CLAS C&C

Agenda Part II – Additional Materials

Chair: Pamela Bedore

8.27.2019

**B. Approvals by the Chair (Special Topics Added)**

**2019-194 COMM 4995 Crisis Communication**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal:  July 22, 2019

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

3. Department:  Communication

4. Course number and title proposed: 4995: Crisis Communication

5. Number of Credits:  3

6. Instructor:  Chris Licata

7. Instructor's position: Adjunct Faculty

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

**Chris Picata is the director of External Communications and prior director of Reputational Risk Public Relations for PwC, a major New York City firm. He holds an MS from NYU and a BA in Journalism from UConn. He has previously taught as an adjunct professor at NYU, focused on crisis PR.**

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

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

10. Short description: Training students for organizational response to emergencies in business and professional contexts.

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

12. Comments, if comment is called for:  NA

13. Dates approved by:

Department Curriculum Committee: July 18, 2019

Department Faculty:  July 18, 2019

14. Name, Phone Number, and e-mail address of principal contact person: Stephen Stifano, Stephen.stifano@uconn.edu. Cell: 401.323.4652

**Supporting Documents**

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

COMM 4995: **Crisis Communication**

**Course Description:**

This is a course on how to maintain the trust and confidence of critical stakeholders when things go wrong. Effective crisis response is a competitive advantage and a critical attribute of leadership. Effective crisis response protects a company’s reputation as well as its financial condition, operations, relations with key stakeholders, and strategic focus. This elective course focuses on the business decisions, management processes, and leadership skills necessary to anticipate, plan for, manage through, communicate about, and recover from crises affecting corporations and other complex organizations. In the first session students will be assigned research into a crisis recently in the news. The students may choose the corporation or organization that will be the subject of their research, as well as the particular crisis experienced by that organization. Students will be asked to report back on a number of issues relating to the crisis, including:

* The nature of the crisis
* When it was discovered.
* The timeliness of the organization’s response to the crisis.
* The nature of the response.
* The unintended consequences of the response.
* The effectiveness of the response.
* How individual constituencies were affected by the crisis and response.
* How the crisis was resolved.
* The student’s assessment of what worked; what didn’t; and how the organization might have been more effective in its response.

**Course Structure/Method:**

This class will meet once per week. In-person attendance is mandatory as students will be expected to address breaking news and participate in individual and group assignments based on applying the skills taught to the news of the day. Throughout the course of the semester students should expect a combination of lectures, discussion and team projects. Students should follow the syllabus prior to each class, but also check UConn Classes for discussion topics prior to each meeting.

**Course Learning Outcomes:**

By the end of this course, students will be able to confidently consult a myriad of potential clients from a variety of industries on how to properly survive a crisis.

By the end of the course students will:

* Recognize the patterns inherent in crises, and know how to intervene early to redirect those patterns.
* Understand how to counsel leaders to make critical decisions under stress, and to become trusted advisors to senior executives.
* Understand how to establish crisis prevention, mitigation, and response structures within organizations.
* Understand how to develop, present, and obtain approval for crisis communication plans.

**Communication Policy:**

Communications between students and the instructor must be through UConn email addresses. All emails will be answered by the instructor within 24 hours.

**Course Expectations:**

By the completion of this course students will be expected to have a firm understanding of the principles of crisis communications, while be able to offer competent consultation and produce effective deliverable documents to individuals, organizations or companies in crisis.

To accomplish these goals students are expected to engage in meaningful discussion, produce quality work under tight deadlines and think critically while considering the needs and actions of a variety of key audiences. This is not a passive class and students are encouraged to participate as often as possible in lectures, discussions and group assignments. A more detailed explanation of these expectations can be found below in the “Assessment Strategy.”

**Required and Recommended Material:**

Students will be required to purchase and read the following book:

*Masters of Disaster: The Ten Commandments of Damage Control*

Chris Lehane, Mark Fabiani and Bill Guttentag

Additionally, students will be expected to be up-to-date on the news of the day and are recommended to read news from the following publications daily and be prepared to discuss them in class:

· *The New York Times;*

· *The Wall Street Journal;*

· *The Washington Post;*

· *Politico;*

*· Axios;*

*· TechCrunch;*

· *Fortune;*

· TMZ;

· *The Hollywood Reporter;*

· *The Wrap;*

· *The New York Daily News;*

· *The New York Post;*

Students are also encouraged to sign up for one or more of the following morning emails:

* *The New York Times*, "Daily Briefing;"
* *The New York Times*, "Dealbook;"
* *Politico*, "Playbook;"
* *The Washington Post*, "Daily 202;"
* *The Wall Street Journal*, "What's News."

**Assessment Strategy:**

Your final grade will be determined by the following criteria:

* Class participation = 10%
* Homework assignments = 10%
* “Crisis Fire Drill” Daily Assignments = 20%
* Midterm “Damage Control” Group Project = 30%
* Final “Proactive Crisis Communications” Group Project = 30%

Below is a more detailed breakdown of each of these criteria:

*Class participation (10%):*

The key to resolving a crisis is to be vocal and be willing to have your voice heard especially when there are competing voices in the room. During the course of lectures, group discussions and other classroom activity, students will be expected to ask questions and offer opinions on the topics at hand. This will include volunteering to represent your group when presenting recommendations and statements during in-class assignments as well as offering meaningful criticism and feedback to your peers. Additionally, throughout the semester students will be expected to discuss ongoing crises in the news and should be prepared to discuss current events.

*Homework assignments (10%):*

Occasionally throughout the semester homework will be assigned. These assignments will be clearly explained prior to the end of the previous class and will be graded and returned to students within the next week.

*Crisis Fire Drills (20%):*

Beginning the third week of class, students will start each class by being given a crisis situation based on current events by the instructor. After breaking up into groups, students will have 15 minutes to prepare recommendations and materials for the client using the skills discussed in the previous week’s lecture. After those 15 minutes is over, the groups will hand in their written copy to the instructor and one person from each team will be appointed as a spokesperson of the group to explain their positions and recommendations to the class. Students will be expected to defend their positions and provide feedback to their peers.

*Midterm “Damage Control” Assignment (30%):*

As we will discuss during the course of class, crisis communications can be broken down into two types of work: proactive and reactive.

For your midterm you will split up into teams and choose a public figure, organization or company that has recently been hit hard with a very public crisis. Using the reactive crisis management skills we will discuss, teams will put together a reactive crisis communications plan for their respective client. The plan will be submitted to the instructor at the beginning of the class, and then each group will need to present their plan to their peers and answer and defend their recommendations.

*Final “Proactive Crisis Communications” Group Project (30%):*

The structure of the final will be similar to the midterm, with the exception that the client will be facing a hypothetical impending crisis. Students will be tasked with creating a proactive crisis plan based on the hypothetical crisis their client is facing.

Using the proactive crisis management skills we will discuss, groups will submit a plan to the instructor at the beginning of the class, then present their plan to their peers and answer and defend their recommendations. Individuals will be graded on their own contribution basis, which will entail the presented and submitted product.

*Missed or late assignments:*

Assignments handed in late – unless discussed with the professor beforehand – will be marked the same as missing. During the course of a crisis timeliness is everything and getting work done past deadline is as ineffective as not getting it done at all.

*Lateness and attendance:*

While attendance is not part of the grading criteria, a significant portion of the student’s grades will result from being able to participate in class assignments. Additionally, the “Crisis Fire Drill” assignments will be taking place at the outset of each class, so punctuality – much like when handling a crisis on behalf of your client – is a critical component of ensuring a student’s success.

**GRADE SCALE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Letter**  | **%** | **GPA** | **Descriptions** | **Definitions** |
| A | 95-100 | 4.0 | Exceptional | Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts.  |
| A- | 90-94 | 3.7 | Excellent | Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts.  |
| B+ | 87-89 | 3.3 | Very Good; exceeds course standards | Demonstrates mastery of all learning outcomes of the course and understanding of core concepts.  |
| B | 83-86 | 3.0 | Good; meets course standards | Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved.  |
| B- | 80-82 | 2.7 | Somewhat Satisfactory; meets some course standards and requires improvement | Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed.  |
| C+ | 77-79 | 2.3 | Less than Satisfactory; requires significant improvement  | Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement.   |
| C | 73-76 | 2.0 | Unsatisfactory; requires substantial improvement  | Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. |
| C- | 70-72 | 1.7 | Unsatisfactory; requires extensive improvement | Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. |
| F | Below 70 | 0.0 | Fail | Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. |

**Course Outline:**

**Week 1: Introduction to Crisis Communications**

Lecture Part 1: Class outline and expectations

Lecture Part 2: Overview of Crisis Communications, Proactive vs. Reactive Crisis Communications, Key Terms and Phrases

Assignment: Finish Reading “Masters of Disaster” prior to next class.

**Week 2: Understanding Crisis Communications**

Lecture Part 1: Key Audiences, The different scales of a crisis, understanding your vulnerabilities

Lecture Part 2: Guest speaker no. 1 - Ken Sunshine, President/Founder Sunshine Sachs to discuss how to know when you’re in a crisis.

Assignment: Prepare for first “Crisis Fire Drill”

**Week 3: Planning your Response**

“Crisis Fire Drill”

Discuss Midterm Assignment

Lecture Part 1: Creating a crisis communications team, crisis team roles and responsibilities

Lecture Part 2: The relationship between legal counsel on and the Public Relations professional.

Assignment: Prepare for next week’s “Crisis Fire Drill” and build your own crisis team due next week.

**Week 4: The Media Part 1**

“Crisis Fire Drill”

Discuss Midterm Assignment

Lecture Part 1: Understanding the media during a crisis, the different types of media, responding to media’s request for an interview.

Assignment: Prepare for next week’s “Crisis Fire Drill” and brief quiz on the media.

**Week 5: The Media Part 2**

“Crisis Fire Drill”

Quiz on the media

Discuss Midterm Assignment:

Lecture: The Interview Subject’s Rights, tips for communicating during a crisis.

Assignment: Midterm due next week.

**Week 6: Midterm Presentations**

Midterm Assignment Presentations

Assignment: Prepare for next week’s “Crisis Fire Drill.”

**Week 7: Media Training**

“Crisis Fire Drill"

Lecture Part 1: Guest speaker no. 2: Josh Brustein, Bloomberg News

Lecture Part 2: Planning and preparing for interviews, the importance of messaging, responding to reporters, Do’s and Don’ts of interviewing.

**Week 8: Media Training Pt. 2/Building Your Crisis Toolbox**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture Part 1: Techniques, appearance and posture, reporter tactics, TV Interviews, case studies.

Lecture Part 2: Media lists, potential Q&A documents

Assignment: Prepare for next class’s “Crisis Fire Drill.”

**Week 9: Dealing with Tabloid Media**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture Part 1: Holding Statements, Press Conferences, Internal Communications Tools

Lecture Part 2: Understanding Tabloid Media, Interacting with Tabloid Media

Assignment: Prepare for next class’s “Crisis Fire Drill.”

**Week 10: Dealing with Financial Media**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture Part 1: Understanding Financial Media, rules, working with Financial Media during a crisis and regulations

Lecture Part 2: Guest Lecture: Mary Beth Kissane, Vice President, Tempus Media.

Assignment: Prepare for next class’s “Crisis Fire Drill.”

**Week 11: Crisis Social Media and Website Management**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture: Social Media as a catalyst for crisis, properly using social media during a crisis, using your website during a crisis.

Assignment: Prepare for next week’s “Crisis Fire Drill” and write sample crisis social media posts due next week.

**Week 12: Building Sample Crisis Communications Scenarios**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture: How to put together sample crisis communications scenarios.

In-Class Assignment: Write a sample crisis communication scenario

Assignment: Prepare for next week’s “Crisis Fire Drill.”

**Week 13: The Business of Crisis Communications**

“Crisis Fire Drill”

Discuss Final Assignment

Lecture Part 1: How it works at an agency, starting your own practice, ethics in crisis communications.

Lecture Part 2: Client relations, deliverables, managing expectations.

Assignment: Prepare for next week’s “Crisis Fire Drill.”

**Week 14: Final Assignment Presentation**

Final Assignment Presentations

**2019-195 COMM 5895 Content Analysis**



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

Last revised: September 24, 2013

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

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

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

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

1. Date of this proposal:  **8/22/19**

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

3. Department:  **Communication**

4. Course number and title proposed:  **COMM 5895, Content Analysis**

5. Number of Credits:  **3**

6. Instructor:  **Kirstie Cope-Farrar, Ph.D.**

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

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

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

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

10. Short description: **Theory and methodology behind using content analysis for quantitative research, with practical examples for Communication Research.**

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 8/22/19

Department Faculty: 8/22/19

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

**Kirstie Cope-Farrar**

Kirstie.Farrar@uconn.edu **486-2632**

**Supporting Documents**

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

**Communication 5895**

**Content Analysis**

**Fall 2019**

***Professor*:** Dr. Kirstie Farrar

T/Th 9:30-1045

Office: ARJ 208

Office Hours:

 Use: advapp.uconn.edu to make an appointment with me

Email: kirstie.farrar@uconn.edu

***Overview*:** This class will introduce you to quantitative content analysis. We will learn the theory and methodology behind quantitative content analysis. At the end of the course the student will be able to conduct a content analysis as well as evaluate content analysis research.

***Texts*:**

* Neuendorf, K.A. (2017). The content analysis guidebook (2nd edition). Sage: Los Angeles.
* Supplementary readings posted on husky ct

***Course Policies***

***Assignments*:**

All assignments turned in late without prior approval will receive a 10% grade deduction per day late.

***Students with Disabilities:*** If you are a student with a disability and would like to discuss special academic accommodations, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

***Academic Dishonesty:*** Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action.

According to the Uconn code on academic misconduct:

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

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academicevaluation (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.”

***Email/Telephone Policy*:** Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able.

***Grading*.** Four paper assignments will be done outside of class time. These 4 assignments will build up to your final content analysis paper.

 ***Available points:***

Paper assignments (4x25 pts) = 100 pts

Content analysis paper = 200

Participation/Attendance = 50 pts

**TOTAL=350pts**

**Grade policy:**

I’m always more than happy to meet with students to help you see how you can improve your learning and your performance in the course.

**If you disagree with a particular grade, here are the steps to follow:**

1. Review the feedback given and the assignment sheet.
2. If, after 24 hours, you still believe the grade is incorrect make an appointment with me to go over the assignment.
	1. If this meeting doesn’t bring resolution, write up short paragraph detailing why you still believe the grade should be changed and submit this to me.. I will review the assignment and grade and make the final decision. Keep in mind that your grade could go up, but it could also go down.

**UConn policies regarding changes to final** **grades:**

* Changes to course grades <http://catalog.uconn.edu/academic-regulations/#Cha>
* Appeals of assigned course grades <http://catalog.uconn.edu/academic-regulations/#Appl2>

**Lecture Topics**

Week 1: Intro

 Reading: Neuendorf, chapter 1

Week 2: RQs/Hypotheses

 Reading: Neuendorf, chapter 2

Week 3 : Sampling

 Reading: Neuendorf, chapter 3

Week 4: Units of analysis

 Reading: Neuendorf, chapter 7

Week 5: Variables

 Reading: Neuendorf, chapter 4

Week 6 : Coding categories

 Reading: TBD

Week 7: Measurement and validity

 Reading: Neuendorf, chapter 5

Week 8: Codebooks

 Reading: Neuendorf, chapter 5

Week 9 : Reliability:

 Reading: Neuendorf, chapter 6

Week 10: Reporting Results:

 Reading: Neuendorf, chapter 8

Week 11 TBD

Week 12 TBD

Week 13 TBD

Week 14 TBD

**\*\*Keep in mind that this syllabus is subject to change. We may find that we fall behind or need to spend more time on a given topic. I’ll notify you as soon as possible about any changes to the syllabus and/or important dates.\*\***

**2019-196 MARN 5995 Modeling Biogeochemical Tracers in the Coastal Ocean**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12043 |
| **Request Proposer** | Siedlecki |
| **Course Title** | Modeling biogeochemical tracers in the coastal ocean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > UICC > Return > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Modeling biogeochemical tracers in the coastal ocean |
| **Course Number** | 5995 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | special topics offering |

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| --- |
| **CONTACT INFO** |
| **Initiator Name** | Samantha A Siedlecki |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | sas17043 |
| **Initiator Email** | samantha.siedlecki@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |
| --- |
| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |
| --- |
| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PO, CO, GO, BO |
| **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?** | Avery Point |
| **If not generally available at all campuses, please explain why** | requires tools found at avery point |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- |
| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MARN 5995: Modeling Biogeochemical Tracers in the Coastal Ocean Three credits. Instructor consent required. Development of skills with modern and traditional methods of simulating biogeochemical cycles in the ocean. Specifically, lower trophic level ecosystem and biogeochemical models -nutrient, phytoplankton, zooplankton, and detritus (NPZD), oxygen, carbon, and carbonate cycling will be explored.  |
| **Reason for the course action** | No course exists like this at Uconn and this kind of skill would be essential for some graduate students who would like to simulate ocean conditions to understand. |
| **Specify effect on other departments and overlap with existing courses** | This course is not offered anywhere at Uconn. No overlap exists |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Understand the basic structure of a NPZD model and a more complicated version with gas exchange 2. Compile the regional ocean modeling system (ROMS) with a biogeochemistry module turned on 3. Plot the output from the ROMS model 4. Perform simple sensitivity tests of an NPZD model 5. Add a new tracer to a 1D ROMS simulation  |
| **Describe course assessments** | Students will be assessed in three ways: Component A Read key papers about the biogeochemical modeling, participate in discusssions in class, lead one discussion. Component B Work in small groups on Lab assignments, which will be graded. Component C Semester wide project where students add a new tracer to ROMS. A 15 minute presentation will detail the design and implementation of their new tracer.    |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [ModelBiogeochemCourseSyllabusV1.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F151516&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C924729c71179474a5f0908d727d98ad2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021687596304106&sdata=G4lHtqRxk5ItygIVJeNfxTZm%2FW%2BpH37oXqKNv4HShX8%3D&reserved=0) | ModelBiogeochemCourseSyllabusV1.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Samantha A Siedlecki | 04/05/2019 - 16:52 | Submit |  | This course would allow me to teach my specialty to the graduate students in marine science. |
| Marine Sciences | Heidi M Dierssen | 08/21/2019 - 12:35 | Approve | 4/19/2019 | Approved |
| UICC | Cheryl D Galli | 08/22/2019 - 07:36 | Return | 8/22/2019 | Returning CAR to remove UNIV designation |
| Return | Cheryl D Galli | 08/22/2019 - 07:37 | Resubmit |  | Resubmitting CAR with UNIV designation removed |
| Marine Sciences | Cheryl D Galli | 08/22/2019 - 07:37 | Approve | 8/22/2019 | Resubmitting CAR with UNIV designation removed. Originally approved by Heidi Dierssen on 8/21/2019.  |

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### MARN 5995. Special Topics

### Modeling biogeochemical tracers in the coastal ocean

### Dept. of Marine Sciences

Syllabus – Fall, 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

Open to students enrolled in the M.S. or Ph.D. program in Oceanography.

Course and Instructor Information

**Course Title:** Modeling biogeochemical tracers in the coastal ocean

**Credits:** 3

**Format:**

**Prerequisites:**  PO, CO, GO, BO

**Professor:** Samantha Siedlecki

**Email:** samantha.siedlecki@uconn.edu

**Telephone:** 860 405 9031

**Other:**

**Office Hours/Availability: upon request**

Course Description

Course Description from Course Catalog.

3-4 credits.

Additional faculty description.

Development of skills with modern and traditional methods of simulating biogeochemical cycles in the ocean. Specifically, lower trophic level ecosystem and biogeochemical models -nutrient, phytoplankton, zooplankton, and detritus (NPZD), oxygen, carbon, and carbonate cycling will be explored.

Course Objectives

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

1. Understand the basic structure of a NPZD model and a more complicated version with gas exchange
2. Compile the regional ocean modeling system (ROMS) with a biogeochemistry module turned on
3. Plot the output from the ROMS model
4. Perform simple sensitivity tests of an NPZD model
5. Add a new tracer to a 1D ROMS simulation

Course Outline (and Calendar if Applicable)

|  |  |
| --- | --- |
| Date | Topic |
| August | 26 | Introduction and Course Overview, units; circulation |
|  | 28 | Ions in Seawater; basic chemical reactions; Mass Balance; major controls on seawater composition; Problems |
| September | 4 | Mass Balance; IPOLA; Problems; Circulation box model; Problems |
|  | 9 | Residence time; Accumulation term; problems |
|  | 11 | Discretization of differential equations – example from heat budget |
|  | 16 | 1D advection/diffusion - ROMS intro |
|  | 18 | Lab – Unix intro; hpc access; getting ROMS working  |
|  | 23 | Fasham bio model (low complexity model)– lecture |
|  | 25 | Fasham bio model (low complexity model)– read paper and discuss |
|  | 30 | Lab – bio\_fasham run in bio\_toy; problems |
| October | 2 | Lab 2 |
|  | 7 | Fennel (medium complexity model) – lecture |
|  | 9 | Fennel (medium complexity model) – read paper and discuss |
|  | 14 | Lab – bio\_fennel run in bio\_toy; problems |
|  | 16 | Lab 2 |
|  | 21 | Banas or cobalt – zooplankton – lecture |
|  | 23 | Banas or cobalt – zooplankton – read papers  |
|  | 28 | Lab using biotoy; problems |
|  | 30 | Lab 2 |
| November | 4 | O2 modeling – interfaces (gas ex and seds) – lecture |
|  | 6 | O2 modeling – interfaces (gas ex and seds) – read papers and discuss |
|  | 11 | Lab – bio\_toy O2 problems |
|  | 18 | Lab – bio\_toy O2 problems |
|  | 20 | CO2 modeling – hard parts, buffering and CO2sys - lecture |
|  | 25 | CO2 modeling – hard parts, buffering and CO2sys- read paper and discuss |
|  | 27 | Lab -OA and problems |
| December | 2 | Lab 2 - OA |
|  | 4 | Project presentations |
|  | 9-15 | FINALs week |

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 33% |
| Component B | 33% |
| Component C | 33% |

Component A

Read key papers about the biogeochemical modeling, participate in discusssions in class, lead one discussion.

Component B

Work in small groups on Lab assignments.

Component C

Semester wide project where students add a new tracer to ROMS. A 15 minute presentation will detail the design and implementation of their new tracer.

Grading Scale:

Graduate

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | 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 (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Feedback and Grades

I will make every effort to provide feedback and grades in one week. 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://www.community.uconn.edu/student_code.html) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://www.community.uconn.edu/student_code_appendixa.html)
* [Academic Integrity in Graduate Education and Research](http://web9.uits.uconn.edu/gradschool/current/academic_integrity.html)

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

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

Software Requirements and Technical Help

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

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.
* Make graphics and compute statistics.

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

Evaluation of the Course

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

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

**2019-197 MCB 3895 Investigation of Genes that Impact Skeletal Health**



**Proposal to offer a new or continuing ‘Special Topics’ course (3895)**

1. Date of this proposal:   3/26/19

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

3. Department:   MCB

4. Course number and title proposed:  3895

3895 Investigation of Genes that Impact Skeletal Health

5. Number of Credits:  Three Credits

6. Instructors:   Peter Maye (Director/Instructor), David Rowe (Co-Director/Instructor), Alix Deymier (instructor), Archana Sanjay (instructor), Emily Germain Lee (instructor), Dong-Guk Shin (instructor), Sean Hong (instructor).

7. Instructor's position: Instructors selected for this course have expertise in a variety of areas involving biological, engineering, and computational principles.

Drs. Maye, Rowe, Sanjay, and Lee have a deep understanding of bone physiology and molecular/cell regulation of the skeleton. Dr. Deymier has expertise in material, physical, and mechanical properties of bone tissue. Drs. Shin and Hong have expertise in computer programming and computational principles to analyze images. Drs. Maye, Rowe, Sanjay, Lee, and Deymier are located at the UConn Health Campus. Drs. Shin and Hong are faculty in the School of Engineering at the Storrs Campus.

