CLAS C&C

Agenda Part II – Additional Materials

Chair: Pamela Bedore

9.10.2019

**2019-215 COGS Revise graduate certificate (guest: Letty Naigles)**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Cognitive Science graduate certificate

Name of sponsoring Department(s):

The Cognitive Science program includes Psychological Sciences, Linguistics, Philosophy, Speech Language Hearing Sciences and Anthropology as core departments.

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

CLAS

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

Storrs

Contact person and contact details:

**Letty Naigles,** **Letitia.naigles@uconn.edu****, 6-4942**

Type of Proposal (New/Modified/Name Change/Discontinuation):

Modified

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

**Certificate**

Anticipated Initiation Date: 12/2019 Anticipated Date of First Graduation:

CIP Code: DHE Code (if available):

**Submittal Information**

Name of Department Head(s): Letitia Naigles

Department(s): Cognitive Science

Signature of Department Head(s):  Date: August 30, 2019

Name of Dean:

School/College: CLAS

Signature of Dean: Date:

**Background & Description/Reasons for the Proposed Modification**

1. Eight elective courses are being added to the certificate list because they are taught regularly and because they enhance the SLHS, ANTH, and Neurobiology of Language components of Cognitive Science. Also, the catalog language is being adjusted to reflect the fact that the IGERT program is now called the Neurobiology of Language program, and to reflect the fact that one new course is actually offered by the COGS department itself.
2. The new elective courses are:

ANTH 5333:Evolution and Cognition (Xygalatas)

This course will explore the evolutionary origins and development of the human mind. It will do so by providing an overview of central debates in evolutionary perspectives of cognition and culture; covering key topics in evolutionary anthropology and psychology through a variety of examples and case studies; presenting the basic theories and methodologies in the area; and discussing the implications of relevant research findings for our understanding of human nature.

PSYC 5424/COGS 5150. Cognitive Neuroscience of Language across the Lifespan (Landi/Myers)

The cognitive neuroscience approach to the study of language across the lifespan. Recent advances in neuroimaging techniques such as MRI, ERP, TMS, and fNIRS are combined with classic lesion studies to address the neurobiological bases of typical and atypical language processing.

PSYC 5445/COGS 5140. Neurobiology of Language: Typical and Atypical Cognition and Language Development (Naigles/Eigsti)

Survey of current research on language acquisition in developmentally delayed/pathological populations, including but not restricted to Autism, Williams Syndrome, Down Syndrome, and Specific Language Impairment. Examination of what the language delays and deficits reveal about each disorder, the processes of language acquisition, the representation and organization of language, and the biology/neuropsychology/genetics of language.

PSYC 5150/COGS 5130. Neurodevelopment and Plasticity (Fitch)

Overview of brain development including embryonic neurogenetics; evolution and evo-devo; how emergent behavioral capabilities reflect neural growth in neurobehavioral development; and how disruptions of neurodevelopment cause developmental disabilities. Offered alternating years in spring semester.

### COGS 5120. Structure, Acquisition and Processing of Language (Snyder)

Selected topics in syntax, semantics, phonology, morphology. Connections to current research in language acquisition, sentence processing, neurogenic disorders.

PSYC 5441. Language Modality, Neural Plasticity, and Development (Coppola)

An integrative approach that reveals the contribution of sign language research to the understanding of human neural plasticity. Diverse research programs and methodologies (e.g., emerging languages, neuroimaging) are combined with behavioral studies (e.g., cognitive psychology) to address the effects of variable language experiences on language development, cognitive development, and neural organization for language.

PSYC 5425. Developmental Cognitive Neuroscience (Landi)

Survey of current research and methods in developmental cognitive neuroscience, an interdisciplinary scientific field at the boundaries of neuroscience, developmental psychology, and cognitive science.

SLHS 5355 Psychoacoustics (Skoe)

Basic principles of human perception of sound. This course introduces the student to basic relationships between acoustic stimuli and auditory perception in normal and impaired hearing. Specific topics include pitch and loudness perception, frequency selectivity, temporal and spatial aspects of hearing, and auditory scene analysis

**Current Catalog Language:**

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: None of the courses below are offered by the Cognitive Science Program. For further information about a course or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the IGERT program may use at most one IGERT course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**
5306. Human Behavioral Ecology
5332. Cognitive Anthropology

**Communication Science (COMS)**
5500. Nonverbal Communication
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**
5705. Advanced Artificial Intelligence
5709. Natural Language Processing

**Educational Psychology (EPSY)**
6550. Situated Cognition

**Linguistics (LING)**
5000. Introduction to Computational Linguistics
5110. The Acquisition of Syntax
5120. Readings and Research in Acquisition
5310. Phonology I
5320. Phonology II
5410. Semantics I
5420. Semantics II
5510. Syntax I
5520. Syntax II
6210. Morphology

**Philosophy (PHIL)**
5317. Seminar in Philosophy of Psychology
5331. Seminar in Philosophy of Mind
5342. Seminar in Philosophy of Language
5344. Seminar in Philosophical Logic

**Psychology (PSYC)**
5140. Foundations in Neuropsychology
5251. Neural Foundations of Learning and Memory
5285. Neurobiology of Aging Changes in Cognitive Processes
5302. Adult Psychopathology
5303. Child Psychopathology
5410. Advanced Developmental Psychology
5420. Cognitive Development
5440. Development of Language
5450. Infancy and the Effects of Early Experience
5470. Current Topics in Developmental Psychology (when the topic is appropriate)
5512. Ecology of Language and Cognition
5513. Memory
5514. The Mental Lexicon
5515. Connectionist Models
5541. Reading Acquisition and Reading Disorders
5553. Introduction to Nonlinear Dynamics
5554. Advanced Nonlinear Dynamics for the Behavioral Sciences
5564. Dynamics of Language and Cognition
5567. Cognition
5568. Psychology of Language
5569. The Neuropsychology of Language
5570. Current Topics in Cognitive Science
5571. Sensation and Perception I
5572. Sensation and Perception II
5574. Control and Coordination of Action
5575. Introduction to Cognitive Systems
5583. Sentence and Discourse Processing
5616. Human Judgment and Decision Processes
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**
5342. Aphasia
5343. Cognitive-Communicative Disorders
5348. Language Disorders I: Birth to 5 Years
5349. Language Disorders II: School Age Population
5372. Central Auditory Disorders

5376. Language Impairments and Literacy
6123. Bilingualism in Typical and Atypical Populations

6370. Seminar in Psycholinguistics

**New Catalog Language:**

Electives:

Three courses from the list below, including courses from at least two academic departments or divisions. Students are encouraged to have at least two courses from outside their home department/division. (NOTE: Only one of the courses below is offered by the COGS program; for further information about all other courses or permission to enroll, please contact the offering department.) Students who are candidates for both the Cog Sci Grad Certificate and the Neurobiology of Language (NBL) program may use at most one NBL-designated course to satisfy the Cog Sci Grad Certificate requirements.

**Anthropology (ANTH)**
5306. Human Behavioral Ecology
5332. Cognitive Anthropology

5333. Evolution and Cognition

**Cognitive Science (COGS)**

5120. Structure, Acquisition and Processing of Language (NBL)

**Communication Science (COMS)**
5500. Nonverbal Communication
5501. Seminar in Nonverbal Communication and Persuasion

**Computer Science and Engineering (CSE)**
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5331. Seminar in Philosophy of Mind
5342. Seminar in Philosophy of Language
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**Psychology (PSYC)**
5140. Foundations in Neuropsychology
5150/COGS 5130. Neurodevelopment and Plasticity (NBL)

5251. Neural Foundations of Learning and Memory
5285. Neurobiology of Aging Changes in Cognitive Processes
5302. Adult Psychopathology
5303. Child Psychopathology
5410. Advanced Developmental Psychology
5420. Cognitive Development
5424/COGS 5150. Cognitive Neuroscience of Language across the Lifespan (NBL)

5425. Developmental Cognitive Neuroscience

5440. Development of Language

5441. Language Modality, Neural Plasticity, and Development

5445/COGS 5140. Typical and Atypical Cognition and Language Development (NBL)

5450. Infancy and the Effects of Early Experience
5470. Current Topics in Developmental Psychology (when the topic is appropriate)
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5570. Current Topics in Cognitive Science
5571. Sensation and Perception I
5572. Sensation and Perception II
5574. Control and Coordination of Action
5575. Introduction to Cognitive Systems
5583. Sentence and Discourse Processing
5616. Human Judgment and Decision Processes
6733. Social Cognition

**Speech, Language, and Hearing Sciences (SLHS)**
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5343. Cognitive-Communicative Disorders
5348. Language Disorders I: Birth to 5 Years
5349. Language Disorders II: School Age Population
5355. Psychoacoustics

5372. Central Auditory Disorders

5376. Language Impairments and Literacy
6123. Bilingualism in Typical and Atypical Populations

6370. Seminar in Psycholinguistics

**2019-216 PHIL 3216/WE Revise course (guest: Thomas Bontley) (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12805 |
| **Request Proposer** | Bontly |
| **Course Title** | Environmental Ethics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > 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** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | Environmental Ethics |
| **Course Number** | 3216/W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Existing course is being revised to add Environmental Literacy designation and to drop enrollment restriction to juniors and higher. No substantive change to the existing course is involved, hence it seems appropriate to use existing course number. |

