.edu/POLS/#1602). At least one additional 1000-level course is recommended. Students must complete at least 15 credits of course work at the 2000’s level or higher. [POLS 2998](https://catalog.uconn.edu/POLS/#2998) courses apply to the minor and may count towards this subdivision requirement. The subdivisions assigned to these courses can be found at [www.polisci.uconn.edu](http://www.polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted toward this distribution only with consent of the advisor. A W or Q course may be substituted for the same numbered course.

Of the 15 credits for the minor, nine credits (three courses) must be taken from three of the six disciplinary subdivisions as they appear below. Cross-listed courses may count only once towards this subdivision requirement.

#### **I. Theory and Methodology**

[POLS  2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017), [3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672)

#### **II. Comparative Politics**

[POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202),[3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239), [3245](https://catalog.uconn.edu/POLS/#3245),[3249](https://catalog.uconn.edu/POLS/#3249),[3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)

#### **III. International Relations**

[POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432), [3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476)

#### **IV. American Politics**

[POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3602](https://catalog.uconn.edu/POLS/#3602), [3604](https://catalog.uconn.edu/POLS/#3604), [3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617),[3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3850](https://catalog.uconn.edu/POLS/#3850)

#### **V. Public Administration, Policy and Law**

[POLS 2062](https://catalog.uconn.edu/POLS/#2062),[3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)

#### **VI. Race, Gender, and Ethnic Politics**

[POLS 3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218),[3247](https://catalog.uconn.edu/POLS/#3247),[3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632),[3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837)

The minor is offered by the [Political Science Department](http://polisci.uconn.edu/).

# Proposed Catalog Description of Minor

Students must complete an introductory 1000-level course selected from among [POLS 1002](https://catalog.uconn.edu/POLS/#1002), [1202](https://catalog.uconn.edu/POLS/#1202), [1207](https://catalog.uconn.edu/POLS/#1207), [1402](https://catalog.uconn.edu/POLS/#1402), or [1602](https://catalog.uconn.edu/POLS/#1602). At least one additional 1000-level course is recommended. Students must complete at least 15 credits of course work at the 2000’s level or higher. [POLS 2998](https://catalog.uconn.edu/POLS/#2998) courses apply to the minor and may count towards this subdivision requirement. The subdivisions assigned to these courses can be found at [www.polisci.uconn.edu](http://www.polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted toward this distribution only with consent of the advisor. A W or Q course may be substituted for the same numbered course.

Of the 15 credits for the minor, nine credits (three courses) must be taken from three of the six disciplinary subdivisions as they appear below. Cross-listed courses may count only once towards this subdivision requirement.

#### **I. Theory and Methodology**

[POLS  2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017), 3019, [3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672)

#### **II. Comparative Politics**

[POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202),[3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239), 3240, [3245](https://catalog.uconn.edu/POLS/#3245),[3249](https://catalog.uconn.edu/POLS/#3249),[3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)

#### **III. International Relations**

[POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432), 3434, [3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476), 3710

#### **IV. American Politics**

[POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3602](https://catalog.uconn.edu/POLS/#3602), [3604](https://catalog.uconn.edu/POLS/#3604), 3606, 3608, 3610, [3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617),[3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), 3720,[3850](https://catalog.uconn.edu/POLS/#3850)

#### **V. Public Administration, Policy and Law**

[POLS 2062](https://catalog.uconn.edu/POLS/#2062),[3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)

#### **VI. Race, Gender, and Ethnic Politics**

[POLS 3019, 3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218),[3247](https://catalog.uconn.edu/POLS/#3247),[3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632),[3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837)

The minor is offered by the [Political Science Department](http://polisci.uconn.edu/).

# Justification

1. Reasons for changing the minor: We added new courses as a department and need to add these to our plan of study so students know which subdivisions they fall under.

2. Effects on students: Adding more courses allows for more selection and course choice.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty: 4.3.2019.

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

Suzanne Waterman

860-486-0462

[Suzanne.waterman@uconn.edu](mailto:Suzanne.waterman@uconn.edu)

**2019-185 PSYC Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

**1. Date:** April 16, 2019

**2. Department or Program:** Psychological Sciences

**3. Title of Major:** Psychological Sciences

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

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

**5. Nature of change:** 1) Updates outdated or confusing text; 2) adds courses; 3) removes requirement for PSYC 3100 for Research and Honors Track and allows alternative options within Area 3 courses; 4) allows the use of a sequence of PSYC 3889 (research) and PSYC 4197W instead of one of two Area 4 labs required for BS majors; and 5) allows use of one graduate level PSYC courses with approval of a PSYC SCI major advisor for one of the Area 1-4 requirements.

# Existing Catalog Description of Major

**Psychological Sciences**

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I (PSYC 1100) and either General Psychology II (PSYC 1101) or General Psychology II (Enhanced) (PSYC 1103) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

**Foundation**

PSYC 2100Q or 2100WQ.

**Area I: Social, Developmental, Clinical, and Industrial/Organizational**

PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.

**Area II: Experimental and Behavioral Neuroscience**

PSYC 2200, 2208; 2209; 2500, 2501, 3201, 3500, 3501.

**Area III: Cross Area (I and II)**

PSYC 2110, 2201, 3100/W, 3102, 3105, 3400, 3601.

**Area IV: Advanced and Specialty Lecture Courses**

Includes Area III courses except for PSYC 3100/W: PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106, 3200/W, 3300, 3301, 3400, 3405; 3470, 3502, 3503, 3600, 3601, 3644, 3670/W, 3770, 3883, 3884, 3885.

**Laboratory Courses**

PSYC 3150, 3250W, 3251, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552.

**Research**

PSYC 3889, 3899, 4197W.

**Tracks**

After completing PSYC 1100 and 1101 (or 1103), students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

**Bachelor of Arts: Standard**

25 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Standard**

25 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

**Bachelor of Arts: Research Concentration**

31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, 3100 from Area III, two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Research Concentration**

31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, 3100 from Area III, two Area IV laboratory courses, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

**Bachelor of Arts: Honors**

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, 3100 from Area III, two Area IV courses (lecture and/or laboratory) 3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Honors**

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, 3100 from Area III, two Area IV laboratory courses, 3899 and 4197W from Area IV research (4197W may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

**Related 2000-level or above non-psychology courses**

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100, EPSY 3010, and HDFS 2100 may not be used.

**Computer Technology**

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

**Information Literacy**

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

**Writing in the Major**

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3200W, 3250W, 3350W, 3450W, 3550W, 3551W, 3600W, 3670W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychological Sciences. A minor in Neuroscience is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

# Proposed Catalog Description of Major

**Psychological Sciences**

The Department of Psychological Sciences recommends that its majors take a broad selection of ~~psychology~~ Psychological Science courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

~~The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester~~

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All ~~Department of~~ Psychological Sciences majors are required to take two introductory-level ~~psychology~~ courses – General Psychology I (PSYC 1100) and either General Psychology II (PSYC 1101) or General Psychology II (Enhanced) (PSYC 1103) – followed by at least 25 2000-level or above ~~psychology~~ credits, which are grouped as follows:

**Foundation**

PSYC 2100Q or 2100WQ.

**Area I: Social, Developmental, Clinical, and Industrial/Organizational**

PSYC 2300 or 2300W, 2301, 2400, 2600, 2700.

**Area II: Experimental and Behavioral Neuroscience**

PSYC 2200, 2208; 2209; 2500, 2501, 3201, 3500, 3501.

**Area III: Cross Area (I and II)**

PSYC 2110, 2201, 3100/W, 3102, 3105, 3400, 3601.

**Area IV: Advanced and Specialty Lecture Courses**

Includes Area III courses except for PSYC 3100/W: PSYC 2101, 2110, 2201, 2701, 3101, 3102, 3103, 3104, 3105, 3106, 3200/W, 3270, 3300, 3301, 3302W, 3400, 3405; 3470, 3502, 3503, 3600, 3601, 3644, 3670/W, 3770, 3883, 3884, 3885.

Note one PSYC 5000+ level graduate level course may be used to fulfill one of the requirements in each Area for a maximum of four graduate courses toward the undergraduate major with the approval of a Psychological Sciences faculty advisor. Students using a graduate course toward the undergraduate plan should be aware that they would not be allowed to use these courses toward any advanced Masters or Doctorate degrees.

**Laboratory Courses**

PSYC 3150, 3250W, 3251, 3252, 3253, 3350W, 3450W, 3550W, 3551W, 3552.

**Research**

PSYC 3889, 3899, 4197W.

**Tracks**

~~After completing PSYC 1100 and 1101 (or 1103), s~~Students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

**Bachelor of Arts: Standard**

25 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Standard**

25 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses or one Area IV laboratory course and a sequence of PSYC 3889 and 4197W, 12 related 2000-level or above non-PSYC credits

**Bachelor of Arts: Research Concentration**

31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, ~~3100 from~~ one Area III course~~,~~ two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Research Concentration**

31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, one Area III course, ~~3100 from Area III,~~ two Area IV laboratory courses or one Area IV laboratory course and a sequence of PSYC 3889 and 4197W, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

**Bachelor of Arts: Honors**

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, ~~3100 from~~ one Area III course, two Area IV courses (lecture and/or laboratory) 3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

**Bachelor of Science: Honors**

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: 2100Q or 2100WQ, two Area I courses, two Area II courses, ~~3100 from~~ one Area III course, two Area IV laboratory courses or one Area IV laboratory course and a sequence of PSYC 3899 and 4197W, 3899 and 4197W from Area IV research ~~(4197W may be substituted for one of the laboratory courses~~. If 3899 and 4197W are used instead of one Area IV lab, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

**Related 2000-level or ~~above non-psychology~~ courses**

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100, EPSY 3010, and HDFS 2100 may not be used.