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

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

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

10. Short description:

Students will become part of an ongoing research project to discover how specific genes impact skeletal health.  Using mouse gene knockout and phenotype data generated at UConn Health Center, each student will select a candidate gene that when mutated displays a bone defect and investigate what is known about the gene and encoded protein’s structure and function.  Lectures will focus on the molecular and cellular regulatory mechanisms that contribute to maintaining bone health and the technical approaches used to characterize skeletal phenotypes.  An emphasis will be on oral and written presentation of data.

Prerequisites: MCB2210 or MCB 2215 or MCB 2400 or MCB2410 or PNB2264-2265. Others by permission

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 5-3-19

Department Faculty: 5-10-19

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

Peter Maye, 860-679-7347 (Work), 860-216-7633 (Cell), pmaye@uchc.edu

**Supporting Documents**

If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

Draft Syllabus

MCB 3895: Investigation of Genes that Impact Skeletal Health

Class will meet once a week for 3 hours at UConn, Storrs. Location TBA

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Class Topic** | **Faculty** |
| 1 | 8/28/2019 | * Course Organization and Overview
* The Human Genome and The Genetics of Bone Diseases
* Environmental factors affecting bone hormonal, mineral homeostasis, inflammation, aging, gender, background genetics
* Mouse as an animal model and KOMP/IMPC
* Capitalizing on KOMP to learn more about the Skeleton: Overview of our screen to analyze bone tissue
* Introduction to Bonebase.org
* Mouse Gene KO Assignments
 | MayeRowe |
| 2 | 9/4/2019 | * What is a Gene?
* Engineering Gene Knock Outs in Mice
* Limitations of Gene Knock Outs
* What reagents are available from KOMP
* Navigating IMPC – Research your gene in IMPC
* Web-based Resources to Research Your Gene
* Writing an Introduction to a Manuscript
* Adding notes to Bonebase.org
 | Maye |
| 3 | 9/11/2019 | * Mineral/mechanical properties of bone.
* Instrumentation to measure bone architecture – Dexa, X-ray, and µCT
* Viewing Bone Mineral Density (BMD) of your Gene in IMPC
* Static Measurements of Bone Determined by µCT
* Viewing µCT data of your gene in bonebase.org
* Limitations of µCT data for understanding changes in bone tissue (No info on formation or resorption)
* Working Group Session on Writing an Introduction
 | DeymierMaye or Rowe |
| 4 | 9/18/2019 | * Bone Formation: Introducing the Osteoblast
* Endochondral vs intramembranous bone formation
* Bone Length and Growth plate biology
* Osteoblast Lineage Overview
* Mature Osteoblast and Osteocyte Structure & Function
* Regulation of Bone Mineralization
* Working group – writing an introduction
 | Maye |
| 5 | 9/25/2019 | * 15 minute Mini-Presentations: Introduce Your Gene
* Hand in Draft of Introduction
 | Maye/Rowe |
| 6 | 10/2/2019 | * Bone Resorption: Introducing the Osteoclast
* Osteoclast Lineage Overview
* Mature Osteoclast Structure & Function
* Coupling Resorption with Formation
* Organizing your results for a manuscript
 | SanjayMaye |
| 7 | 10/9/2019 | * How to obtain information on Formation and Resorption: staining methods to detect osteoblasts, osteoclasts, and measure bone apposition and formation
* Classical Histomorphometry Approach to Measure Bone
* Automation of Bone Histomorphometry – Biologists and Engineers
* Understanding the bone measurements derived from the automated imaging pipeline
* Viewing Data of your gene in bonebase.org
* Understanding and interpreting data on your gene
 | RoweHong |
| 8 | 10/16/2019 | * Rare Genetic diseases that impact bone (potential of a patient demonstration)
* Gene discovery in rare diseases
* Working Group: Writing a Results Section
 | Germain-LeeRoweMaye |
| 9 | 10/23/2019 | * 15 Minute Mini-Presentations: Present Results on Your Gene
* Hand in Draft of Your Results Section
 | RoweMaye |
| 10 | 10/30/2019 | * Connecting your gene’s function to molecular pathways
* Web based databases to investigate pathways and molecular interactions.
* Research associations of your gene in different databases
* Mapping pathways with Topas (or Pathvisio??)
* Using Topaz to establish a signaling model of your gene
* Organizing a Discussion Section
 | MayeShin |
| 11 | 11/6/2019 | * Field Trip to UConn Health to See the Skeletal Phenotyping Pipeline in Action
 | Rowe/Maye |
| 12 | 11/13/2019 | * What is GWAS?
* Human GWAS Studies Relevant to Bone
* Resources for Investigating Human Skeletal Defects of your gene
* Working group on writing your discussion section.
 | Rowe/Maye |
| 13 | 11/20/2019 | * Current Therapeutic Approaches to Treat Bone Diseases
* Working Group on Discussion Section
 | Rowe/ Maye |
| 14 | 11/27/2019 | Thanksgiving No Classes |  |
| 15 | 12/4/2019 | 15 Minute Mini-Presentations: Discuss your Gene speculating on the mechanism of how it impacts bone tissue. | Rowe/Maye |
|  | 12/11/2019 | Final Report: Hand in Final Manuscript |  |

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| ​**Course Components** | **​Weight** |
| **​Discussion/Participation** | **​20%** |
| **​Oral Presentation - Introduction** | **10%** |
| ​**Oral Presentation - Results** | **​10%** |
| ​**Oral Presentation - Discussion** | **​10%** |
| **​Writing - Introduction** | **​10%** |
| **​Writing- Results** | **​10%** |
| **​Writing -Discussion** | **​10%** |
| **​Final Report** | **​20%** |
| **​Total** | **​100%** |

**2019-198 MCB 5896 Introduction to Molecular and Cell Biology Research**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12584 |
| **Request Proposer** | Zhang |
| **Course Title** | Introduction to Molecular and Cell Biology Research |
| **CAR Status** | Approved |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences > End |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Introduction to Molecular and Cell Biology Research |
| **Course Number** | 5896 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is our graduate trial course number. |

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| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Zhang |
| **Proposer First Name** | Ping |
| **Select a Person** | piz02001 |
| **Proposer NetId** | piz02001 |
| **Proposer Phone** | +1 860 486 5421 |
| **Proposer Email** | ping.zhang@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 24 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | 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?** | Yes |
| **Other restrictions** | PhD students in Molecular and Cell Biology |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MCB 5896: Introduction to Molecular and Cell Biology Research 3 credits Introduction to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development. Open to new PhD graduate students in Molecular and Cell Biology.  |
| **Reason for the course action** | We are revising our graduate curriculum to have a single course that all incoming PhD students take to orient them to research in the department. We will apply for a regular course number in the Fall, but want to run this course for the incoming class of graduate students. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to the department, university and life in the laboratory as a PhD student. |
| **Describe course assessments** | Completion of a short essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Introduction to MCB research MCB 5896.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158594&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0d7d3273ed724b9d060f08d72004aede%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637013076797326674&sdata=gSzfv0QsvwSvWbXdln5oFlxrp2QyEAIZW1KWs19vw4I%3D&reserved=0) | Introduction to MCB research MCB 5896.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | David A Knecht | 06/18/2019 - 16:08 | Submit |  | Prepared by D. Knecht on 8/2/19 |
| Molecular and Cell Biology | David A Knecht | 08/02/2019 - 17:30 | Approve | 8/2/2019 | approved by DAK 8/2/19 |
| College of Liberal Arts and Sciences | Pamela Bedore | 08/05/2019 - 11:27 | Return |  | returning to initiator for grading basis change as per email 8.5.2019. |
| Return | David A Knecht | 08/12/2019 - 12:52 | Resubmit |  | Changed the CAR and syllabus to indicate the course is graded |
| Molecular and Cell Biology | David A Knecht | 08/12/2019 - 13:00 | Approve | 8/12/2019 | Approved by DAK |
| College of Liberal Arts and Sciences | Pamela Bedore | 08/13/2019 - 11:38 | Approve | 8/13/2019 | CLAS C&C chair approved 8.13.2019. This action will be announced to CLAS C&C committee 8.27.2019. |

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Fall 2019

MCB 5896: Introduction to Molecular and Cell Biology Research (3 credits)

Instructor: Zhang/Benson

M/W 8:45AM-10:00AM; TLS 263

Grades: Graded

Completion of a short essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar.

Textbook: At the Bench, a Laboratory Navigator, Updated Ed., by Kathy Barker.

Course Description: Open to new PhD graduate students in Molecular and Cell Biology. Introduction to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development.

**Weeks 1-2: Vignettes of faculty research**

Aug. 26 Introduction to the Department of Molecular and Cell Biology Research

 Dr. Joerg Graf

Aug. 28 5 min presentations of MCB faculty research (Cell Biology)

Sept. 4 5 min presentations of MCB faculty research (Genetics and Genomics)

Sept. 9 5 min presentations of MCB faculty research (Microbiology)

Sept. 11 5 min presentations of MCB faculty research (Biochemistry and Structural Biology)

**Weeks 3-6: AOC specific basic approaches and techniques/technologies**

Sept. 16 & 18 Basics at the Bench I: Cell and Developmental Biology

Sept. 23 & 25 Basics at the Bench II: Genetics and Genomics

Sept. 30 & Oct. 2 Basics at the Bench III: Microbiology

Oct. 7 & 9 Basics at the Bench IV: Structural Biology, Biochemistry and Biophysics

**Weeks 7-13: Common information for doing science**

Oct. 14 & 16 What is science? How do we know things?

Oct. 21 & 23 Types of scientific research, discovery vs. hypothesis-driven research

Oct. 28 & 30 Statistical analysis I: hypotheses and testing

Nov. 4 & 6 Statistical analysis II: quantitative reasoning and data exploration

Nov. 11 & 13 Organization, lab notebooks, and record keeping

Nov. 18 & 20 Presentation skills

Dec. 2 & 4 Science in society, social responsibilities as graduate students

**2019-199 MCB 5896 Rotations in MCB Laboratories**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12806 |
| **Request Proposer** | Graf |
| **Course Title** | Rotations in MCB Laboratories |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Rotations in MCB Laboratories |
| **Course Number** | 5896 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | MCB 5896 is our trial graduate course number. We will apply for a change to the regular course (MCB 6000) this fall. |

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| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Graf |
| **Proposer First Name** | Joerg |
| **Select a Person** | jog02007 |
| **Proposer NetId** | jog02007 |
| **Proposer Phone** | +1 860 486 9284 |
| **Proposer Email** | joerg.graf@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 24 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | laboratory rotations |

|  |
| --- |
| **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?** | Yes |
| **Other restrictions** | open to PhD students in MCB |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MCB 5896. Rotations in MCB Laboratories Three credits. Open to MCB PhD students.  |
| **Reason for the course action** | The course has been offered as MCB 6000 for 1 credit but we want to increase that to 3 credits to reflect the expected time commitment of the students. We would like to have this take effect for students entering the program this year so it will be offered as MCB 5896 for this year and a proposal to change MCB 6000 will be sent to CLAS C&C for the Fall 2019 meetings. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The goal of “Rotations in MCB Laboratories” is to expose incoming MCB Ph.D. students to three different MCB laboratories in a coordinated and formalized manner before selecting a major advisor and joining a lab. Students will spend approximately six to eight weeks in each lab. Each lab is run by a Principle Investigator (PI) who is faculty member of MCB with an appointment on the Graduate Faculty of the University of Connecticut. The students are expected to meet with the PI, perform a research project, participate in lab meetings and get to know the other lab members. During this time the student assesses if this PI, lab and research interest are a good fit and the PI assesses if this student is a valuable addition to their lab.  |
| **Describe course assessments** | The PI during each of the three rotations will assign a grade and the three grades will be averaged.  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MCB 5896 Grad student Rotations.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158599&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd14e6b71fe8b4342af3408d720053712%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637013079090784099&sdata=c61re44GfkAYbEQKpFd1gIwjXoFLzKpCUzrVRPG%2B%2FEU%3D&reserved=0) | MCB 5896 Grad student Rotations.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Post College Routing / Workflow** | Review Complete - End |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | David A Knecht | 08/02/2019 - 14:47 | Submit |  | Prepared by D. Knecht on 8/2/19 |
| Molecular and Cell Biology | David A Knecht | 08/02/2019 - 17:01 | Approve | 8/2/2019 | approved by DAK for C&C committee 8/2/19 |
| College of Liberal Arts and Sciences | Pamela Bedore | 08/05/2019 - 11:32 | Return |  | returning to initiator for grading basis change as per email 8.5.2019. |
| Return | David A Knecht | 08/12/2019 - 12:52 | Resubmit |  | Changed syllabus and CAR to indicate the course is graded. |
| Molecular and Cell Biology | David A Knecht | 08/12/2019 - 12:59 | Approve | 8/12/2019 | approved by DAK |

 |

**Syllabus**

**MCB 5896 Rotations in MCB Laboratories (3 credits)**

The goal of **“**Rotations in MCB Laboratories” is to expose incoming MCB Ph.D. students to three different MCB laboratories in a coordinated and formalized manner before selecting a major advisor and joining a lab. Students will spend approximately six to eight weeks in each lab. Each lab is run by a Principle Investigator (PI) who is faculty member of MCB with an appointment on the Graduate Faculty of the University of Connecticut. The students are expected to meet with the PI, perform a research project, participate in lab meetings and get to know the other lab members. During this time the student assesses if this PI, lab and research interest are a good fit and the PI assesses if this student is a valuable addition to their lab.

**Instructor and office hours:**

Joerg Graf, BPB 409, joerg.graf@uconn.edu and office hours by appointment.

**Expectations:**

Students are expected to spend between 9 and 20 h in the lab per week. If students plan to go on trip or be absent, they should coordinate this activity with the PI.

**Formal meetings:**

August 26th, September 30th, November 11th 10:10 -11:00 am in BPB 201.

**Rotation periods:**

Rotation 1: August 26 – October 6th (6 weeks)

Rotation 2: October 7th – November 17th (6 weeks)

Rotation 3: November 18th – January 12th (8 weeks)

**Grading:**

The course will be graded. The PI during each of the three rotations will assign a grade and the three grades will be averaged.

**Assignments of rotations:**

For the first rotation students should visit the MCB website (mcb.uconn.edu) and learn about the research interests of the labs and contact potential PIs by e-mail. For rotations #2 and #3, students need to meet with the potential PIs before making their rotation choices. For each rotation student should submit by e-mail their preferred rotation choices, ranked from 1-4 (with 1 being the most preferred) to Dr. Graf by August 12th for rotation #1, by September 23rd for rotation #2 and by November 4th for rotation #3.

**2019-200 SOCI 3995 Science, Medicine, and Race**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 9 May 2019
2. Semester and year this xx95 course will be offered: Spring 2020
3. Department: Sociology
4. Course number and title proposed: SOCI 3995: Special Topics: “Science, Medicine, and Race”
5. Number of Credits: 3
6. Instructor: Matthew W. Hughey
7. Instructor's position: Associate Professor of Sociology

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

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

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

10. Short description: The course will examine the intersection of science, medicine, and the strange concept of “race.” This course will draw from a variety of scholarly literatures but will center on the social constructionist approach to the study of race and its use as an analytical and scientific category. In so doing, the course will examine how race has been used to organize the fields of medicine and science—as well as social life writ large—in the 19th, 20th, and 21st centuries in the US and transnationally. Beginning with the socio---historical context of the formation (and interrelationship) of science, medicine, and race, we will examine how each have shaped one another and been shaped by larger social and historical processes, such as the development of colonialism, eugenics, Darwinism, and the rise of empirical experimentation. We will then explore modern notions of biology & species, the causes & consequences of health inequities across the color-line, racial inequalities in medical professions & structures, and supposedly “race-based” diseases & cures. We will wrap with the study of genetic & genomic research, DNA & ancestry testing, birth & population control, and organ transplants & markets.

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

See below.

1. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: April 2019

Department Faculty: May 2019

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

Matthew W. Hughey, 860.486.3364, matthew.hughey@uconn.edu

**Supporting Documents**

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

Department of Sociology

University of Connecticut

**SOCI 3995: Special Topics: “Science, Medicine, and Race”**

Matthew W. Hughey, PhD

matthew.hughey@uconn.edu

222 Manchester Hall

Tuesdays and Thursdays

**Course Description:**

The course has as its primary objective, the study of the intersection of science, medicine, and the strange concept of “race.” This course will draw from a variety of scholarly literatures but will center on the social constructionist approach to the study of race and its use as an analytical and scientific category. In so doing, the course will examine how race has been used to organize the fields of medicine and science—as well as social life *writ large*—in the 19th, 20th, and 21st centuries in the US and transnationally. Beginning with the socio-­‐historical context of the formation (and interrelationship) of science, medicine, and race, we will examine how each have shaped one another and been shaped by larger social and historical processes, such as the development of colonialism, eugenics, Darwinism, and the rise of empirical experimentation. We will then explore modern notions of biology & species, the causes & consequences of health inequities across the color-line, racial inequalities in medical professions & structures, and supposedly “race-based” diseases & cures. We will wrap with the study of genetic & genomic research, DNA & ancestry testing, birth & population control, and organ transplants & markets.

**Course Goals:**

Students will demonstrate an understanding of how sociocultural, economic, and political forces shape behavior in medicine and science; will demonstrate an understanding of how social and cultural ideas of race constrain and enable both individual and group behavior in medicine and science, and; will demonstrate an understanding of how the institutions of medicine and science impact differently racialized groups.

**Required Texts:**

* Washington, Harriet. 2007. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday. ISBN: 978-0385509930
* Zuberi, Tukufu and Eduardo Bonilla-Silva. 2008. *White Logic, White Methods: Racism and Methodology*. Rowman and Littlefield Publishers. Lanham, MD. ISBN: 13-978-0-7425-4280-8
* Additional readings available on Husky CT (denoted by asterisk “\*”)