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| **CONTACT INFO** |
| **Initiator Name** | Thomas D Bontly |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | tdb02003 |
| **Initiator Email** | thomas.bontly@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Environmental Literacy** | Yes |
| **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** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107; ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Staffing limitations make it all but impossible for Philosophy to offer advanced (>2000) PHIL courses at regional campuses. Also, demand for this course comes primarily from Philosophy and Environmental Studies majors, most of whom are in Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | PHIL 3216. Environmental Ethics Three credits. Prerequisite: At least one of PHIL 1101, PHIL 1102, PHIL 1103, PHIL 1104, PHIL 1105, PHIL 1106, PHIL 1107; open to juniors or higher. Inquiry into obligations to, or concerning, the environment, particularly the moral standing of animals, species, ecosystems, and natural objects. PHIL 3216W. Environmental Ethics Three credits. Prerequisite: At least one of PHIL 1101, PHIL 1102, PHIL 1103, PHIL 1104, PHIL 1105, PHIL 1106, PHIL 1107; ENGL 1010 or 1011 or 2011; open to juniors or higher. |
| **Provide proposed title and complete course catalog copy** | PHIL 3216E. Environmental Ethics Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107. Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy. PHIL 3216EW. Environmental Ethics Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107. ENGL 1010 or 1011 or 2011.  |
| **Reason for the course action** | The primary reason for revising the course is to add an Environmental Literacy (E) designation. As currently taught, the course already satisfies the criteria for E courses (as detailed below). We would also take this opportunity to update the catalog description to better reflect the content of the course. And finally, we wish to drop the restriction "open to juniors or higher" for two reasons: first, the course requires no specialized background; second, we hope that students who take the course for the E may find the subject interesting and subsequently consider majoring or minoring in Philosophy, which they would have more opportunity to do if exposed to the subject earlier in their college careers. |
| **Specify effect on other departments and overlap with existing courses** | The revisions should have no direct effect on other departments or programs. Currently, PHIL 3216 enrolls primarily majors in Philosophy and Environmental Studies, as well as students planning to minor in Philosophy. The course is currently offered once per year, but we hope that increased demand will allow us to offer it more frequently. The Environmental Studies Program was consulted (at a steering committee meeting during the 2018-19 academic year) and expressed support for adding the E designation. Any overlap with other courses would be brief and incidental. For instance, PHIL 1104 Philosophy and Social Ethics can cover a variety of topics and may in some semesters include a week on animal issues, environmental justice, or climate ethics. However, PHIL 1104 is an introductory course; PHIL 3216 would cover such topics in greater depth and at greater length. As far as we know, there is no substantial overlap with courses in other departments. |
| **Please provide a brief description of course goals and learning objectives** | Course goals. This course aims to develop an understanding of 1. philosophical theories of the moral status of nonhuman natural objects, including animals, plants, ecosystems, species, and wilderness areas; 2. the interaction between environmental issues and principles of social justice; and 3. the implications of ethical theory for environmental policy-making. Learning objectives. Upon completion of the course, students should be able to 1. articulate philosophical views on the topics described above; 2. construct and analyze arguments for and against controversial philosophical views of the environment; 3. knowledgeably discuss the ethical dimensions of various environmental policy questions; 4. write an argumentative essay defending a philosophical view on topics such as those listed in the course description.  |
| **Describe course assessments** | In the non-W variant, students will be assessed on the following work: 1. Essay exams (the number and structure of exams depending upon the instructor); 2. Several written assignments, ranging from short response pieces to term papers; 3. Weekly readings from complex philosophical texts; 4. Active participation in class discussion. For the W-variant, assessments will include: 3 papers (totally at least 15 pages), 3 revised submissions (another 15+ pages), 3 sets of comments on other students' papers (for writing workshops), a final exam, and participation. Details on the W-variant are provided below and in the attached sample syllabus. |
| **General Education Goals** | This course helps students achieve most of the seven goals of Gen Education that are specified. Here we highlight three of them. 2. Acquire intellectual breadth and diversity. Environmental Ethics cultivates intellectual breadth and versatility in a number of ways, most especially by challenging the long-held assumption of anthropocentrism. From ancient times to the present, ethics has focused almost exclusively on human beings. Insofar as non-humans were ever considered, they were viewed as property to be owned or resources to be exploited by humans. Beginning about 1970, however, a small but growing number of philosophers began to challenge anthropocentrism and develop theoretical alternatives, and thus environmental ethics as a subfield was born. The present course cultivates intellectual breadth by examining the relationship(s) between humans and non-human nature from a variety of theoretical perspectives: anthropocentrism, biocentrism, ecocentrism, and ecofeminism. It also applies philosophical theories to a variety of environmental issues. Students of philosophy will find themselves challenging assumptions and addressing issues largely ignored in other philosophical contexts. Meanwhile, students with a background in environmental studies or environmental science will find themselves examining familiar issues from novel theoretical perspectives. The course cultivates intellectual versatility first by forcing students to think about issues with a number of different theoretical tools, from cost-benefit analysis to principles of social justice. Versatility is enhanced by requiring students, in discussions, papers, and exams, to defend controversial views about ethics and/or the environment. Doing so helps students overcome intellectual biases, question their own opinions, and engage fruitfully with the opposing points of view. 3. Acquire critical judgment. It is integral to the practice of philosophy that we engage with theories, as well as our own views, skeptically. Students are required to defend their opinions, both in class discussion and in written assignments. They are asked to examine not just what they believe, but also why they believe it and whether they should believe it. = 4. Acquire moral sensitivity. Because the subject of the course is environmental ethics, students are forced to grapple with moral questions every day. They engage in thought experiments, where they are asked to morally evaluate a hypothetical situation and consider whether their judgement about that case is congruent with their judgements about other cases. They apply moral principles and through doing so discover those principles’ possible limitations or exceptions. They examine how human actions, including quite possibly their own, impact both the natural world and the people who depend on it, especially those vulnerable to exploitation and coercion.  |
| **Writing Competency** | Writing is a central component of both the W and non-W versions of PHIL 3216. Writing assignments force students to grapple with difficult philosophical texts, explain complex issues or ideas, lay out arguments, and consider objections – all of which enable learning of course content and are crucial to the practice of philosophy. a. The writing assignments. For the W-version of the course, students will write three formal papers: the first 3-4 pages (15% of final grade), the second 4-5 pages (15%), the third 8-10 pages (20%). All three papers will be submitted to the instructor for evaluation and discussed in writing workshops, where students will provide written (typed) comments on each other’s papers (at least one page of comments on each paper workshopped, for a total of 10% of the final grade). Students will then revise and submit the final product to the instructor, who will evaluate the revisions (5% of final grade for each paper, for a total of 15% of the final grade). The remainder of the final grade will be based on the final exam and participation. b. Primary modes of writing instruction. Writing instruction will include (i) extensive discussion in-class of writing as both a process and a product, (ii) close examination of a number of excellent examples of philosophical writing, and how they work, (iii) writing workshops, wherein students’ will discuss each other’s papers and provide specific written feedback, and (iv) ample opportunity in office hours for individualized instruction and discussion. c. Opportunities for revision are built into the assignments as follows. Each of the three papers will first be submitted, then discussed in writing workshops (small group discussions with peer evaluation) and also read by the instructor, then revised and resubmitted. Students will be assessed on their initial submission, on their revisions, on their written comments on other students’ papers, and finally on their participation in the writing workshops. Due dates will vary by semester, but generally students will have at least 1-2 weeks for writing the initial paper, several days to read and comment on each other’s papers, and several more days to submit revisions. For the final paper, a brief written proposal will be required in advance, and more time will be given at each stage due to the greater length. d. STUDENTS MUST PASS THE WRITING THE WRITING COMPONENT IN ORDER TO PASS THE COURSE. The writing component comprises fully 75% of the semester grade making it unlikely in any event that one could achieve a 60% average in the course without achieving at least that on the writing component. However, the syllabus also stipulates that one must receive a passing grade on the writing component in order to pass the course, and that passing the writing component requires submitting all three papers, all three sets of revisions, and meeting the minimum page limits on each.  |
| **Environmental Literacy** | This course fosters Environmental Literacy in numerous ways. Given the subject, the entire course concerns interactions between humans, both as individuals and in societies, and the natural world. The primary focus is on #4 (moral and/or ethical dimensions regarding the environment). We explore whether human beings have any moral obligations directly to non-humans, or only obligations to each other which may happen to involve non-humans indirectly. We consider the shortcomings of traditional (anthropocentric) moral theories as applied to the non-human natural world; explore the extension of those theories to non-human nature; and consider more radical departures from the anthropocentric tradition (in the form of biocentrism, ecocentrism, deep ecology, and/or the land ethic). We also explore the moral value of such things as wilderness and biodiversity, the moral importance of access to and control over natural resources, and the implications of principles of social justice for environmental policy. While the primary focus is thus on #4, one cannot examine ethical questions about the environment without understanding something of its effect on human beings and vice versa. Thus, students in this course will encounter readings, lectures, and/or discussions concerning the effects of human actions on environmental quality and the wellbeing of the environment itself (#1); the impacts of environmental degradation on human health (#2); public policies and their evaluation through such tools as cost-benefit analysis (#3); and the aesthetic value of nature (which bears on #5).  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [PHIL 3216E Sample syllabus W and non-W.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159874&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf912e2f030c848d8e2f608d731a2db3a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637032447860970522&sdata=S2%2Bxc4Gm4niBY4Grg0nrsrwQrFxZf5hnqaBToSouTH8%3D&reserved=0) | PHIL 3216E Sample syllabus W and non-W.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 | Thomas D Bontly | 08/02/2019 - 15:22 | Submit |  | This is a request to add an E (Environmental Literacy) designation to an existing course. We are also taking the opportunity to update the catalog description and to drop the enrollment restriction. No substantive changes to the course content, instructional patterns, or staffing are involved. |
| Philosophy | Lionel S Shapiro | 09/03/2019 - 18:45 | Approve | 11/7/2018 | This is a request to add an E (Environmental Literacy) designation to an existing course. We are also taking the opportunity to update the catalog description and to drop the enrollment restriction. No substantive changes to the course content, instructional patterns, or staffing are involved. |

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**PHIL 3216E: Environmental Ethics**

Sample syllabus (including W- and non-W-variants)

**Prof. T. Bontly**, 204 Manchester Hall**,** 860-486-3822**,** thomas.bontly@uconn.edu

Office hours: TBD and by appointment.