**Computer Technology**

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

**Information Literacy**

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

**Writing in the Major**

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. ~~Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3200W, 3250W, 3350W, 3450W, 3550W, 3551W, 3600W, 3670W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level~~ or above PSYC W course ~~may be used to satisfy the writing in the major requirement.~~

There is a minor in Psychological Sciences. A minor in Neuroscience is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

# Justification

**1. Reasons for changing the major:** We simplified copy (updating confusing or outdated information), added new courses and changed some requirements: 1) PSYC 3100 (History & Systems) has been removed as a specific requirement for Research and Honors track and replaced with any one Area 3 course; 2) a sequence of PSYC 3899 and PSYC 4197W has been added to each BS track for use instead of one Area IV lab (there is a two Area IV lab requirement and this allows any BS student to fulfil with two semesters of research/thesis); 3) the use of one graduate PSYC courses in fulfillment of one course in each of Area I-IV has been added to provide depth for students with explicit approval of a PSYC major faculty advisor.

**2. Effects on students:** Students will benefit from increased course selection by which they can meet major requirements. Notably the required 3100 is taught irregularly and is no longer seen as a requirement. Students, faculty, and staff will benefit from reduced confusion due to updated information.

**3. Effects on other departments:** None

**4. Effects on regional campuses:** The replacement of any Area III course instead of 3100 and the allowance of a 3889, 4197W instead of two Area IV laboratory courses should allow for some branch campus students to complete the Research and Honors requirement with branch campus offerings.

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

**Department Curriculum Committee: 4/10/2019**

**Department Faculty:**

**6. Name, Phone Number, and e-mail address of principal contact person:** James Chrobak, [james.chrobak@uconn.edu](mailto:james.chrobak@uconn.edu), 6-4243

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

**2019-186 SPAN 3101 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12305 |
| **Request Proposer** | Terni |
| **Course Title** | Spanish for Engineering 1 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SPAN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Spanish for Engineering 1 |
| **Course Number** | 3101 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Spanish |
| **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** | 1 |
| **Instructional Pattern** | Seminars with visits and interviews |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Only for students enrolled in the ESP dual-degree program in Spanish and Engineering. SPAN 1002 equivalent. |
| **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?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Students who have taken SPAN 3171 are not eligible to take this class. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Availability of qualified instructor, ESP program located at Storrs only |
| **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** | SPAN 3101. Spanish for Engineering I One credit. Prerequisite: SPAN 1102 or equivalent. Open to sophomores or higher. Open only to dual-degree SPAN and Engineering students. Not open for credit to students who have passed SPAN 3171. This course provides dual-degree Spanish and Engineering students with the technical and scientific vocabulary needed to discuss a wide variety of topics in engineering. |
| **Reason for the course action** | This is the first of three 1-credit courses designed to provide dual-degree Engineering and Spanish students with the scientific vocabulary and language tools they will need to perform day-to-day tasks in the engineering disciplines during their internships in Spain or Spanish-speaking countries. |
| **Specify effect on other departments and overlap with existing courses** | This course will replace the current SPAN 3171 which was a three-credit version of the one-credit sequence of courses we are now rolling out. SPAN 3171 will be phased out next year. This course will also replace Special Topics 3295 that was approved earlier in 2019 to cover fall enrollment for this course. We are planning it as a permanent offering in the ESP (dual-degree Spanish and Engineering) program. |
| **Please provide a brief description of course goals and learning objectives** | Students will learn the vocabulary of engineering fields including the basics in math, numbers, physics, computing, modeling, biology, chemistry, and electronics relevant to the core content of the ensemble of engineering fields. For this first course, students will focus on a special engineering topic which will be enriched by collaborations with relevant engineering partners at Storrs and from the private sector. |
| **Describe course assessments** | Students will have weekly homework, short quizzes, and oral presentations. Active participation in class games and exercises to promote vocabulary acquisition and encourage speaking will also be a graded feature of the course. Student will fill out and also create discrete work sheets. The course culminates in a group project related to the special topic of the class. A final take-home will ask students to describe an engineering process that they have already developed in the context of their group project in Spanish in full paragraphs. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Span 3101 syllabus final.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152526&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb56a9598822c4c90c09d08d6c397cf6f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911454119941612&sdata=G4jU9rXJ5VrrHJ0MnchAdlB9QWfXrOKENiEETrbjTz4%3D&reserved=0) | Span 3101 syllabus final.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 04/17/2019 - 11:55 | Submit |  | This course has been reviewed ans approved. It mirrors a similar course in a sequence recently approved for French | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 16:15 | Approve | 4/17/2019 | Reviewed and approved | |

Span 3101

Syllabus

This is the first of three one-credit courses designed to prepare students for engineering internships in Spanish-speaking contexts by guiding them in developing communication strategies and competencies pertinent to their fields of study. The theme for this course is Engineering Smart Cities. Each week we will talk about a specific topic related to innovative and sustainable urban design. This course will integrate authentic materials in the target language to learn about and discuss design challenges in the UConn campus to achieve real-world language experince.

This course is intended to orient students with respect to thinking about engineering in the target language and will focus on broad issues with the goal of generating interest and comfort with engineering language tools and vocabulary from across engineering disciplines. Grammar and lexical topics will be incorporated throughout the course, highlighting common rhetorical strategies (e.g. passive voice, circumlocution, etc.) and morphological analysis (e.g. cognate association, identification of roots, use of prefixes, concept maps, lexical category-shifting, etc.) to equip students with useful linguistic tools.

In preparation for each week’s class session, students will complete a HuskyCT activity in which they will provide written responses to questions concerning a short video, audio recording, and/or text introducing the week’s topic. These activities will include a mix of targeted comprehension and vocabulary questions as well as open-ended reflection prompts for more advanced students.

In addition to the HuskyCT preparation activities described above, students will also be responsible for maintaining a weekly learning journal and personal glossary of terms, both to be shared with the instructor using Google Docs. Journal entries will consist of a short summary (5-10 sentences) of what they have worked on in their other engineering or related courses for that week, prompting students to think about their concurrent studies in the target language. The personal glossary will include 10 new, non-cognate terms related to their field per week (which each student will select based on her/his needs), providing a short definition (NOT a translation) and lexical description (noun, verb, adjective, etc.) for each term.

Students will also conduct an interview with a Spanish-speaking engineer, and will complete a group project to be presented to the class at the end of the course. Additional assessments will consist of short in-class vocabulary/grammar quizzes and oral activities.

Grade breakdown:

20% participation

40% homework

20% quizzes and in-class activities

20% final project

Course program

Week 1: Introduction

Week 2: What is a Smart City? Data, sustainability, design

Week 3: Urban planning

Week 4: Architecture

Week 5: Infrastructure

Week 6: Energy

Week 7: Water

Week 8: Transportation

Week 9: [Interview]

Week 10: [Site visit]

Week 11: Agriculture

Week 12: Manufacturing

Week 13: Sanitation

Week 14: Presentations

Week 15: Presentations

**2019-187 SPAN 3102 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12306 |
| **Request Proposer** | Terni |
| **Course Title** | Spanish for Engineering II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SPAN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Spanish for Engineering II |
| **Course Number** | 3102 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Spanish |
| **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** | 1 |
| **Instructional Pattern** | Seminar with interviews and site visits |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | SPAN 3101 or permission from instructor. Only for students enrolled in the ESP dual-degree program in Spanish and Engineering. |
| **Corequisites** | none |
| **Recommended Preparation** | Span 1003 or equivalent |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Students who have taken SPAN 3171 are not eligible to take this class. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Because of specialized instruction and the Spanish and Engineering dual degree program is only available at Storrs |
| **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** | SPAN 3102. Spanish for Engineering II One credit. Prerequisite: SPAN 3101 or instructor consent. Recommended preparation: SPAN 1003. Open to sophomores or higher. Open only to dual-degree Spanish and Engineering students. Not open for credit to students who have passed SPAN 3171. This course provides dual-degree Engineering and Spanish students more advanced vocabulary, methods, and field-specific knowledge. Students will learn to describe scientific processes, to follow scientific presentations in Spanish, and to create preparation and evaluation materials for these presentations. |
| **Reason for the course action** | This is the second of a new sequence of 1-credit courses designed to provide dual-degree Engineering and Spanish students with the scientific vocabulary and language tools they will need to work in Spanish during their internships. |
| **Specify effect on other departments and overlap with existing courses** | This course will replace the current SPAN 3171 which was a three-credit version of the one-credit sequence of courses we are now rolling out. SPAN 3171 will be phased out next year. |
| **Please provide a brief description of course goals and learning objectives** | Student will continue to build their vocabulary in different engineering fields and develop the relevant field-specific terminology for different engineering disciplines. Students will continue to learn about the cultural differences that shape the practice of science in Spain, in the Caribbean and in Latin American countries. |
| **Describe course assessments** | Students will have weekly homework, short quizzes, and oral descriptions of their engineering experience or career aspirations. Active participation in class games and exercises to promote vocabulary acquisition and encourage speaking will also be a graded feature of the course. Student will be expected to do an individual presentation about a tpic from their field. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Span 3102 syllabus final.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152525&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccc19335748274b75f55f08d6c3976732%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911452378353775&sdata=htivXaTFbmiwxad4zN4CtvhZFTzJf6yI57RYRRaYYlk%3D&reserved=0) | Span 3102 syllabus final.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 04/17/2019 - 12:39 | Submit |  | This course has been reviewed and approved. It mirrors a sequence of similar courses in French. | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 16:18 | Approve | 4/17/2019 | Read and approved. | |

Span 3102

Syllabus

This is the second of three one-credit courses designed to prepare students for engineering internships in Spanish-speaking contexts by guiding them in developing communication strategies and competencies pertinent to their fields of study.

This installment of the series will focus on advancing students’ knowledge and proficiency with respect to specialized vocabulary and rhetorical modes necessary for communicating in professional engineering contexts. Students will learn to interpret and produce field-relevant documents in the target language, including lab reports, case studies, and design plans, among others. Students will also practice communicating technical information in a variety of engineering areas, developing their ability to explain processes and formulate questions in succinct and accurate fashion.