**Course Schedule (subject to change):**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **READINGS AND ASSIGNMENTS** |
|  **Week 1 - Introduction** |
| Jan 22 | Introduction –  | Course Overview |
| Jan 24 | What are Science, Medicine, and Race?  | Merton, Robert K. 1973. “The Normative Structure of Science” in *The Sociology of Science: Theoretical and Empirical Investigations.* Chicago, IL: University of Chicago Press.\*Lupton, Deborah. 2000. “The Social Construction of Medicine and the Body” in *The Handbook of Social Studies in Health and Medicine*edited by G. L Albrecht, R. Fitzpatrick, and S. C. Scrimshaw. Thousand Oaks, CA: Sage.\*Sussman, Robert Wald. 2016. “Introduction” in *The Myth of Race: The Troubling Persistence of an Unscientific Idea*. Cambridge, MA: Harvard University Press.\*American Sociological Association. 2003. “The Importance of Collecting Data and Doing Social Scientific Research on Race.”\* |
| **Week 2 – Race and Field Formation** |
| Jan 29 | The Theological Underpinnings of the Scientific of Study of Race in Science and Medicine | Ernst, Waltraud. 1999. “Introduction: Historical and Contemporary Perspectives on Race, Science and Medicine” in *Race, Science and Medicine, 1700-1960*. New York, NY: Routledge.\*Keel, Terence. 2018. “Introduction” and “Impure Thoughts: Johann Blumenbach and the Birth of Racial Science” in *Divine Variations: How Christian Thought Became Racial Science.* Stanford, CA: Stanford University Press.\* Stanfield, John H. 2008. “The Gospel of Feel-Good Sociology: Race Relations as Pseudoscience and the Decline in the Relevance of American Academic Sociology in the Twenty-First Century,” in *White Logic, White Methods: Racism and Methodology*, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.Watch in Class: “Race: The Power of an Illusion: The Difference Between Us” (57 min). |
| Jan 30 | The Scientific Causes and Consequences of “Race” | Marks, Carole. 2008. “Methodologically Eliminating Race and Racism” in *White Logic, White Methods: Racism and Methodology*, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.Holland, Paul W. 2008. “Causation and Race,” in *White Logic, White Methods: Racism and Methodology*, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.Watch in Class: “Race: The Power of an Illusion: The Difference Between Us” (57 min) (con’t) |
| **Week 3 – Producing “Race” as a Scientific and Medicinal Category I** |
| Feb 5 | Race-Making 1 | Stocking, George. 1982. “The Dark-Skinned Savage: The Image of Primitive Man in Evolutionary Anthropology” in *Race, Culture, and Evolution: Essays in the History of Anthropology.* Chicago, IL: University of Chicago Press.\*Gould, Stephen Jay. 1996. “American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species” in *Racial Economy of Science*. Bloomington, IN: Indiana University Press.\*Claeys, Gregory. 2000. The “Survival of the Fittest” and the Origins of Social Darwinism. *Journal of the History of Ideas* 61(2):223-240.\*Washington, Harriet A. 2008. “Introduction: The American Janus of Medicine and Race” in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday. |
| Feb 7 | Race-Making 2 | Washington, Harriet A. 2008. “Southern Discomfort” and “Profitable Wonders” in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday.Stepan, Nancy Leys. 1986. “Race and Gender: The Role of Analogy in Science.” *Isis* 77(2):261-277.\*Kelm, May Ellen. 2005. “Diagnosing the Discursive Indian: Medicine, Gender and the ‘Dying Race’.” *Ethnohistory* 52(2):371- 399 |
| **Week 4 – Colonialism, Experimentation, and Medicine** |
| Feb 12 | Colonial Dreams | Fanon, Franz. 1965. “Medicine and Colonialism” in *A Dying Colonialism*. NY: New York: Grove Press.\* Washington, Harriet A. 2008. “Circus Africanus” in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday.Towghi, Fouzieyha and Kalindi Vora, 2014. “Bodies, Markets and the Experimental in South Asia.” *Ethnos: Journal of Anthropology* 79(1):1-18.\* |
| Feb 14 | Medical Nightmares | Washington, Harriet A. 2008. “A Notoriously Syphilis-Soaked Race”; “Nuclear Winter”; “Caged Subjects”, and; “The Children’s Crusade” in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday.Baader, Gerhard, Susan E. Lederer, Morris Low, Florian Schmaltz and Alexander V. Schwerin. 2005. “Pathways to Human Experimentation, 1933-­‐1945: Germany, Japan, and the United States.” OSIRIS 20:205-231*.\**Nundy, Samiran and Chandra M. Gulhati. 2005. “A New Colonialism? Conducting Clinical Trials in India.” *New England Journal of Medicine* 352:1633-1636.\* Watch in Class:*Tuskegee Syphilis Study* (60 minutes)**Current Issues Journal 1 DUE** |
| **Week 5 – Producing “Race” as a Scientific and Medicinal Category II** |
| Feb 19 | Race-Making 3 | Lee, Catherine. 2008. “ ‘Race’ and ‘Ethnicity’ in Biomedical Research: How do Scientists Construct and Explain Differences in Health?” *Social Science & Medicine* 68(6):1183-­‐1190.\*Epstein, Steven. 2010. “Beyond Inclusion, Beyond Difference: The Biopolitics of Health” in *What’s the Use of Race?* *Modern Governance and the Biology of Difference.* Cambridge, MA: MIT Press.\*Shim, Janet K. 2005. “Constructing ‘Race’ Across the Science-­‐Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease.” *Social Studies* 35:405-­‐436.\* |
| Feb 21 | Race-Making 4 | Morning, Ann. 2008. “Reconstructing Race in Science and Society: Biology Textbooks, 1952–2002.” *American Journal of Sociology* 114(1):106-137.\*Sankar, Pamela L. and Jonathan A. Khan. 2005. “BiDil: Race Medicine or Race Marketing?” *Health Affairs*:455-463.\*Fullwiley, Duana. 2008. “The Biologistical Construction of Race: `Admixture’ Technology and the New Genetic Medicine.” *Social Studies of Science* 38(5):695–735.\* |
| **Week 6 – Racial Inequalities (causes and effects)** |
| Feb 26 | Health Disparities  | Sewell, Abigail A. 2016. “The Racism-Race Reification Process: A Mesolevel Political Economic Framework for Understanding Racial Health Disparities.” *Sociology of Race and Ethnicity* 2(4):402-432.\*Duru, O. Kenrik, Nina Harawa, Dulcie Kermah, and Keith C. Norris. 2012. “Allostatic Load Burden and Racial Disparities in Mortality.” *Journal of the National Medical Association* 104(1-2):89-95.\* |
| Feb 28 | Drugs and Addiction | Hinkson, Leslie R. 2015. “The Right Profile? An Examination of Race-based Pharmacological Treatment of Hypertension.” *Sociology of Race and Ethnicity* 1(2):255-269.\*Dingel, Molly J. and Barbara A. Koenig. 2008. “Tracking Race in Addiction Research” in *Revisiting Race in a Genomic Age*. New Brunswick, NJ: Rutgers University Press.\* |
| **Week 7 – Racial Inequalities (professions and structure)** |
| March 5 | Race and Medical Professionals | Acosta, David, and Kupiri Ackerman-Barger. 2017. "Breaking the Silence: Time to Talk about Race and Racism." *Academic Medicine* 92(3):285-288.\*Timmermans, Stefan. 2003. “A Black Technician and Blue Babies.” *Social Studies of Science* 33(2):197-­‐229.\*Stepanikova, Irena, Qian Zhang, Darryl Wieland, G. Paul Eleazer, and Thomas Stewart.. 2012. “Non-Verbal Communication Between Primary Care Physicians and Older Patients: How Does Race Matter?” *Journal of General Internal Medicine* 27(5):576-581.\* |
| March 7 | Race and the Medical Profession | Pololi, Linda., Lisa A. Cooper, and Phyllis Carr. 2010. “Race, Disadvantage and Family Experiences in Academic Medicine.” *Journal of General Internal Medicine* 25(12):1363-­‐1369.\*Greene, Jessica Jan Blustein, and Beth C. Weitzman.2006. “Race, Segregation, and Physicians’ Participation in Medicaid.” *The Milbank Quarterly* 84:239-­‐272.\*Watch in Class: Johns Hopkins Medicine. “The Legacy Of Henrietta Lacks”: <https://www.hopkinsmedicine.org/henriettalacks/index.html>**Current Issues Journal 2 DUE** |
| **Week 8 - Midterm** |
| March 12 | Study Day |  |
| March 14 | Midterm Exam |  |
| **Week 9 – Spring Recess** |
| **Week 10 – Making Racial Medicine / Medicine Making Race** |
| March 26 | Race in the Blood | Wailoo, Keith. 1999. “Detecting ‘Negro’ Blood: Black and White Identities and the Reconstruction of Sickle-Cell Anemia” in *Drawing Blood: Technology and Disease in 20th-Century America.* Baltimore, MD: Johns Hopkins University Press.\*Briggs, Charles L. 2005. “Communicability, Racial Discourse, and Disease." *Annual Review of Anthropology* 34: 269-291.\*Gravelee, Clarence C. 2009. “How Race Becomes Biology: Embodiment of Social Inequality.” *American Journal of Physical Anthropology* 139(1):47-57.\* |
| March 28 | Race in the Body | Gilman, Sander. 1999. “The Racial Nose” in *Making the Body Beautiful: A Cultural History of Aesthetic Surgery*. Princeton, NJ: Princeton University Press.\*Kaw, Eugenia. 1993. “Medicalization of Racial Features: Asian American Women and Cosmetic Surgery.” *Medical Anthropology Quarterly* 7(1):74-89.\*O’Conner. 2014. “Is Race Plastic?” *New York Magazine*. July 27.\* |
| **Week 11 – Race, Medicine, and Science in the Post-Genomic Era** |
| April 2 | Genomics and Race | Morning, Ann. 2014. “Does Genomics Challenge the Social Construction of Race?” *Sociological Theory* 32(3):189–207.\* Bliss, Catherine. 2015. “Race in a Bottle: The Story of BiDil and Racialized Medicine in a Post-Genomic Age.” *Sociology of Race and Ethnicity* 1(3):463-464.\*Benjamin, Ruha. 2015. “The Emperor’s New Genes: Science, Public Policy, and the Allure of Objectivity.” *The Annals of the American Academy of Political and Social Science* 661(1):130–142.\* |
| April 4 | The Future of Race and Genetics | Hughey, Matthew W. and Devon R. Goss. 2015. “A Level Playing Field? Media Constructions of Athletics, Genetics, and Race.” *The Annals of the American Academy of Political and Social Science* 661(1):182–211.\*Frank, Reanne. 2015. “Back to the Future? The Emergence of a Geneticized Conceptualization of Race in Sociology.” *The Annals of the American Academy of Political and Social Science* 661(1): 51–64.\*Hughey, Matthew W. and W. Carson Byrd. 2015. “Beautiful Melodies Telling Me Terrible Things: The Future of Race and Genetics for Scholars and Policy-Makers. *The Annals of the American Academy of Political and Social Science* 661(1): 238–258.\* |
| **Week 12 – DNA, Race, Ancestry** |
| April 9 | Finding the Past in our Genes? | Nelson, Alondra. 2008. “Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry.” *Social Studies of Science* 38:759-783.\*Tallbear, Kimberly. 2008. “Native-American-DNA.com: In Search of Native American Race and Tribe” in *Revisiting Race in a Genomic Age*. New Brunswick, NJ: Rutgers University Press.\* |
| April 11 | Selling Racial Histories | Bolnick, Deborah A. Duana Fullwiley, Troy Duster, Richard S. Cooper, Joan H. Fujimura, Jonathan Kahn, Jay S. Kaufman, Jonathan Marks, Ann Morning, Alondra Nelson, Pilar Ossorio, Jenny Reardon, Susan M. Reverby, and Kimberly TallBear. 2007. “The Science and Business of Genetic Ancestry Testing.” *Science* 318(5849):399-400.\*Duster, Troy. 2014. “Ancestry Testing and DNA: Uses, Limits, -- and Caveat Emptor” in*Genetics as Social Practice: Transdisciplinary View on Science and Culture*. Burlington, VT: Ashgate Publishing.\***Current Issues Journal 3 DUE** |
| **Week 13 – Birth Control, Population Control** |
| April 16 | From Storks | Washington, Harriet A. 2008. “The Black Stork: The Eugenic Control of African American Reproduction” in *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present.* New York, NY: Doubleday.Briggs, Laura. 2002. “Debating Reproduction: Birth Control, Eugenics and Overpopulation in Puerto Rico” in *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico, 1920-1940*. Berkeley, CA: University of California Press.\*Watch in Class: *La Operacion* (40 min)  |
| April 18 | To Sterilizations | Volscho, Thomas W. 2010. “Sterilization racism and pan-ethnic disparities of the past decade: The continued encroachment on reproductive rights.” *Wicazo Sa Review* 25(1):17-31.\*Egan, Carolyn, and Linda Gardner. 2007. "Racism, Women’s Health, and Reproductive Freedom” in *Gender Relations in Global Perspective: Essential Readings*. Toronto, Canada: Canadian Scholars’ Press Inc.\* |
| **Week 14 – Transplant Medicine and Markets in Human Bodies and Organs** |
| April 23 | Bodies for Sale | Scheper-Hughes, Nancy. 2001. “Bodies for Sale – Whole or in Parts.” *Body & Society* 7(2–3):1–8.\*Cohen, Lawrence. 2003. “Where It Hurts: Indian Material for an Ethics of Organ Transplantation.” *Zygon* 38(3):663-88.\* |
| April 25 | Body as Capital | Scheper-Hughes, Nancy. 2002. "The Ends of the Body—Commodity Fetishism and the Global Traffic in Organs." *SAIS Review* 22(1):61-80.\* |
| **Week 15 – Fighting Back and the Future** |
| April 30 | Fighting Back | King, Gary. 1996. "Institutional Racism and the Medical/Health Complex: A Conceptual Analysis." *Ethnicity & Disease* 6(1-2):30-46.\*King, Roderick K., Alexander R. Green, Aswita Tan-McGrory, Elizabeth J. Donahue, Jessie Kimbrough-Sugick, Joseph R. Betancourt. 2008. “A Plan for Action: Key Perspectives from the Racial/Ethnic Disparities Strategy Forum.” *The Milbank Quarterly* 86: 241-­‐272.\* |
| May 2 | The Future | Winant, Howard. 2006. “Race and Racism: Towards a Global future.” *Ethnic and Racial Studies* 29(5):986-1003.\***Current Issues Journal 4 DUE** |
| **Week 16 – Finals** |
| TBA by Office of the Registrar | Final Exam |  |

**Additional/Suggested Readings:**

* *Race, Place, and Medicine: The Idea of the Topics in Nineteenth-century Brazilian Medicine* by Julyan G. Beard
* *An American Health Dilemma: A Medical History of African Americans and the Problem of Race* by W. Michael Byrd and Linda A. Clayton
* *Race, Science and Medicine, 1700-1960*, edited by Waltraud Ernst and Bernard Harris
* *Malaria: Poverty, Race, and Public Health in the United States* by Margaret Humphreys
* *Another Dimension to the Black Diaspora* by Kenneth F. Kiple and Virginia H. King
* *Dying of Whiteness: How the Politics of Racial Resentment is Killing America’s Heartland* by Jonathan M. Metzl
* *From TB to AIDS* by David McBride
* *Science and the Concept of Race* by Margaret Mead
* *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* by Nayan Shah

# *Dying in the City of the Blues: Sickle Cell Anemia and the Politics of Race and Health* by Keith Wailoo

* *Against the Odds: Blacks in the Profession of Medicine in the United States* by Wilbur H. Watson
* *Health, Race and German Politics Between National Unification and Nazism, 1870-1945* by Paul Weindling

**Grading:**

* **Class Participation (15%)**

This class will not be fully lecture-based. Rather, it will be a combination of lecture and discussion. Full engagement and participation depends on reading and carefully studying the assignments before class, active listening, reflective thinking, intelligently-directed speaking, and demonstrating an active participation inclusive of showing up on-time and remaining attentive during class.

* **Current Issues Journal (20%)**

Throughout the semester, pay attention to current events, popular images, and other references to race, medicine, and science that you encounter in everyday life. These may include news stories, TV shows or movies, advertisements, blogs, internet memes, etc. Choose FOUR items to analyze for this course. These items should not be ones that were already discussed in class. For each item, submit a 300-word (about 1 page) discussion and analysis that applies course themes and concepts. Deadlines are listed in the syllabus.

* **Op-Ed Essay (25%)**

For your final course project, choose an issue or topic related to the study of race, medicine, and science that you would like to investigate in more depth. Use course and library resources to conduct your research and develop your argument. Compose a 1,000-word op-ed (“opinion editorial) essay that presents your position on your chosen issue, supports it with relevant evidence, and communicates it to a general audience.

* **Midterm (20%)**

The midterm will cover material presented in the first part of the semester. The examination will take the form of true/false, multiple-choice, and short-answer questions.

* **Final (20%)**

The final will cover material presented in the second part of the semester. The examination will take the form of true/false, multiple-choice, and short-answer questions.

The grading scale is: A (90–100); B (80–89); C (70–79); D (60–69); F (59 or less). (The +/- scale is used). As a policy, I do not give out "incomplete" as a final grade and require all work to be completed.

**Plagiarism, Academic Integrity, Student Code, and Student Conduct:**

University of Connecticut Plagiarism Resources:

<http://www.lib.uconn.edu/instruction/PlagFac.htm>

**University of Connecticut Academic Integrity:**

<http://www.community.uconn.edu/academic_integrity_students_faq.html>

**University of Connecticut Student Code:**

<http://www.community.uconn.edu/student_code.html>

**University of Connecticut Student Conduct:** <http://www.community.uconn.edu/student_conduct.html>

**Late Work and Make-up Policy:**

Late work is never accepted without either prior agreement or with documentation of significant event (hospitalization, funeral, etc.).

**Courtesy:**

* **Timeliness to and from Class**

If I can make it here on time, so can you. Students who arrive late are extremely disruptive and can miss out on important announcements in the beginning of class (not to mention, this will change the participation grade). I notice! If there is any reason you are unable to meet this requirement, please speak with me during the first week of the semester. Also, do not close a notebook or put a cap on a pen until I conclude my lecture or wrap up class discussion. I will respect you by ending the class on time, if not early. Respect the course by waiting to pack up until lecture and/or discussion has concluded.

* **Cell Phones**

Turn off your cell phones and anything else that may cause a distraction (this includes texting).

* **Laptops/Tablets**

Unless you have a valid University-sanctioned reason, I do not allow laptops/tablets in class. Some may feel that laptop taking enables their note-taking, however recent scholarship indicates that student laptop use during class-time both lowers student performance and student happiness with their education (cf. Mueller and Oppenheimer 2014; Hembrook and Gay 2003; Fried, 2006).

* **Communication**

Should you need to email me, then use proper etiquette: identify the topic in the subject line, Use a salutation, identify yourself, follow grammatical conventions, etc. I do not answer emails I find overly familiar or discourteous. Please give me a few days to respond as I receive over 200 emails a day, on average.

* **Respect**

Respect the ideas and opinions of others. This class, like many sociology courses, can lead to heated debates over data, methodologies, and theoretical interpretations, especially when surrounding a “hot button” topic. You may feel strongly about certain topics. Always keep an open mind and show respect to everyone, especially those with whom you disagree. You may find that you can learn more from those who oppose you than from those who are of the same opinion. Agreement does not necessarily foster discussion, but respectful listening and humble consideration generally do.

**References:**

Fried, Carrie B. 2006. “In-class Laptop Use and Its Effects on Student Learning.” Computers & Education 50(3): 906-14

Hembrook, Helene and Geri Gay. 2003. “The Laptop and the Lecture: The Effects of Multitasking in Learning Environments.” Journal of Computing in Higher Education 15(1): 46-64

Mueller, Pam A. and Daniel M. Oppenheimer. 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” Psychological Science 25(4)

I am indebted to the following for the construction of this syllabus: Adele E. Clarke, Joan H. Fujimura, Angela C. Jenks, Willie Pearson, Jr., and Kalindi Vora. The content of this syllabus is not for sale.

MWH: May 2019

**C. NEW BUSINESS**

**2019-201 HEJS 2200 Add Course (G) (S) (Guest: Avinoam Patt)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12865 |
| **Request Proposer** | Patt |
| **Course Title** | Israel: History and Society |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Israel: History and Society |
| **Course Number** | 2200 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Avinoam J Patt |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | ajp10013 |
| **Initiator Email** | avinoam.patt@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Environmental Literacy** | 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** | 3.0 |
| **Instructional Pattern** | Lectures and discussion |

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

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | HEJS 2200 Israel: History and Society Three credits. Key issues in the development of Israeli culture, politics, and society. Major themes in Zionist and Israeli history and the development of Israeli art, literature, film, popular music, dance, theater, and popular culture, with a focus on the central questions that have both unified and divided Israeli society and politics.  |
| **Reason for the course action** | The course treats a body of material not previously treated in HEJS. The hire of new Konover Chair, Avinoam Patt, enables HEJS to offer this course in one of his areas of expertise. As an introductory course, appropriate at 2000 level.  |
| **Specify effect on other departments and overlap with existing courses** | No substantial overlap. Unlike POLS 3463W, Arab-Israeli conflict, this course does not aim to study the Zionism/Israel through the lens of the conflict, but will instead analyze the historical and cultural development of Israeli society (although the analysis of the conflict will still be an important component of study). |
| **Please provide a brief description of course goals and learning objectives** | Students will examine: -the creation of a Zionist culture centered around the new “Jew” in the late 19th and early 20th centuries -the image of the Sabra and Zionist pioneer in this culture -the roles of women in this new society and their presentation in Zionist and Israeli art -the image of the Arab “other” -the divide between Ashkenazi and Sephardic Jewry -the secular/religious divide -Socialism and Revisionism or Labor vs. Likud -the impact of the Holocaust on Israeli society, culture, and the arts -post-Zionism and contemporary Israeli society The key learning objectives for the course include: • Learning to think critically about primary sources and identify cultural or ideological assumptions associated with history of Israel • Learning to identify social, cultural, and political factors affecting development of Israeli society • Learning to think critically about novels and films and identify cultural or ideological assumptions • Learning to contrast different points of view on the same events and recognize how each is interpreting the event for particular purposes rather than assuming that one must be “right” Students will be expected to develop these skills in class discussions, written assignments, and exams over the course of the semester.  |
| **Describe course assessments** | 1. Informed participation, reading, and attendance, 10 percent of final grade. Two short response papers will be assigned during the semester; these will be counted towards participation grade. 2. Short Book critique. 20 percent of the final grade. 3. Film papers- 3 total for the course, 2 pages each, 20 percent of the final grade. 4. Midterm and Final exam, 40 percent of final grade. 5. Writing assignments on out of class events. 10 percent of final grade.  |
| **General Education Goals** | Students will develop oral communications skills, critical analysis and judgment, moral sensitivity to examine complex topics from multiple points of view, awareness of critical social and political contexts, consciousness of diverse aspects of culture and experience. Students will learn about diverse cultural experiences, international history, migration patterns, interconnectedness of European, American, and Middle Eastern politics and history. |
| **Content Area: Arts and Humanities** | Study of Israeli history, culture, and society includes Investigations and historical/critical analyses of human experience; investigations into cultural or symbolic representation as an explicit subject of study; comprehension and appreciation of Hebrew and Arabic literature, poetry, music, and film. |
| **Content Area: Diversity and Multiculturalism (International)** | Students in class will appreciate varieties of human experiences, especially through analysis of Israeli and Palestinian history and culture Students will study the development of Zionist history and culture as a response to specific historical factors. Migration and human rights issues are a key component of this course. The study of social and political factors in Israeli history and culture also a primary focus.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Israeli Culture syllabus for UCONN.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158662&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C80450785607c4e1d2e3f08d727dbc6be%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021697192848028&sdata=KDNwfZnKWwb7g4Edc5MfN%2BqMup0pCSBbTZMYIcXComc%3D&reserved=0) | Israeli Culture syllabus for UCONN.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Avinoam J Patt | 08/13/2019 - 12:40 | Submit |  | None |
| Literatures, Cultures and Languages | Jennifer Terni | 08/23/2019 - 11:04 | Approve |  | This course has been vetted |

 |

Avinoam J. Patt, Ph.D.

Israel: History, Culture and Society

HEJS 2200

3.0 CREDITS

This course will examine some of the key issues in the development of Israeli culture, politics, and society. In seeking to create a radical new society, Israelis have created a unique culture that blends traditional Jewish culture in its Middle Eastern, Western European and Eastern European forms. We will study major themes in Zionist and Israeli history and the development of Israeli art, literature, film, popular music, dance, theater and popular culture, through a focus on the central questions that have both unified and divided Israeli society and politics.

Course goals and objectives:

Students will examine:

-the creation of a Zionist culture centered around the new “Jew” in the late 19th and early 20th centuries

-the image of the Sabra and Zionist pioneer in this culture

-the roles of women in this new society and their presentation in Zionist and Israeli art

-the image of the Arab “other”

-the divide between Ashkenazi and Sephardic Jewry

-the secular/religious divide

-Socialism and Revisionism or Labor vs. Likud

-the impact of the Holocaust on Israeli society, culture, and the arts

-post-Zionism and contemporary Israeli society

The key learning objectives for the course include:

 • Learning to think critically about primary sources and identify cultural or ideological assumptions associated with history of Israel

 • Learning to identify social, cultural, and political factors affecting development of Israeli society

• Learning to think critically about novels and films and identify cultural or ideological assumptions

• Learning to contrast different points of view on the same events and recognize how each is interpreting the event for particular purposes rather than assuming that one must be “right.”

Students will be expected to develop these skills in class discussions, written assignments, and exams over the course of the semester.

**REQUIRED TEXTS:**

**Shapira, Anita**, *Israel: A History* (Brandeis University Press, 2012) (**HI)**

Rabinovich and Reinharz, *Israel in the Middle East: Documents and Readings* (Brandeis

U. Press, 2007) (**ITME)**

Grossmann, David, *The Yellow Wind*

Additional readings will be posted to e-reserves and are marked with a \*.

Grading:

1. Informed participation, reading, and attendance, 10 percent of final grade.

*If you are not in class or do not complete the readings, you cannot participate. Please notify me via e-mail or phone if you have to miss class. Readings and discussion in class are considered part of your participation.*

Two short response papers will be assigned during the semester; these will be counted towards your participation grade.

2. Short Book critique. 4-5 page paper on *The Yellow Wind*, 20 percent of the final grade.

3. Film papers- 3 total for the course, 2 pages each, 20 percent of the final grade.

4. Midterm and Final exam, 40 percent of final grade.

5. Write-up opportunities: Please plan to attend any four of the out of class opportunities attached at the end of the syllabus. Write a short one page response paper after the event. These will count at 10 percent of your final grade. Simply attend and write. That’s an easy ten points.

**Grading Scale:**

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| A+: 100-98 | B: 86-83 | C-: 72-70 |
| A: 97-93 | B-: 82-80 | D: 69-65 |
| A-: 92-90 | C+: 79-77 | F: 64 and lower |
| B+: 89-87 | C: 76-73 |  |

**OFFICE HOURS:** Mondays, 12pm-1pm or by appointment.

**PHONE and VOICE MAIL:** 860-486-2271; **E-mail**: avinoam.patt@uconn.edu

# ACADEMIC INTEGRITY: Standards of academic conduct are set forth in the UCONN *Student Code.* By registering, you have acknowledged your awareness of the academic honesty sections of *The Student Code*, including the policy on plagiarism, and you are obliged to become familiar with your rights and responsibilities as defined by *The Student Code*. Violations of the Academic Honesty Policy will not be treated lightly, and disciplinary actions will be taken should such violations occur. Any acts of plagiarism will result in failure on the specific assignment and if necessary, for the course, as well. Please see me if your have any questions about the academic violations described in *The Student Code* in general or as they relate to particular requirements for this course.

<https://community.uconn.edu/the-student-code-appendix-a/>

**Sample Schedule**

Week 1 – 9/5 introduction

Week 2, 9/12

Recovered Roots: Creating a New Zionist Culture and the development of Zionism

* WATCH: “Heritage: Civilization and the Jews” episode 6 (Roads from the Ghetto)
* <https://www.youtube.com/watch?v=fZUbF5cabj8&index=6&list=PLF_LwomaZczfIhURXELeyydH4aHLFntau>

ANSWER: How does Abba Eban explain the origins of Zionism?

READ:

 HI: p. 1-66

Israel in The Middle East (ITME): p. 1-28

\*-Excerpts from Yael Zerubavel, *Recovered Roots*

\*-Shlomo Avineri, “Zionism as a Revolution”

Week 3, 9/19

Sephardim, Ashkenazim and Diaspora Culture

READ:

\*-Chapter on “Ben Yehuda: Language and Nation”

\*-Chapter on Ahad Ha’am, “The Spiritual Dimensions of the Jewish State”

\*-Hayyim Nachman Bialik, “On the Slaughter” and “Short Friday”

Week 4, 9/26

1880-1948: The Construction of a Yishuv Culture

READ:

HI: p. 66-131

ITME: P. 29-53

\*-Isaac Lamdan, “Masada”

\*-Yosef Haim Brenner, “The Way Out” (Alter, p. 141-157)

Week 5, 10/3 AND 10/8

1880-1948: The Construction of a Yishuv Culture, part 2

-The Holocaust and the Creation of the State of Israel

*FILM: He Walked Through the Fields*

READ: \*-Haim Hazaz, “The Sermon” (Alter, 267-287)

HI: p. 133-151

ITME: p. 54-70

ATTEND LECTURE BY PROF. JAMES LOEFFLER ON 10/8

Week 6, 10/10

The 1948 Generation: The Akedah

READ: \*-Alterman, “The Silver Platter”

\*-S. Yizhar, “The Prisoner” (Alter, 290-310)

HI: p. 155-176

ITME: p. 72-92

10/15 – WATCH SALLAH SHABBATI

Week 7, 10/17

A New State: Ashkenazim and Sephardim

READ: \*-Ella Shohat, “The Bourekas and Sephardi Representation,” in *Israeli Cinema*

HI: p. 179-247

ITME: p. 102-105

-FILM: DISCUSS *Sallah Shabbati*

10/22 – mid-term exam

Week 8, 10/24

A New State in the Shadow of the Holocaust

-Reparations Agreement and the Eichmann Affair

READ\*:-Hanoch Bartov, excerpt from *The Brigade*

HI: p. 248-268;

TME: p. 106-108; 167-168

Optional Film: *OPERATION FINALE*

Week 9, 10/31

Facing the Other: Jews and Arabs

READ: \*-Yitzhak Epstein reading from *TJMW*

\*-Tammuz, “Swimming Contest”

\*-A.B. Yehoshua, “Facing the Forests” (Alter, p. 351-392)

-Other influences on Israeli culture- food and music

Week 10, 11/5 AND 11/7 AND 11/12

1967, Greater Israel, Yom Kippur, and the Loss of Innocence

READ: \*-Charles Liebman, “The Myth of Defeat: The Memory of the Yom Kippur War in Israeli Society”

\*-Excerpt from Michael Oren, *Six Days of War*

 HI, p. 271-353

ITME: p. 220-250

FILM: *Late Summer Blues*

Week 11, 11/14 and 11/19

The Haredi-Hiloni Divide; A State of Jews or a Jewish State?