**Introduction**

Ethics is the branch of philosophy concerned with questions such as these: How should we live our lives? How should we treat each other? What sorts of people should we aspire to be? Which principles should guide us? In addressing these questions, philosophers have until very recently focused almost exclusively on human beings and their relations to each other. But human beings occupy a wide variety of natural and built environments, and these environments are filled with non-human entities of various sorts: other animals, plants, mountains, rivers, estuaries, and so on. These environments shape our interactions with other human beings, and they are increasingly (re)shaped by human activity—sometimes irreversibly so. Our activities grow food and extract resources for human consumption; they also destroy habitat for natural populations, produce smog and acid rain, drive species into extinction, change the chemistry of the atmosphere and oceans, raise sea levels, and alter the climate system.

Environmental ethics is concerned with the moral dimensions of our relationships to the environment and its non-human members. How should we value endangered species or clean water? Should we think of these things merely as resources for human consumption? Or should we value them for their own sake as well? Do we have an obligation to protect biodiversity?  To preserve wilderness?  To prevent (further) anthropogenic climate change?  If so, what grounds these obligations?  Are they based entirely on human interests, including perhaps the interests of future generations?  Or do we have obligations also to nonhuman animals?  Trees?  Ecosystems?  The biosphere?

The course divides roughly into two halves. The first half is concerned with moral theory and in particular with the place of nonhuman nature in moral theory. Moral theory, at least as traditionally pursued in Western analytic philosophy, is largely anthropocentric (human-centered), and so we shall begin by considering the adequacy of anthropocentrism and whether anthropocentric moral theories can be extended to include obligations to animals, plants, ecosystems, or the biosphere as a whole. The second part will be concerned more directly with particular environmental issues: e.g., wilderness, biodiversity, environmental justice, population, consumption, and climate change.

**Text**

(Text may vary by semester.)

* David Schmidtz and Dan C. Shahar, eds. (2018). *Environmental Ethics: What Really Matters, What Really Works* (3rd edition). Oxford University Press. ISBN: 9780190259228.
* Readings not available in the text will be accessible via the website (HuskyCT).

**Course requirements (for non-W variant)**

Final grades will be determined based upon the following work:

1. Midterm exam (week 7 or 8) (30%)
2. Final exam (at time determined by Registrar) (30%)
3. Final paper (5-8 pages, due date TBD) (25%)
4. Weekly discussion/reflection papers, due Mondays, graded pass/fail (15%). The assignment is to write up a brief (1 page) discussion in which you raise an objection to or question about one of the readings. You may hand in a maximum of one per discussion paper per week, on Mondays. Hardcopy only, please. Do **7** throughout the semester for full credit.
5. Participation in class (determines borderline cases)
6. All of the required readings listed on the schedule (see website).

**Course requirements (for W variant)**

There will be three papers of varying lengths, as well as a final exam. The papers will each be submitted, discussed in writing workshop, revised, and then resubmitted. You will be graded on the initial submission and separately on the quality of your revisions. Please note that the grade on your revisions will be independent of the grade on the initial submission. For example, a grade of ‘A’ on the initial submission is no guarantee that you will receive an ‘A’ on your revisions. Indeed, if you fail to make revisions, the grade on the revisions will be an ‘F’. (Even an ‘A’ paper can be significantly improved.)

**Note that, per University Senate rules, one must pass the writing component of the course in order to earn a passing grade in the course.** To pass the writing component, one must complete all seven writing assignments assignments (1-7 below), and the average grade on those assignments must be at least a ‘D-‘.

**Writing workshops** will meet in groups of three students (plus or minus a bit, in case the # of students in the course is not divisible by 3). With the initial submission of each paper, you should turn in THREE hardcopies: one for the instructor, two for your peers. Both peers will read your paper and provide one page of written comments each, which will be discussed in writing workshops held the following Monday. Peer reviews will follow specific guidelines (to be discussed in class). You will then have one week to revise the paper. On the final due date, you must submit (a) the initial submission, (b) the revised submission, (c) a brief description of the ways in which you have addressed the comments from the peer reviews, and (d) the peer reviews you wrote on the initial submissions from other students in the workshop.

Final grades will be determined as follows:

1. First paper (3-4 pages) (15% of final grade)
2. Revisions to first paper (5%)
3. Second paper (4-5pages) (15%)
4. Revisions to second paper (5%)
5. Third paper (8-10 pages) (20%)
6. Revisions to third paper (5%)
7. Peer reviews (10%)
8. Final exam (20%)
9. Participation, including in peer review sessions (5% and decides borderline cases)

**Policies**

* Attendance isn’t required, but you miss class at your own risk. (FOR W-variant: attendance and participation in peer review sessions is required and will affect your final grade.)
* As the semester unfolds, I ~~may~~ WILL deviate from the schedule. Changes will be announced in class and/or on the website.
* Any handouts, assignments (etc) will be posted on the website. I do not provide lecture notes.
* Except in extraordinary circumstances, late papers will be penalized.
* If you have a conflict with any of the scheduled exams or due dates, please discuss it with me well in advance. If you have a conflict with the scheduled final exam, contact the Dean of Students to obtain permission to reschedule (per University regulations).
* Anyone requiring special testing accommodations should provide a letter from the Center for Students with Disabilities. If appropriate, please contact the Center to arrange times for the midterm and final exams.
* Academic misconduct (plagiarism, cheating) is a serious offense. Any attempt to represent another’s work as one’s own, or to assist others in so doing, earns a failing grade for the course. All cases are referred to the Dean of Students for disciplinary review. For details, please visit <http://www.community.uconn.edu/student_code_appendixa.html>.

**Grading scale:** Final grades will be based on the following scale.

|  |  |
| --- | --- |
| **Average** | **Grade** |
| 93 – 100 | A |
| 90 – 92.9 | A- |
| 87 – 89.9 | B+ |
| 83 – 86.9 | B |
| 80 – 82.9 | B- |
| 77 – 79.9 | C+ |
| 73 – 76.9 | C |
| 70 – 72.9 | C- |
| 67 – 69.9 | D+ |
| 63 – 66.9 | D |
| 60 – 62.9 | D- |
| < 60 | F |

**Grading scale for W-variant**: Final grades will be based on the above scale, with one exception: if you do not pass the writing component of the class, your final grade will be an F. In order to pass the writing component, you must submit (a) three papers and three sets of revisions, (b) respect the minimum page lengths, and (c) achieve an average of 60% or higher on the papers, revisions, and peer reviews combined. (So, if you do not do all of the peer reviews, your average on the writing component will suffer, and this could prevent you from passing the course.)

**Sample weekly schedule**

Here follows one possible outline of the course, closely based on recent offerings. Some topics and readings may vary by semester.

Week 1. Intro to ethics and environmental ethics

* DesJardin “Ethical theory and the environment”
* Selections from Aquinas, Descartes, Kant, Bentham, Schweitzer

Week 2. Economics and the environment

* Baxter “People or penguins?”
* Freeman “The ethical basis of the economic view of the environment”
* Sagoff “At the shrine of our lady of Fatima: or why political questions are not all economic”

Week 3. Non-anthropocentrism

* Midgley “Duties concerning islands”
* Leopold “The land ethic”
* Stone “Should trees have standing? Toward legal rights for natural objects”

Week 4. Animal liberation or animal rights?

* Singer “All animals are equal”
* Regan “The case for animal rights”
* Warren “Difficulties with the strong animal rights position”

Week 5. Biocentrism and biological interests

* Attfield “The good of trees”
* Goodpaster “On being morally considerable”
* Varner “Biological functions and biological interests”

Week 6. A biocentric theory of ethcs

* Taylor “The ethics of respect for nature”
* Taylor “The ethical system” and “Competing claims” (from *Respect for Nature*)
* \*Schmidtz “Are all species equal?”

Week 7. Ecocentrism

* Devall & Sessions “Deep ecology”
* Callicott “Animal liberation: a triangular affair”
* Varner “Can animal rights activists be environmentalists?”
* Sagoff “Environmental ethics and ecological science”

Week 8. Biodiversity

* Sober “Philosophical problems for environmentalism”
* Russow “Why do species matter?”

Week 9. Wilderness

* Guha “Radical environmentalism and wilderness preservation: a third world critique”
* Hettinger & Throop “Refocusing econcentrism: de-emphasizing stability and defending wildness”
* Cronon “The trouble with wilderness”

Week 8. Environmental justice

* Foster & Coles “Environmental racism”
* Shrader-Freschette “Environmental justice”
* Wenz “Just garbage”

Week 9. Ecological feminism

* Warren “The power and promise of ecological feminism”
* Maria Mies “Deceiving the world: the myth of catching-up development”
* Shiva “Women’s indigenous knowledge and biodiversity conservation”

Week 10. Population and consumption

* Ehrlich & Holdren “Impact of population growth”
* Hardin “The tragedy of the commons”
* Commoner “How poverty breeds overpopulation”

Week 11. Sustainability

* Sen “Population: delusion and reality”
* Rees “Sustainable development: economic myths and ecological realities”
* Cobb “Toward a just and sustainable economic order”

Week 12. Future generations

* Parfit “Energy policy and the further future: the identity problem”
* Baier “The rights of past and future persons”
* Howarth “Intergenerational justice”

Week 13. Climate change

* Gardiner “A perfect moral storm”
* Sinnott-Armstrong “It’s not my fault: global warming and individual moral obligations”
* Jamieson “Ethics, public policy, and global warming”

Week 14. Climate justice

* Singer “One atmosphere”
* Posner & Sunstein “Climate change justice” (excerpt)
* Horton & Keith “Solar geoengineering and obligations to the global poor”

Finals exam. Check Registrar’s exam schedule.