The course will be divided into three main blocks and will include at least one site visit to an active engineering environment and at least one student-conducted interview of a Spanish-speaking engineering professional. Students will develop worksheets outlining the discipline-specific vocabulary and language tools they will need to successfully interact in Spanish during the interviews and site visits.

Students will be also responsible for maintaining a weekly learning journal and personal glossary of useful terms, both to be shared with the instructor using Google Docs. Journal entries will consist of a short summary (5-10 sentences) of what they have worked on in their other engineering or related courses for that week, prompting students to think about their concurrent studies in the target language. The personal glossary will include 10 new, non-cognate terms related to their field per week (which each student will select based on her/his needs), providing a short definition (NOT a translation) and lexical description (noun, verb, adjective, etc.) for each term.

During final weeks of the semester students will additionally complete one independent project related to their specific fields of study and one group project in collaboration with peers of different areas of expertise. These projects will consist of both a written/graphic component and feature an in-class presentation.

20% Participation

20% Homework

20% Quizzes and in-class activities

15% Individual project

15% Group project

**2019-188 SPAN 3103 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12307 |
| **Request Proposer** | Terni |
| **Course Title** | Spanish for Engineering III |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SPAN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Spanish for Engineering III |
| **Course Number** | 3103 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Spanish |
| **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** | 1 |
| **Instructional Pattern** | Seminar with interviews and site visits |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | SPAN 3101 or permission from instructor. Only for students enrolled in the ESP dual-degree program in Spanish and Engineering. |
| **Corequisites** | none |
| **Recommended Preparation** | SPAN 1003 or equivalent |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Students who have taken SPAN 3171 are not eligible to take this class. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Availability of qualified instructor, ESP program located at Storrs only |
| **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** | SPAN 3103. Spanish for Engineering III One credit. Prerequisite: SPAN 3101 or instructor consent. Recommended preparation: SPAN 1003. Open only to dual-degree Spanish and Engineering students. Not open for credit to students who have passed 3171. This course provides dual-degree Engineering and Spanish students more advanced vocabulary, methods, and field-specific knowledge. Students will learn to describe scientific processes, to follow presentations in Spanish, and to do research to create preparation materials for their interviews with engineers. Students will also learn practical job-seeking skills, including the cultural norms for CVs, job letters, and interviews. |
| **Reason for the course action** | This is the thirs of a new sequence of 1-credit courses designed to provide dual-degree Engineering and Spanish students with the scientific vocabulary and language tools they will need to work in Spanish during their internships. |
| **Specify effect on other departments and overlap with existing courses** | This course will replace the current SPAN 3171 which was a three-credit version of the one-credit sequence of courses we are now rolling out. SPAN 3171 will be phased out next year. |
| **Please provide a brief description of course goals and learning objectives** | The semester will be divided into three major blocks, each of which focuses on a particular engineering field. During these blocks, students will build familiarity with the language, vocabulary, concepts, and the soft language skills (and useful grammar) they will need to interact with an engineer in the target language. Students will also learn the basics of practical job application skills in Hispanic cultural contexts. |
| **Describe course assessments** | Research on the interview or site visit topic, the development of worksheets to prepare for the interview or site visit, and then the formation of self-assessment materials and quizzes to consolidate the language skills we have been building. Students will produce a culturally competent CV, job letter and practice job interviews as their final projects. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Span 3103 syllabus final.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152527&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cca3f3661a841476b645c08d6c396c613%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911449678893751&sdata=wHpFkPoVSzbb412jUdhQ1xoPFrHTzUrF9ldcZZ21WHU%3D&reserved=0) | Span 3103 syllabus final.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 04/17/2019 - 13:24 | Submit |  | this course has been reviewed and approved. It mirrors one for a similar sequence recently approved for French. | | Literatures, Cultures and Languages | Jennifer Terni | 04/17/2019 - 16:18 | Approve | 4/17/2019 | Read and approved. | |

Span 3103

Syllabus

This is the third course of the three-course Engineering Spanish Program series. The objective of this course is to continue to develop students’ communicative competencies in preparation for engineering studies and internships in a Spanish-speaking environment.

This installment of the series will focus on practical skills related to securing an engineering internship with a Spanish-speaking company. Students will learn to navigate the internship application process by conducting a genuine search for employment opportunities and producing genuine application materials. These materials will include a region-appropriate Curriculum Vitae and cover letter, as well as templates for communicating with prospective employers. Students will also practice interviewing skills and workplace behaviors appropriate for the cultural contexts in which they will be working.

The course will be divided into three main blocks and will include at least one site visit to an active engineering environment and at least one student-conducted interview of a Spanish-speaking engineering professional. Students will develop worksheets outlining the discipline-specific vocabulary and language tools they will need to successfully interact in Spanish during the interviews and site visits.

Students will be also responsible for maintaining a weekly learning journal and personal glossary of useful terms, both to be shared with the instructor using Google Docs. Journal entries will consist of a short summary (5-10 sentences) of what they have worked on in their other engineering or related courses for that week, prompting students to think about their concurrent studies in the target language. The personal glossary will include 10 new, non-cognate terms related to their field per week (which each student will select based on her/his needs), providing a short definition (NOT a translation) and lexical description (noun, verb, adjective, etc.) for each term.

During final weeks of the semester students will additionally complete one independent project related to their specific fields of study and one group project in collaboration with peers of different areas of expertise. These projects will consist of both a written/graphic component and feature an in-class presentation.

Grade breakdown:

15% Homework assignments

15% Curriculum Vitae

15% Cover letter

15% Job interview

15% Individual project

15% Group project

10% Participation

Course Program

Week 1: Introduction

Week 2: Beginning the job search

Week 3: Curriculum Vitae

Week 4: Peer-editing and revision

Week 5: Cover Letter

Week 6: Peer-editing and revision

Week 7: Interviewing skills

Week 8: Individual interviews

Week 9: Individual interviews

Week 10: [Interview with engineering professional]

Week 11: [Site visit]

Week 12: Professional communications

Week 13: Workplace cultures

Week 14: Presentations

Week 15: Presentations

**2019-189 WGSS 2250 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12187 |
| **Request Proposer** | Zane |
| **Course Title** | Critical Approaches to Women's, Gender and Sexuality Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Critical Approaches to Women's, Gender and Sexuality Studies |
| **Course Number** | 2250 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course itself is not changing. We are simply removing the pre-req. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher. Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. |
| **Corequisites** | Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher. |
| **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 existing title and complete course catalog copy** | WGSS 2250 Critical Approaches to Women's Gender and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher. Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. |
| **Provide proposed title and complete course catalog copy** | WGSS 2250 Critical Approaches to Women's Gender and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Recommended Preparation: Any 1000 level WGSS course. Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. |
| **Reason for the course action** | We are taking off the pre-req for this course to make it more accessible to our majors and minors at all campuses. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COURSE GOALS AND LEARNING OBJECTIVES: 1. Develop a set of questions, vocabularies, theoretical frameworks, and activist lenses for the study of women, gender, and sexuality. 2. Explain how activist origins began and its development over time of the WGSS inter-discipline, including the common transition from “Women’s Studies” to “Women’s, Gender, and Sexuality Studies;” the foundational but always diverse and contested role of feminism; and the development and interrelation of disciplinary, multidisciplinary, and interdisciplinary methodologies and practice. 3. Analyze race, gender, sexuality, class, ability, citizenship, and location as interdependent categories of identity, experience, and critical inquiry. 4. Identify a range of methods and theories of feminism, intersectionality, queer theory, critical race studies, postcolonial theory, cultural studies, transnational and/or global studies, disability studies, and political economy, among others. 5. Develop abilities to engage complex and often controversial historical and contemporary concerns with knowledge, passion, respect, curiosity, and an open mind. 6. Discuss a variety of sources and documents related to the study of women, gender, and sexuality. 7. Develop critical reading, verbal expression, and writing skills. |
| **Describe course assessments** | Essays, Discussion Posts, Feminist Praxis Project (final assessment) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Copy of WGSS 2250\_ Syllabus\_Sum19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152381&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C757be15cc23a40f7960408d6c4019bcf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911908526050825&sdata=fAkj8XpBuU7yJoSqCaS8Q6dLRio9q6rRBFBV8q6tCWQ%3D&reserved=0) | Copy of WGSS 2250\_ Syllabus\_Sum19.docx | Syllabus | | [Copy of 2250 Module Build Information.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F152382&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C757be15cc23a40f7960408d6c4019bcf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636911908526060834&sdata=DQigLtobA%2B5%2FwgX9qOvhzR1SYIrPjTZRtMkrCSLYWb4%3D&reserved=0) | Copy of 2250 Module Build Information.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sherry L Zane | 04/12/2019 - 10:39 | Submit |  | Approved WGSS Faculty Meeting 4.1.2019 | | Women's Gender and Sexuality Studies | Sherry L Zane | 04/17/2019 - 10:20 | Approve | 4/1/2019 | approved at WGSS faculty meeting 4/1/2019 | |



**WGSS 2250**

*Critical Approaches to Women’s Gender & Sexuality Studies*

# Syllabus - SS3: May 27th - June 28th, 2019

# 

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

## Program Information

Only include this section if applicable. It is intended for information such as program information, restrictions (only open to students in XXX program), etc.

## Course and Instructor Information

**Course Title:** Critical Approaches to WGSS

**Credits:** 3

**Format:** Online

**Prerequisites:**  Prerequisite or corequisite: [WGSS 1105](https://catalog.uconn.edu/wgss/#1105); open to sophomores or higher.

**Professor:** Sherry Zane

**Email:** sherry.zane@uconn.edu

**Telephone:** Office phone 860-486-7943

**Office Hours/Availability:** I will have online office hours from 10:00-11:00 am on Tuesdays and Thursdays if you would like an immediate response. Otherwise, **I will respond to email messages within 24 hours.**

**Course Materials**

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

Required textbooks are available for purchase through the [UConn Bookstore](http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](http://uconn.bncollege.com/webapp/wcs/stores/servlet/BNCBShippingDeliveryView?langId=-1&storeId=88191&catalogId=10001)).