Optional FILM: *Ushpizin*

\*-“Statehood vs. Peoplehood” and the meaning of Zionism

11/21 – NO CLASS, THANKSGIVING

Week 12, 11/26 AND 11/28

Politics, The Territories, The Peace Process and Israeli Society: *Shir Le-Shalom* before and after Rabin

READ: \**The Yellow Wind*

ITME: p. 560-564

HI, p. 357-466

-Israeli Music- Gadalnu Yachad

<http://www.youtube.com/watch?v=Omt29oQe5RI>

WATCH *THE SETTLERS*: <https://vimeo.com/187718483>

Week 13, 12/3 AND 12/5

Post-Zionism, Literature, and Contemporary Society

TURN IN RESPONSE PAPER TO *The Yellow Wind*

The current conflict and prospects for peace

12/5 – ATTEND LECTURE BY PROF. KEN STEIN

12/10 AND 12/12 – LAST WEEK OF CLASS

FINAL EXAM on class assigned day

**2019-202 AAAS 1000 Add Course (G) (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12949 |
| **Request Proposer** | Chang |
| **Course Title** | A Primer to Asian American Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > AASI > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | AASI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | AASI |
| **Course Title** | A Primer to Asian American Studies |
| **Course Number** | 1000 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jason Chang |
| **Initiator Department** | History |
| **Initiator NetId** | joc11007 |
| **Initiator Email** | jason.o.chang@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | In-Person Lecture and Discussion |

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

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | AAAS 1000: A Primer to Asian American Studies Three credits. Exploration of how a minor in Asian American Studies can fit into students’ academic and career plans. An introduction to conversations of cultural and political relevance to East, Southeast, and South Asian Americans. The course will affirm “Asian America” in all its diversity and difference as well as probe its contradictions and complexities. CA4. |
| **Reason for the course action** | Create pipeline course to introduce new undergraduate students to the minor in Asian American Studies |
| **Specify effect on other departments and overlap with existing courses** | No effect. Minimal overlap with other AASI courses as introduction course. |
| **Please provide a brief description of course goals and learning objectives** | This course takes a critical and historical perspective on Asian diasporic peoples in the United States within a global framework. We will foster an understanding of Asian American racialization in relation to other racializations (e.g. black and Latino/a) as well as in relation to other axes of social identity (e.g. gender, sexuality, and class). Moreover, we will cultivate an appreciation of Asian American cultural productions across a variety of media (e.g. audiovisual and new media) in terms both “Asian” and “American” as well as in terms broadly human. 1. Students will understand key concepts, discussions, themes, and topics in Asian American and American Studies. 2. Students will cultivate their ability to engage in intersectional analyses of race, ethnicity, gender, class, and nationality. 3. Students will deliver written and oral accounts of Asian American and American culture in multicultural and global contexts.  |
| **Describe course assessments** | 1. In-class presentation: 15% of the final grade One or two students will make a presentation on the reading assignment for the first 8-12 minutes of any class. In the case of joint presentations, both presenters will receive the same grade. Please choose one of the following three formats: a. The presenter(s) can use a specific theme from the reading to discuss current or historical events (e.g. as evidenced by a newspaper item). Make sure that you carefully select an event and that you clearly connect it to the reading. b. The presenter(s) can use a specific theme from the reading to discuss work in a different kind of media (e.g. discuss a poem and a music video together). Make sure that you carefully select another work and that you clearly connect it to the reading. c. The presenter(s) can relate a career interest to the reading to discuss how Asian American studies contributes to fulfilling different occupations. Make sure that you carefully select a career that you can clearly connect to the reading. 2. Daily discussion: 25% of the final grade After the daily presentations (see 1 above), we will dedicate the remainder of class time to daily discussions. To help you prepare for them, the instructor will post 2-3 discussions questions on HuskyCT 3 days before we discuss them. Students will be evaluated on how often and how well you respond to these questions in class. Questions will relate to comprehension, associated themes, personal relevance, and career potential. 3. Midterm examination: 30% of the final grade The midterm will ask you to respond to 7 of 12 short-answer questions. Each question will require you to give an account of an aspect of an assigned reading; each response should be about half a blue-book page in length. I will base midterm questions on the daily discussion questions (see 2 above); hence, should you need one, please treat your notes from in-class discussions as a midterm study guide. 4. Final paper or project: 30% of the final grade The default policy for the final paper or project is that it should be completed alone. However, two students who can justify a co-written paper or joint project during my office hours may receive permission to collaborate. In that case, both students will receive the same grade. Please choose one of the following two formats: a. A final paper will respond to 1 of 2 paper prompts within 10-12 double spaced pages. Both prompts will ask you to explore one of the recurrent themes or “big ideas” of the course (e.g. Asian America diversity, transnational migrations). Paper prompts will be distributed as we approach the paper deadline. b. A final project will offer an aesthetic response to a course theme (e.g. a project in the performing or plastic arts). The artist(s) must connect their artwork to the coursework at a 5 minute “question and answer” session following the scheduled presentation of their work. Presentations/Q&A sessions will be scheduled for finals week.  |
| **General Education Goals** | General education goals 1. Acquire intellectual breadth and versatility about Asian America; 2. Acquire critical judgment and moral sensitivity to understand, evaluate, and articulate some of the major issues pertaining to Asian American and American society vis-à-vis the world; 3. Acquire awareness of the historical and contemporary processes that form Asian and ethnic America(s); 4. Acquire consciousness of the diversity of human culture and experience.  |
| **Content Area: Diversity and Multiculturalism (non-International)** | Content area The course introduces students to the field of Asian American Studies. It develops students’ sensitivity to diversity and multiculturalism by bringing distinctive ideas, histories, values, and creative expressions of different groups of Asian Americans, with an emphasis on diversity, heterogeneity, and commonality that exist within Asian America as well as connections to other ethnic communities. It covers key events, issues, themes, and ideas that has been and continue to shape Asian America at an introductory level. It adopts interdisciplinary methodologies and approaches from various fields including literature, history, sociology, political science, anthropology, art history, and more. Through this, this course: 1. Emphasizes there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; 2. Emphasizes that interpretive systems and/or social structures are cultural constructions; 3. Considers the similarities that may exist among diverse groups; 4. Develops an understanding of and sensitivity to issues involving human rights and migration; 5. Develops an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [AAAS 1000 syllabus - content area justifications added and edited.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159044&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbad78eff44be450c740c08d727db4e0a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021695164310655&sdata=mk2bu6ksKWg2dXSoLPePskAKMYElNOxHPg5uwsVK608%3D&reserved=0) | AAAS 1000 syllabus - content area justifications added and edited.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jason Chang | 08/21/2019 - 01:32 | Submit |  | none |
| AASI | Na Lae Kim | 08/21/2019 - 12:56 | Approve | 8/21/2019 | None |

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**AAAS 1000: A Primer to Asian American Studies**

**Course description**

This course is a primer to Asian American Studies. Our emphasis will be on starting conversations of cultural and political relevance to East, Southeast, and South Asian Americans. The course will affirm “Asian America” in all its diversity and difference as well as probe its contradictions and complexities. It insists that Asian America is a vibrant part of the multicultural United States and a globalized world, and further interrogates how Asian America is emblematic of both social inequalities and progressive politics.

This course is divided into three units. The first unit explores historical and contemporary meanings of “Asian America” with an eye toward ethnicity, gender, sexuality, and class. The second unit considers how Asians are positioned within/outside the United States, especially in mass media and in relation to other “races.” The third unit investigates how “American” peoples and places connect to “Asian” peoples and places, be it by migration, war, policies, or trade.

As a primer, this course prepares students to explore how a minor in Asian American Studies can fit into their academic and career plans. Its content is relevant to a variety of academic disciplines, such as political science, sociology, English, and history. Asian and Asian American Studies Institute core faculty from a variety of departments will make guest appearances to expand awareness of the program’s richness.

**Course objectives**

This course takes a critical and historical perspective on Asian diasporic peoples in the United States within a global framework. We will foster an understanding of Asian American racialization in relation to other racializations (e.g. black and Latino/a) as well as in relation to other axes of social identity (e.g. gender, sexuality, and class). Moreover, we will cultivate an appreciation of Asian American cultural productions across a variety of media (e.g. audiovisual and new media) in terms both “Asian” and “American” as well as in terms broadly human. More specifically:

1. Students will understand key concepts, discussions, themes, and topics in Asian American and American Studies.
2. Students will cultivate their ability to engage in intersectional analyses of race, ethnicity, gender, class, and nationality.
3. Students will deliver written and oral accounts of Asian American and American culture in multicultural and global contexts.

**Course outline**

**Unit 1: Who and What is Asian America?**

Week 1: Contemporary Asian America

Tuesday - Introduction to class

Thursday - Identity and experience

 Required viewing:

* Renee Tajima-Pena, dir., *My America . . . Or Honk If You Love Buddha* (1997): 87 min

Suggested viewing:

* Grace Lee, dir., *The Grace Lee Project* (2005): 67 min

Week 2: Asian Americans before the Asian American Movement

Tuesday - Yellow Perils and Model Minorities?

 Required reading:

* David Oh, “The Yellow Peril and the Model Minority Myth” [https://medium.com/@ohdavid/the-yellow-peril-and-the-model-minority-myth-3d30a2cdc4e2](https://medium.com/%40ohdavid/the-yellow-peril-and-the-model-minority-myth-3d30a2cdc4e2)
* Li-Young Lee, “Persimmons” <https://www.poetryfoundation.org/poems/43011/persimmons>

Thursday - Filipino America prior to 1965

 Required reading:

* *The Philippine History Site* (read all 10 sections, that is, from “Introduction” to “The Immigration and Nationality Act of 1965”) <http://opmanong.ssc.hawaii.edu/filipino/filmig.html>
* Carlos Bulosan, “Be American” <https://sirmykel.files.wordpress.com/2014/10/carlos-bulosan-short-stories.pdf>

Week 3: Defining “Asian America” through activism and scholarship

Tuesday - Asian American Studies and the Third World Liberation Front

 Required viewing/reading:

* Saul Rouda and David Dobkin, dir., *On Strike! At SF State* (1968) - 19 min
* Agnes Constante, "After 50 years, Asian American studies programs can still be hard to find" <https://www.nbcnews.com/news/asian-america/after-50-years-asian-american-studies-programs-can-still-be-n1022331>

Thursday - The International-Hotel struggle

 Required viewing:

* Curtis Choy, dir., *The Fall of the I-Hotel* (1983) - 57 min
* Excerpts from Karen Tei Yamashita, *I-Hotel*

Week 4: Asian American and women of color feminism

Tuesday - Mothers and daughters

 Required reading:

* Merle Woo, “Letter to Ma”

<https://philife.nd.edu/assets/308441/fullsize/merlewoo_lettertoma_modelapology.pdf>

* Amy Chua, “Why Chinese Mothers are Superior”

<https://www.wsj.com/articles/SB10001424052748704111504576059713528698754>

Thursday - Intersectionality

 Required reading/screening:

* Aditi Juneja, “Allegations Against Aziz Ansari and Forcing a Reckoning around Intersectionality in the South Asian Community” [https://medium.com/@aditijuneja/allegations-against-aziz-ansari-are-forcing-a-reckoning-around-intersectionality-in-the-south-asian-613d30ad6ffc](https://medium.com/%40aditijuneja/allegations-against-aziz-ansari-are-forcing-a-reckoning-around-intersectionality-in-the-south-asian-613d30ad6ffc)
* Elaine Kim, *Slaying the Dragon: Reloaded* (2011): 30 min

Week 5: Gender, Sexuality, Querness

Tuesday - Inter-racial and intra-racial sexuality

 Required viewing:

* Nahnatchka Khan, dir., *Always Be My Maybe* (2018): 101 min
* Or Mira Nair, dir., *Mississippi Masala* (1991): 118 min

Thursday - LGBTQ struggles

 Required reading:

* Selections from Hieu Minh Nguyen, *This Way To the Sugar*

Suggested reading:

* David Henry Hwang, *M. Butterfly*

**Unit 2: Asian America in United States context**

Week 6: Asian American racial formation

Tuesday - Diversity, discrepancies, and hybridity within

Required reading:

* Julianne Hing, “Asian Americans Respond to Pew: We’re Not Your Model Minority” <https://www.colorlines.com/articles/asian-americans-respond-pew-were-not-your-model-minority>
* PEW Research Center, “Key Facts about Asian Origin Groups in the US” <https://www.pewresearch.org/fact-tank/2019/05/22/key-facts-about-asian-origin-groups-in-the-u-s/>

Thursday - Activisms, officials, politics

 Required reading:

* AAPI Data, “Voting” and “Public Opinion” <https://aapidata.com/civic/voting/>  and <https://aapidata.com/civic/public-opinion/> (read all infographics)
* 18MR, “About” and “Love Letters to Movement Leaders” ( pick three “love letters” to read) <https://18millionrising.org/>
* Emil Guillermo, “Will Kamala Harris be the first Asian American president?” <https://www.aaldef.org/blog/emil-guillermo-will-kamala-harris-be-the-first-asian-american-president/>

Week 7: Asian Americans in media

Tuesday - Food culture, pop culture

 Required reading:

* G. Willow Wilson et al, Ms. Marvel (2014) Issue #1 <https://readcomiconline.to/Comic/Ms-Marvel-2014>
* Jean Trinh, “A Look Back at Roy Choi’s Early Kogi BBQ Days and His Bold Sauces” <https://www.kcet.org/food-living/a-look-back-at-roy-chois-early-kogi-bbq-days-and-his-bold-sauces>
* Hua Hsu, “Chinese Food and the Joy of Inauthentic Cooking” <https://www.newyorker.com/culture/cultural-comment/chinese-food-and-the-joy-of-inauthentic-cooking>
* Gary Stern, “Lucky Lee’s: Specializing in Healthy Chinese Food”

<https://www.forbes.com/sites/garystern/2019/05/15/lucky-lees-specializing-in-healthy-chinese-food/#1004c9a83092>

* Terry Tang, “NYC Chinese Eatery Heats Up Cultural Appropriation Debate”

<https://www.dailyherald.com/article/20190412/news/304129912/?fbclid=IwAR2aloAzufdstFMmoRzY6lYCTwLf_tZaGxkd8GDzudNWfilDw5EfnFPoFdA>

Thursday - Race, nationality, and nationalism in sports

 Required reading/viewing:

* Jason Pham, “Why Is It So Hard for the U.S. to See Asian American Olympians as American?” <https://stylecaster.com/asian-americans-in-pyeongchang-olympics/>
* Giles Lee, “Lin.Sanity” <https://www.youtube.com/watch?v=jdS11u1ScN0>
* Bao Phi, “Lin.467 to the Future” <https://www.youtube.com/watch?v=LHJa6EZXrrU>

Week 8: Black and Asian relations

Tuesday - Coalitions and crossings

Required reading/viewing:

* Grace Lee, dir., *American Revolutionary: The Evolution of Grace Lee Boggs* (2013): 88 mins
* “Letters for Black Lives: South Asian American Version” <https://lettersforblacklives.com/letters-for-black-lives-south-asian-american-version-f5d8ec9a46ac>

Thursday - Everyday struggles and extraordinary strife

 Required reading/viewing:

* Diana Son, *Satellites*
* Dai Sil Kim-Gibson, *Sa-I-Gu* (1993): 36 mins

Week 9: Beyond black/white

Tuesday - Undocumented Americans

 Required reading:

* Jose Antonio Vargas, “My Life as an Undocumented Immigrant” <https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>
* Lola Mendez, “We Talked to Asian Latinas About the Urgent Need for Intersectional Activism” <https://fierce.wearemitu.com/no-pos-wow/we-talked-to-asian-latinas-about-the-urgent-need-for-intersectional-activism/>

Thursday - Settler colonialism

Required reading/viewing:

* Selections from Carolyn Lei-Lanilau, *Ono Ono Girl’s Hula*
* Kathryn Xian and Brent Anbe, *Ke Kulana He Mahu: Remembering a Sense of Place* (2001): 67 min

**Unit 3: Asian America in global contexts**

Week 10: Citizenship, naturalization, migration, immigration

Tuesday - The importance of historical perspective

 Required reading/viewing:

* Peter Constantini, “Manufacturing illegality: An Interview with Mae Ngai,” <https://fpif.org/manufacturing-illegality-an-interview-with-mae-ngai/>
* “Race: The Power of An Illusion, Supreme Court” <https://www.youtube.com/watch?v=M-xF_VXQVS0>
* “Asian Americans Then and Now” <https://asiasociety.org/education/asian-americans-then-and-now>

Thursday - Fresh Off the Boat

 Required reading/viewing:

* Teresa Wu and Serena Wu, “Foreword,” “Introduction” and selections from *My Mom Is a FOB: Earnest Advice in Broken English From Your Asian-American Mom*
* Greeta Patel and Ravi Patel, dirs. *Meet the Patels* (2014): 88 mins

Week 11: War, empire, terror

Tuesday - Consequences of the “War on Terror”

 Required viewing:

* Valerie Kaur, *Divided We Fall: Americans in the Aftermath* (2008): 90 min
* Blue Scholars, “Back Home” <https://www.youtube.com/watch?v=En8DwCeKa6M>

Thursday - Remembering and re-membering the Vietnam War

 Required reading:

* Selections from Viet Thanh Nguyen, *Nothing Ever Dies: Vietnam and the Memory of War*
* Ocean Vuong, “A Letter To My Mother That She Will Never Read”

<https://www.newyorker.com/culture/personal-history/a-letter-to-my-mother-that-she-will-never-read>

Week 12: Adoption and refugee politics

Tuesday - Transnational/transracial adoption

 Required reading:

* Arrisah Oh, “Legacies of War” from *To Save the Children of Korea: Cold War Origins of International Adoption*
* Gene Demby and Shereen Marisol Meraji, “Code Switch: Transracial Adoptees on Their Racial Identity and Sense of Self” <https://www.npr.org/2018/10/13/657201204/code-switch-transracial-adoptees-on-their-racial-identity-and-sense-of-self>

Thursday - The Secret War

 Required reading:

* May Na Lee-Yang, “How I Lost My Name”
* Kao Kalia Yang, “The Science of Racism: Radiolab’s Treatment of Hmong Experience” <https://hyphenmagazine.com/blog/2012/10/22/science-racism-radiolabs-treatment-hmong-experience>

Week 13: Transpacific transnationalism, capitalist globalization

Tuesday - Transnationalism “from below”

 Required reading:

* Selections from Aihwa Ong, *Buddha is Hiding*

Thursday - Elite Asian/American cosmopolitanism

 Required viewing:

John Chu, dir., *Crazy Rich Asians* (2018): 121 minutes

Week 14: Asian American Futures?

Tuesday - Asian/American sci-fi in an age of US/China rivalry

 Required reading/viewing:

* E. Lily Yu, “The Cartographer Wasps and the Anarchist Bees” <http://clarkesworldmagazine.com/yu_04_11/>
* Ted Chiang, “Stories of Your Life”

Thursday - Conclusion to course

 No assigned reading

**Course requirements**

1. In-class presentation: 15% of the final grade

One or two students will make a presentation on the reading assignment for the first 8-12 minutes of any class. In the case of joint presentations, both presenters will receive the same grade. Please choose one of the following three formats:

1. The presenter(s) can use a specific theme from the reading to discuss current or historical events (e.g. as evidenced by a newspaper item). Make sure that you carefully select an event and that you clearly connect it to the reading.
2. The presenter(s) can use a specific theme from the reading to discuss work in a different kind of media (e.g. discuss a poem and a music video together). Make sure that you carefully select another work and that you clearly connect it to the reading.
3. The presenter(s) can relate a career interest to the reading to discuss how Asian American studies contributes to fulfilling different occupations. Make sure that you carefully select a career that you can clearly connect to the reading.

2. Daily discussion: 25% of the final grade

After the daily presentations (see 1 above), we will dedicate the remainder of class time to daily discussions. To help you prepare for them, the instructor will post 2-3 discussions questions on HuskyCT 3 days before we discuss them. Students will be evaluated on how often and how well you respond to these questions in class. Questions will relate to comprehension, associated themes, personal relevance, and career potential.

3. Midterm examination: 30% of the final grade

The midterm will ask you to respond to 7 of 12 short-answer questions. Each question will require you to give an account of an aspect of an assigned reading; each response should be about half a blue-book page in length. I will base midterm questions on the daily discussion questions (see 2 above); hence, should you need one, please treat your notes from in-class discussions as a midterm study guide.

4. Final paper or project: 30% of the final grade

The default policy for the final paper or project is that it should be completed alone. However, two students who can justify a co-written paper or joint project during my office hours may receive permission to collaborate. In that case, both students will receive the same grade. Please choose one of the following two formats:

1. A final paper will respond to 1 of 2 paper prompts within 10-12 double spaced pages. Both prompts will ask you to explore one of the recurrent themes or “big ideas” of the course (e.g. Asian America diversity, transnational migrations). Paper prompts will be distributed as we approach the paper deadline.
2. A final project will offer an aesthetic response to a course theme (e.g. a project in the performing or plastic arts). The artist(s) must connect their artwork to the coursework at a 5 minute “question and answer” session following the scheduled presentation of their work. Presentations/Q&A sessions will be scheduled for finals week.

**Course policies**

Email and HuskyCT

I will use email and HuskyCT to communicate class announcements including the most updated schedule and assignments, so be sure to check your UConn account daily. Email is a good way to reach me. I usually respond within 48 hours, except over the weekends. Please use emails for short questions and concerns only; if you want to address bigger issues, it is often best to see me in person.

Decorum

This class requires your full attention and consideration during all of class time, including screenings.

Class preparation

To prepare for this class, be sure to finish all the scheduled assignments carefully and attentively before each meeting, reading everything at least once, but more than once in the case of poems and other shorter readings; taking notes on your reading prior to class, including thoughtful questions you wish to ask, generating plot outlines and key arguments, looking up all unknown words in a good dictionary, and so forth.

Academic Integrity

According to the University of Connecticut website on plagiarism:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment 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.”

- University of Connecticut, Student Code, Section VI

It is your responsibility to familiarize yourself with the University of Connecticut’s academic integrity statement and academic honesty policy.  If you are caught plagiarizing an assignment, I will give you an automatic “0” for that assignment; I will also file a report documenting the instance of academic dishonesty. If you are caught a second time, I will automatically fail you for the course.

Statement on Accommodation for Students with Disability

The Center for Students with Disabilities provides services to all students with permanent or temporary injuries and conditions to ensure that all University programs and activities are accessible. Students with disabilities who require accommodations for this course must contact the Center for Students with Disabilities at: <https://csd.uconn.edu/>. Please notify the instructor as early in the semester as possible too.

Statement on Sexual and Gender Misconduct

UConn is committed to creating and maintaining a campus environment free from all forms of sexual harassment, sexual assault, intimate partner violence, and stalking. Please visit [titleIX.uconn.edu](http://titleix.uconn.edu/) for more information regarding available support, resources, and reporting options.

Statement on Diversity

UConn is committed to fostering diverse and inclusive working and learning environments, which includes compliance with the University’s non-discrimination and anti-harassment policies, as well as state and federal laws and regulations related to equal opportunity and affirmative action. Please visit [equity.uconn.edu](http://equity.uconn.edu/) for more information regarding support, OIE’s process and training.