USEFUL TEXTS (generally introductory):

* DesJarins, J. (1993/2012): *Environmental Ethics*. Many editions. Cengage, ITP.
* Attfield, R. (2014). *Environmental Ethics*. Polity.
* Sandler, R. (2017). *Environmental Ethics: Theory in Practice*. Oxford University Press.

USEFUL ANTHOLOGIES/COMPANIONS (not always introductory):

* Van de Veer, D & C. Pierce, eds. (2004). *The Environmental Ethics and Policy Book*. (3 editions). Thomson.
* Pierce, C. & D. Van de Veer, eds. (1995). *People, Penguins, and Plastic Trees*. (2 editions). Wadsworth.
* Keller, D. (2010). *Environmental Ethics: The Big Questions*. Wiley-Blackwell.
* Pojman, L., P. Pojman, & K. McShane, eds. (2017).  *Environmental Ethics: Readings in Theory and Applications*. Seventh edition. Cengage.
* Schmidtz, D. & C. Willott, eds. (2012). *Environmental Ethics: What Really Matters, What Really Works*. (2nd edition.) Oxford University Press.
* Gruen, L, D. Jamieson & C. Schlottmann, eds. (2013). *Reflecting on Nature: Readings in Environmental Ethics and Philosophy*. (2nd edition.) Oxford University Press.
* Gardiner, S., S. Caney, D. Jamieson & H. Shue (2010). *Climate Ethics: Essential Readings.* Oxford University Press.

**2019-217 PHIL 2221/W/CAMS 3257 Revise course (G) (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12705 |
| **Request Proposer** | Shapiro |
| **Course Title** | Ancient Greek Philosophy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > 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** | 2 |
| **Course Subject Area** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Subject Area #2** | CAMS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | May be counted toward CAMS major. |
| **Course Title** | Ancient Greek Philosophy |
| **Course Number** | 3257 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The revision doesn't affect the course content. The name is being changed to reflect existing content more accurately. |

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| **CONTACT INFO** |
| **Initiator Name** | Lionel S Shapiro |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | lss05001 |
| **Initiator Email** | lionel.shapiro@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **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** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Insufficient demand and resources to offer upper-level courses at regional campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | PHIL 2221. Ancient Philosophy (Also offered as CAMS 3257.) Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. PHIL 2221W. Ancient Philosophy Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011. |
| **Provide proposed title and complete course catalog copy** | PHIL 2221. Ancient Greek Philosophy (Also offered as CAMS 3257.) Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions. PHIL 2221W. Ancient Greek Philosophy Three credits. Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.  |
| **Reason for the course action** | This proposed title more accurately reflects the subject-matter of the existing course, with its focus on Greek philosophy. The description has been revised to reflect that the course may (depending on the instructor) also include include comparative study of philosophers in related ancient traditions, such as Roman, Persian, and Indian philosophy. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The course familiarizes students with key questions, concepts and theories developed by the founders of Western philosophy (especially Plato and Aritstotle), many of which are important for understanding subsequent and current work in Western philosophy and for the comparative study of other traditions as well. Students will develop their skills of interpretation, the critical evaluation of arguments, and the systematic elaboration of basic views of the world and our place in it. |
| **Describe course assessments** | Depending on instructor, assessments may include written exams and writing assignments ranging from short response pieces to term papers. Regular readings from complex philosophical texts are central to the course. W sections have additional writing assignments (see below).  |
| **General Education Goals** | This course is sometimes offered as a W section (see below). |
| **Writing Competency** | The writing component of the course is worth 60% of the grade, and the syllabus specifies that students must pass this component to pass the course. To prepare students for engaging in writing with philosophical reasoning, they are assigned weekly "analytical writing exercises" calling for a focused analysis of a stretch of reasoning. These then form the basis for class discussion. In addition, there are 2 short papers of 700-800 words each, which must be revised taking into account instructor feedback. Finally, there is a longer paper of 2400-2500 words, which will also be revised. Revisions are graded on the basis of how adequately a student accomplishes specified tasks. These will involve remedying problems with the cogency of reasoning (which may require responding to new objections), organization and clarity, and grammar and style. At 250 words per page, these assignment amount to a minimum of 15 pages of material that must be revised, in addition to the preparatory exercises. Writing instruction mainly takes the form of detailed comments on student work. The instructor also uses some class time to go over common grammar problems. Students have at least a week to revise each short paper, and around two weeks to revise the longer paper. Students who wish to write their final paper on a topic of their own choice are required to submit a thesis statement for instructor approval (which usually requires one-on-one discussion). |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SampleSyllabus2221.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F157572&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf64480966dd0476a13c208d731a10c70%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637032440073177625&sdata=mdLd5jvoMg%2Fi1eevmRQHb7Yu88ubeFhSSevGymPH34I%3D&reserved=0) | SampleSyllabus2221.pdf | Syllabus |
| [Sample2221W.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159506&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf64480966dd0476a13c208d731a10c70%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637032440073177625&sdata=cAT6h7RMdk6L2%2BrARAlQlF5x5p8g5z7wBmdPBd4HjtM%3D&reserved=0) | Sample2221W.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 | Lionel S Shapiro | 07/17/2019 - 12:07 | Submit |  | This is a change of course title, including one added sentence to the catalog description. The course is cross-listed with CAMS, and I have consulted with Jennifer Terni and Roger Travis. |
| Philosophy | Lionel S Shapiro | 08/28/2019 - 16:20 | Approve | 11/7/2018 | This is a change of course title, including one added sentence to the catalog description. The course is cross-listed with CAMS, and I have consulted with Jennifer Terni and Roger Travis. |
| Literatures, Cultures and Languages | Jennifer Terni | 09/03/2019 - 19:25 | Approve | 9/3/2019 | Reviewed and approved |

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**Phil. 2221W: Ancient Greek Philosophy**

(Sample syllabus)

**Description**

This course serves as an introduction to some of the major ideas, arguments and methods of ancient Greek philosophy, based on a close study of selected works by Plato (427-347 BC) and Aristotle (384-322 BC). We will focus on topics in ethics (especially virtue and its relation to knowledge) and metaphysics (especially views of causal explanation). The emphasis will be on understanding the reasoning behind what may be very unfamiliar positions on issues that remain central to philosophical reflection. Where the issues are ethical, we will need to take account of the influence of Socrates (469-399 BC); where the issues are metaphysical, we will need to consider some of the pre-Socratic background.

**Instructor**

Prof. Lionel Shapiro (lionel.shapiro@uconn.edu), 203 Manchester Hall

Office hours: W 1:30-2:30 or by appointment

**Contacting me**

The best way is by email (please include "Phil. 2221" in the subject line). If you canմ make my office hours, I will be happy to see you at another mutually convenient time.

**Course website (HuskyCT)**

I will use the website to post study question assignments, updated information about the schedule of readings, and occasional handouts. **Please check the site regularly**!

Also, please send me email if any aspect of the website is not functioning, if I you suspect I have posted the wrong files, or if you have a question about the scores posted in your grade book. (If you are having trouble with HuskyCT, try [http://dlc.uconn.edu](http://dlc.uconn.edu/).)

**Texts**

The following three books, which include all our required reading, are available in paperback at the Co-op Bookstore:

 (1) Plato, *Five Dialogues*, trans. Grube, 2nd edition (Hackett, ISBN 0872206335)

 (2) Plato, *Protagoras*, trans. Lombardo/Bell (Hackett, ISBN 0872200949)

 (3) Aristotle, *Introductory Readings*, trans. Irwin/Fine (Hackett, ISBN 0872203395)

**Course requirements**

|  |  |
| --- | --- |
| **Quizzes and exams (40%)** |  |
| 6 quizzes (best 5 counted\*\*) | 25 points total (6%) |
| Midterm exam (in-class, closed-book) | 60 (15%) |
| Final exam (closed book) | 75 (19%) |
| **Writing assignments (60%)** |  |
| 9 "analytical writing exercises" (300 words each) | 45 points total (11%) |
| 2 short papers (700-800 words each, which would be around three pages at 250 words per page) | 40 points total (10%) |
| 2 revised short papers | 30 points total (8%) |
| Longer paper (2400-2500 words, which would be around 10 pages at 250 words per page) | 75 (19%) |
| Revised longer paper | 50 (13%) |
| **Total available points** | 400 |
| 13 study question answers (10 will be counted\*) | 30 points total (14%) |
| 5 multiple-choice quizzes (4 will be counted) | 16 points total (7%) |
| 2 exams (in-class, closed-book) | 100 points total (46%) |
| Choice of term paper or comprehensive final  | 70 points (32%) |
| *Total available points* | *216* |

\*I reserve the right to add quizzes testing for whether you've done the reading; in that case the points will come out of future assignments or exams.

\*\*even if there is a weather cancellation

**Passing writing component required**

To earn a passing grade in a W-course at UConn, you must pass the writing component. In this course, that means receiving at least 144 points on the various writing assignments.

**Reading assignments and study questions**

It is essential that you complete all assigned reading prior to each meeting. These texts are dense and abstract: you will have to read each selection more than once, including a careful re-reading *after* the class during which the material is discussed. Still, you should come to each meeting with a good sense of the text's overall structure, the positions argued for or against, and the general shape of these arguments. To help you make the most of your reading, I will be posting **study questions** on the Course Schedule page.

**Quizzes**

Some Wednesdays will start with a five-minute quiz testing your comprehension of material already covered in classes since the previous quiz or exam. **Latecomers will not be able to take the quiz, and no make-up quizzes will be given.**

**Analytical writing exercises**

To help you practice writing clear and cogent philosophical prose, there will be an "analytical writing exercise" (AWE) due in class most Mondays. From the reading for that day, I will select a passage and ask you to write around 300 words of concise analysis. Typically this will involve explaining what conclusion the philosopher is seeking to establish and laying out in your own words the reasons the philosopher cites in support of that conclusion. Assignments will be posted on the HuskyCT Course Schedule.