**Required Materials:**

1. bell hooks. *Feminism is for Everybody: Passionate Politics*. *Routledge; 2 edition (September 28, 2014)* **ISBN-13**: 978-1138821620
2. Samhita Mukhopadhyay. *Nasty Women: Feminism, Resistance, and Revolution in Trump’s America. Picador (October 3, 2017)* **ISBN-13**: 978-1250155504

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

## Course Description

Theories practice, and methodologies of the Women’s, Gender, and Sexualities Studies interdiscipline. This course provides an overview of key feminist readings and theories from the 1980s forward. Ours is an ambitious reading list. The idea is not to overwhelm you but rather to rather to allow us to immerse ourselves in a wealth of feminist thought. The pieces we will be discussing are at times in conversation with one another and at times not. Their critical assumptions of how to define feminism vary. Some writers offer universal definitions; others pursue an intersectional approach. Some writers express themselves through literature; others pursue theory. Over the course of the semester we will be interrogating terms such as “feminist,” “gender,” “woman,” “lesbian,” “queer,” “gay,” “essentialism,” and “intersectionality,” along with “race,” “class,” and “dis/ability.”

## Course Objectives

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

1. Develop a set of questions, vocabularies, theoretical frameworks, and activist lenses for the study of women, gender, and sexuality.
2. Explain how activist origins began and its development over time of the WGSS inter-discipline, including the common transition from “Women’s Studies” to “Women’s, Gender, and Sexuality Studies;” the foundational but always diverse and contested role of feminism; and the development and interrelation of disciplinary, multidisciplinary, and interdisciplinary methodologies and practice.
3. Analyze race, gender, sexuality, class, ability, citizenship, and location as interdependent categories of identity, experience, and critical inquiry.
4. Identify a range of methods and theories of feminism, intersectionality, queer theory, critical race studies, postcolonial theory, cultural studies, transnational and/or global studies, disability studies, and political economy, among others.
5. Develop abilities to engage complex and often controversial historical and contemporary concerns with knowledge, passion, respect, curiosity, and an open mind.
6. Discuss a variety of sources and documents related to the study of women, gender, and sexuality.
7. Develop critical reading, verbal expression, and writing skills.

## Course Outline

|  |  |
| --- | --- |
| **Modules** | **Dates** |
| Course Orientation: Why Feminism Matters | Tues., 05/28 to Fri., 05/30 |
| Module 1: WGSS History | Tues., 05/28 to Sun., 06/02 |
| Module 2: Feminist Theories I | TBD |
| Module 3: Feminist Theories II | TBD |
| Module 4: Feminist Theories III | TBD |
| Module 5: Feminist Praxis | TBD |

***Note:*** May 27 is Memorial Day holiday (no online class).

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Points |
| Group Discussions  *(6 total @ 10 points each)* | 60 |
| Feminist Praxis Final Assessment | 30 |
| **Total Points** | **100** |

\*See the **Course Schedule** in HuskyCT for all assignment due dates.

**Group Discussions**

HuskyCT Group Discussion posts/threads: There are 6 total discussions worth 10 points each.

The points breakdown for each discussion includes the following:

* **5 points** for your original initial post on reading and films.
* **5 points** for your response to one classmate (in your response you must respond to a classmate’s initial post by using a reading that is due after).
  + Please remember that you are supposed to be engaging the readings due after class for the response post to a group mate.
  + See **Examples of Discussion Posts** | Original Posts and Response Posts: [**Click here**](https://docs.google.com/document/d/1wvovWfG5r_NilwP73v94gvEz37GHPgSDMnyZALqh430/edit?usp=sharing)

During the first week (in Course Orientation Module), you will sign-up to a discussion group. There are five discussion groups with a max of **5** *students per group*. A sign-up sheet will be provided in HuskyCT on *a first come, first serve basis to join a group*.

Groups:

1. The Lavender Menace
2. The Gulabi Gang
3. Black Lives Matters
4. The Kitchen Table Press
5. The Guerrilla Girls

**Group Discussion Guidelines:**

You are required to post in the Group Discussion Boards in HuskyCT in response to the readings and the films we watch each week in your respective groups. There are 2 required posts for each discussion.

* **For Modules 1-4**, your PERSONAL ENTRY for readings and films is due on **Thursday** in HuskyCT by 11:59pm. Your RESPONSE to one classmate within your discussion group are due on **Sunday** by 11:59pm.
* **For Module 5 (short week)**, your PERSONAL ENTRY for readings and films is due on **Wednesday** in HuskyCT by 11:59pm. Your RESPONSE to one classmate within your discussion group is due on **Thursday** by 11:59pm.
* For all Discussions: You should CITE the readings and videos. If you do not show you have read the material, you will not receive full points.
* Your **response posts** to classmates should EACH be no less than 100 words. You should save your discussion posts on your computer as well so you can use them for paragraphs in your final written essay.

**Feminist Praxis Final Assessment**

Building on Megan Seely’s “action plan” in Fight Like a Girl, review the first three of her twelve-step approach to engaging in feminist praxis. ( found on page 197 of chapter 5 in this module).

1. Define the issue that you want to raise awareness on;
2. Work with other activists, and dialogue the issue to clarify the feminist analysis of the problem and the solution; and
3. Decide what action to take

Write a four-page essay in which you get started on a praxis plan that uses these first three steps, documenting your interest in the issue (and demonstrating familiarity with research and evidence on that issue); researching the current work (and organizations or groups involved in it) on the topic; and laying out action steps you could take to effect change.

Typed, double-spaced, title page, MLA style documentation, works cited page. Use at least four sources from this course to cite, but no more than 1 video. You may use outside sources in addition to the four-course citations.

**Grading Scale:**

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

**Due Dates and Late Policy**

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

**Late or Missing Work**

Assignments are due as indicated above or announced in class. You must complete all assignments to pass this class (so you cannot skip the final project paper and still pass, no matter how well you are doing). Late assignments will be docked by 25% for each day they are late. It is not fair to your classmates for you to take extra time on an assignment. I will not accept emailed assignments. For your protection, keep a file of all your graded work in case any questions arise about an assignment or grade.

**Feedback and Grades**

I will make every effort to provide feedback and grades in 4 days. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

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

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

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let 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/>.

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

## Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

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

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

## Minimum Technical Skills

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

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

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

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

### May 27th - June 28th, 2019 (5 weeks)

Learning Module Content with objectives.

COURSE OBJECTIVES:

1. **Develop** a set of questions, vocabularies, theoretical frameworks, and activist lenses for the study of women, gender, and sexuality.

2. **Explain** how activist origins began and its development over time of the WGSS inter-discipline, including the common transition from “Women’s Studies” to “Women’s, Gender, and Sexuality Studies;” the foundational but always diverse and contested role of feminism; and the development and interrelation of disciplinary, multidisciplinary, and interdisciplinary methodologies and practice.

3. **Analyze** race, gender, sexuality, class, ability, citizenship, and location as interdependent categories of identity, experience, and critical inquiry.

4. **Identify** a range of methods and theories of feminism, intersectionality, queer theory, critical race studies, postcolonial theory, cultural studies, transnational and/or global studies, disability studies, and political economy, among others.

5. **Develop** abilities to engage complex and often controversial historical and contemporary concerns with knowledge, passion, respect, curiosity, and an open mind.

6. **Discuss** a variety of sources and documents related to the study of women, gender, and sexuality.

7. **Develop** critical reading, verbal expression, and writing skills.

**Course Orientation: Why does feminism matter?**

**Readings: Obj. 1, 2, 6**

Read: A. Rich and bell hooks: Claiming and Education and Teaching to Transgress

(in WGSS 1105 learning module 1): <https://academictrap.files.wordpress.com/2015/03/bell-hooks-teaching-to-transgress.pdf>

Read: “Making the Invisible, Visible” by Anna Diamond.

<https://slate.com/human-interest/2015/09/womens-and-gender-studies-class-learn-to-understand-and-recognize-sexism-in-everyday-life.html>

Read: Introduction to ***THRESHOLD CONCEPTS IN WOMEN’S GENDER AND SEXUALITY STUDIES: WAYS OF THINKING, SEEING, AND KNOWING.***

Videos: Obj. 2, 6

**VIDEOS**

Watch: Beverly Guy Sheftall - *Makers Interviews*

<https://www.makers.com/videos/5548b345e4b08df3b6efa779>

At the bottom of the page there are several more videos with BGS. Please watch all of them: They total around 17 minutes all together.

Watch: Barbara Smith - *Makers Interviews*

<https://www.makers.com/profiles/591f288f4d21a8046c3a637c>

At the bottom of the page there are several more videos with BS. Please watch all of them: Total around 17 minutes.

Watch: Rita Mae Brown - *Makers Interviews*

<https://www.makers.com/profiles/591f2763bea17771623a7f2c>

Watch all (same as above)

After watching go to the homepage for interviews and pick two others of your choice to watch:

<https://www.makers.com/profiles>

**Discussion Post: Obj. 1, 3, 4, 5, 7**

**ANSWER THE FOLLOWING QUESTIONS IN YOUR GROUP POST BEFORE YOU WATCH THE MAKERS INTERVIEWS.**

1. Where have you encountered feminism, feminist activism, or anti-racist gender justice efforts in other contexts- your family, friends, school, media, popular culture, etc? What are your major assumptions about the goals of the feminist movement?
2. Which of the stereotypes and misconceptions about feminism and feminists discussed in the introduction to *Threshold Concepts in Women’s and Gender Studies* have you encountered before? Where and in what context?