**2019-203 AAAS 1001 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12948 |
| **Request Proposer** | Chang |
| **Course Title** | A Primer to Asian Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > AASI > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | AASI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | AASI |
| **Course Title** | A Primer to Asian Studies |
| **Course Number** | 1001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jason Chang |
| **Initiator Department** | History |
| **Initiator NetId** | joc11007 |
| **Initiator Email** | jason.o.chang@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | In-person Lecture and Discussion |

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

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | AASI 1001. A Primer to Asian Studies Three credits. Exploration of how a minor in Asian Studies can fit into students’ academic and career plans. An introduction to Asian societies and their history, religion, politics, and culture. Develops an understanding of the region through Asian voices and perspectives and an appreciation of how colonialism, nationalism, modernization, gender, and ethnicity have shaped contemporary life. CA4-INT  |
| **Reason for the course action** | Create pipeline course to introduce new undergraduate students to the minor in Asian Studies |
| **Specify effect on other departments and overlap with existing courses** | No effect. Minimal overlap with other AASI courses as introduction course. |
| **Please provide a brief description of course goals and learning objectives** | From the Taj Mahal in India to the Great Wall of China, Asia is one of the most dynamic and fascinating regions of the world. The continent is home to a profusion of different cultures and some of the world’s fastest growing economies. This course invites you to learn more about Asian societies and their history, religion, politics, and culture. Students will come to understand the region through Asian voices and perspectives and to appreciate how colonialism, nationalism, modernization, gender, and ethnicity have shaped contemporary life. Students will become familiar with the minor in Asian Studies and consider how it relates to their academic and career goals. This course is an interdisciplinary and gives equal coverage to South, East, and Southeast Asia. Students from all departments and backgrounds are welcome, and no prior knowledge of Asian language or culture is required. The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion.  |
| **Describe course assessments** | Map quiz: There will be a short quiz to test you on the countries and major cities of contemporary South, East, and Southeast Asia. Journals: There is a one-page free write every week for which there is assigned reading, and you must complete 10 journals by the end of the semester. The journals are due on the second class of the week and designed to deepen your engagement with the reading and jumpstart discussion. You will be given a question about the reading(s), and you will be asked to free write on the question for one full page (double spaced). All journals that meet the page requirement will receive full credit. This is considered a less formal writing assignment insofar as you will not be expected to conform to correct citation practices or include direct quotes. Midterm paper: The purpose of this paper is to encourage students to consider how studying Asia can lead to career opportunities. You will be required to interview someone who has worked in South, East, or Southeast Asia or has a career relating to those areas. The person’s career can be in any field, including but not limited to business, law, banking, technology, sports, tourism, diplomacy, journalism, non-governmental organizations, conservation, education, and academia. Your paper should clearly define the profession, explain how it relates to Asia, and consider how the study of Asia can help prepare a student for that career. Final Paper: The final paper asks students to choose one current event or issue in any country in South, East, and/or Southeast Asia. The paper should explain the event or issue, examine its contemporary significance, and discuss the historical origins of the problem. Some examples of current issues include but are not limited to the Rohingya crisis in Burma, the detention of Uyghurs in China, Duterte’s war on drugs in the Philippines, and the Umbrella Revolution in Hong Kong. You can also examine issues of a more perennial nature, such as the struggle for gay rights or falling fertility rates in a given country.  |
| **General Education Goals** | General education goals 1. Acquire intellectual breadth and versatility about Asia and its people; 2. Acquire critical judgment and moral sensitivity to understand, evaluate, and articulate some of the major issues regarding Asian societies and Asian people vis-à-vis the world; 3. Acquire awareness of the historical and contemporary processes that form Asian societies and its people; 4. Acquire consciousness of the diversity of human culture and experience.  |
| **Content Area: Diversity and Multiculturalism (International)** | Content area The course introduces students to the diverse cultures of East, South, and Southeast Asian societies and place them in the context of our interconnected global community. It develops students’ sensitivity to diversity and multiculturalism by bringing distinctive ideas, histories, values, and creative expressions of different groups of Asians, with an emphasis on diversity, heterogeneity, and commonality within and among them. It covers broad historical and contemporary events and ideas that shape Asian societies at an introductory level. It adopts interdisciplinary methodologies and approaches from various fields including literature, history, sociology, political science, anthropology, art history, and more. Through this, this course: 1. Emphasizes that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; 2. Emphasizes that interpretive systems and/or social structures are cultural creations; 3. Considers the similarities that may exist among diverse groups; 4. Develops an understanding of and sensitivity to issues involving human rights and migration; 5. Develops an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Asian Studies\_ 1000 Course Committee.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159043&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdabe7a98efcb4620f9b308d727db02da%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021693914572497&sdata=WxHpNW%2B%2BXj2USIWqk5rzeIqG9KiVNcb6bEJ9B8rXDcU%3D&reserved=0) | Asian Studies\_ 1000 Course Committee.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jason Chang | 08/21/2019 - 00:52 | Submit |  | none |
| AASI | Na Lae Kim | 08/21/2019 - 12:53 | Approve | 8/21/2019 | None |

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AAAS 1001 A Primer to Asian Studies

From the Taj Mahal in India to the Great Wall of China, Asia is one of the most dynamic and fascinating regions of the world. The continent is home to a profusion of different cultures and some of the world’s fastest growing economies. This course invites you to learn more about Asian societies and their history, religion, politics, and culture. Students will come to understand the region through Asian voices and perspectives and to appreciate how colonialism, nationalism, modernization, gender, and ethnicity have shaped contemporary life. Students will become familiar with the minor in Asian Studies and consider how it relates to their academic and career goals.

This course is an interdisciplinary and gives equal coverage to South, East, and Southeast Asia. Students from all departments and backgrounds are welcome, and no prior knowledge of Asian language or culture is required. The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion.

COURSE OBJECTIVES

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

* Understand some of the major issues that Asian societies face in the modern period
* Appreciate the political, economic, social, cultural, and religious diversity of Asia
* Demonstrate critical reading and writing skills
* Explore the academic plan for Asian Studies

ASSIGNMENTS AND GRADES

Map quiz= 5%

Journals = 50% (5% each)

Midterm paper = 20% (2-4 pages)

Final paper = 25% (4-5 pages)

Map quiz: There will be a short quiz to test you on the countries and major cities of contemporary South, East, and Southeast Asia.

Journals: There is a one-page free write every week for which there is assigned reading, and you must complete 10 journals by the end of the semester. The journals are due on the second class of the week and designed to deepen your engagement with the reading and jumpstart discussion. You will be given a question about the reading(s), and you will be asked to free write on the question for one full page (double spaced). All journals that meet the page requirement will receive full credit. This is considered a less formal writing assignment insofar as you will not be expected to conform to correct citation practices or include direct quotes.

Midterm paper: The purpose of this paper is to encourage students to consider how studying Asia can lead to career opportunities. You will be required to interview someone who has worked in South, East, or Southeast Asia or has a career relating to those areas. The person’s career can be in any field, including but not limited to business, law, banking, technology, sports, tourism, diplomacy, journalism, non-governmental organizations, conservation, education, and academia. Your paper should clearly define the profession, explain how it relates to Asia, and consider how the study of Asia can help prepare a student for that career.

Final Paper: The final paper asks students to choose one current event or issue in any country in South, East, and/or Southeast Asia. The paper should explain the event or issue, examine its contemporary significance, and discuss the historical origins of the problem. Some examples of current issues include but are not limited to the Rohingya crisis in Burma, the detention of Uyghurs in China, Duterte’s war on drugs in the Philippines, and the Umbrella Revolution in Hong Kong. You can also examine issues of a more perennial nature, such as the struggle for gay rights or falling fertility rates in a given country.

Grade scale:

94 - 100 A

90 - 93 A-

87 - 89 B+

83 - 86 B

80 - 82 B-

77 - 79 C+

73 - 76 C

70 - 72 C-

67 - 69 D+

63 - 66 D

60 - 62 D-

< 60 F

**DRAFT COURSE OUTLINE**

Week 1: Western Perceptions of Asia

Marco Polo, *The Travels of Marco Polo* (c. 1300),<http://afe.easia.columbia.edu/mongols/pop/menu/class_marco.htm>

Christoforo Borri, “How God Made Way for the Conversion of the Province of Pulucambi,” in *Views of Seventeenth Century Vietnam* (1631)

Katherine Mayo, “Mother India,” in *Mother India* (1927)

Week 2: Religion and Asian Conceptions of Asia

Kazuo Okakura, “Range of Ideals,” in *Ideals of the East* (1904)

Sun Yat Sen, “Pan-Asianism,” (1904), in *Pan-Asianism,* vol. 2, ed. Sven Saalar and Christopher Szpilman, 75-86

Lee Kuan Yew, selected speeches, in *Lee Kuan Yew: The Man and His Ideas,* by Han Fook Kwang, Warren Fernandez, and Sumiko Tan [Singapore, something about “Asian values”] OR Fareed Zakaria and Lee Kuan Yew, “Culture is Destiny: A Conversation with Lee Kuan Yew,” *Foreign Affairs* 73, no. 2 (Mar-Apr 1994): 109-126

Muhammad Iqbal, “Muslims Are One in Soul,” 210-212, and Syed Abưl-Ala-Maududi, “403-408, in *Sources of Indian Tradition,* vol. 2, ed. Stephen Hay

\*Map quiz

Week 3: Rise of West

“A Civilization of New Learning,” in *Sources of Vietnamese Tradition,* ed. George Dutton, Jayne Werner, and John Whitmore, 369-375

“Liang Quichao on his Trip to America,” in *Chinese Civilization: A Sourcebook,* ed. Patrica Ebrey, 335-340

“Tan Teteki’s Critique of the West,” “Nakamura Masanao’s Synthesis of East and West,” in *Sources of Japanese Tradition,* vol. 2, ed. Wm. Theodore de Bary, Carol Gluck, and Arthur Tiedemann, 368-775

Syed Ahmed Khan, “Impressions of England and Her Civilization,” “The Importance of Western Education,” in *Sources of Indian Tradition,* vol. 2, ed. Stephen Hay, 186-190

Week 4: Peasants, Plantations, and the Origins of Asian Communism

\*1 paragraph blurb with name of interviewee and profession (to prepare for midterm paper)

Lenin, “Preliminary Draft of Theses on the National and Colonial Questions,” in *Southeast Asia in the Twentieth Century,* ed. Clive Christie, 72-74

Mao Zedong, “Report on an Investigation of the Hunan Peasant Movement,” “The Question of Land Redistribution,” in *Sources of Chinese Tradition,* vol. 2, ed. Wm Theodore de Bary and Richard Lufrano,406-411

Phi Vân, “The Peasants,” in *Before the Revolution,* ed. Ngô Vĩnh Long, 145-160 [Vietnam]

Hoàng Đạo, “Mud and Stagnant Water,” *Before the Revolution,* ed. Ngô Vĩnh Long, 205-218 [Vietnam]

“An Interview with Salud Algabre,” in *Popular Uprisings in the Philippines, 1840-1940,* by David Sturtevant

“Peasant Unrest in the Philippines,” in *The World of Southeast Asia,* ed. Harry Benda and John Larkin, 164-169

Ho Chi Minh, “The Path Which Led Me to Leninism,” in in *Southeast Asia in the Twentieth Century,* ed. Clive Christie, 74-76

Week 5: Religious Revival and Nationalism

All Ceylon Buddhist Conference, *The Betrayal of Buddhism* (Sri Lanka, selections)

Aurubhindo Ghose, “India’s Mission: The Resurrection of Hinduism,” 153-154

Vinayak Damodar Savarkar, “The Glories of the Hindu Nation,” 291-296

Week 6: Race, Ethnicity, Communalism, and Nationalism

Southeast Asia: Furnivall, “Plural Economy,” in *Netherlands India* [ethnic divisions in the economy under colonialism, esp Indonesia]

NM Cowasjee, “The Indian Minority in Burma,” in *The Southeast Asian Response to the West,* ed. Harry Benda and John Larkin (Harper and Row, 1967), 199-202 [Indian in Burma defending interests when British planned to separated Burma from India]

Vajiravudh, *The Jews of the East,* found in Kenneth Landon’s *The Chinese in Thailand,* 34-43 [racist description of ethnic Chinese by Thai king, available on Hathi Trust]

Teodoro Locsin, “In Defense of the Chinese,” in *The Southeast Asian Response to the West,* ed. Harry Benda and John Larkin (Harper and Row, 1967), 211-214. [Sino-Filipino defense of overseas Chinese]

Syed Ahmed Khan, “Hindu-Muslim Coexistence Possible Only Under British Rule,” in *Sources of Indian Tradition,* vol. 2, ed. Stephen Hay,191-195

Mohamed Ali, “The Communal Patriot,” “To Self-Government Through Hindu-Muslim Unity, Nonviolence, and Sacrifice,” and “A Final Appeal for Islam and India,” in *Sources of Indian Tradition,* vol. 2, ed. Stephen Hay,195-204

Week 7: Presentations

\*Midterm paper due

Week 8: WWII and the Japanese Empire

*True Stories of Korean Comfort Women,* ed. Keith Howard and Young Joo Lee (selections)

Mindy Kotler, “The Comfort Women and Japan’s War on Truth,” *New York Times* (14 Nov 2014): <https://www.nytimes.com/2014/11/15/opinion/comfort-women-and-japans-war-on-truth.html>

Ilaria Mala Sala, “Why is the Plight of the ‘Comfort Women’ Still So Controversial?” *New York Times* (14 Aug 2017): <https://www.nytimes.com/2017/08/14/opinion/comfort-women-japan-south-korea.html>

Laura Hein and Mark Selden, “The Lessons of War, Global Power, and and Social Change,” in *Censoring History,* ed. Hein and Selden, 3-29

Soh, Chunghee Sarah, “Postwar/Postcolonial Public Memories of the Comfort Women,” in *The Comfort Women,* 145-173

Useful for lecturing:

Soh, Chunghee Sarah, “Japan’s Military Comfort System as History,” in *The Comfort Women,* 107-142

Week 9: Nationalism and Decolonization

Urvashi Butalia, *The Other Side of Silence* [about partition of India and Pakistan]

Week 10: Revolution and Counterrevolution

\*1 paragraph blurb on current event due [preparation for final paper]

Video: *Bophana: A Cambodian Tragedy* [Khmer Rouge]

Week 11: Tigers and Tiger Cubs

S. Rajaratnam, “Singapore: The Global City,” in *Southeast Asia in the Twentieth Century,* 286-291 [1972 speech laying out the vision for export oriented industrialization]

Park Chung Hee, *To Build a Nation* [selections, available in *Sources of Korean Tradition*]

“The Economic Planning Agency’s White Paper on the People’s Livelihood,” “The Income Doubling Plan,” in *Sources of Japanese Tradition,* vol. 2,ed. Wm. theodore de Bary, Carol Gluck, and Arthur E Tiedemann,1100-1105

Possible videos: *Mardi Gras Made in China* [China]; *New Rulers of the World* [Indonesia]

Week 12: Democracy and Authoritarianism

Tiannemen Square documents: https://sourcebooks.fordham.edu/eastasia/eastasiasbook.asp#China%20Since%20World%20War%20II

Week 13: Gender and Sexuality

Videos: *Bol* [modern Pakistan, women, transgender (hijra)]

Week 14: Asian Diasporas

Jason DeParle, “A Good Provider is One Who Leaves,” *New York Times Magazine* (April 22, 2007): <https://www.nytimes.com/2007/04/22/magazine/22Workers.t.html> [Philippines]

Alex Tizon, “My Family’s Slave,” *The Atlantic* (Jun 2017): <https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/> [Philippines]

Possible videos: “Maid in Hong Kong,”<https://www.youtube.com/watch?v=bcOxMp0akhU> [Filipinos]

Finals week:

\*Final paper due

**2019-204 COMM 4640 Revise Course**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12886 |
| **Request Proposer** | Stifano |
| **Course Title** | Social Media: Research and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Social Media: Research and Practice |
| **Course Number** | 4640 |
| **Will this use an existing course number?** | No |

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| --- |
| **CONTACT INFO** |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | stephen.stifano@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | COMM 1000 and COMM 1300. Plus at least one of the required core courses: COMM 3100, COMM 3200, OR COMM 3300. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | COMM 4640: Social Media: Research and Practice Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300. Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.  |
| **Provide proposed title and complete course catalog copy** | COMM 4640: Social Media: Research and Practice Three credits. Prerequisites: COMM 1000; COMM 1300; COMM 3100 or 3200 or 3300. Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts.  |
| **Reason for the course action** | This course was originally approved by Department Faculty without COMM 1100 listed as a prerequisite. Our advising staff noticed a clerical error when the course was filed to CLAS C&C which included COMM 1100 in the list of prerequisites, and requested we fix the typo. That is the sole purpose of this revision. |
| **Specify effect on other departments and overlap with existing courses** | This course overlaps only minimally with courses in other departments. The only existing course addressing social media as the primary course topic is DMD 5710 (Social Media Business Applications). However, this existing course is more focused on designing marketing materials for social media, whereas the focus of the proposed course is on research of social media and the application of that research to social media use. |
| **Please provide a brief description of course goals and learning objectives** | The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will learn to review and critique the current research on social media, as well as conduct their own research of the existing literature. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to: • Define theories and concepts that explain the use and effects of social media • Summarize the current scope of research on social media use and effects • Explain how social media research is conducted • Examine the impact of social media in various real world contexts • Evaluate your own social media use based on theory and research • Apply best practices for social media use across platforms and settings |
| **Describe course assessments** | Performance in the course will be assessed through a variety of course elements. These include 3 exams which cover the content of the textbook and lectures; weekly assignments in which students will apply the course content to their own social media use, including testing principles and theories from the lessons, critically assessing their use, analyzing their data, and observing/participating in social movements; and a final group project in which they will research, write, and present a report on best social media practices for a local organization based on the research covered in the course.  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [comm\_4640\_proposed\_ social\_media\_syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158720&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cead5b1c9f321467bf30108d7225808b2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637015633816171754&sdata=bS4uk6wdCnBf%2FbdNd1L0kRe2IxyKO6e9ogzBBzxG9Uo%3D&reserved=0) | comm\_4640\_proposed\_ social\_media\_syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Stephen C Stifano | 08/14/2019 - 16:34 | Submit |  | Submitting to fix prerequisite typo including COMM 1100.  |
| Communication | Stephen C Stifano | 08/14/2019 - 16:46 | Approve | 8/14/2019 | Approved - this is solely a typo when moving the course from department faculty vote to CLAS CCC.  |

 |

COMM 4640: Social Media: Research and Practice

Instructor: Anne Oeldorf-Hirsch, PhD | anneo@uconn.edu | 860-486-3968
Office hours: <http://advapp.uconn.edu> | Arjona 218

**COURSE OBJECTIVES**

The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to:

* Define theories and concepts that explain the use and effects of social media
* Summarize the current scope of research on social media use and effects
* Explain how social media research is conducted
* Examine the impact of social media in various real world contexts
* Evaluate your own social media use based on theory and research
* Apply best practices for social media use across platforms and settings

**REQUIRED MATERIALS**

* Sheldon, P. (2015). *Social Media: Principles and Applications*. New York: Lexington Books. ISBN: 9780739192641.
* Additional weekly readings provided on HuskyCT

**COURSE COMPONENTS AND GRADING**

Social media project 100 points 33%

Report: 75 points

Presentation: 25 points

Weekly in-class assignments 50 points 17%

10 weeks x 5 points each

Exams 150 points 50%

3 exam x 50 points each

Total 300 points

**Grades**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see the instructor or teaching assistant whenever you have any questions.

Grades will be posted on HuskyCT as soon as they become available. Come to office hours or set up an appointment to discuss questions about grades. In accordance with [FERPA regulations](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html), grades cannot be discussed by email, and must be discussed in person.

Grades are based on the percentage of possible points you earn on the following scale.
*Grades are not rounded up.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 92-100 | 90-91.99 | 88-89.99 | 82-87.99 | 80-81.99 | 78-79.99 | 72-77.99 | 70-71.99 | 68-69.99 | 62-67.99 | 60-61.99 | 0 – 59.99 |

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Social Media Project**

This is a semester-long group project in which you will work together to create a social media plan for a local organization. This will include a report which summarizes the latest research on the use and effects of social media across various settings, a guide on using social media effectively, and recommendations for use based on this research. The project also includes a final presentation to the class of your findings and recommendations. Details to follow.

**Weekly In-Class Assignments**

Each week there will be a short in-class assignment based on that week’s chapter content and readings. The format of the assignment will take place on the class discussion board and will involve social media use. Each week’s assignment details will be presented in class.

**Exams**

There will be three exams, each covering content from the previous three textbook chapters. The exams will cover the textbook, other required readings, lecture material, and topics discussed during class. The format of the exams is multiple choice and short answer. There is no cumulative final exam.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **48 hours prior** to the exam, and require documentation. A last-minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

**COURSE POLICIES**

**Attendance**

Attendance is expected each day, and classes should not be missed except in the case of university-approved travel, illness, or an emergency. A large portion of the work for this class is done during class time or relies heavily on material discussed in class. In addition to course lecture material and in-class assignments, announcements and information about how to complete assignments will be communicated during class. If you are not present to learn the material or how to accomplish a particular assignment, you are not likely to perform well on the assignment or exams. If you do miss a class, please coordinate with another student to obtain missed notes and assignment information.

**Class Participation**

You are expected to come to each class meeting having done the required readings in advance. Actively engage in class discussion, and never hesitate to voice your beliefs or ask questions.

**Late Work**

Any work that is turned in after a designated deadline will be considered late. If an assignment is turned in within 48 hours of the deadline it will receive half-credit of the graded value. Any assignment turned in after 48 hours of a deadline will not be graded and will receive a 0. There are no exceptions to this rule, unless a student has made arrangements with the professor before the assignment was due, or in the case of a documented emergency.

**Laptops/Cell phones**

We will be using technology such as laptops, tablets, and smartphones for various assignments in class, so you may bring and use your devices. However, when we are not using them for a class assignment, please be respectful to yourself, to your instructor, and to your classmates in your use of your technology. Laptops may be used to take notes, but getting online to do other things such as send email, check social media, or shop during lectures is not acceptable, as it is disruptive to your learning and to those around you who may be trying to focus.

**Classroom Civility**

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). In addition, please refrain from disruptive technology use in class (see technology policy above). Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period.

**Academic MISCONDUCT**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. **Please ask if you have questions or concerns.**

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

**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/>.

**COPYRIGHT**

Lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are the instructor’s original expression and have been recorded prior to or during lecture in order to ensure copyright protection. Students are authorized to take notes in class and record lectures. However, this authorization extends only to your own personal use and no other use. You may not copy this material, provide copies of materials to anyone else, or make a commercial use of them without prior permission from the instructor.