I don't expect you to have achieved an accurate understanding of the material before we cover it in class. Your exercises will instead by graded on the basis of the following factors:

(a) whether you have made a credible effort at addressing the assigned question based on a careful reading of the text,

(b) how clearly you have expressed yourself,

(c) how effectively your exercise is structured,

(d) how free your exercise is of grammatical and proofreading errors and stylistic flaws

I expect you to read my comments on each exercise carefully, ask me about anything that remains unclear to you, and use my feedback as a guide in completing your subsequent exercises.

**Papers**

While verbal discussion is important to philosophy, it is in writing that one most effectively clarifies concepts and arguments and makes one’s reasoning available for critical evaluation. When engaging with the history of philosophy, moreover, interpretative writing is essential gaining an understanding of how a philosopher’s position hangs together and the pressures it faces. Writing philosophy is hard; you will need to allocate a lot of time to working on these assignments. My assignment sheets will include general guidelines and advice. Before starting work on your papers, you should read Prof. Jim Pryor's very helpful "Guidelines on Writing a Philosophy Paper" at <http://www.jimpryor.net/teaching/guidelines/writing.html>.

You will be handing in revised versions of all three papers. Revisions are graded on the basis of how adequately you carry out the tasks specified in the individualized revision assignment you will receive from me when I return your initial version. This will involve remedying problems with the cogency of your reasoning, the organization and clarity of your writing, and correcting your grammar and style. Typically, I also ask for further elaboration in response to objections or questions. Think of the revisions as new assignments: if you hand in your paper's initial version unrevised, you will receive a grade of F on the revision assignment regardless of your grade on the initial version.

**University Writing Center**

I encourage you to visit the University Writing Center for individualized tutorials. The staff work with writers at any stage of the process, from exploring ideas to polishing final drafts. Their first priority is guiding your revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For more information, see [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

**Make-up exams and missed work**

Make-up midterms will only be administered to students who contacted me in advance and received permission to take the exam at another time, or who can document an exceptional circumstance that prevented them from receiving such permission. (Spring Break travel plans will not be grounds for a make-up.) Writing assignments are due in class; I will deduct for lateness. However, you may submit **two such assignments** by email (before class) with no explanation necessary.

**Grading scale**

Your final grade will be determined by the fraction of the available points earned:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | INTERVAL |  | GRADE |  |  | INTERVAL |  | GRADE |
| 93.5% | ≤  SCORE  |  | A |  | 73.5% | ≤   SCORE  < | 76.5% | C |
| 90%  | ≤  SCORE   < | 93.5% | A- |  | 70% | ≤   SCORE  <  | 73.5% | C- |
| 86.5% | ≤  SCORE   <  | 90% | B+ |  | 66.5% | ≤   SCORE  <  | 70% | D+ |
| 83.5% | ≤  SCORE   <  | 86.5% | B |  | 63.5% | ≤   SCORE  <  | 66.5% | D |
| 80% | ≤  SCORE   <  | 83.5% | B- |  | 60% | ≤   SCORE  <  | 63.5% | D- |
| 76.5% | ≤  SCORE   <  | 80% | C+ |  |  | SCORE  < | 60% | F |

**Academic integrity**

You are expected to maintain standards of academic integrity. Academic misconduct will not be tolerated, and may result in a course grade of F. Such misconduct includes but is not limited to plagiarism (defined as representing someone else's **words or ideas** as you own), copying or sharing exam answers, and helping other students commit such misconduct. Here is a full statement of the University's [policies on academic misconduct](http://community.uconn.edu/the-student-code-appendix-a/); here is a [FAQ](http://community.uconn.edu/academic-integrity-undergraduate-faq/).

**Disabilities**

If you have a documented disability (including a learning disability) for which you may be requesting an accommodation, please speak with me during office hours or make an appointment with me. If you have not already done so, you should also contact the Center for Students with Disabilities as soon as possible. If they determine that you are eligible, CSD will work with you and me to arrange the appropriate academic accommodation. The CSD is located in Wilbur Cross 204 and can be reached at (860) 486-2020 or csd@uconn.edu. For information about the process for requesting accommodations, see [http://www.csd.uconn.edu](http://www.csd.uconn.edu/).

**Ancient Greek Philosophy: Course Schedule**

(sample)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Quiz**  | **Writing** |
|  | **PART ONE: PLATO** |
| Sept. 8 | The search for definitional knowledge | *Euthyphro* |  | AWE 1 andPlagiarism Quiz |
| Sept. 15 | Can virtue be taught, and how are its parts related? | *Protagoras* through 330b | Quiz 1 | AWE 2 |
| Sept. 22 | same topic | *Protagoras* 330c to end (focus on 330c-338e and 347b to end) |  | AWE 3 |
| Sept. 29 | Virtue, knowledge, and weakness of will | re-read Protagoras 347b to end, and*Phaedo* through 72e | Quiz 2 | **Paper 1** |
| Oct. 6 | Death and the soul | re-read  *Phaedo* through 72e |  | AWE 4 |
| Oct. 13 | Forms, recollection and change | [*Greater Hippias* 286a-293c](https://lms.uconn.edu/bbcswebdav/xid-455602_1) (click)[*Republic* 475b-480](https://lms.uconn.edu/bbcswebdav/xid-455604_1)(click)*Phaedo* 73a to end | Quiz 3 | AWE 5**Revision 1** |
|  | **PART TWO: ARISTOTLE** |
| Oct. 20 |  | [*Physics* I.1-2 and 5](https://lms.uconn.edu/bbcswebdav/xid-455603_1) (click)  |  | **MIDTERM EXAM** |
| Oct. 27 | The problem of change; kinds of being | *Physics* I.7-8, handout on *Categories* | Quiz 4 | AWE 6 |
| Nov. 3 | Form/matter: generation and nature | *Physics* II.1-2 |  | **Paper 2** |
| Nov. 10 | Form/matter: the four causes; cause and chance, purposes in nature | *Physics* II.3-9 | Quiz 5 | AWE 7 |
| Nov. 17 | Purposes in nature (continued) | [re-read *Physics* II.8-9] |  | **Revision 2****Paper 3** |
| Dec. 1 | The human good | *Nic. Ethics* I.1-5, 7-8, and 13 |  | AWE 8 |
| Dec. 8 | Virtues of character | *Nic. Ethics* II.1-7 | Quiz 6 | AWE 9**Revision 3** |
| Dec. 15 | **Provisionally scheduled FINAL EXAM (6-8 pm, same room)** |

**2019-218 PHIL 2222/W Revise course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12704 |
| **Request Proposer** | Shapiro |
| **Course Title** | Early Modern European Philosophy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > 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** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | Early Modern European Philosophy |
| **Course Number** | 2222 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The revision doesn't affect the course content. The name is being changed to reflect existing content more accurately. |

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| **CONTACT INFO** |
| **Initiator Name** | Lionel S Shapiro |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | lss05001 |
| **Initiator Email** | lionel.shapiro@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **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** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Insufficient demand and resources to offer upper-level courses at regional campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | PHIL 2222. Seventeenth and Eighteenth-Century Philosophy Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant. PHIL 2222W. Seventeenth and Eighteenth-Century Philosophy Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011. Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant. |
| **Provide proposed title and complete course catalog copy** | PHIL 2222. Early Modern European Philosophy Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107. Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant. PHIL 2222W. Early Modern European Philosophy Three credits. Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011. Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.  |
| **Reason for the course action** | The proposed title more accurately reflects the subject-matter of the existing course. This course does not cover any non-European philosophical traditions, and the relevant period in European philosophy is standardly referred to as "Early Modern." The current chronological delimitation, as "17th and 18th Century Philosophy," is arbitrary and uninformative in comparison. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course familiarizes students with key questions, concepts and theories developed by central figures during one of the most innovative and influential periods of Western philosophy. In doing so, the course aims to furnish students with important background to more recent debates. Students will develop their skills of interpretation, the critical evaluation of arguments, and the systematic elaboration of basic views of the world and our place in it. |
| **Describe course assessments** | Depending on instructor, assessments in a non-W sections may include written exams and writing assignments ranging from short response pieces to term papers. Regular readings from complex philosophical texts are central to the course. W sections have additional writing assignments (see below).  |
| **General Education Goals** | This course is sometimes offered as a W section (see below). |
| **Writing Competency** | The writing component of the course is worth 60% of the grade, and the syllabus specifies that students must pass this component to pass the course. To prepare students for engaging in writing with philosophical reasoning, they are assigned weekly "analytical writing exercises" calling for a focused analysis of a stretch of reasoning. These then form the basis for class discussion. In addition, there are 2 short papers of 700-800 words each, which must be revised taking into account instructor feedback. Finally, there is a longer paper of 2400-2500 words, which will also be revised. Revisions are graded on the basis of how adequately a student accomplishes specified tasks. These will involve remedying problems with the cogency of reasoning (which may require responding to new objections), organization and clarity, and grammar and style. At 250 words per page, these assignment amount to a minimum of 15 pages of material that must be revised, in addition to the preparatory exercises. Writing instruction mainly takes the form of detailed comments on student work. The instructor also uses some class time to go over common grammar problems. Students have at least a week to revise each short paper, and around two weeks to revise the longer paper. Students who wish to write their final paper on a topic of their own choice are required to submit a thesis statement for instructor approval (which usually requires one-on-one discussion). |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Sample2222W.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159504&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc85139365e734674b74b08d72ee34db9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637029426104710903&sdata=dfpDRvnQnWK0rgRuNeynlcoxFzHX08CN697T3R7svtE%3D&reserved=0) | Sample2222W.docx | Syllabus |
| [SampleSyllabys2222.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159505&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc85139365e734674b74b08d72ee34db9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637029426104710903&sdata=QmD9KWVlVS7y0JrYxET1%2Bo%2Bxtc%2FF4%2B%2Fcwi0iFMWrutg%3D&reserved=0) | SampleSyllabus2222.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Lionel S Shapiro | 07/17/2019 - 11:10 | Submit |  | This is a change of course title only. |
| Philosophy | Lionel S Shapiro | 08/28/2019 - 16:15 | Approve | 11/7/2018 | This is a change of course title only. |

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**Phil. 2222: Early Modern European Philosophy**

(Sample syllabus based on Fall 2018 offering)

**GENERAL**

**Description**

Around the beginning of the 17th century, European philosophy entered a period of creative upheaval during which central features of the previously dominant worldview were widely rejected. The aim of this class is to investigate some of the most prominent alternative views of nature and our place in it that came to be defended by "modern" philosophers. What kinds of things exist? How do minds relate to physical things? What mind-independent features do physical things have? What is causation? What capacities do we have for knowledge? We will examine approaches to these questions and others in writings by Ren Descartes (1596-1650), Princess Elisabeth of Bohemia (1618-1680), John Locke (1632-1704), George Berkeley (1685-1753), David Hume (1711-1776), and Immanuel Kant (1724-1804).