**ANSWER THE FOLLOWING QUESTIONS FOR YOUR GROUP POST AFTER YOU WATCH THE MAKERS INTERVIEWS.**

1. What did you learn about feminism and Women’s and Gender Studies from Beverly Guy Sheftall and Barbara Smith?
2. What did you learn from Rita Mae Brown and the two feminists of your choice?

What similarities did they share? What differences? Why is feminism important to them? How did they come to this conclusion?

1. Do you think that these individuals support or refute common negative stereotypes about feminists? Explain.

(800 words minimum)

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Learning Module 1: WGSS History**

**Readings and Videos: Obj. 1,2,3,6**

**Read:** “The Evolution of American Women’s Studies” <https://www.insidehighered.com/news/2009/03/27/evolution-american-womens-studies>

**WATCH:** She’s Beautiful When She’s Angry

Full movie on youtube: <https://www.youtube.com/watch?v=e-n829QzZ58&t=48s>

**WATCH:** Audre Lorde, “There is No Hierarchy of Oppression”

<https://www.youtube.com/watch?v=-CPAlSVaiL8>

**WATCH:**  The Origin of the term “Women of Color”

<https://www.youtube.com/watch?v=82vl34mi4Iw>

**Read:** The Combahee River Collective: go to the website (read the homepage and then click on “Combahee River Collective Statement” and read it.

<https://combaheerivercollective.weebly.com/>

**Pick one of the following videos:**

**WATCH:** Pay it No Mind - The Life and Times of Marsha P. Johnson

<https://www.youtube.com/watch?v=rjN9W2KstqE>

(please note there are some inappropriate terms used in this documentary, such as “transvestite and tranny.” Those terms were used during the time period, but should no longer be used in relation to people who identify as transgender.

OR

**WATCH:** The Death and Life of Marsha P. Johnson on Netflix

**THEN EVERYONE READS:**

**Read:** “What is a Woman?” by Michelle Goldberg

<https://www.newyorker.com/magazine/2014/08/04/woman-2>

**Read:** “Who Counts as a Woman?” by Carol Hay

[**https://www.nytimes.com/2019/04/01/opinion/trans-women-feminism.html**](https://www.nytimes.com/2019/04/01/opinion/trans-women-feminism.html)

**Read:** “Trans-Inclusive Feminism is Essential”

<http://lawatthemargins.com/trans-inclusive-feminism-is-essential-to-challenge-gender-norms/>

**Read: “**Putting the Transgender Activists versus Feminism Debate to Rest.”

[**https://medium.com/@juliaserano/putting-the-transgender-activists-versus-feminists-debate-to-rest-e18075df03af**](https://medium.com/@juliaserano/putting-the-transgender-activists-versus-feminists-debate-to-rest-e18075df03af)

**Discussion**

**Answer the following questions in your initial post: (800 words minimum) Obj. 2,3,4,5,7**

1. What would you consider some key moments in the history of feminism and U.S. women’s movements from the film, *She’s Beautiful When She’s Angry* and why?
2. Why is Marsha P. Johnson a central figure in the history of LGBT rights? What connections can you make between the two documentaries?
3. What do the articles reveal to you about the debates over transgender activism and feminism? Why do some radical feminists oppose the inclusion of transgender women? Why is inclusion so important for any social justice movements? What would Audre Lorde say?

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Learning Module 2: Feminist Theories I (Feminist Theories and The Social Construction of Gender)**

**Readings and Videos: Obj. 1,2,3,6**

**Read:** What is Feminist Theory? <https://www.thoughtco.com/feminist-theory-3026624>

**Read:**  Patriarchal Society According to Feminism: <https://www.thoughtco.com/patriarchal-society-feminism-definition-3528978>

**Read:** bell hooks. *Feminism is for Everybody*

<https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf>

**Watch:** *Miss Representation -* rent on youtube (1.99)

<https://www.youtube.com/watch?v=FZYpAuUzDhU>

**Answer the following questions in your initial post: (800 words minimum) Obj. 2,3,4,5,7**

**These questions relate to the above readings and videos. You will have more questions after the next set of readings and videos in this module.**

**Questions:** Select one of the following feminist issues mentioned in the above readings and video and do some internet research: (access to contraception, access to safe and legal abortion, affordable childcare, LGBTQ rights, media and popular culture images of gender, gender violence, women in electoral politics. What is the current status of that issue? What policy or legislative efforts are currently at work in that issue? How do you see the issue in your own day-to-day life?

**Part II:**

**Watch:**  Theories of Gender

<https://www.youtube.com/watch?v=CquRz_cceH8>

**Read:** Why Sex is Not Binary by Anne Fausto Sterling

<https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html>

**Watch:** “Theories of Transgender Identity”

<https://www.coursera.org/lecture/gender-sexuality/theories-of-transgender-identity-LLJly>

**Read:** “Seeing Sexism from Both Sides: What Trans Men Experience.”

<http://time.com/transgender-men-sexism/>

**Questions for your Initial Post Part II: Obj. 2,3,4,5,7 (800 word minimum)**

Why do you think that biological explanations for gender roles and expectations are so powerful? In what ways do biological explanations fail to account for human experiences broadly or in your own experience specifically?

How might transgender men be uniquely poised to shed light on how gender is socially constructed in society?

In what ways can you observe race, class, and sexuality operating in definitions of masculinity and femininity? This can be in your everyday life, film, television, music, etc.

Watch the following commercial for Droid phones: <https://www.youtube.com/watch?v=w83UQkiuNZQ>

How does this commercial illustrate key concepts from this module? Write a couple of short paragraphs analyzing the cultural messages that this commercial reinforces.

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7 (200-word minimum)**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Learning Module 3: Feminist Theories II (Queer Theory, Disability Theory)**

**Readings and Videos: Obj. 1,2,3,6**

**Watch:** What is Queer Theory

<https://www.youtube.com/watch?v=E7p1c2ofLIU>

**Read:** Queer Theory Key Debates

<https://www.shmoop.com/queer-theory/key-debates.html>

**Watch:** Compulsory Heterosexuality and Media Representation

<https://www.youtube.com/watch?v=ckAZ_pyuEqY>

**Watch:** The Bechdel Test

<https://feministfrequency.com/video/the-bechdel-test-for-women-in-movies/>

**Read:** The Next Bechdel Test

<https://projects.fivethirtyeight.com/next-bechdel/>

**Read:** The Vito Russo Test

<https://www.glaad.org/sri/2018/vitorusso>

**Read:** Robert McRuer. “Compulsory Able-Bodiedness and Queer/Disabled Existence

<http://dsfnetwork.org/assets/Uploads/DisabilitySunday/31206.-McRuer-Compulsory-Able-Bodiness.pdf>

**Read:** How Feminism Informed My Identity as a Disabled Woman. <https://www.buzzfeed.com/lucywebster/how-feminism-informed-my-identity-as-a-disabled-woman>

**Read:** #Yesallwomen but not really. <https://www.thedailybeast.com/yesallwomen-but-not-really-how-feminism-leaves-the-disabled-behind>

**Read:** More than our Machines. <https://www.bitchmedia.org/article/more-our-machines/aesthetics-and-prosthetics-science-fiction>

**Discussion:**

**PICK TWO FILMS OF YOUR CHOICE AND DO A FEMINIST ANALYSIS USING QUEER THEORY FOR ONE AND DISABILITY FOR THE OTHER.**

**POST IN GROUP DISCUSSION. REMEMBER TO CITE READINGS/VIDEOS FROM THE MODULE.**

**(1000 WORDS MINIMUM) Obj. 2,3,4,5,7**

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7 (200-word minimum)**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Learning Module 4: Feminist Theories III (Critical Race Theory and Intersectionality)**

**Readings and Videos: Obj. 1,2,3,6**

**Part I:**

**Watch:** “Race - The Power of an Illusion” (streaming on the library website)Episode 1 “The Difference Between Us” <http://library.dl.uconn.edu/Mediasite/Play/4421127ecf7a4a339ebbf3ec8d585bca1d?catalog=94829db0-8d05-4d90-b544-cbbb63f44e1d>

and 3 “The House We Live In”

<http://library.dl.uconn.edu/Mediasite/Play/81ded9f94e66431c9ccad6255eca06d31d>

**Read: “**The Bridge: Critical Race Theory”

<https://cyber.harvard.edu/bridge/CriticalTheory/critical4.htm>

**Read:** “Critical Race Theory”

<https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html>

**Read:** “The Racial Politics of Disney Animals” - <https://www.bitchmedia.org/article/racial-politics-disney-animals>

**Watch:** “What do microaggressions mean to you?”

<http://projects.seattletimes.com/2016/under-our-skin/#microaggression>

**Questions for your Initial Post Part I: Obj. 2,3,4,5,7 (500-word minimum)**

What did you learn from the video episodes “Race-The Power of an Illusion?” Be specific. Do not just pick out the first five minutes of each episode in the documentary?

What is critical race theory? Make sure to define it and then apply CRT to a television show, advertisement/commercial or music video. Write up your analysis showing that you understand critical race theory.

**Part II:**

**Watch:** “The Urgency of Intersectionality”

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

**Read:** Angela Davis - Why My Feminism is Intersectional. <https://bust.com/feminism/16553-angela-davis-and-black-lives-matter-why-my-feminism-is-intersectional.html>

**Watch:**  Angela Davis on Intersectional Feminism

<https://www.kcet.org/shows/democracy-now/angela-davis-inclusive-intersectional-feminism-vs-state-violence>

**Read:**  This is Us in Jordan Peele’s New Film

<https://www.bitchmedia.org/article/this-is-us-movie/Jordan-Peele-horror-home-invasion-thriller/3>

**Questions for your Initial Post Part II: Obj. 2,3,4,5,7**

1. Go back to the Combahee River Collective Statement AND Audre Lorde’s “No Hierarchy of Oppression from module 2. How is the concept of intersectionality present in these texts without those authors using the term?
2. Consider an area of your own interest or expertise (this could be a hobby, an academic major, or an important co-curricular activity you engage in), and identify an important issue, question, or controversy within that area of interest. How might an intersectional approach that accounts for multiple overlapping identities help you approach that issue? Use the readings and videos to show your understanding of intersectionality.