**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 <http://equity.uconn.edu> and <http://titleix.uconn.edu>.

**OTHER RESOURCES**

CLAS Academic Services Center
860-486-2822
<http://clasadvising.uconn.edu>

Career Services

860-486-3013
[http://career.uconn.edu](http://career.uconn.edu/)

Counseling and Mental Health Services

860-486-4705 (after hours: 860-486-3427) <http://counseling.uconn.edu>

Dean of Students Office

860-486-3426
[http://dos.uconn.edu](http://dos.uconn.edu/)



**COURSE SCHEDULE**

**This schedule is subject to change.**

Any changes to the schedule will be announced in class and updated on HuskyCT.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics Covered** | **Readings** | **Deadlines** |
| 1 | Tue 8/29 | Introduction to social media and each other |  |  |
| Thu 8/31 | Social media assignment setup |
| 2 | Tue 9/5 | Social Media and Traditional Interpersonal Communication Theories | * Textbook chapter 1
 |  |
| Thu 9/7 | Weekly assignment due |
| 3 | Tue 9/12 | Social Media and Theories of Mass Communication | * Textbook chapter 2
 |  |
| Thu 9/14 | Weekly assignment due |
| 4 | Tue 9/19 | Psychology of Social Media | * Textbook chapter 3
 |  |
| Thu 9/21 | Weekly assignment due |
| 5 | Tue 9/26 | Exam 1 |  |  |
| Thu 9/28 | Social media project day |  |
| 6 | Tue 10/3 | Social Media in Politics | * Textbook chapter 4
 |  |
| Thu 10/5 | Weekly assignment due |
| 7 | Tue 10/10 | Social Media Privacy and Security | * Textbook chapter 5
 |  |
| Thu 10/12 | Weekly assignment due |
| 8 | Tue 10/17 | Social Media in Education | * Textbook chapter 6
 |  |
| Thu 10/19 | Weekly assignment due |
| 9 | Tue 10/24 | Exam 2 |  |  |
| Thu 10/26 | Social media project day |  |
| 10 | Tue 10/31 | Social Media and Disaster Communication | * Textbook chapter 7
 |  |
| Thu 11/2 | Weekly assignment due |
| 11 | Tue 11/7 | Social Media and Advertising | * Textbook chapter 8
 |  |
| Thu 11/9 | Weekly assignment due |
| 12 | Tue 11/14 | Social Media Addiction | * Textbook chapter 9
 |  |
| Thu 11/16 | Weekly assignment due |
|  | Tue 11/21 | THANKSGIVING BREAK |
| Thu 11/23 |
| 13 | Tue 11/28 | Exam recap & Social media assignment day |  |  |
| Thu 11/30 | Exam 3 |  |  |
| 14 | Tue 12/5 | Final presentations |  |  |
| Thu 12/7 | Final presentations |  | Weekly assignment due |
| Finals week | 12/11-12/16  |  |  | **Final project report due** |

**2019-205 COMM 4640W Revise Course (G) (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12887 |
| **Request Proposer** | Stifano |
| **Course Title** | Social Media: Research and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Social Media: Research and Practice |
| **Course Number** | 4640W |
| **Will this use an existing course number?** | No |

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| --- |
| **CONTACT INFO** |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | stephen.stifano@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | COMM 1000 and COMM 1300. Plus at least one of the required core courses: COMM 3100, COMM 3200, OR COMM 3300. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | COMM 4640W: Social Media: Research and Practice Three credits. Prerequisites: COMM 1000; COMM 1100; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011. Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts. |
| **Provide proposed title and complete course catalog copy** | COMM 4640W: Social Media: Research and Practice Three credits. Prerequisites: COMM 1000; COMM 1300; COMM 3100 or 3200 or 3300; ENGL 1010 or 1011 or 2011. Examines social media from multiple perspectives, including understanding their effects through theoretical approaches and empirical research, as well as practical applications across various contexts. |
| **Reason for the course action** | This course was originally passed by department faculty without COMM 1100 included as a prerequisite, but a typo occurred when transferring the course features to CLAS CCC. Our departmental advisors noticed the erroneous inclusion of COMM 1100 as a prerequisite, and have requested we update the catalog copy for accuracy. Note that the removal of this erroneous prerequisite course is the ONLY change to the course - no other revisions have occurred.  |
| **Specify effect on other departments and overlap with existing courses** | This course overlaps only minimally with courses in other departments. The only existing course addressing social media as the primary course topic is DMD 5710 (Social Media Business Applications). However, this existing course is more focused on designing marketing materials for social media, whereas the focus of the proposed course is on research of social media and the application of that research to social media use.  |
| **Please provide a brief description of course goals and learning objectives** | The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will learn to review and critique the current research on social media, as well as conduct their own research of the existing literature. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to: • Define theories and concepts that explain the use and effects of social media • Summarize the current scope of research on social media use and effects • Explain how social media research is conducted • Examine the impact of social media in various real world contexts • Evaluate your own social media use based on theory and research • Apply best practices for social media use across platforms and settings • Demonstrate writings skills and techniques followed in the Communication discipline • Master the social scientific writing style, based on the guidelines of the American Psychological Association. |
| **Describe course assessments** | Performance in the course will be assessed through a variety of course elements. These include 3 exams which cover the content of the textbook and lectures; weekly assignments in which students will apply the course content to their own social media use, including testing principles and theories from the lessons, critically assessing their use, analyzing their data, and observing/participating in social movements; and a final research paper, as detailed below. |
| **General Education Goals** | This course meets the goals of general education by ensuring that students gain expertise in using, analyzing, and critically assessing a major form of media for communication in the modern world. In this course they will use skills from all areas of their education and apply them to the particular environment of social media, broadening their communication versatility. The content of the course explores the role of social media in diverse areas of society from personal relationships to politics. They will apply these lessons to the process of communicating via social media, learning to articulate their ideas through various social media platforms across these various contexts, and to judge the way information is presented on these platforms. By communicating globally through these media and reflecting on those communications, they will extend their awareness of society and acquire greater consciousness of their and others' cultures.  |
| **Writing Competency** | The final paper in the "W" section of this course enhances the students' learning of the material by having them delve deeper into the types of research we cover in the course, focused more specifically on a topic of their own interest. The paper will be required to be 15 pages of text, which will be completed in stages. Students will submit a topic abstract, an outline with a bibliography, and then a first draft, each of which will receive feedback before moving to the final draft of the paper. Feedback on the abstract, outline, and first draft will be given through multiple formats: written comments on the text, peer review, and one-on-one conferences. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [comm\_4640W\_proposed\_social\_media\_syllabus\_r1.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158724&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2f10769fde084c5706e908d72258cfa7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637015637149011824&sdata=m7AUd13nCPs5X78X0reBjXJQhcBTqpsOK%2FBoI0twNcI%3D&reserved=0) | comm\_4640W\_proposed\_social\_media\_syllabus\_r1.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Stephen C Stifano | 08/14/2019 - 16:47 | Submit |  | Submitting to remove misplaced prerequisite COMM 1100 course.  |
| Communication | Stephen C Stifano | 08/14/2019 - 16:55 | Approve | 8/14/2019 | Approved to remove this clerical error that included COMM 1100 as a prerequisite erroneously.  |

 |

COMM 4640W: Social Media: Research and Practice

Instructor: Anne Oeldorf-Hirsch, PhD | anneo@uconn.edu | 860-486-3968
Office hours: <http://advapp.uconn.edu> | Arjona 218

**COURSE OBJECTIVES**

The purpose of this course is to examine social media from multiple perspectives, including theories that guide our understanding of their effects on individuals and society, current research on their role in various settings, and practical applications of them in personal and professional use. The first part of the course lays the groundwork with the interpersonal, media, and psychological theories that inform social media use; and the remainder of the course applies these theories to various contexts such as politics, education, and advertising. Students will learn to review and critique the current research on social media, as well as conduct their own research of the existing literature. Students will also learn applied skills and best practices of social media use as a set of communication tools. By the end of this course you will be able to:

* Define theories and concepts that explain the use and effects of social media
* Summarize the current scope of research on social media use and effects
* Explain how social media research is conducted
* Examine the impact of social media in various real world contexts
* Evaluate your own social media use based on theory and research
* Apply best practices for social media use across platforms and settings
* Demonstrate writings skills and techniques followed in the Communication discipline
* Master the social scientific writing style, based on the guidelines of the American Psychological Association.

**MATERIALS**

* Required: Sheldon, P. (2015). *Social Media: Principles and Applications*. New York: Lexington Books. ISBN: 9780739192641.
	+ Additional weekly readings provided on HuskyCT
* Recommended: *Publication manual of the American Psychological Association, 6th edition*. ISBN: 978-1433805615

**COURSE COMPONENTS AND GRADING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Exams** |  |  | **Writing Assignment** |  |  |
| * Exam 1
* Exam 2
* Exam 3
 | 45 pts45 pts45 pts | 15%15%15% | * Paper Topic and Abstract
* Paper Outline & Reference List
* First Draft of Full Paper
* Final Draft of Full Paper
* 10-Minute In-Class Paper Presentation
 | 15 pts30 pts45 pts60 pts15 pts |  5%10%15%20% 5% |

**Grades**

Grades are not given; they are **earned**. This is an upper level course and I expect you to perform and produce work of the highest quality. Keep up with the material and see the instructor or teaching assistant whenever you have any questions.

**According to university-wide policies for W courses, one cannot pass a W course without earning a passing grade on its writing components.**

Grades will be posted on HuskyCT as soon as they become available. Come to office hours or set up an appointment to discuss questions about grades. In accordance with [FERPA regulations](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html), grades cannot be discussed by email, and must be discussed in person.

Grades are based on the percentage of possible points you earn on the following scale.
*Grades are not rounded up.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 92-100 | 90-91.99 | 88-89.99 | 82-87.99 | 80-81.99 | 78-79.99 | 72-77.99 | 70-71.99 | 68-69.99 | 62-67.99 | 60-61.99 | 0 – 59.99 |

**COURSE ASSIGNMENTS AND REQUIREMENTS**

**Final paper**

Your major writing assignment for this course is a 15-page literature review that addresses research on a single topic related to social media use. This will be done in a semester long build and revise method. See details at end of syllabus.

**Exams**

There will be three exams, each covering content from the previous three textbook chapters. The exams will cover the textbook, other required readings, lecture material, and topics discussed during class. The format of the exams is multiple choice and short answer. There is no cumulative final exam.

Exams must be taken during the scheduled exam time. All requests for make-up exams due to athletic participation, job interviews, special religious observances, or other foreseeable purposes must be made **48 hours prior** to the exam, and require documentation. A last-minute make-up exam can only be taken with proof of a valid medical excuse or extenuating circumstance.

**COURSE POLICIES**

**Attendance**

Attendance is expected each day, and classes should not be missed except in the case of university-approved travel, illness, or an emergency. A large portion of the work for this class is done during class time or relies heavily on material discussed in class. In addition to course lecture material and in-class assignments, announcements and information about how to complete assignments will be communicated during class. If you are not present to learn the material or how to accomplish a particular assignment, you are not likely to perform well on the assignment or exams. If you do miss a class, please coordinate with another student to obtain missed notes and assignment information.

**Class Participation**

You are expected to come to each class meeting having done the required readings in advance. Actively engage in class discussion, and never hesitate to voice your beliefs or ask questions.

**Late Work**

Any work that is turned in after a designated deadline will be considered late. If an assignment is turned in within 48 hours of the deadline it will receive half-credit of the graded value. Any assignment turned in after 48 hours of a deadline will not be graded and will receive a 0. There are no exceptions to this rule, unless a student has made arrangements with the professor before the assignment was due, or in the case of a documented emergency.

**Laptops/Cell phones**

We will be using technology such as laptops, tablets, and smartphones for various assignments in class, so you may bring and use your devices. However, when we are not using them for a class assignment, please be respectful to yourself, to your instructor, and to your classmates in your use of your technology. Laptops may be used to take notes, but getting online to do other things such as send email, check social media, or shop during lectures is not acceptable, as it is disruptive to your learning and to those around you who may be trying to focus.

**Classroom Civility**

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). In addition, please refrain from disruptive technology use in class (see technology policy above). Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period.

**Academic MISCONDUCT**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. **Please ask if you have questions or concerns.**

See <http://community.uconn.edu/the-student-code-appendix-a/> for more information on the University's student code as it pertains to Academic Integrity.

**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/>.

**COPYRIGHT**

Lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are the instructor’s original expression and have been recorded prior to or during lecture in order to ensure copyright protection. Students are authorized to take notes in class and record lectures. However, this authorization extends only to your own personal use and no other use. You may not copy this material, provide copies of materials to anyone else, or make a commercial use of them without prior permission from the instructor.

**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 <http://equity.uconn.edu> and <http://titleix.uconn.edu>.

**OTHER RESOURCES**

CLAS Academic Services Center
860-486-2822
<http://clasadvising.uconn.edu>

Career Services

860-486-3013
[http://career.uconn.edu](http://career.uconn.edu/)

Counseling and Mental Health Services

860-486-4705 (after hours: 860-486-3427) <http://counseling.uconn.edu>

Dean of Students Office

860-486-3426
[http://dos.uconn.edu](http://dos.uconn.edu/)



**COURSE SCHEDULE**

**This schedule is subject to change.**

Any changes to the schedule will be announced in class and updated on HuskyCT.

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topics Covered** | **Readings** | **Deadlines** |
| 1 | Tue 8/29 | Introduction to social media and each other |  |  |
| Thu 8/31 | Writing workshopReview of sample papers |
| 2 | Tue 9/5 | Social Media and Traditional Interpersonal Communication Theories | * Textbook chapter 1
 |  |
| Thu 9/7 |  |
| 3 | Tue 9/12 | Social Media and Theories of Mass Communication | * Textbook chapter 2
 |  |
| Thu 9/14 | Paper Topic & Abstract due |
| 4 | Tue 9/19 | Psychology of Social Media | * Textbook chapter 3
 |  |
| Thu 9/21 |  |
| 5 | Tue 9/26 | Exam 1 |  |  |
| Thu 9/28 | Writing day |  |
| 6 | Tue 10/3 | Social Media in Politics | * Textbook chapter 4
 |  |
| Thu 10/5 |  |
| 7 | Tue 10/10 | Social Media Privacy and Security | * Textbook chapter 5
 |  |
| Thu 10/12 |  |
| 8 | Tue 10/17 | Social Media in Education | * Textbook chapter 6
 |  |
| Thu 10/19 |  |
| 9 | Tue 10/24 | Exam 2 |  |  |
| Thu 10/26 | Writing day |  |
| 10 | Tue 10/31 | Social Media and Disaster Communication | * Textbook chapter 7
 |  |
| Thu 11/2 |  |
| 11 | Tue 11/7 | Social Media and Advertising | * Textbook chapter 8
 |  |
| Thu 11/9 | First Draft due |
| 12 | Tue 11/14 | Social Media Addiction | * Textbook chapter 9
 |  |
| Thu 11/16 |  |
|  | Tue 11/21 | THANKSGIVING BREAK |
| Thu 11/23 |
| 13 | Tue 11/28 | Exam recap & Writing day |  |  |
| Thu 11/30 | Exam 3 |  |  |
| 14 | Tue 12/5 | Paper presentations |  |  |
| Thu 12/7 | Paper presentations |  |  |
| Finals week | 12/11-12/16  |  |  | **Final Draft due** |

**WRITING ASSIGNMENT GUIDELINES**

**Overview**

Your major writing assignment for COMM 4640W should address research literature on a single topic related to social media use or effects. This will be done in a semester long build and revise method.

*As per University Guidelines for W courses: “A student cannot pass a W course without earning a passing grade on its writing components.”*

**Guidelines**

* 15-page Standard Academic Literature Review on social media-related topic of interest

For the paper, you will choose a topic within social media to research. Treat this like a professional paper, as this will be beneficial as a writing sample or future research/contribution to the field.

**References**

You’ll need to reference 8-10 sources on a relevant issue of your choosing. The articles must be from academic books or journals. The latter can be found in the main library, or any number of online resources, and might include such titles as *Journal of Computer-Mediated Communication, Communication Research, Journal of Communication, Computers in Human Behavior*, and *Cyberpsychology, Behavior, and Social Networking*, among others.

General education textbooks (e.g. Dominick’s *Introduction to Mass Communication*) do *not* count as scholarly sources, nor do periodicals (e.g., *TIME*). These may be used, but they will not be counted towards your 8-10 required peer-reviewed sources.

Please *do not* use meta-analyses or entire books for this assignment. Articles that merely review a book on a subject are also *not* acceptable choices.

**Acceptable Topic Areas**

You may review any social media-related topic, so long as (1) all references address the same topic, which should be narrowly defined, and (2) academic sources are relatively timely (i.e., published within the last decade or two). Think of your personal interests and course content when choosing a topic. Any topical heading appearing on the syllabus would be appropriate for study, but feel free to address other dimensions of communication messages or effects as well. Once you've selected a topic area, consult the course text for possible research sources.

Overly broad topics (e.g., “Effects of social networking sites use on society”) should be avoided. Be very specific with your focus (e.g. “Effects of self-presentation on Facebook”). Take care to delimit your topic to one medium or genre.

Also, remember to focus on social media-related issues. A review of “classical Greek literature” would not be appropriate for this course. I’d be happy to help you identify workable topic areas and recommend sources during the next week or so. Remember to utilize the Communication Sciences librarian, Dawn Cadogan, as a resource as well.

**Assignment Descriptions**

Each submission requires something specific to be considered a completed draft. All submissions should follow APA guidelines.

*Paper Topic and Abstract*

This should be a one page abstract/proposal that outlines what topic you would like to do, what method you would like to use, and why this topic and method is appropriate for this assignment.

*Paper Outline and Reference List*

This submission should include a fully realized outline of the topic and argument you are presenting. In-text citations should be used where appropriate, and there should be a full APA References page included at the end. Claims should be made in full sentences, but backup information can be bullet points. A clear thesis should also be made early in the paper. Section headers should be appropriate to the type of writing.

*First Draft of Full Paper*

This submission should be a complete draft of the paper. Feedback will be given with careful attention to content and style. Be sure to include a cover letter that reports what you are most concerned with or are having trouble with so that I can focus my feedback on addressing your concerns.

*Final Submission*

This is the final draft of your paper and should be uploaded to HuskyCT by 5pm on the final exam date.

**Assignments and Submission Format**

There will be four submissions throughout the semester. This process is designed to build the complete 15 page final submission. The writing will be done in stages with an emphasis on revision.

**Please submit your assignment electronically via HuskyCT, *by 11:59p.m.* by the due date.** *Do not send via email.* No paper copies accepted.

Writing assignments are to be turned in electronically, with a cover letter, to me **via HuskyCT.** Submit your paper ***as an attachment*** within the assignment tab. Your paper must be submitted in one of the following formats: a Word document (.doc or .docx), or a PDF. Simply cutting and pasting your paper into the submission box in HuskyCT will not keep your formatting (which is one of the things you are being graded on). If you are having problems with HuskyCT, email me the file immediately, so as to avoid any late penalties. **Files submitted after the deadline due to technical issues will still incur a late penalty.**

When you submit your ***first and final drafts*** you need to include a cover letter (the cover letter can either be a second, separate Word document or you can make it the first page of your assignment). Each draft requires a cover letter. A template of how to word the cover letter for your initial draft submission and for your revised submissions are below.

Template of Cover Letter **for a Draft**:

Dear Professor Oeldorf-Hirsch,

In this draft I am trying to....

I think that the strongest parts of the draft are.... And what I struggled with most was....

My top two priorities for revising are....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

[your name]

I will use this information in your cover letter to help me better review and critique your assignment. For example, if you know your article summaries are not as strong as your analysis of the articles’ conclusions, then I will know to give you more directed feedback about analyzing articles for a literature review.

When you *resubmit* your paper, you will write **another** cover letter:

Template of Cover Letter **for a Final Paper:**

Dear Professor Oeldorf-Hirsch,

In this paper I am trying to...

In my first draft I…

Given the feedback I received on that draft, I decided to... because…

For this final draft I concentrated most of my efforts on… because…

What I struggled with most was...

If given more time, I would work on…

I think that the strongest parts of the final essay are…

Other things you may want to keep in mind as you read this essay are…

Sincerely,

[your name]

**2019-206 HIST 3542E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12864 |
| **Request Proposer** | McKenzie |
| **Course Title** | New England Environmental History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | Course content always includes both units. |
| **Course Title** | New England Environmental History |
| **Course Number** | 3542 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Not changing the number; only seeking to add Environmental Literacy listing |

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| **CONTACT INFO** |
| **Initiator Name** | Matthew G McKenzie |
| **Initiator Department** | History |
| **Initiator NetId** | mam06020 |
| **Initiator Email** | matthew.mckenzie@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 3542. New England Environmental History Also offered as: AMST 3542 3.00 credits Prerequisites: Recommended preparation: ENGL 1010 or 1011 or 2011 or 3800. Grading Basis: Graded Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism. |
| **Provide proposed title and complete course catalog copy** | 3542E. New England Environmental History Also offered as: AMST 3542E 3.00 credits Prerequisites: Recommended preparation: ENGL 1010 or 1011 or 2011. Grading Basis: Graded Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism. |
| **Reason for the course action** | Seeking E designation for existing course. Course meets GEOC definitions of Environmental Literacy.  |
| **Specify effect on other departments and overlap with existing courses** | None beyond current cross listing |
| **Please provide a brief description of course goals and learning objectives** | As indicated in course description, this course addresses: 1. "theories, observations, or models of how humans impact the health and well-being of the natural world." 2. "theories, observations, or models of how the natural world affects human health and well-being." 3. "public policies, legal frameworks, and/or other social systems that affect the environment." 4. "moral and/or ethical dimensions regarding the environment." and 5. "cultural, creative, or artistic representations of human-environment interactions." |
| **Describe course assessments** | papers and exams, oral presentations, analyzing primary and secondary readings and lecture material. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [HIST 3542E Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158635&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C75f457b609654274bf0c08d72003c7bc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637013072914751142&sdata=RK7priLQKDtp%2B5rEt1JGyoxw5Uci0riN1Kfl9lcMces%3D&reserved=0) | HIST 3542E Syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Matthew G McKenzie | 08/13/2019 - 09:47 | Submit |  | Seeking E designation for HIST/AMST 3542. The course was designed to explore the focal points identified in GEOC's E designation definitions. |
| History | Matthew G McKenzie | 08/13/2019 - 10:10 | Approve | 8/13/2019 | Course appears to meet GEOC E designation criteria. |
| American Studies | Matthew G McKenzie | 08/13/2019 - 10:11 | Approve | 8/13/2019 | Course appears to meet GEO E designation criteria |

 |

HIST/AMST 3542E

New England Environmental History: Linking Mountains and Maritimes

Fall 2018

Course Syllabus

Matthew McKenzie (matthew.mckenzie@uconn.edu)

History Department, University of Connecticut

*Introduction*

 Environmental history has emerged in the past decade as one of the most dynamic fields in History itself. Linking human and non-human systems across space and time, the field brings new perspectives to social history, gender history, labor history, and the agency of the non0huyman world in shaping human historical change. Doing so has required the field to look to other disciplines—history of science, literary studies, history of technology, and including those in the natural sciences and ecology—to present its conclusions. This course, like the field from which it emerges, invites students to look beyond disciplinary boundaries to see their immediate world in new ways.

 This course also seeks to translate the field to New England’s particular circumstances. Environmental history came out of studies of the American west that focused on stories of natural resource use, abuse, and degradation. While those trends are readily apparent in the New England case, our region’s reliance upon both marine and terrestrial resources, and its longer integration into global market systems also compel us to move beyond the field’s established patterns. Unlike the US West, New England has a longer history using marine resources than terrestrial resources. Furthermore, this region’s ability to integrate those different non-human worlds created opportunities for local people to not only change their societies, but also change societies far away. Finally, as a region where industrialization came early, and left sooner, New England’s environmental history must also consider questions of natural “recovery,” definitions of recovery, and stories of shifting loci of natural resource exploitation. In short, we have different stories to tell here, and those stories force us to consider our assumptions about the line—if there is one—between human and non-human; exploited and recovered, land and sea, and management and mismanagement.

 Over the semester, we will analyze the history of New England’s relationship to both land and sea—mountains and maritime—from before contact to the present day. In doing so, we will focus on four overarching themes that, I think, unite the course’s far-reaching material.

1. The interconnectedness of terrestrial and marine environments. Modern analyses tend to separate these two realm largely because of the different tools need to examine each. People in New England, however, saw the region as integrating both, and to their advantage. How that perspective shaped human relationships to their region forms one core theme.
2. The shared fates of non-human environments and the people working among them. In New England, subsistence and market production have not always stood together. As this course will explore, how lands and seas are worked carries a direct relationship to how hard the people working those lands and seas are also worked. Over time, an awareness of environmental health and social “health” has changed in New England.
3. Visual evidence and environmental awareness. Not surprisingly, people respond most to change they can see. In New England, however, changes to marine resources have remained hidden to human sight, and are only visible—still—through the intermediaries of science and technology. Thus, a history environmental awareness in New England must also consider how the role that opacity, and the filters through which that opacity is reduced, affect awareness.
4. Recreational vs. working visions of the environment. New England’s land- and seascapes have hosted both work and play over the past four centuries. How each activity shapes visions of the nonhuman world plays an important component of the region’s history.

As designed this course also focuses student attention on UCONN’s vision for Environmental Literacy by exploring:

* theories, observations, or models of how humans impact the health and well-being of the natural world;
* theories, observations, or models of how the natural world affects human health and well-being;
* public policies, legal frameworks, and/or other social systems that affect the environment;
* moral and/or ethical dimensions regarding the environment;
* cultural, creative, or artistic representations of human-environment interactions

*Student Expectations and Grading*

 Assignments are expected to be handed-in on the date listed as being due. Late work will be accepted only under extenuating circumstances and through prior agreement established one wee prior to the due date.