**Instructor**

Prof. Lionel Shapiro (lionel.shapiro@uconn.edu), 203 Manchester Hall

Office hours: Wednesday 1:30-3:30 or by appointment

**Contacting me**

The best way is by email (please include "Phil. 2222" in the subject line). If you can't make my office hours, I'll be happy to see you at another mutually convenient time.

**Course website (HuskyCT)**

I'll use the website to post study question assignments, updated information about the schedule of readings, and occasional handouts. **Please check the site regularly**! Also, please send me email if any aspect of the website isn't functioning, if I you suspect I have posted the wrong files, or if you have a question about the scores posted in your grade book.

**Texts**

A required reader containing works by Locke, Berkeley, Hume, and Kant can be purchased at the UConn Bookstore. All other texts will be distributed using links from the Course Schedule page. You're required to come to class with the **assigned editions** of our texts. For texts distributed electronically, this means you must either **print them out** (strongly recommended!) or be able to access **and annotate** them in class.

**REQUIREMENTS**

**Assignments and grading**

|  |  |
| --- | --- |
| 13 study question answers (10 will be counted\*) | 30 points total (14%) |
| 5 multiple-choice quizzes (4 will be counted) | 20 points total (9%) |
| 2 exams (in-class, closed-book) | 100 points total (45%) |
| Choice of term paper or comprehensive final exam | 70 points (32%) |
| *Total available points* | *220* |

\*even if there's a weather cancellation

**Exam dates**

Exam 1: Thursday Oct. 4

Exam 2: Thursday Nov. 8

[Final exam](http://registrar.uconn.edu/exams/): Tuesday, Dec. 11 (8-10 am).

**Reading assignments**

It's essential that you complete all assigned reading prior to each meeting. Though the assignments aren't long, they're dense and abstract. To gain an understanding, you'll have to read each selection more than once, including a careful re-reading *after* the class during which the material is discussed. Still, you should come to each meeting with a good sense of the text's overall structure, what positions it contains arguments for (or against), and the general shape of these arguments.

**Study question assignments**

To help you make the most of your initial reading, and to provide material for discussion, I'll be posting **study questions** for each reading assignment on the Course Schedule page. Each week, you'll be required to type up and hand in a paragraph-length answer to one of that week's questions. Your answer will be graded on the basis of credible effort.

**Quizzes**

Quizzes will be given during the first five minutes of class, and will be multiple-choice in format. After the quizzes are handed in, we'll go over the questions together.

**Option of term paper or final exam**

You'll have the option of writing a term paper (2500-3000 words) on a topic of your own choice or a comprehensive in-class final exam. Papers must address course readings. If you wish to write the term paper, you must have your topic approved by me in advance. To do so, **contact me before the second exam** with a proposed thesis statement (in person or by email).

**POLICIES**

**Make-up exams and late work**

*Exams*: make-up exams will only be administered to students who have **contacted me in advance** and received permission to take the exam at another time, or who can document an exceptional circumstance that prevented them from receiving such permission. Final exams may only be rescheduled following the procedures of the [Dean of Students Office](http://dos.uconn.edu/finals-rescheduling/).

*Quizzes*: **latecomers won't be able to make up quizzes**. Instead, your lowest score will be dropped.

*Study questions*: these are due at the end of class. Late assignments won't be accepted, nor will I accept assignments received by email or handwritten work. (Since printers do malfunction, please make sure to print out your work with sufficient time to spare.) Remember that your lowest three scores will be dropped from your final grade. Don't risk using up this buffer before you need it.

**Grading scale**

Your final grade will be determined by the fraction of the available points earned:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | INTERVAL |  | GRADE |  |  | INTERVAL |  | GRADE |
| 93.5% | ≤  SCORE  |  | A |  | 73.5% | ≤   SCORE  < | 76.5% | C |
| 90%  | ≤  SCORE   < | 93.5% | A- |  | 70% | ≤   SCORE  <  | 73.5% | C- |
| 86.5% | ≤  SCORE   <  | 90% | B+ |  | 66.5% | ≤   SCORE  <  | 70% | D+ |
| 83.5% | ≤  SCORE   <  | 86.5% | B |  | 63.5% | ≤   SCORE  <  | 66.5% | D |
| 80% | ≤  SCORE   <  | 83.5% | B- |  | 60% | ≤   SCORE  <  | 63.5% | D- |
| 76.5% | ≤  SCORE   <  | 80% | C+ |  |  | SCORE  < | 60% | F |

**Pronouns and respect**

Please get in touch with me if I may need to know the correct pronouns to use in referring to you. More generally, all members of this class are expected to contribute to an environment in which each other member is always treated with respect.

**Academic integrity**

I expect you to maintain standards of academic integrity. Academic misconduct won't be tolerated, and may result in a course grade of F. Such misconduct includes but isn't limited to plagiarism (defined as representing someone else's **words or ideas** as you own), copying or sharing exam answers, and helping others commit misconduct. Here are the University's [policies on academic misconduct](http://community.uconn.edu/the-student-code-appendix-a/); here's a [FAQ](http://community.uconn.edu/academic-integrity-undergraduate-faq/).

**DISABILITIES AND ACCESSIBILITY**

UConn is committed to protecting the rights of those 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 need accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or [http://www.csd.uconn.edu](http://www.csd.uconn.edu/).

A special note to students with disabilities affecting mobility: my office in Manchester Hall is on the second floor of a building without an elevator. If this poses a difficulty for you I'll be happy to arrange to meet with you in another location.

**Course Schedule: Early Modern European Philosophy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Reading** | **Recommended** | **Questions**  | **Quiz/Exam** |
| Tu Aug. 28 | Introduction to course |  |  |  |
|  | **RENÉ DESCARTES** (1596-1650)[*Meditations on First Philosophy*](https://lms.uconn.edu/bbcswebdav/xid-37678719_1) |  |  |  |
| Th Aug. 30 | First Meditation with[Synopsis](https://lms.uconn.edu/bbcswebdav/xid-37678721_1) of First Med. (see underlining) | **Descartes**,[selection 1](https://lms.uconn.edu/bbcswebdav/xid-37678722_1) | [SQ1](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Sept. 4 | Re-read, and continue withSecond Meditation (through p. 4)   | [selection 2](https://lms.uconn.edu/bbcswebdav/xid-37678723_1) (pp. 25 and 147) |  |  |
| Th Sept. 6 | Second Meditation (through end) with[Synopsis](https://lms.uconn.edu/bbcswebdav/xid-558665_1) of Second Med. (first two sentences only) | [selection 2](https://lms.uconn.edu/bbcswebdav/xid-37678723_1) (pp. 96-99) | [SQ2](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Sept. 11 | Third Meditation (through p. 10) |  |  | Quiz 1 |
| Th Sept. 13 | Third Meditation (through end) with[Synopsis](https://lms.uconn.edu/bbcswebdav/xid-37678721_1) of Third Med.  |  | [SQ3](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Sept. 18 | Fourth and Fifth Meditations with[Synopses](https://lms.uconn.edu/bbcswebdav/xid-37678721_1) of Fourth and Fifth Meds. | [selection 3](https://lms.uconn.edu/bbcswebdav/xid-37678724_1) |  |  |
| Th Sept. 20 | Sixth Meditation (through p. 27 first ) with[Synopses](https://lms.uconn.edu/bbcswebdav/xid-37678721_1) of Second and Sixth Meds. | [selection 4](https://lms.uconn.edu/bbcswebdav/xid-37678725_1) | [SQ4](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Sept. 25 | Sixth Meditation (through end) |  |  | Quiz 2 |
|  | **ELISABETH OF BOHEMIA** (1618-80)from [Correspondence with Descartes](https://lms.uconn.edu/bbcswebdav/xid-37700634_1) |  |  |  |
| Th Sept. 27 | Letters from 1643 |  | [SQ5](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Oct. 2 |  |  |  | **EXAM 1** |
|  | **JOHN LOCKE** (1632-1704)*An Essay Concerning Human Understanding* |  |  |  |
| Th Oct. 4 | pp. 2-11 |  | [SQ6](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Oct. 9 | pp. 12-20 |  |  |  |
| Th Oct. 11 | pp. 21-24 |  | [SQ7](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Oct. 16 | same reading |  |  | Quiz 3 |
| Th Oct. 18 | pp. 24-31 | **Locke**, pp. 32-41 | [SQ8](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Oct. 23 | pp. 42-46 |  |  |  |
|  | **GEORGE BERKELEY** (1685-1753)*A Treatise Concerning the Principles of Human Knowledge* |  |  |  |
| Th Oct. 25 | Introductionand Sections 1-7 |  | [SQ9](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Oct. 30 | Sections 8-24  | **Berkeley**, Sections 85-91, 135-49 |  | Quiz 4 |
| Th Nov. 1 | Sections 25-49  | Sections 101-109 | [SQ10](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Nov. 6 | Sections 50-66 |  |  |  |
| Th Nov. 8 |  |  |  | **EXAM 2** |
|  | **DAVID HUME** (1711-76)*An Enquiry Concerning Human Understanding* |  |  |  |
| Tu Nov. 13 | Sections 1-3, Section 4 (part 1) |  |  |  |
| Th Nov. 15 | Section 4 (part 2) |  | [SQ11](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
| Tu Nov. 27 | Section 5 (part 1 only)Section 12 (pp. 129-32 only) | **Locke**, pp. 47-49 |  | Quiz 5 |
| Th Nov. 29 | Section 7 | **Locke**, p. 50 | [SQ12](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
|  | **IMMANUEL KANT** (1724-1804)*Prolegomena to Any Future Metaphysics* |  |  |  |
| Tu Dec. 4 | pp. 134-38 |  |  |  |
| Th Dec. 6 | pp. 138-45 | **Locke**, pp. 51-52**Kant**, 146-53 | [SQ13](file:///C%3A%5CUsers%5Clionel%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222%20%28Fall%202018%29%5CSyllabus%5CAssignments.htm) |  |
|  |  |  |  | **FINAL** |