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7 (200-word minimum)**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Learning Module 5: Feminist Praxis**

**Readings and Videos: Obj. 1,2,3,6**

**Read:** Chapter 5 “Feminist Praxis” from *Threshold Concepts in Women’s and Gender Studies* (191-225) on Husky CT (I am scanning this and will provide it soon).

**Watch:** *Dolores ( on Amazon to rent)*

[*https://www.amazon.com/Dolores-Huerta/dp/B07F5FXP71/ref=sr\_1\_1?keywords=Dolores&qid=1554662851&s=gateway&sr=8-1*](https://www.amazon.com/Dolores-Huerta/dp/B07F5FXP71/ref=sr_1_1?keywords=Dolores&qid=1554662851&s=gateway&sr=8-1)

**Read:** Pioneering Labor Activist Dolores Huerta: Women 'Never Think of Getting Credit' But Now That's Changing

<http://time.com/5211356/dolores-huerta-pbs-documentary/>

**Watch:** *Period. End of Sentence*on Netflix

**Read:** *Nasty Women* (textbook excerpts)

**Watch:** Tarana Burke Ted Talk

<https://www.youtube.com/watch?v=zP3LaAYzA3Q>

**Questions for your Initial Post Obj. 2,3,4,5,7**

1. Think about the key terms presented in the chapter you read, including feminist praxis, ally, backlash, rape culture, postfeminism, and activism. Which of these have you used previously in your everyday vocabulary? Which take on new meanings in the context of this chapter material?
2. What are some key takeaways from the films and other readings in this module? Why don’t people know who Dolores Huerta is? Why is her work so important? And to what communities? Why do you think *Period. End of Sentence* won an academy award in 2018? How do people in this community organize to raise awareness? What is the #Metoo movement and how has it affected our society?
3. Use some of the readings in *Nasty Women* to explain how feminist praxis varies.

**PICK ONE OF THE FOLLOWING TO COMPLETE (QUESTION 4 OR 5)**

1. What are the activist organizations on your campus and in your community? What issues are these organizations working on, and how? Do you know anyone who is connected to one or more of them? What opportunities do they provide for getting involved? In your opinion, are there pressing issues on your campus and/or in your community that are *not* currently being addressed by an activist organization? If so, what are they?
2. Visit the website of one of the following organizations. In what ways do you see the organization engaged in feminist praxis?
3. <http://9to5.org/>
4. [www.incite-national.org/home](http://www.incite-national.org/home)
5. [www.feministfrequency.com/](http://www.feministfrequency.com/)
6. [www.transequality.org/](http://www.transequality.org/)
7. [www.ihollaback.org/](http://www.ihollaback.org/)
8. <http://upsettingrapeculture.com>
9. [www.womensmediacenter.com](http://www.womensmediacenter.com)
10. [www.onebillionrising.org](http://www.onebillionrising.org)
11. [www.knowyourix.org/](http://www.knowyourix.org/)

**IN YOUR RESPONSE TO A GROUPMATE: Obj. 4 and 7 (200-word minimum)**

Respond to one group mate post building on something they discuss in their initial post. (200 words minimum)

**Feminist Praxis Final Assessment Objectives 1, 5, 6, 7**

Building on Megan Seely’s “action plan” in *Fight Like a Girl,* review the first three of her twelve-step approach to engaging in feminist praxis. ( found on page 197 of chapter 5 in this module).

1. Define the issue that you want to raise awareness on;
2. Work with other activists, and dialogue the issue to clarify the feminist analysis of the problem and the solution; and
3. Decide what action to take

Write a four-page essay in which you get started on a praxis plan that uses these first three steps, documenting your interest in the issue (and demonstrating familiarity with research and evidence on that issue); researching the current work (and organizations or groups involved in it) on the topic; and laying out action steps you could take to effect change.

Typed, double-spaced, title page, MLA style documentation, works cited page.

Use at least four sources from this course to cite, but no more than 1 video.

You may use outside sources in addition to the four-course citations.

**2019-190 WGSS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 4/16/2019

2. Department or Program: Women’s, Gender & Sexuality Studies

3. Title of Minor: Women’s, Gender & Sexuality Studies Minor

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Spring 2020

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

5. Nature of change: Revise credit number and add core course requirement

# Existing Catalog Description of Minor

The Women’s, Gender, and Sexuality Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements.

Students seeking a minor in Women’s, Gender, and Sexuality Studies must complete 18 credits of course work, at least 15 of which must be at the 2000 level or higher, in [WGSS courses](https://catalog.uconn.edu/WGSS/), those cross listed with WGSS, and/or courses approved by the director of WGSS.

Not more than two courses may be counted toward both the minor and the major.

Not more than six credits for the Internship Program may be applied to the minor.

The minor is offered by the [Women’s, Gender, and Sexuality Studies Program](http://wgss.uconn.edu/).

# Proposed Catalog Description of Minor

The Women’s, Gender, and Sexuality Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements.

 Students seeking a minor in Women’s, Gender, and Sexuality Studies must complete fifteen credits of course work at the 2000-level or higher as follows:

1.       WGSS 2250 Critical Approaches to Women’s, Gender and Sexuality Studies (3 credits)

2.       12 additional credits of 2000-level or higher WGSS courses, those cross-listed with WGSS, and/or courses approved by the director of WGSS, with the below restrictions:

a.       Not more than two courses may be counted toward both the minor and the major.

b.       Not more than six credits of Internship may be applied to the minor.

c.       A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

The minor is offered by the Women’s, Gender, and Sexuality Studies Program.

# Justification

1. Reasons for changing the minor: Making the minor more accessible and creating more rigor by adding a foundational course.

2. Effects on students: Easier to change from the minor to the major and making sure minors and majors have foundational knowledge.

3. Effects on other departments: None

4. Effects on regional campuses: Increases ability for regionals to offer minor and major

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

    Department Curriculum Committee: 3.30.2019

    Department Faculty: 4.1.2019

6. Name, Phone Number, and e-mail address of principal contact person: Sherry Zane, [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu), 860-917-7292 and 860-486-7943

**2019-191 Writing Add Minor**

****

**Proposal to Add a Minor**

**1. Date:** November 2018

**2. Department or Program:** English, American Sign Language, Business, Chemistry, Communications, Ecology & Evolutionary Biology, Education, Engineering, Human Development and Family Sciences, Journalism, Physiology and Neurobiology, Translation Studies,

**3. Title of Minor:** Writing

**4. Does this Minor have the same name as the Department or a Major within this**

**Department? \_\_\_ Yes \_X\_\_ No**

**(If no, explain in Justification section below how this proposed Minor satisfies**

**the** [**CLAS rule**](http://ccc.clas.uconn.edu/form-instructions/#minors) **limiting each department to one minor).**

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

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

# Catalog Description of Minor

The Writing minor promotes an interdisciplinary awareness of composing practices, histories, and theories. It encourages students to refine their writing abilities across diverse contexts and technologies.

The minor requires fifteen credits at the 2000-level or above. All students must take ENGL 2013W (Introduction to Writing Studies) or ENGL 2049W (Writing Through Research) and twelve credits from the list below. Courses must be taken in at least two subject areas. No more than six credits may overlap with another major or minor. Please note that some classes are open only to majors in that subject area.

ASLN 3306W. Advanced American Sign Language Level II

BME 4910W.  Biomedical Engineering Design II

BUSN 3002W. Effective Business Writing (1 credit)

BUSN 3003W. Business Communications

CE 4900W.  Civil Engineering Projects 1

CE 4910W. Civil Engineering Projects

CE 4920W.  Civil Engineering Projects II

CHEG 4143W.  Chemical Engineering Capstone Design II

CHEM 3170W. Technical Communications

COMM 2100. Professional Communication

COMM 4220W. Small Group Communication

COMM 4930W. Public Relations Writing

COMM 4940. Digital Video Production

COMM 4941. Nonfiction Digital Video Production

CSE 4939W. Computer Science and Engineering Design Project I

EEB 3895W. Science Writing for Non-Scientific Audiences (2 credits)

EDCI 3100W. Multicultural Education, Equity and Social Justice

EDCI 4110W. Teaching Reading and Writing in the Elementary School

EDCI 4205W. Methods of Foreign Language Instruction, K-12

EDCI 4210W. Instruction and Curriculum in the Secondary School

EPSY 4120W. Fundamentals of Assessment in Special Education

ENGL 2001. Grant Proposal Writing

ENGL 3003W. Advanced Expository Writing

ENGL 3010W. Advanced Composition for Teachers

ENGL 3012. Books and Book Publishing

ENGL 3013. Media Publishing

ENGL 3701. Creative Writing II (Intermediate)

ENGL 3703. Writing Workshop (Advanced)

ENGL 3705. Playwriting

ENGL 3711. Creative Writing for Child and Young Adult Readers

ENGL 3713. Literary Magazine Editing

ENGL 3715. Nature Writing Workshop

ENGL 3082. Writing Center Practicum (1 credit)

ENGL 3692. Writing Practicum (variable credits)

ENGL 4407W. Advanced Study: Prose

ENVE 4910W.  Environmental Eng’g Design I

ENVE 4920W.  Environmental Eng’g Design II

HDFS 4007W. Professional Communications in Human Development and Family Studies

JOUR 2000W. Newswriting I

JOUR 2001W. Newswriting II

JOUR 3000W.  Public Affairs Reporting

JOUR 3005. Intro to Online Journalism

JOUR 3012W. Feature Writing

JOUR  3013W. Magazine Journalism

JOUR 3040. Newswriting for Radio and Television

JOUR 3046. Environmental Journalism

LLAS 2012. Latinos in Connecticut: Writing for the Community

ME 4973W. Senior Design Project I

MEM 4971 W. Senior Design I

MEM 4972W. Senior Design II

MSE 4901W. Capstone Design Project I

MSE 4902W. Capstone Design Project II

PNB 3120W. Scientific Writing in Physiology and Neurobiology (1 credit)

TRST 3010. Translating Literature: Practice and Theory

TRST 3011. The Art of Literary Translation

Students may petition to include other courses whose focus is writing by applying to Kathleen Tonry at kathleen.tonry@uconn.edu.