 Final grades will be determined based on the following rubric and break-down of assignments:

Paper I: 15%

Midterm I: 15%

Paper II: 15%

Midterm II: 15%

Final: 30%

Participation: 10%

For this class, the following values for each grade will be used:

 A = 95%

 A- = 92%

 B+ = 88%

 B = 85%

 B- = 82%

 C+ = 78%

 C = 75%

 C- = 72%

 D+ = 68%

 D = 65%

 D- = 62%

 F = < 62

*Academic Honesty*

 All students are expected to abide by the academic honesty policies laid out in the UConn Student Code. The full code can be found at: <http://vm.uconn.edu/~dosa8/code2.html>

*Students with Disabilities*

 The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person be excluded from participating in any University program or activity or otherwise be subjected to discrimination with regard to any University program or activity. This course is equally committed to ensuring that all accommodations be provided to support students with their needs. For more information about the rights and accommodations for students with disabilities, please see <http://www.csd.uconn.edu/accommodation_services.html>. At Avery Point, please be sure you speak with Trudy Flannery to ensure that you receive the best support you need.

*Assigned Readings*

Books:

Richard Judd, *Second Nature* (Massachusetts, 2014).

Richard Judd, *Common Lands, Common People* (Cambridge, 1997).

Michael Rawson, *Eden on the Charles* (Harvard, 2010).

Articles (to be handed out):

William M. Denevan, “The Pristine Myth: The Landscape of the Americas in 1492.” *Annals of the Association of American Geographers*, 82, 3 (Sept., 1992): 369-385.

Gary Kulick, “Dams, Fish, and Farmers: Defense of Public Rights in Eighteenth Century Rhode Island.” In Stephen Hahn and Jonathan Prude (eds.), *The Countryside in the Age of Capitalist Transformation: Essays in the Social History of Rural America* (Chapel Hill, 1985): 25-50.

George Perkins Marsh, *Man and Nature*, ed David Lowenthal (Seattle: University of Washington Press, 1864 [2003]): 29- 43.

Peter A. Thomas, “The Fur Trade, Indian Land, and the Need to Define Adequate ‘Environmental’ Parameters,” *Ethnohistory* 28, 4 (Autumn, 1981): 359-379.

Henry David Thoreau, *Walden*, ed. Jeffrey S. Cramer(New Haven: Yale University Press, 1854 [2006]): 168-181.

*Course Outline*

**Unit I, Pre-Contact New England**

August 27: Introductions: Nature and Western Culture

August 29: New England’s changing pre-human landscape

August 31: New England’s Pre-Contact Cultural Landscape

September 3: Labor Day, No Class

September 5: Seeing Humanity in Wilderness. In lieu of class, watch Tom Wessel, “Reading the Forested Landscape” parts I, II, and III on YouTube (approx. 1 hour).

September 7: People and Plants in Native New England

September 10: Reading the New England Forest as Historical Archive

September 12: Discussion, Judd, *Second Nature*, pp. 1-94

**Unit II, Colonizing the Environment**

September 14: Colonizing the Continental Shelf

September 17: Discussion, Denevan, “The Pristine Myth.”

September 19: In lieu of class, take a one-hour walk through Barn Island, Bluff Point, or Haley Farm noting where you see evidence of past human activity. Write up a two page essay (500 words) answering the following question: “**Using detailed evidence observed from your survey of Barn Island**, can we see landscape as an historical archive, why or why not? If so, what additional insights does that archive bring us? If not, how is the land/seascape different from other historical sources revealing human past experiences?” Due in class 9/28 (**Paper I**).

September 21: Beachheads of Settlement

September 24: Discussion, Thomas, “The Fur Trade, Indian Land, and the Need to Define Adequate Environmental Parameters.”

September 26: [No Class]

September 28: Ecological Imperialism

**Paper I Due**

October 1: Discussion, Kulick, “Dams, Fish and Farmers.”

October 3: Deforestation and Farm Building

October 5: Shipbuilding, Fishing, and Global Trade: Expanding the Regional Carrying Capacities.

October 8: Discussion, Judd, *Second Nature*, pp. 95-174.

October 10: Apex of New England Farming

October 12: **Mid Term I**

**Unit III, Seeing and Confronting Limits**

October 15: The Limits of Farming and Forestry

October 17: Overfishing and its Discontents

October 19: Agricultural Science and Solutions?

October 22: Discussion, Marsh, *Man and Nature* selections

October 24: Fisheries Science as Solutions?

**Paper II due:** Drawing from his discussions assigned in class, how does Marsh see the intersection of history and what we would call sustainability? Why? 5 pages (1250 words).

**Unit IV, Conservation and Industrialization**

October 26: Discussion, Judd, *Second Nature*, pp. 175-272.

October 29: The Beatification of Nature

October 31: Discussion, Thoreau, *Walden*, pp. 168-181.

November 2: Hunting, Angling, and the Industrial Revolution of Natural Resource Use

November 5: Discussion, Judd, *Common Lands, Common People*

November 7: Ports and Pollution

November 9: The Industrial Utility of Conservation

November 12: The Environmental Challenge of Urbanization

November 14: Discussion, Rawson, *Eden on the Charles*

November 16: **Mid Term II**

November 19-23: Thanksgiving Break

**Unit V, The Re-Wilding of New England**

November 26: Farm Abandonment and Suburbanization

November 28: The Hurricane of 1938 and the Problems of Reforestation

November 30: The Gulf of Maine’s Perpetual (?) Frontier

December 3: Managing the Invisible: Fisheries in the 1930s

December 5: [No Class]

December 7: Conclusion: A New New England?

**Final Take Home Exam Due**

**2019-207 JOUR 3046E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12988 |
| **Request Proposer** | Croteau |
| **Course Title** | Environmental Journalism |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Journalism > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | Environmental Journalism |
| **Course Number** | 3046 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are asking to add an E designation to an existing course.  |

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| **CONTACT INFO** |
| **Initiator Name** | Maureen E Croteau |
| **Initiator Department** | Journalism |
| **Initiator NetId** | mec02015 |
| **Initiator Email** | maureen.croteau@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions. Field trips.  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Journalism 2000W or consent of instructor |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | We do not have staff available for all campuses. Avery Point has asked for this course because of the campus's environmental focus. This will be part of our expansion in Stamford.  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | JOUR 3046. Environmental Journalism 3.00 credits Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Grading Basis: Graded Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual and multimedia news reports.  |
| **Provide proposed title and complete course catalog copy** | JOUR 3046E. Environmental Journalism 3.00 credits Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Grading Basis: Graded Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual and multimedia news reports.  |
| **Reason for the course action** | This is a three-credit course in Environmental Literacy. It is one of the Humanities Core courses for the Environmental Studies Minor.  |
| **Specify effect on other departments and overlap with existing courses** | None.  |
| **Please provide a brief description of course goals and learning objectives** | The course prepares students to report and write news and feature stories about the environment. Students learn to identify environmental issues of interest to the public by looking for trends and examining topics such as conflicts over land use, depletion of resources, political and cultural factors, and economic interests. They learn to recognize local environmental issues, including global issues that have local effects. They learn to critique environmental news coverage and to examine the trustworthiness of sources and studies.  |
| **Describe course assessments** | Students read one text [Wyss, Bob, Covering the Environment, 2nd edition (Routledge, 2018)], one professional publication [Nelson, Peter, Ten Practical Tips for Environmental Reporting (ICFJ, 1995)] and articles posted to HuskyCT by the instructor. There is a midterm exam (primarily on readings). Sixty percent of the grade is based on the reporting and writing of four environmental news stories of increasing complexity. Research is from original sources. Rewriting is required.  |
| **General Education Goals** | This course requires students to become articulate interviewers and skilled writers. They must use critical judgment to assess the reliability of sources and studies. They demonstrate intellectual breadth and versatility by looking at how "environment" can be defined and it what ways it impacts our era and society. By considering how environmental issues may affect some social groups much more dramatically than others, they develop moral sensitivity and become increasingly aware of the diversity of culture and experience. Their experience in this course prepares them to continue to research and write in this area.  |
| **Environmental Literacy** | This course focuses on how humans impact the health and well-being of the natural world; how public policies, legal frameworks, and/or other social systems affect the environment; and the moral and ethical dimensions of environmental change and decisions.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Jour 3046 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159214&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C11ea0e17cf3b4f3a1fd808d728095c93%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021892981013477&sdata=5LXMsVeJhPGzFnOi6g3o978eCn5OLQ3V5G%2FhFQJF2VU%3D&reserved=0) | Jour 3046 syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Maureen E Croteau | 08/23/2019 - 11:42 | Submit |  | This request was approved by Journalism Department faculty on March 6, 2019 |
| Journalism | Maureen E Croteau | 08/23/2019 - 12:44 | Approve | 3/6/2019 | The department strongly supports the E designation. This course is accepted as one of the Humanities Core courses in the Environmental Studies minor.  |

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**JOURNALISM 3046: ENVIRONMENTAL JOURNALISM**

 **FALL 2018**

**Professor: Scott Wallace**

Email: scott.wallace@uconn.edu

Twitter: @wallacescott, @UConnJournalism

Office: Oak Hall, Room 458; phone: 486-1117 or 486-4221 (main office)

Office Hours: Tuesdays and Thursdays, 12:15-1:30 pm or by appointment

**Class:** Oak Hall, Room 439, Tuesday & Thursday, 2:00-3:30 pm

**Texts**: Wyss, Bob, *Covering the Environment*, 2nd edition (Routledge, 2018)

 Nelson, Peter, *Ten Practical Tips for Environmental Reporting* (ICFJ, 1995)

 *The Associated Press Stylebook*

 Handouts posted on HuskyCT or distributed by your instructor

**Additional Reporting Tools:**

* Reporters notebook(s)
* Camera or Smart Phone with camera

**Class description and objectives:**

This class will teach students the fundamentals of environmental reporting. We will cover the entire process of putting together an environmental news story—from researching and developing a solid story idea to getting out in the field to report and conduct interviews. Students then will organize their information to craft original, well-written stories.

Whether we cover the environment, sports, or the stock market, journalists are storytellers. We tell true stories. We don’t make things up. We use facts. We look for trends and try to draw connections that others have not yet seen. The environment is a huge field. Once we start looking around us, we can find stories with an environmental angle almost anywhere. Nearly without exception, good stories involve tension and conflict. Conflict over land, resources, political and cultural outlooks, economic interests.

In the course of this semester, you will learn how to develop original story ideas; how to locate sources for your stories; the ins and outs of preparing for and conducting a successful interview; how to gather information in the field and through research; and how to assemble your raw material into a coherent, compelling narrative. We will use selected case studies to illuminate the reporting and writing processes of a number of environmental journalists.

Good journalists must be highly observant and disciplined field reporters. Flowery writing is no substitute for keen observation while out reporting. In the field, you will fill your notebooks with evocative detail, as well as accurate quotes and information you gather from research. We will develop the full range of our storytelling skills and strive for excellence in our writing.

Journalistic writing differs markedly from other forms of writing. We will review some of the nuts and bolts of news and feature writing, including leads (ledes), nut graphs, scene-creation, and the use of quotations. We will discuss different forms of feature writing, with particular attention to personality profiles and trend features.

**Visual component:**

To an increasing extent, today’s reporters must provide strong visual elements to accompany their stories. You will take a camera with you into the field and shoot images to accompany your text. Photography can be a valuable tool in the reporting process. You will be expected to provide at least two still images with each feature story you write. These will preferably be portraits that situate your characters in their places of work, in the field, their homes, or their daily lives.

**Rewrites and Editing:**

Rewrites are a critical component of producing a good story. Rewrites are mandatory. All outside stories (not in-class assignments) will require a second submission, incorporating in-class critiques and my edits. At any stage in the process, but particularly during the rewrite phase of your assignments, I encourage you to schedule time to meet with me during my office hours whenever possible or by appointment.

**Assignments and Grading:**

You will write four stories in the course of the semester. In addition, there will be regular in-class workshops to discuss assigned readings, to present your work, discuss obstacles and concerns, and get feedback from classmates. These classes provide valuable assistance has you advance toward your deadlines. In effect, the classroom will become a newsroom where you will be expected to produce timely news stories on the beat and localize national and international stories. You must produce a minimum of four stories. Each will go through one rewrite and will vary in length from 500-1,250 words each.

Some of the stories will be on assigned topics. Others will be based on ideas that you come up. In the case of the latter, these ideas must be approved in advance by the instructor.

This is a seminar-style class, and your participation in class is essential to its success. If you must miss a class, please provide advance notice to your instructor to the extent possible.

**Grade break-down:**

Class participation/attendance: 15 percent

Midterm exam: 15 percent

Two story pitches (250 words each): 10 percent

Four news stories with rewrites: 60 percent

🡪Apportioned as follows:

* First story (500 words): 10 percent
* Second story (500 words): 15 percent
* Third story: (1,000 words): 15 percent
* Fourth story (1,250 words): 20 percent

**Due dates for assignments (due by 12pm noon on the following dates):**

Story #1 first draft due: Sept. 27

Midterm exam (in class): Oct. 2

Story #1 revision due: Oct. 4

Story #2 first draft due: Oct. 22 @ 5pm

Story #2 revision due: Oct. 29 @ 5pm

Story #3 pitch due: Oct. 29 @ 5pm

Story #3 first draft due Nov. 8

Story #3 revision due: Nov. 13

Story #4 pitch due: Nov. 15

Story #4 first draft due: Dec. 3 @ 5pm

Story #4 revision due: Dec. 11

You will submit a written story pitch to me for Stories 3 and 4. The story pitch must be approved by me and will serve as a guide to planning and carrying out your assignment. Grades for stories will be based on content, clarity, thoroughness, and spelling & grammar. Revision is a critical part of the writing process. You will be required to revise all four stories, with the chance to improve your grade for each by up to 10 points.

Meeting a deadline is critical in the newsroom—and in this class. You must contact me in advance if you have reason to believe that you will be unable to meet a deadline. Excuses for illness must be accompanied by documentation from the infirmary.

**Submission guidelines:**

You will file all submissions to me via email as **Word** documents. Please adhere to the following format when submitting your assignments: LastName\_Story #\_Draft#.docx. For example: Wallace\_Story#1\_Draft#1.docx.

Photos must also be filed as attachments. **Please do not embed images in emails!** Photos should be filed as JPEGS and also have like file names: Wallace\_Story#1\_photo #1.jpg and so on.

Likewise, please file your News Tracker reports in the same manner: Wallace\_NewsTracker#1

**Diversity Requirement:**

We live in an increasingly diverse society, and any working journalist will soon be called upon to cover people and subjects that reflect that diversity. You will be required to write at least one story that focuses on subjects and sources who offer a perspective and background different from your own—whether it be age, economic background, religion, country of origin, ethnicity, sexual orientation, or political point of view. Use of fellow students as primary sources for your stories is actively discouraged.

**Plan out your assignments:**

As with all things in life, planning is critical to success. Be sure to plan your stories well ahead of deadline. Initial research, lining up sources, making appointments, and reporting from the field are time consuming and require advanced planning. You cannot expect sources to be available for interviews at the last minute. There is no way to develop the rapport or depth of knowledge required for a successful story by pulling an all-nighter. You will present progress reports in class to help keep you on schedule.

**Class Schedule:**

**Week 1: August 28 and 30—Introduction and Overview: What Is Environmental Journalism?** **Where do we find good environmental story ideas?**

**Week 2: September 4 and 6—Research, Keeping Up with the “News Environment”**

Reading: *Ten Tips*, Ch. 1; handouts

**Week 3: September 11 and 13—Thoroughness: The Key to Success—Research, staying on top of your chosen field of inquiry, organizing files, identifying sources and building networks of sources, lining up interviews and field visits**

Reading: *Ten Tips*, Ch. 2; *Covering the Environment*, Ch. 1.

**Week 4: September 18 and 20—Historical Overview of Environmental Journalism**

Reading: *Ten Tips*, Ch. 3-4; *Covering the Environment*, Ch. 2

 🡪 group interview with UConn’s herbarium collection manager Sarah Taylor, Biodiversity Research Collections (subject of Story #1)

**Week 5: September 25 and 27—The Interview, Interviewing Techniques and Quoting Sources Properly, Translating Jargon for the General Audience**

Reading: *Ten Tips*, Ch. 3-4; *Covering the Environment*, Ch. 5

🡪 Story #1 first draft due before class on September 27

**Week 6: October 2 and 4—Writing a Basic News Story**

Reading: *Ten Tips*, Ch. 5; *Covering the Environment*, Ch. 9;

🡪 Midterm exam in class Oct. 2; Story #1 rewrite due Oct. 4; Story #2 subjects assigned

**Week 7: October 9 and 11—The Pitch: Hustling in a Competitive World**

Reading: *Covering the Environment*, Ch. 10

**Week 8: October 16 and 18—Reporting and Writing an Environmental Feature**

🡪 Story #2 first draft due before class Oct. 16

 🡪 Guest speaker Marianne Lavelle from Inside Climate News in class, Oct. 18

Reading: select Lavelle stories

**Week 9: October 23 and 25—Storytelling Techniques and Story Structure**

Reading: Handouts to be assigned

 **🡪** Story #2 due Oct. 22 @5pm

 🡪 Story #3 pitch due before class Oct. 25

**Week 10: October 30 and November 1— Storytelling with Visuals**

Reading: Handouts to be assigned

 **🡪** Story #2 rewrite due Oct. 29 @ 5pm

 🡪 Story #3 pitch due: Oct. 29 @ 5pm

**Week 11: November 6 and 8—Scenes: The Building Blocks of Narrative**

Reading: Handouts to be assigned

 🡪 Story #3 due before class Nov. 8

**Week 12: November 13 and 15—Covering Environmental Crime and Conflict Over Land and Resources**

Reading: Handouts to be assigned

 **🡪** Story #3 rewrite due before class Nov. 13

 🡪 Story #4 pitch due before class Nov. 15

**Thanksgiving Break**

**Week 13: November 26 and 28—Broadcast and Online Environmental Reporting**

Reading, *Covering the Environment*, Ch. 12-13

**🡪** Story #4 due before class Nov. 29

**Week 14: December 5 and 7—Bringing It Altogether: Publishing Your Work**

 🡪 Story #4 first draft due Dec. 3 @ 5pm

 🡪Story #4 revision due Dec. 11 @ 10:30pm

**2019-208 MARN 3015 Revise Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11437 |
| **Request Proposer** | Lin |
| **Course Title** | Molecular Approaches to Biological Oceanography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > Return > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Molecular Approaches to Biological Oceanography |
| **Course Number** | 3015 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course number will not change. The change I am requesting is the name of the course to "Techniques in Marine Molecular Biology" to more precisely reflect the nature of the course, which is a technique-oriented course. |

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| **CONTACT INFO** |
| **Initiator Name** | Senjie Lin |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | sel02006 |
| **Initiator Email** | senjie.lin@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two hours of lecture and 3 hours of lab each week. |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIOL 1107 and BIOL 1108 or BIOL1110 or consent of instructor. |
| **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?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | As this course has a weekly lab, it is impossible to teach on multiple campuses concurrently.  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 3015. Molecular Approaches to Biological Oceanography Three credits. Two-hour lecture, three-hour lab. Recommended preparation: one of BIOL 1108, MARN 4010, MCB 3010. Lin Principles and technology in nucleic acid purification and manipulation, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, and detection of gene expression (mRNA and protein). Application examples in marine ecological studies. |
| **Provide proposed title and complete course catalog copy** | 3015. Techniques in Marine Molecular Biology Three credits. Two-hour lecture, three-hour lab. Prerequisites: BIOL 1107 and BIOL 1108 or BIOL 1110 or consent of instructor. Lin Principles and technology in molecular genetics, including nucleic acid purification and manipulation, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, and detection of gene expression (mRNA and protein). Application examples in marine biology and ecology. |
| **Reason for the course action** | The course title is changed to more precisely reflect the nature of the course, which is technique-oriented and lab-intensive.  |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course goal is to teach principles and train techniques in molecular genetics, providing students literacy in the modern day household vocabulary DNA and basic skills of applying it to track identities of organisms and to understand biological activities of the organisms at the molecular level. Learning objectives: By the end of the semester, students should be able to: 1. Perform basic DNA and RNA work 2. Design and carry out experiments to study biodiversity 3. Design and carry out experiments to quantify the abundance of microorganisms or gene copy number 4. Design and carry out experiments to determine the expression level of a gene to understand the functional association of the gene with certain phenotypes 5. Conduct bioinformatics analysis to characterize the origin of the gene, its relationship to counterparts in other organisms, and functional roles of the gene in the organisms.  |
| **Describe course assessments** | One final exam and a lab project are required, each account for 20% toward final grade. Two to three homework assignments, totally accounting for 25% of final grade. The other component of grading is lecture and lab participation plus weekly reading assignment and presentation (rotating among groups of two students), which account for 35% of final grade. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Syllabus\_Form\_MARN3015-2019.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148212&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8eddea78b5914b5a833308d727d7cbe4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021680105252318&sdata=nbxHCxl48xBErcIFqkJmiYJ4LP9KZY5%2FKQiDvdUtVXo%3D&reserved=0) | Syllabus\_Form\_MARN3015-2019.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Senjie Lin | 03/05/2019 - 14:12 | Submit |  | This is a course name change request. Thanks for consideration. Senjie Lin |
| Marine Sciences | Heidi M Dierssen | 03/06/2019 - 05:21 | Return |  | Recommend that you change the prerequisites to: BIOL 1108 or 1110 or consent of instructor.  |
| Return | Senjie Lin | 03/07/2019 - 14:45 | Resubmit |  | After communicating with C&C, necessary changes have been made. Also there is a slight wording change in the course description. The course also is now intended to be open to sophomore as well as junior and senior as originally designated. |
| Marine Sciences | Heidi M Dierssen | 08/21/2019 - 12:35 | Approve | 4/19/2019 | Approved |

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MARN3015/5015

Techniques in Marine Molecular Biology

Department of Marine Sciences

Syllabus - Fall 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

The course is open to all graduate students in the marine sciences and biological sciences as well as sophomore, junior and senior undergraduate students in the marine sciences department.

Course and Instructor Information

**Course Title:** Techniques in Marine Molecular Biology

**Credits:** 3

**Format:** Lectures and labs

**Prerequisites:** BIOL 1107 and BIOL 1108 or BIOL1110 or consent of instructor.

**Professor:** Senjie Lin

**Email:** senjie.lin@uconn.edu (best way of contact, email)

**Telephone:** 860-405-9168

**Other:** (If applicable)

**Office Hours/Availability: by appointment (**questions sent in email will be responded to within a day with exception of disrupted email access).

Course Materials

**Textbook**: no textbook. The class will heavily rely on literature, which will be distributed to the class through HuskyCT or Dropbox or email.

**Reference books**: 1. Molecular Approaches to the Study of the Ocean. Keith E. Cooksey (Ed.). 1998. Chapman & Hall. 2. Sambrook, J., Fritsch, E. F., Maniatis, T. 1989. Molecular cloning: A laboratory manual. Cold Spring Harbor Laboratory Press. 3. Ausubel, F. M. et al. 1999. Current Protocols in Molecular Biology. John Wiley & Sons, Inc. (no need to buy, relevant materials will be copied and distributed).

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

Course Description

Principles and technology in molecular genetics, including nucleic acid purification and manipulation, PCR, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, gene expression (mRNA and protein), genomics, and transcriptomics. Application examples in marine biology and ecology.

**The course goal** is to teach principles and train techniques in molecular genetics, providing students literacy in the modern day household vocabulary DNA and basic skills of applying it to track identities of organisms and to understand biological activities of the organisms at the molecular level.

Course Objectives

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

1. Perform basic DNA and RNA work
2. Design and carry out experiments to study biodiversity
3. Design and carry out experiments to quantify the abundance of microorganisms or gene copy number
4. Design and carry out experiments to determine the expression level of a gene to understand the functional association of the gene with certain phenotypes
5. Conduct bioinformatics analysis to characterize the origin of the gene, its relationship to counterparts in other organisms, and functional roles of the gene in the organisms.