**Phil. 2222W: Early Modern European Philosophy**

(Sample syllabus based on Spring 2015 offering)

**Description**

Around the beginning of the 17th century, European philosophy entered a period of creative upheaval during which central features of previous thinkers' views of the world were widely rejected. The aim of this class is to investigate some of the most prominent alternative views of nature and our place in it that came to be defended by "modern" philosophers. What kinds of things exist? How do minds relate to physical things? What is the nature of causation? What capacities do we have for knowledge? We will examine approaches to these questions in key texts by Descartes (1596-1650), Locke (1632-1704), Berkeley (1685-1753), Hume (1711-1776), and Kant (1724-1804).

**Instructor**

Prof. Lionel Shapiro (lionel.shapiro@uconn.edu), 203 Manchester Hall

Office hours: W 4-5 or by appointment

**Contacting me**

The best way is by email (please include "Phil. 2222W" in the subject line). If you canմ make my office hours, I will be happy to see you at another mutually convenient time.

**Course website** (HuskyCT)

I will use the website to post study questions, updated information about the schedule of readings, and occasional handouts. **Be sure to check the site regularly**! Please send me email if any aspect of the website is not functioning, if I you suspect I have posted the wrong files, or if you have a question about the scores posted in your grade book. (If you are having trouble with HuskyCT, try <http://dlc.uconn.edu>.)

**Texts**

Two required books are at the Co-op Bookstore:

 (1) Descartes, *Meditations on First Philosophy: With Selections from the Objections and Replies*, ed. John Cottingham (Cambridge, ISBN-13 978-0521558181)

 (2) A course reader containing works by Locke, Berkeley, Hume, and Kant.

You are required to come to class with the **above editions**. The only exception is if you own another volume containing Cottingham's translation of Descartes's *Meditations* with selected Objections and Replies.

**Course requirements**\*

|  |  |
| --- | --- |
| **Quizzes and exams (40%)** |  |
| 6 quizzes (best 5 counted\*\*) | 25 points total (6%) |
| Midterm exam (in-class, closed-book) | 60 (15%) |
| Final exam (closed book) | 75 (19%) |
| **Writing assignments (60%)** |  |
| 9 "analytical writing exercises" (300 words each) | 45 points total (11%) |
| 2 short papers (700-800 words each, which would be around three pages at 250 words per page) | 40 points total (10%) |
| 2 revised short papers | 30 points total (8%) |
| Longer paper (2400-2500 words, which would be around 10 pages at 250 words per page) | 75 (19%) |
| Revised longer paper | 50 (13%) |
| **Total available points** | 400 |

\*I reserve the right to add quizzes testing for whether you've done the reading; in that case the points will come out of future assignments or exams.

\*\*even if there is a weather cancellation

**Passing writing component required**

To earn a passing grade in a W-course at UConn, you must pass the writing component. In this course, that means receiving at least 144 points on the various writing assignments.

**Reading assignments and study questions**

It is essential that you complete all assigned reading prior to each meeting. These texts are dense and abstract: you will have to read each selection more than once, including a careful re-reading *after* the class during which the material is discussed. Still, you should come to each meeting with a good sense of the text's overall structure, the positions argued for or against, and the general shape of these arguments. To help you make the most of your reading, I will be posting **study questions** on the Course Schedule page.

**Quizzes**

Some Wednesdays will start with a five-minute quiz testing your comprehension of material already covered in classes since the previous quiz or exam. **Latecomers will not be able to take the quiz, and no make-up quizzes will be given.**

**Analytical writing exercises**

To help you practice writing clear and cogent philosophical prose, there will be an "analytical writing exercise" (AWE) due in class most Mondays. From the reading for that day, I will select a passage and ask you to write around 300 words of concise analysis. Typically this will involve explaining what conclusion the philosopher is seeking to establish and laying out in your own words the reasons the philosopher cites in support of that conclusion. Assignments will be posted on the HuskyCT Course Schedule.

I don't expect you to have achieved an accurate understanding of the material before we cover it in class. Your exercises will instead by graded on the basis of the following factors:

(a) whether you have made a credible effort at addressing the assigned question based on a careful reading of the text,

(b) how clearly you have expressed yourself,

(c) how effectively your exercise is structured,

(d) how free your exercise is of grammatical and proofreading errors and stylistic flaws

I expect you to read my comments on each exercise carefully, ask me about anything that remains unclear to you, and use my feedback as a guide in completing your subsequent exercises.

**Papers**

While verbal discussion is important to philosophy, it is in writing that one most effectively clarifies one’s concepts and arguments and makes one’s reasoning available for critical evaluation. Writing philosophy is hard; you will need to allocate a lot of time to working on these assignments. My assignment sheets will include general guidelines and advice. Before starting work on your papers, you should read Prof. Jim Pryor's very helpful "Guidelines on Writing a Philosophy Paper" at <http://www.jimpryor.net/teaching/guidelines/writing.html>.

You will be handing in revised versions of all three papers. Revisions are graded on the basis of how adequately you carry out the tasks specified in the individualized revision assignment you will receive from me when I return your initial version. This will involve remedying problems with the cogency of your reasoning, the organization and clarity of your writing, and correcting your grammar and style. Typically, I also ask for further elaboration in response to objections or questions. Think of the revisions as new assignments: if you hand in your paper's initial version unrevised, you will receive a grade of F on the revision assignment regardless of your grade on the initial version.

**University Writing Center**

I encourage you to visit the University Writing Center for individualized tutorials. The staff work with writers at any stage of the process, from exploring ideas to polishing final drafts. Their first priority is guiding your revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For more information, see [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

**Make-up exams and missed work**

Make-up midterms will only be administered to students who contacted me in advance and received permission to take the exam at another time, or who can document an exceptional circumstance that prevented them from receiving such permission. (Spring Break travel plans will not be grounds for a make-up.) Writing assignments are due in class; I will deduct for lateness. However, you may submit **two such assignments** by email (before class) with no explanation necessary.

**Grading scale**

Your final grade will be determined by the fraction of the 500 available points earned:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | INTERVAL |  | GRADE |  |  | INTERVAL |  | GRADE |
| 93.5% | ≤  SCORE  |  | A |  | 73.5% | ≤   SCORE  < | 76.5% | C |
| 90%  | ≤  SCORE   < | 93.5% | A- |  | 70% | ≤   SCORE  <  | 73.5% | C- |
| 86.5% | ≤  SCORE   <  | 90% | B+ |  | 66.5% | ≤   SCORE  <  | 70% | D+ |
| 83.5% | ≤  SCORE   <  | 86.5% | B |  | 63.5% | ≤   SCORE  <  | 66.5% | D |
| 80% | ≤  SCORE   <  | 83.5% | B- |  | 60% | ≤   SCORE  <  | 63.5% | D- |
| 76.5% | ≤  SCORE   <  | 80% | C+ |  |  | SCORE  < | 60% | F |
|  |  |  |  |  |  |  |  |  |

**Academic integrity**

You are expected to maintain standards of academic integrity. Academic misconduct will not be tolerated, and may result in a grade of F for the course. Such misconduct includes but is not limited to plagiarism (defined as representing someone else's **words or ideas** as you own), copying or sharing answers on exams, submitting study question answers that do not reflect your own comprehension of the material, and helping other students commit such misconduct. Here is a full statement of the University's policies on academic misconduct:

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

Here is a FAQ for undergraduates:

 <http://community.uconn.edu/academic-integrity-undergraduate-faq/>.

Please note also that in this course, even a single instance of plagiarism on writing exercises or paper will standardly result in failure for the course. See the main HuskyCT page for the policy on plagiarism and other academic misconduct distributed at our first meeting.

**Disabilities**

If you have a documented disability (including a learning disability) for which you may be requesting an accommodation, please speak with me during office hours or make an appointment to meet with me. If you have not already done so, you should also contact the Center for Students with Disabilities as soon as possible. If they determine that you are you are eligible, CSD will work with you and me to arrange the appropriate academic accommodation. The CSD is located in Wilbur Cross 204 and can be reached at (860) 486-2020 or csd@uconn.edu. For information about the process for requesting accommodations, see <http://www.csd.uconn.edu>.