# Justification

**1. Identify the core concepts and questions considered integral to the discipline:**

This minor adopts an expansive definition of ‘writing,’ one that includes not just composing in traditional print text but also communicating in a range of modes and media. This minor likewise reflects the interdisciplinary nature of writing and its focus on the production, consumption, and circulation of texts across contexts and media. The minor is unified by its focus on writing’s social, disciplinary, rhetorical, and ethical functions and implications. The minor has been designed so that students explore core concepts and questions related to how writing functions across contexts and media while pursuing their specific interests across the range of disciplines that makes up the minor.

**2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:**

The plan of study integrates courses from across schools and colleges to address how writing is used in various contexts and disciplines. The requirement that all students take one of two gateway courses will ensure a consistent introduction to the minor, and the requirement that courses must be taken in at least two subject areas ensures that students acquire exposure to the interdisciplinary nature of writing, as well as practice in refining their writing abilities across diverse contexts.

Because students will join the minor from many disciplines across colleges, they will benefit from the shared experience of taking one of the two required gateway courses. These courses are designed to introduce students to the threshold concepts within Writing Studies and help them understand how these concepts are useful in thinking about writing, writing scholarship, and the teaching of writing. In addition to the theoretical work of the courses, students will practice writing in different contexts and for different purposes in order to recognize and gain experience negotiating the personal, social, political, and rhetorical factors that impact one’s writing across genres and media. Students will also gain experience reading and commenting on each other’s work during peer-response sessions, which will help to improve their own writing, as well as their critical acumen.

The common gateway course experience proves structure while the minor, overall, gives students the opportunity to choose a path that allows them to pursue their specific interests in more depth. The structure that the gateway courses provide alongside the flexibility to work across the range of disciplines the minor encompasses provides a balanced education experience for students, preparing them for many post-graduation opportunities that depend upon writing.

**3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.**

This is an interdisciplinary minor that draws together courses from several disciplines.

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

**Departments:**

ASLN, 2.3.2019

COMM, 4.15.2019

EEB, 2.1.2019

ENGL, 1.31.2019

HDFS, 2.4.2019

JOUR, 4.15.2019

LLAS, 2.1.2019

PNB, 2.20.2019

TRST, 2.6.2019

**Colleges:**

CLAS C&C,

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

Pamela Bedore, pamela.bedore@uconn.edu, (860) 405-9135

Kathleen Tonry, [Kathleen.tonry@uconn.edu](mailto:Kathleen.tonry@uconn.edu), (860) 486-9104

**2019-192 ARIS Revise Major**

****

**2019-193 ARIS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 4/15/19

2. Department or Program: LCL

3. Title of Minor: Arabic and Islamic Civilizations

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/%2523effective) Date (semester, year): Fall 2019

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

5. Nature of change: Change Minor Requirements, Change Title to Arabic and Islamic Studies

# Existing Catalog Description of Minor

**Arabic and Islamic Civilizations Minor**

* [ARAB course descriptions](https://catalog.uconn.edu/ARAB/)
* [ARIS course descriptions](https://catalog.uconn.edu/ARIS/)

The Arabic and Islamic Civilizations minor requires 18 credits at the 2000 level or above in Arabic and Islamic Civilizations (ARAB and ARIS subject areas). AP credits may not be used toward the minor.

Prerequisite: Two semesters of formal Arabic, or equivalent proficiency. Proficiency must be approved by minor advisor.

Arabic and Islamic Civilizations minors must complete a minimum of six courses (18 credits) and complete at least one course from each of the following groups:

1. Literature: [ARAB 3550W](https://catalog.uconn.edu/ARAB/#3550W), [3551](https://catalog.uconn.edu/ARAB/#3551), [3559](https://catalog.uconn.edu/ARAB/#3559), [3570](https://catalog.uconn.edu/ARAB/#3570).
2. Culture: [ARAB 2751](https://catalog.uconn.edu/ARAB/#2751), [3751](https://catalog.uconn.edu/ARAB/#3751), [3771](https://catalog.uconn.edu/ARAB/#3771), [3772](https://catalog.uconn.edu/ARAB/#3772).
3. Language: [ARAB 2170](https://catalog.uconn.edu/ARAB/#2170), [3102](https://catalog.uconn.edu/ARAB/#3102), [3212](https://catalog.uconn.edu/ARAB/#3212).

Enrollment in a study abroad program in an Arabic-speaking country is not mandatory for Arabic and Islamic Civilizations minors. With advisor’s consent, any of the above courses may be replaced by an appropriate [ARAB 3293](https://catalog.uconn.edu/ARAB/#3293) course from study abroad programs. Up to six credits taken in study abroad programs may count toward the minor. Students can enroll in either University of Connecticut sponsored or non-University of Connecticut sponsored programs. In either case, students must consult with the advisor to determine which courses will receive credits.

The minor is offered by the Literatures, Cultures, and Languages Department.

# Proposed Catalog Description of Minor

The Arabic and Islamic Studies Minor requires 18 credits at the 2000-level or above in Arabic and Islamic Studies (ARAB and ARIS subject areas). AP credits may not be used toward the minor.

Pre-requisites: two semesters of formal Arabic, or comparable proficiency. Proficiency must be approved by Minor advisor.

Arabic and Islamic Studies courses comprise three main groups:

**Group 1 (Literature):** ARAB 3550W, 3551, 3559, 3570

**Group 2 (Culture):** ARAB 2571, 3102, 3751, 3771, 3772,

**Group 3 (Language):** ARAB 2170, 3102, 3212, ARIS 3000

Students must take courses according to the following guidelines:

A. Two courses from Group 1

B. Two courses from Group 2

C. Two courses from Group3

Note: Special Topics, Foreign Study and Independent Study courses may fit, depending on topic, any of the above groups, with advisor approval.

In addition, the following rules apply:

* A minimum of 12 of the major credits must consist of Arabic courses taken in residence. Only 6 may be transfer credits.
* A single course cannot satisfy more than one requirement.

Enrolment in a study abroad program in an Arabic-speaking country is not mandatory for Arabic and Islamic Studies minors. With advisor’s prior consent, any of the above courses may be replaced by ARAB or ARIS 3293 courses from study abroad programs. Up to 6 credits taken in study abroad programs may count toward the minor. Students can enroll in either UConn-sponsored or non-UConn-sponsored programs.

# Justification

1. Reasons for changing the minor: The Title is changed to Arabic and Islamic Studies to reflect the expanding expertise of our faculty due to a new hire in 2019. The requirements have changed to include foreign studies and independent studies as well as to make the minor more accessible while preserving curriculum integrity. Media Arabic (ARAB 3102) is included under the Culture rubric (Group 2).

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/%2523dates) by

    Department Curriculum Committee:

    Department Faculty:

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

**2019-194 AMST Revise Major (guest: Christopher Vials)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: *April 22, 2019*

2. Department or Program: *American Studies*

3. Title of Major: *American Studies*

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

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

5. Nature of change: *refreshing the course list*

# Existing Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

General Requirements

1. **Total Credits for the Major: 27 (nine courses, not including “Related Coursework”).** In fulfilling the Course Requirements below, a single course can be “double-dipped” to fulfill two areas at once (but not triple-dipped). **Note:** Students who double dip must reach their 27 credits for the major by taking any of the classes listed in the course requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take four AMST-designated courses ([AMST 1201](https://catalog.uconn.edu/AMST/#1201) and [3265](https://catalog.uconn.edu/AMST/#3265) count toward this total).
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in three different departments, not including AMST. Courses cross listed with AMST may count for this requirement, however (for example, [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440) counts as an Art History course).

Course Requirements

With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.