Course Outline (and Calendar if Applicable)

Schedule for MARN5015/3015—Spring 2019 (Mon 1:25-4:25 for lab; Wed 9:05-10:45 for lecture)

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Lecture/Lab # | Topic of lecture | Student presenter |
| 01/23, Wed | 1 | Introduction |  |
| 01/28, Mon | Lab 1 | Preparation of samples, reagents |  |
| 01/30, Wed | 2 | Nucleic acid properties and DNA isolation |  |
| 02/04, Mon | Lab 2 | Isolation and measurement of DNA |  |
| 02/06, Wed | 3 | PCR (homework 1: primer design) |  |
| 02/11, Mon | Lab 3 | PCR |  |
| 02/13, Wed | 4 | DNA fingerprinting  |  |
| 02/18, Mon | Lab 4 | Restriction digestion & gel electrophoresis |  |
| 02/20, Wed | 5 | Molecular cloning and sequencing |  |
| 02/25, Mon | Lab 5 | Recovery and purification of PCR product |  |
| 02/27, Wed | 6 | Basic bioinformatics (homework 2: sequence analysis) |  |
| 03/04, Mon | Lab 6 | Gene cloning |  |
| 03/06, Wed | 7 | Molecular phylogeny |  |
| 03/11, Mon | Lab 7 | Isolation of plasmids |  |
| 03/13, Wed | 8 | Gene transcription and translation |  |
| 13/18, Mon | No Class | Spring break |  |
| 03/20, Wed | No Class | Spring break |  |
| 03/25, Mon | Lab 8 | Sequencing |  |
| 03/27, Wed | 9 | Applications I-Metagenetic analysis of zooplankton diversity |  |
| 04/01, Mon | Lab 9 | Isolation of RNA |  |
| 04/03, Wed | 10 | Applications II-DNA barcoding and biodiversity |  |
| 04/08, Mon | Lab 10 | Synthesis of cDNA  |  |
| 04/10, Wed | 11 | Applications III-How much/What do they do |  |
| 04/15, Mon | Lab 11 | qPCR |  |
| 04/17, Wed | 12 | Applications IV-‘Omics”-enabled understanding of adaptation |  |
| 04/22, Mon | Lab 12 | Bioinformatic analysis  |  |
| 04/24, Wed | 12 | Work on project |  |
| 04/29, Mon | Lab 13 | Work on project |  |
| 05/01, Wed | 13 | Work on project |  |
| 05/06, Mon  | Final | Final Exam (take home; open book) distributed due May 3 |  |
| 05/10, Fri |  | Project report due |  |

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 35% |
| Component B | 25% |
| Component C | 40% |

Component A

Class and lab participation as well as presentations

Component B

Homework

Component C

Final exam and lab report

Grading Scale:

Undergrad

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

Graduate

| 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 (syllabus unless announced to revise). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy: work assignment must be handed in by due date. Late work will not be accepted unless there is justifiable reason (e.g. emergency).

Feedback and Grades

I will make every effort to provide feedback and grades in a week. To keep track of your performance in the course, refer to My Grades in HuskyCT or contact the instructor.

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**Students are responsible for acting in accordance with the http://community.uconn.edu/the-student-code-preamble/ [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/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/)

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

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

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

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

**Academic Calendar**

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

**Academic Support Resources**

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

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://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>)

**Software Requirements and Technical Help**

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

(add additional items as needed)

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

**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.
* Weigh chemicals and prepare solutions.

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.

**2019-209 MARN 5015 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11457 |
| **Request Proposer** | Lin |
| **Course Title** | Molecular Approaches to Biological Oceanography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > Return > Marine Sciences > College of Liberal Arts and Sciences |

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| --- |
| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Molecular Approaches to Biological Oceanography |
| **Course Number** | 5015 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course number will remain unchanged. The requested change is the name, to "Techniques in Marine Molecular Biology" and update the prerequisites |

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| **CONTACT INFO** |
| **Initiator Name** | Senjie Lin |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | sel02006 |
| **Initiator Email** | senjie.lin@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | A two-hour lecture and a 3-hour lab weekly. |

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

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

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | There is a weekly lab, making it impossible to offer on multiple campuses concurrently. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | MARN 5015 Molecular Approach to Biological Oceanography 3 credits. Principles and technology in nucleic acid purification and manipulation, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, and detection of gene expression (mRNA and protein). Application examples in marine ecological studies.  |
| **Provide proposed title and complete course catalog copy** | MARN 5015 Techniques in Marine Molecular Biology 3 credits. Principles and technology in molecular genetics, including nucleic acid purification and manipulation, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, and detection of gene expression (mRNA and protein). Application examples in marine biology and ecology. |
| **Reason for the course action** | The course title is changed to more precisely reflect the nature of the course, which is technique-oriented and lab-intensive. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course goal is to teach principles and train techniques in molecular genetics, providing students literacy in the modern day household vocabulary DNA and basic skills of applying it to track identities of organisms and to understand biological activities of the organisms at the molecular level. Course Objectives By the end of the semester, students should be able to: 1. Perform basic DNA and RNA work 2. Design and carry out experiments to study biodiversity 3. Design and carry out experiments to quantify the abundance of microorganisms or gene copy number 4. Design and carry out experiments to determine the expression level of a gene to understand the functional association of the gene with certain phenotypes 5. Conduct bioinformatics analysis to characterize the origin of the gene, its relationship to counterparts in other organisms, and functional roles of the gene in the organisms.  |
| **Describe course assessments** | There is a final exam and a project report, each accounting for 20% toward final grade. There are two to three homework assignments, totally accounting for 25% of the final grade. Lecture and lab participation, weekly reading assignment and presentation (rotating among groups of two students) account for a total of 35% of the final grade. Compared to MARN3015, this course has additional requirements: extra questions in the final exam and a project report (instead of lab report). |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Syllabus\_Form\_MARN5015-2019.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148219&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2ef61aa2e962437474a808d727d3d18b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021663014287595&sdata=%2FWEBvmSQm4oAWJkaRZCROWtQrNp7oMJGFmYEiOScNqQ%3D&reserved=0) | Syllabus\_Form\_MARN5015-2019.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Senjie Lin | 03/05/2019 - 14:28 | Submit |  | This is a course title change request. Thanks for consideration. Senjie Lin |
| Marine Sciences | Heidi M Dierssen | 03/06/2019 - 05:17 | Return |  | Can you delete the prerequisites from the graduate version. Also, can you update the syllabus to include a discussion of what extra work will be required for the graduate version of the course.  |
| Return | Senjie Lin | 03/07/2019 - 15:18 | Resubmit |  | After communicating with C&C, necessary changes have been made. There is also a slight wording change in the course description. Additional course requirement relative to MARN3015 is also explicitly stated (in Course Objectives and Course Grading). |
| Marine Sciences | Heidi M Dierssen | 08/21/2019 - 12:18 | Approve | 4/19/2019 | Approved by the Dept. |

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MARN5015

Techniques in Marine Molecular Biology

Department of Marine Sciences

Syllabus - Fall 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

The course is open to all graduate students in the marine sciences and biological sciences.

Course and Instructor Information

**Course Title:** Techniques in Marine Molecular Biology

**Credits:** 3

**Format:** Lectures and labs

**Prerequisites:** None.

**Recommended Preparation:** Twocollege level biochemistry or general biology courses.

**Professor:** Senjie Lin

**Email:** senjie.lin@uconn.edu (best way of contact, email)

**Telephone:** 860-405-9168

**Other:** (If applicable)

**Office Hours/Availability: by appointment (**questions sent in email will be responded to within a day with exception of disrupted email access).

Course Materials

**Textbook**: no textbook. The class will heavily rely on literature, which will be distributed to the class through HuskyCT or Dropbox or email.

**Reference books**: 1. Molecular Approaches to the Study of the Ocean. Keith E. Cooksey (Ed.). 1998. Chapman & Hall. 2. Sambrook, J., Fritsch, E. F., Maniatis, T. 1989. Molecular cloning: A laboratory manual. Cold Spring Harbor Laboratory Press. 3. Ausubel, F. M. et al. 1999. Current Protocols in Molecular Biology. John Wiley & Sons, Inc. (no need to buy, relevant materials will be copied and distributed).

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

Course Description

Principles and technology in molecular genetics, including nucleic acid purification and manipulation, PCR, DNA fingerprinting, gene cloning and sequencing, phylogenetic analysis, gene expression (mRNA and protein), genomics, and transcriptomics. Application examples in marine biology and ecology.

**The course goal** is to teach principles and train techniques in molecular genetics, providing students literacy in the modern day household vocabulary DNA and basic skills of applying it to track identities of organisms and to understand biological activities of the organisms at the molecular level.

Course Objectives

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

1. Perform basic DNA and RNA work
2. Design and carry out experiments to study biodiversity
3. Design and carry out experiments to quantify the abundance of microorganisms or gene copy number
4. Design and carry out experiments to determine the expression level of a gene to understand the functional association of the gene with certain phenotypes
5. Conduct bioinformatics analysis to characterize the origin of the gene, its relationship to counterparts in other organisms, and functional roles of the gene in the organisms.
6. There is additional course requirement (see grading information) compared to MARN3015.

Course Outline (and Calendar if Applicable)

Schedule for MARN5015/3015—Spring 2019 (Mon 1:25-4:25 for lab; Wed 9:05-10:45 for lecture)

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Lecture/Lab # | Topic of lecture | Student presenter |
| 01/23, Wed | 1 | Introduction |  |
| 01/28, Mon | Lab 1 | Preparation of samples, reagents |  |
| 01/30, Wed | 2 | Nucleic acid properties and DNA isolation |  |
| 02/04, Mon | Lab 2 | Isolation and measurement of DNA |  |
| 02/06, Wed | 3 | PCR (homework 1: primer design) |  |
| 02/11, Mon | Lab 3 | PCR |  |
| 02/13, Wed | 4 | DNA fingerprinting  |  |
| 02/18, Mon | Lab 4 | Restriction digestion & gel electrophoresis |  |
| 02/20, Wed | 5 | Molecular cloning and sequencing |  |
| 02/25, Mon | Lab 5 | Recovery and purification of PCR product |  |
| 02/27, Wed | 6 | Basic bioinformatics (homework 2: sequence analysis) |  |
| 03/04, Mon | Lab 6 | Gene cloning |  |
| 03/06, Wed | 7 | Molecular phylogeny |  |
| 03/11, Mon | Lab 7 | Isolation of plasmids |  |
| 03/13, Wed | 8 | Gene transcription and translation |  |
| 13/18, Mon | No Class | Spring break |  |
| 03/20, Wed | No Class | Spring break |  |
| 03/25, Mon | Lab 8 | Sequencing |  |
| 03/27, Wed | 9 | Applications I-Metagenetic analysis of zooplankton diversity |  |
| 04/01, Mon | Lab 9 | Isolation of RNA |  |
| 04/03, Wed | 10 | Applications II-DNA barcoding and biodiversity |  |
| 04/08, Mon | Lab 10 | Synthesis of cDNA  |  |
| 04/10, Wed | 11 | Applications III-How much/What do they do |  |
| 04/15, Mon | Lab 11 | qPCR |  |
| 04/17, Wed | 12 | Applications IV-‘Omics”-enabled understanding of adaptation |  |
| 04/22, Mon | Lab 12 | Bioinformatic analysis  |  |
| 04/24, Wed | 12 | Work on project |  |
| 04/29, Mon | Lab 13 | Work on project |  |
| 05/01, Wed | 13 | Work on project |  |
| 05/06, Mon  | Final | Final Exam  |  |
| 05/10, Fri |  | Project report due |  |

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 35% |
| Component B | 25% |
| Component C | 40% |

Component A

Class and lab participation as well as presentations

Component B

Homework

Component C

Final exam and project report; *compared to MARN3015, graduate students taking this course will need to answer additional questions in the final exam and the project report is required.*

Grading Scale:

Undergrad

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

Graduate

| 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 (syllabus unless announced to revise). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy: work assignment must be handed in by due date. Late work will not be accepted unless there is justifiable reason (e.g. emergency).

Feedback and Grades

I will make every effort to provide feedback and grades in a week. To keep track of your performance in the course, refer to My Grades in HuskyCT or contact the instructor.

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**Students are responsible for acting in accordance with the http://community.uconn.edu/the-student-code-preamble/ [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/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/)

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

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

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

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

**Academic Calendar**

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

**Academic Support Resources**

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

**Students with Disabilities**

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://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>)

**Software Requirements and Technical Help**

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

(add additional items as needed)

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

**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.
* Weigh chemicals and prepare solutions.

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.

**2019-210 MARN 4891 Revise Course (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12951 |
| **Request Proposer** | Dierssen |
| **Course Title** | Internship in Marine Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Internship in Marine Sciences |
| **Course Number** | 4891 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| --- |
| **CONTACT INFO** |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | heidi.dierssen@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| --- |
| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Nine credits of MARN courses at the 3000 level or above. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- |
| **GRADING** |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Internships have non-standard grading metrics |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | Marine Science major is housed at Avery Point |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Internships under the direction of a MARN faculty may take place off campus |
| **Will this course be offered online?** | No |

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| --- |
| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 4891. Internship in Marine Sciences 1.00 - 3.00 credits | May be repeated for a total of 3 credits. Prerequisites: Recommended preparation: Nine credits of MARN courses at the 3000 level or above. Grading Basis: Satisfactory/Unsatisfactory An internship under the direction of MARN faculty. Placements stress application of academic training. A journal of activities is required. One credit may be earned for each 42 hours of pre-approved activities in a semester to a maximum of three credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.). With a change in topic, may be repeated for credit, not to exceed 3 credits. |
| **Provide proposed title and complete course catalog copy** | 4891. Internship in Marine Sciences 1.00 - 9.00 credits | May be repeated for a total of 9 credits. Recommended preparation: Nine credits of MARN courses at the 3000 level or above. Instructor consent required. Grading Basis: Satisfactory/Unsatisfactory An internship under the direction of MARN faculty. Placements stress application of academic training. A journal of activities is required. One credit may be earned for each 42 hours of pre-approved activities in a semester to a maximum of three credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). With a change in topic, may be repeated for credit, not to exceed 9 credits. |
| **Reason for the course action** | The faculty voted to allow for more internship opportunities for the students and felt that 3 credits total was insufficient to allow for diverse internship opportunities, particularly conducted in summer months, for the students. In comparison, the EEB internship program allows 12 total credits. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | An internship under the direction of MARN faculty. Placements stress application of academic training related to the Marine Science major. A journal of activities is required to document hours, activities, experiences and personal thoughts and growth as a marine scientist. One credit may be earned for each 42 hours of pre-approved activities. |
| **Describe course assessments** | There is a learning contract signed by all parties outlining the internship goals, hours and learning outcomes. In addition, a timetable of activities and outcomes are submitted at the end of the internship. Metrics include the number of hours at the internship, the journal activities, meetings with faculty and sponsor, and often presentations on the experience and goals to other students in the major. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MARN\_4891\_SampleLearningContract.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159062&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf33b98a712174a329f8a08d727d67ab3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021674454894192&sdata=AhmW1bikvKycFhz4nJpDcn9SzbZ19ENUpmnTULLBApY%3D&reserved=0) | MARN\_4891\_SampleLearningContract.docx | Other |

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| --- |
| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Heidi M Dierssen | 08/21/2019 - 11:50 | Submit |  | This change was approved by the faculty last year. |
| Marine Sciences | Heidi M Dierssen | 08/21/2019 - 12:32 | Approve | 4/19/2019 | Approved by faculty  |

 |

# MARN 4891: Internship in Marine Sciences

Intern name: John Cousteau

Project Title: Reef survey of invertebrates, giant clams, coral predators, fish populations, and

 sharks of Koh Tao's coral reef ecosystems.

Outside Organization: Loop Abroad/Thailand in partnership with New Heaven Reef

 Conservation Program

Academic Supervisor: Claudia Koerting

On-Site Supervisor:

Weekly Schedule of Work:

Total Projected Hours: 126 hours

Credits: 3

Work Plan: See attached, includes dissect of marine specimens, work on conservation projects,

 caring for baby sea turtles, building artificial reefs and maintaining coral nurseries. In

 addition biota surveys to be performed by snorkeling over the reef.

Academic Products: Journal of work done; collection of data from surveys, graphs and final

 report of the data. Literature review of the Koh Tao coral reef ecosystem.

Assessment: On-site supervisor evaluation of work performed to include data collection and

specimen dissections. Daily journal and final report evaluated by academic supervisor, Claudia Koerting.

Approval and Signatures:

Student Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**2019-211 CAMS 1121 Revise Course (G) (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12888 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary Latin I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences > Return > Literatures, Cultures and Languages > 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** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Latin I |
| **Course Number** | 1121 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This CAR is for a course revision |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | 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 |

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| --- |
| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Latin |
| **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** | Second Language |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Seminar |

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

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

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

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| --- |
| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | CAMS 1121 Elementary Latin I 4 credits. Prerequisites: Not open to students who have had three or more years of Latin in high school or who have passed CAMS 1122, 1123 or 1124. A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose.  |
| **Provide proposed title and complete course catalog copy** | CAMS 1121 Elementary Latin I 4 credits. Prerequisites: Not open to students who have had three or more years of Latin in high school or who have passed CAMS 1122, 1123 or 1124. A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose. First semester of a year long course.  |
| **Reason for the course action** | Change of at the request of the Registrar's office to update two-course sequences that shared a common description in the paper catalogue. New descriptions are supported by software and appear distinctly and also can specify their sequential nature in the online environment. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach elementary Latin reading, writing, and speaking with attention to vocabulary-building and grammar. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation and final exam. |
| **General Education Goals** | It will allow students to acquire intellectual breadth by giving them an avenue to the history and culture of the Ancient world and also provide a familiarity with the cognates and grammatical roots of many European languages.  |
| **Writing Competency** |  |
| **Quantitative Competency** |  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [CAMS 1121 Syllabus—Fall 2018[2].pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159202&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4c52d718b74343fdd3c308d728d27338%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637022756663304884&sdata=Eh79VRkDizE385oBU9arF9nmjYaYytdOGPIDg45tPfg%3D&reserved=0) | CAMS 1121 Syllabus—Fall 2018[2].pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 08/16/2019 - 14:41 | Submit |  | This CAM is being submitted at the request of the Registrar. It is merely to bring the sequence of elementary Lating course descriptions into compliance.  |
| Literatures, Cultures and Languages | Jennifer Terni | 08/23/2019 - 11:05 | Approve |  | Vetted and approved |
| College of Liberal Arts and Sciences | Pamela Bedore | 08/23/2019 - 17:11 | Return | 8/23/2019 | Returning to proposer to click "yes" on gen ed question under "Course Features" tab. PB. |
| Return | Jennifer Terni | 08/24/2019 - 13:32 | Resubmit |  | Revised and resubmitted |
| Literatures, Cultures and Languages | Jennifer Terni | 08/24/2019 - 15:15 | Approve |  | Vetted and approved |

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**2019-212 CAMS 1122 Revise Course (G) (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12889 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary Latin II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- |
| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Latin II |
| **Course Number** | 1122 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | course revision |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | 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** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Latin |
| **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** | Second Language |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | seminar |

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

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | CAMS 1122. Elementary Latin II 4 credits. Not open for credit to students who have had three or more years of Latin in high school, except with Departmental consent. Prerequisite: CAMS 1121 or one year of Latin in high school. A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose. |
| **Provide proposed title and complete course catalog copy** | CAMS 1122. Elementary Latin II 4 credits. Not open for credit to students who have had three or more years of Latin in high school, except with Departmental consent. Prerequisite: CAMS 1121 or one year of Latin in high school. A study of the essentials of Latin grammar designed to prepare the student to read simple classical Latin prose. Second semester of a year-long course. |
| **Reason for the course action** | Change of at the request of the Registrar's office to update two-course sequences that shared a common description in the paper catalogue. New descriptions are supported by software and appear distinctly and also can specify their sequential nature in the online environment. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach elementary Latin reading, writing, and speaking with attention to vocabulary-building and grammar. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation and final exam. |
| **General Education Goals** | It will allow students to acquire intellectual breadth by giving them an avenue to the history and culture of the Ancient world and also provide a familiarity with the cognates and grammatical roots of many European languages.  |
| **Writing Competency** |  |
| **Quantitative Competency** |  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [CAMS 1122 Syllabus—Spring 2019[3].pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159203&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C424ba3281a6a44e0ecb408d728d357c0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637022760491787971&sdata=1kkpENFGFEjMaWbts0U0U%2BuzC%2B5UK3UR0B%2Ff3AgsFMo%3D&reserved=0) | CAMS 1122 Syllabus—Spring 2019[3].pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 08/16/2019 - 15:11 | Submit |  | Course being re-described at the request of registrar. No other changes. |
| Literatures, Cultures and Languages | Jennifer Terni | 08/23/2019 - 11:07 | Approve |  | Vetted and approved |
| College of Liberal Arts and Sciences | Pamela Bedore | 08/23/2019 - 17:11 | Return | 8/23/2019 | Returning to proposer to click "yes" as gen ed course (under "Course Features" tab). Thanks! PB |
| Return | Jennifer Terni | 08/24/2019 - 13:27 | Resubmit |  | Revised and resubmitted |
| Literatures, Cultures and Languages | Jennifer Terni | 08/24/2019 - 15:16 | Approve |  | Vetted and approved |

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**2019-213 CAMS 1123 Revise Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12891 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Latin I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Latin I |
| **Course Number** | 1123 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Because this is a minor revision to the course description at request of the Registrar |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | 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 |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | LAtin |
| **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 |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | CAMS 1122 or two years or more of Latin in high school. Not open for credit to students who have had CAMS 1124.  |
| **Corequisites** | None |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | CAMS 1123. Intermediate Latin I 3 credits. Prerequisites: CAMS 1122 or two years or more of Latin in high school. Not open for credit to students who have had CAMS 1124. Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Virgil. |
| **Provide proposed title and complete course catalog copy** | CAMS 1123. Intermediate Latin I 3 Credits. Prerequisite: CAMS 1122, two years of Latin in high school, or instructor consent. Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Virgil. |
| **Reason for the course action** | Change of at the request of the Registrar's office to update two-course sequences that shared a common description in the paper catalogue. New descriptions are supported by software and appear distinctly and also can specify their sequential nature in the online environment. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach intermediate Latin reading, writing, and speaking with attention to vocabulary-building grammar and rhetoric with an aim at building proficiency in the four skills.  |
| **Describe course assessments** | Homework, reading, quizzes, oral participation, in-class presentations and a final exam. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [syllIntermediate Latin Guidelines Fall 2019.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159252&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0001e738e05d49f5b7d608d728bee119%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637022672591695228&sdata=hC%2FhPPV4nKVLv7y9kPIub8gjv7JOUjzfCbjGKIHP8HE%3D&reserved=0) | syllIntermediate Latin Guidelines Fall 2019.doc | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 08/16/2019 - 15:26 | Submit |  | Course description revisions at the request of the Registrar. |
| Literatures, Cultures and Languages | Jennifer Terni | 08/24/2019 - 13:26 | Approve |  | Request vetted and approved |

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**2019-214 CAMS 1124 Revise Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12890 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Latin II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CAMS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Latin II |
| **Course Number** | 1124 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Because this is a minor revision to the course description at request of the Registrar. |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | 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 |

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

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisitie: CAMS 1123, two years of Latin in high school, or instructor consent. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | CAMS 1124. Intermediate Latin II 3.00 credits Prerequisites: CAMS 1123. Cannot be taken for credit after passing CAMS 3102. Review of the essentials of grammar. Reading of classical Latin prose and poetry with emphasis on Cicero and Ovid or Vergil. |
| **Provide proposed title and complete course catalog copy** | CAMS 1124. Intermediate Latin II 3 Credits. Prerequisite: CAMS 1123, two years of Latin in high school, or instructor consent. Introduction to the reading of classical Latin prose and poetry with emphasis on Cicero, Ovid or Vergil, with particular attention given to a review of the essentials of grammar.  |
| **Reason for the course action** | Change of at the request of the Registrar's office to update two-course sequences that shared a common description in the paper catalogue. New descriptions are supported by software and appear distinctly and also can specify their sequential nature in the online environment. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach intermediate Latin reading, writing, and speaking with attention to vocabulary-building grammar and rhetoric with an aim at building proficiency in the four skills.  |
| **Describe course assessments** | Homework, reading, quizzes, oral participation, in-class presentations and a final exam. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [syllIntermediate Latin Guidelines Fall 2019.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159204&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf4d4d8d24a954a2cb89908d7280d1444%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637021908942876631&sdata=Y6hWCAa%2BsqrtDTR2%2FxG6ANtEcstuRn7b3kg9kF2IEgg%3D&reserved=0) | syllIntermediate Latin Guidelines Fall 2019.doc | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 08/16/2019 - 15:40 | Submit |  | Course description being modified at request of Registrar. No other changes. |
| Literatures, Cultures and Languages | Jennifer Terni | 08/23/2019 - 11:07 | Approve |  | Vetted and approved |

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