1. **Intro Course:** [AMST 1201](https://catalog.uconn.edu/AMST/#1201).
2. **American Studies Methods Requirement:** [AMST 3265W](https://catalog.uconn.edu/AMST/#3265W).
3. **Space, Place, Land, and Landscape (one of the following):** [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/ENGL 2276W](https://catalog.uconn.edu/ENGL/#2276W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3542](https://catalog.uconn.edu/HIST/#3542); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ANTH 3904](https://catalog.uconn.edu/ANTH/#3904); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240); [HIST 3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3541/W](https://catalog.uconn.edu/HIST/#3541), [3542](https://catalog.uconn.edu/HIST/#3542); [HIST/AASI 3874](https://catalog.uconn.edu/AASI/#3874)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875).
4. **The United States and the World (one of the following):** [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST/MAST 2210](https://catalog.uconn.edu/MAST/#2210); [HIST/AFRA/LLAS 3208](https://catalog.uconn.edu/LLAS/#3208); [HIST/AASI/LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [HRTS/SOCI 3831](https://catalog.uconn.edu/SOCI/#3831).
5. **Popular Culture and the Cultural Imagination (one of the following):** [AFRA/AMST/HDFS/WGSS 3042](https://catalog.uconn.edu/AMST/#3042); [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ARTH 3570](https://catalog.uconn.edu/ARTH/#3570); [AMST/ENGL 2276/W](https://catalog.uconn.edu/ENGL/#2276); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/MUSI 1002](https://catalog.uconn.edu/MUSI/#1002); [AMST/POLS 3822](https://catalog.uconn.edu/POLS/#3822); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131), [4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [ENGL 3220/W](https://catalog.uconn.edu/ENGL/#3220), [3240](https://catalog.uconn.edu/ENGL/#3240); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HIST 3569](https://catalog.uconn.edu/HIST/#3569).
6. **Intersectionalities (one of the following):** [AMST/AASI 2276/W](https://catalog.uconn.edu/AASI/#2276); [AMST/ENGL 2274W](https://catalog.uconn.edu/ENGL/#2274W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531); [AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [3605](https://catalog.uconn.edu/ENGL/#3605); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [3560](https://catalog.uconn.edu/HIST/#3560), [3561](https://catalog.uconn.edu/HIST/#3561), [3562](https://catalog.uconn.edu/HIST/#3562), [3563](https://catalog.uconn.edu/HIST/#3563); [HIST/AFRA 3569](https://catalog.uconn.edu/AFRA/#3569); [HIST 3564](https://catalog.uconn.edu/HIST/#3564), [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3674](https://catalog.uconn.edu/HIST/#3674); [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3642](https://catalog.uconn.edu/POLS/#3642); [SOCI 3501](https://catalog.uconn.edu/SOCI/#3501).
7. **Politics, Social Movements, and Everyday Life (one of the following):**[ASMT/AASI 3201](https://catalog.uconn.edu/AASI/#3201); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082)~~;~~[HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3550](https://catalog.uconn.edu/HIST/#3550), [3555](https://catalog.uconn.edu/HIST/#3555); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [3218](https://catalog.uconn.edu/POLS/#3218), [3602](https://catalog.uconn.edu/POLS/#3602); [POLS/AFRA/WGSS 3652](https://catalog.uconn.edu/WGSS/#3652); [POLS 3802](https://catalog.uconn.edu/POLS/#3802), [3817](https://catalog.uconn.edu/POLS/#3817); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3821](https://catalog.uconn.edu/SOCI/#3821).
8. **The Americas (one of the following):** [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [ANTH/LLAS 3021](https://catalog.uconn.edu/LLAS/#3021); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [ANTH/LLAS 3029](https://catalog.uconn.edu/LLAS/#3029); [ANTH 3042](https://catalog.uconn.edu/ANTH/#3042); [ANTH 3531](https://catalog.uconn.edu/ANTH/#3531)/[HIST 3209](https://catalog.uconn.edu/HIST/#3209)/[MAST 3531](https://catalog.uconn.edu/MAST/#3531); [ANTH 3902](https://catalog.uconn.edu/ANTH/#3902); [ENGL 3605](https://catalog.uconn.edu/ENGL/#3605); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3609](https://catalog.uconn.edu/LLAS/#3609); [HIST 3610](https://catalog.uconn.edu/HIST/#3610); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3621](https://catalog.uconn.edu/HIST/#3621); [HIST/LLAS 3622](https://catalog.uconn.edu/LLAS/#3622); [HIST 3650](https://catalog.uconn.edu/HIST/#3650); [HIST 3875](https://catalog.uconn.edu/HIST/#3875)/[AASI 3875](https://catalog.uconn.edu/AASI/#3875)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3234](https://catalog.uconn.edu/SPAN/#3234), [3265](https://catalog.uconn.edu/SPAN/#3265).
9. **Electives:** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

Related Coursework

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies course requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

# Proposed Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

General Requirements

1. **Total Credits for the Major: 27 (nine courses, not including “Related Coursework”).** In fulfilling the Course Requirements below, a single course can be “double-dipped” to fulfill two areas at once (but not triple-dipped). **Note:** Students who double dip must reach their 27 credits for the major by taking any of the classes listed in the course requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take four AMST-designated courses ([AMST 1201](https://catalog.uconn.edu/AMST/#1201) and [3265](https://catalog.uconn.edu/AMST/#3265) count toward this total).
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in three different departments, not including AMST. Courses cross listed with AMST may count for this requirement, however (for example, [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440) counts as an Art History course).

Course Requirements

With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.

1. **Intro Course:** [AMST 1201](https://catalog.uconn.edu/AMST/#1201).
2. **American Studies Methods Requirement:** [AMST 3265W](https://catalog.uconn.edu/AMST/#3265W).
3. **Space, Place, Land, and Landscape (one of the following):** AMST/ENGL 2200; [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/ENGL 2276W](https://catalog.uconn.edu/ENGL/#2276W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3542](https://catalog.uconn.edu/HIST/#3542); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ANTH 3904](https://catalog.uconn.edu/ANTH/#3904); ENGL 3235W; [~~ENGL~~ 3240](https://catalog.uconn.edu/ENGL/#3240); [HIST 3520](https://catalog.uconn.edu/HIST/#3520),  [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3541/W](https://catalog.uconn.edu/HIST/#3541), [3542](https://catalog.uconn.edu/HIST/#3542); [HIST/AASI 3874](https://catalog.uconn.edu/AASI/#3874)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875).
4. **The United States and the World (one of the following):** [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST/MAST 2210](https://catalog.uconn.edu/MAST/#2210); [HIST/AFRA/LLAS 3208](https://catalog.uconn.edu/LLAS/#3208); [HIST/AASI/LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [HRTS/SOCI 3831](https://catalog.uconn.edu/SOCI/#3831).
5. **Popular Culture and the Cultural Imagination (one of the following):** AMST/ENGL 2200; [AFRA/AMST/HDFS/WGSS 3042](https://catalog.uconn.edu/AMST/#3042); [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ARTH 3570](https://catalog.uconn.edu/ARTH/#3570); [AMST/ENGL 2276/W](https://catalog.uconn.edu/ENGL/#2276); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/MUSI 1002](https://catalog.uconn.edu/MUSI/#1002); [AMST/POLS 3822](https://catalog.uconn.edu/POLS/#3822); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131), [4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [ENGL 3220/W](https://catalog.uconn.edu/ENGL/#3220), [3240](https://catalog.uconn.edu/ENGL/#3240); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HIST 3569](https://catalog.uconn.edu/HIST/#3569).
6. **Intersectionalities (one of the following):** AMST/AASI 2201; [AMST/AASI 2276/W](https://catalog.uconn.edu/AASI/#2276); [AMST/ENGL 2274W](https://catalog.uconn.edu/ENGL/#2274W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531); [AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [3605](https://catalog.uconn.edu/ENGL/#3605); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [3560](https://catalog.uconn.edu/HIST/#3560), [3561](https://catalog.uconn.edu/HIST/#3561), [3562](https://catalog.uconn.edu/HIST/#3562), [3563](https://catalog.uconn.edu/HIST/#3563); [HIST/AFRA 3569](https://catalog.uconn.edu/AFRA/#3569); [HIST 3564](https://catalog.uconn.edu/HIST/#3564), [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3674](https://catalog.uconn.edu/HIST/#3674); [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3642](https://catalog.uconn.edu/POLS/#3642); [SOCI 3501](https://catalog.uconn.edu/SOCI/#3501).
7. **Politics, Social Movements, and Everyday Life (one of the following):**[~~ASMT/AASI 3201~~](https://catalog.uconn.edu/AASI/#3201); AMST/AASI 2201; [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082), [~~3807~~](https://catalog.uconn.edu/POLS/#3087)~~,~~[~~3822~~](https://catalog.uconn.edu/POLS/#3822); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), 3519, [3550](https://catalog.uconn.edu/HIST/#3550), [3555](https://catalog.uconn.edu/HIST/#3555); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [3218](https://catalog.uconn.edu/POLS/#3218), [3602](https://catalog.uconn.edu/POLS/#3602); [POLS/AFRA/WGSS 3652](https://catalog.uconn.edu/WGSS/#3652); [POLS 3802](https://catalog.uconn.edu/POLS/#3802), 3807, 3822, [3817](https://catalog.uconn.edu/POLS/#3817); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3821](https://catalog.uconn.edu/SOCI/#3821).
8. **The Americas (one of the following):** [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [ANTH/LLAS 3021](https://catalog.uconn.edu/LLAS/#3021); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [ANTH/LLAS 3029](https://catalog.uconn.edu/LLAS/#3029); [ANTH 3042](https://catalog.uconn.edu/ANTH/#3042); [ANTH 3531](https://catalog.uconn.edu/ANTH/#3531)/[HIST 3209](https://catalog.uconn.edu/HIST/#3209)/[MAST 3531](https://catalog.uconn.edu/MAST/#3531); [ANTH 3902](https://catalog.uconn.edu/ANTH/#3902); [ENGL 3605](https://catalog.uconn.edu/ENGL/#3605); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), 3608W; [3609](https://catalog.uconn.edu/LLAS/#3609); [HIST 3610](https://catalog.uconn.edu/HIST/#3610); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3621](https://catalog.uconn.edu/HIST/#3621); [HIST/LLAS 3622](https://catalog.uconn.edu/LLAS/#3622); [HIST 3650](https://catalog.uconn.edu/HIST/#3650); HIST/LLAS 3660W; [HIST 3875](https://catalog.uconn.edu/HIST/#3875)/[AASI 3875](https://catalog.uconn.edu/AASI/#3875)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3234](https://catalog.uconn.edu/SPAN/#3234), [3265](https://catalog.uconn.edu/SPAN/#3265).
9. **Electives:** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

Related Coursework

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies course requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

# Justification

1. Reasons for changing the major: *This is merely an updating of our course requirements to reflect new courses added to the books, changes to course numbers by other departments, and overlooked omissions of American Studies-related courses from our earlier list*

2. Effects on students: *more course selections for the AMST major*

3. Effects on other departments: *none*

4. Effects on regional campuses: *easier completion of the major at regional campuses*

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

    Department Curriculum Committee: April 22, 2019

    Department Faculty: April 22, 2019

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

Chris Vials, [Christopher.vials@uconn.edu](mailto:Christopher.vials@uconn.edu), 413-695-9252

1. James Cain. 21L.460 Medieval Literature: Dante, Boccaccio, Chaucer.Spring 2005. Massachusetts Institute of Technology: MIT OpenCourseWare, [https://ocw.mit.edu](https://ocw.mit.edu/courses/literature/21l-460-medieval-literature-dante-boccaccio-chaucer-spring-2005). [↑](#footnote-ref-1)