**Course Schedule: Phil. 2222W (Spring 2015)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Reading (click on title for study questions)** | **Quiz** | **Writing** |
|  | **RENE DESCARTES** (1596-1650)[*Meditations on First Philosophy*](https://learn.uconn.edu/bbcswebdav/xid-5306283_1) |
| M Jan 26 | weather cancellation |  |  |
| W Jan. 28 | **First Meditation** and\*  Synopsis of First Meditation (p. 9)\*  pp. 63-66 (top) from Objections/Replies |  | [AWE 1](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) and[Plagiarism Statement/Quiz](https://learn.uconn.edu/bbcswebdav/xid-5332265_1) |
| M Feb. 2 | weather cancellation |  | [AWE 2](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Feb. 4 | **Second Meditation** **(through p. 19 only)** and\*  Synopsis of Second Med., first two sentences only (p. 9)\*  pp. 68-69 from Objections/Replies | Quiz 1 |  |
| M Feb. 9 | **Second Meditation** **(the rest)** and\*  pp. 70 (bottom) - 72 (middle) from Objections/Replies |  | [AWE 3](https://learn.uconn.edu/bbcswebdav/xid-5332229_1) |
| W Feb. 11 | [same reading and]**Third Meditation (through p. 27 only)** and\*  Synopsis of Third Meditation (pp. 10-11) |  |  |
| M Feb. 16 | **Third (rest) and Fourth Meditations** and\*  Synopsis of Fourth Meditation (p. 11) |  | **Paper 1** |
| W Feb. 18 | [re-read Third and Fourth Meditations and]**Fifth Meditation** and\*  Synopsis of Fifth Meditations (p. 11)\*  pp. 102 (middle) - 106,  |  |  |
| M Feb. 23 | [re-read Fifth Meditation and]**Sixth Meditation** **(through p. 55 only)** and\*  Synopses of Second Meditation (pp. 9-10) and Sixth Meditation (p. 11)\*  pp. 110-11 from Objections/Replies | Quiz 2 | [AWE 4](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Feb. 25 | **Sixth Meditation** (rest)and |  |  |
|  | **JOHN LOCKE** (1632-1704)[*An Essay Concerning Human Understanding*](https://learn.uconn.edu/bbcswebdav/xid-5705302_1) |
| M Mar. 2 | **pp. 2-14** |  | **Revision 1** |
| W Mar. 4 | [same reading and]**pp. 15-20** | Quiz 3 |  |
| M Mar. 9 | **pp. 21-24** |  | [AWE 5](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Mar. 11 | **MIDTERM EXAM** |
| **SPRINGBREAK** |  |
| M Mar. 23 | **pp. 24-31** |  | [AWE 6](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Mar. 25 | [re-read previous and]**pp.** **42-46**(Recommended: pp. 32-41 also) |  |  |
|  | **GEORGE BERKELEY** (1685-1753)[*A Treatise Concerning the Principles of Human Knowledge*](https://learn.uconn.edu/bbcswebdav/xid-5901278_1) |
| M Mar. 30 | **Introduction and Sections 1-15** |  | [AWE 7](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Apr. 1 | **Sections 16-24** |  |  |
| M Apr. 6 | **Sections 25-41**(Recommended: Sections 85-91, 135-149) |  | **Paper 2** |
| W Apr. 8 | **Sections 42-66**(Recommended: Sections 101-109) | Quiz 4 |  |
|  | **DAVID HUME** (1711-1776)[*An Enquiry Concerning Human Understanding*](https://learn.uconn.edu/bbcswebdav/xid-6040908_1) |
| M Apr. 13 | **Sections 1-3, Section 4 (part 1 only)** |  | [AWE 8](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
| W Apr. 15 | **Section 4 (part 2)** |  | **Paper 3** |
| M Apr. 20 | **Section 5 (part 1 only)****Section 12 (pp. 129-132 only)**     with **Locke**, pp. 47-49 | Quiz 5 | **Revision 2** |
| W Apr. 22 | **Section 7**     with **Locke**, p. 50 |  | [AWE 9](file:///C%3A%5CUsers%5CLionelNotebook%5CDocuments%5CTeaching%5CPhil%202222%5CPhil%202222W%20%28Spring%202015%29%5CSyllabus%20stuff%5CAWE2222W.htm) |
|  | **IMMANUEL KANT** (1724-1804)[*Prolegomena to Any Future Metaphysics*](https://learn.uconn.edu/bbcswebdav/xid-6161300_1)(with excerpts from *Critique of Pure Reason*) |
| M Apr. 27 | **pp. 134-45**     with **Locke**, pp. 51-52 |  |  |
| W Apr. 29 | **pp. 146-153** | Quiz 6 | **Revision 3** |
| M May 4 | **FINAL EXAM 6-8 pm** |

**2019-219 PHIL 3241 Revise course**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12706 |
| **Request Proposer** | Shapiro |
| **Course Title** | Philosophy of Language |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Philosophy > 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** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | Philosophy of Language |
| **Course Number** | 3241 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The changes reflect the existing content of the course, and existing instructor policies for waiving some of the current prerequisites. |

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| **CONTACT INFO** |
| **Initiator Name** | Lionel S Shapiro |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | lss05001 |
| **Initiator Email** | lionel.shapiro@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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | At least one 2000-level or above, three-credit course in Philosophy or Linguistics. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Insufficient demand and resources to offer upper-level courses at regional campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- |
| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 3241. Language: Meaning and Truth Three credits. Prerequisite: PHIL 1102 or 2211, and at least one of PHIL 2210, 2221, or 2222. An analysis of the concepts used in thinking about language.  |
| **Provide proposed title and complete course catalog copy** | 3241. Philosophy of Language Three credits. Prerequisite: At least one 2000-level or above, three-credit course in Philosophy or Linguistics. Philosophical issues raised by language. Topics may include the nature and functions of language; theories of meaning, reference, and truth; speech acts; the evolutionary origin of language; and language’s relation to thought, gender, race, and politics.  |
| **Reason for the course action** | This is the department's only course devoted to the philosophy of language, one of the major areas of the discipline. The course title and description, which are decades old, are not reflective of the full range of topics one would expect to be covered in a course in the philosophy of language. As the course is currently taught, the subject-matter of the current prerequisites (in effect, symbolic logic as well as either metaphysics or the history of metaphysics) serves as less essential background. Also, the course has in the past had small enrollment -- recently, almost all students enrolled have received instructor permission. The Philosophy Department hopes that the less restrictive prerequisites will encourage more students who would benefit from the course to enroll.  |
| **Specify effect on other departments and overlap with existing courses** | The course is required for the Linguistics/Philosophy major and a Core Course in the Cognitive Science major. The revised prerequisites will make it easier for students with these majors to satisfy their requirements. |
| **Please provide a brief description of course goals and learning objectives** | The course introduces students to some of the characteristically philosophical questions, concepts and theories concerning the nature and functions of language. Students will develop an ability to engage with the literature in this (sometimes rather technical) subdiscipline, and to add philosophical perspectives to their engagement with related topics in linguistics or cognitive science. They will also acquire tools with which to analyze language-related issues of societal relevance. |
| **Describe course assessments** | Depending on instructor, assessments may include written exams and writing assignments ranging from short response pieces to term papers. Regular readings from complex philosophical texts are central to the course. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Sample3241.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159508&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8ad0d622fa9b4738a92a08d72ee298bb%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637029423068707104&sdata=88BRipA1CLXHGj0l8fZU%2FFTEghO%2FHaooU6kCOIA1%2Fho%3D&reserved=0) | Sample3241.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Lionel S Shapiro | 07/17/2019 - 12:52 | Submit |  | This is a change of catalog copy (course title, description, and prerequisites) to reflect how the course has been taught in recent years. |
| Philosophy | Lionel S Shapiro | 08/28/2019 - 16:37 | Approve | 11/7/2018 | This is a change of catalog copy (course title, description, and prerequisites) to reflect how the course has been taught in recent years. |

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**Phil. 3241**

 **Philosophy of Language**

(Syllabus based on Fall 2019 offering)

**GENERAL**

**Description**

This course is an introduction to some of the core issues in the philosophy of language, approached via a study of influential texts from the "analytic" tradition inaugurated by the work of Gottlob Frege in the late 19th century. Among the questions we'll address are these:

\* How does language allow us to communicate and gain knowledge?

\* What role does the relation between language and thought play in answering that question?

\* What does it take for two words or phrases to mean thesame?

\* Are meanings of words determined in part by our surroundings, or is meaning "in the head"?

\* What are the relations between meaning, truth and reference?

\* Can understanding a language be a source of certain knowledge? What's the relation between understanding a language and knowledge about what's necessary?

\* How is language-use tied to social phenomena such as powerandsubordination? How should we understand harmful uses of language, such as slurs and propaganda?

**Instructor**

Prof. Lionel Shapiro (lionel.shapiro@uconn.edu), 203 Manchester Hall

Office hours: **Wednesdays 1:30-2:30**, **Thursdays 2:00-3:00**, or by appointment

**Contacting me**

The best way is by email (please include "Phil. 3241" in the subject line). If you can't make my office hours, I'll be happy to see you at another mutually convenient time.

**Course website (HuskyCT)**

Many of the required course readings will be posted electronically. I'll also use this website to post updated information about the schedule of readings, assignments, study questions and occasional handouts, and your grades. **Please check the site regularly!** Also: please send me email if any aspect of the website isn't functioning, if I you suspect I have posted the wrong files, or if you have any question about the scores posted in your grade book.

**Required and recommended books**

You'll need to purchase one book, available in paperback at the UConn Bookstore:

 Saul Kripke, *Naming and Necessity* (Wiley-Blackwell, ISBN 978-0631128014)

You may also find it helpful to consult a textbook as a supplement to some of our readings. I highly recommend the following book, though I won't be referring to it in class. It's also available at the UConn Bookstore.

William Lycan, *Philosophy of Language: A Contemporary Introduction* (Routledge), either 3rd edition (2019, ISBN 978-1-138-50457-8) or 2nd edition (2008, ISBN 978-0-415-95752-6)

**Texts to print out**

For most class meetings, there will be reading made available online. It is essential that you **print out these texts and bring them to class** on the days they'll be discussed.

**REQUIREMENTS**

**Assignments and grading**

|  |  |
| --- | --- |
| Study question assignments (best 10 counted)\* | 30 points total (15%) |
| In-class, closed-book midterm exam | 50 (25%) |
| Short paper of 800-1000 words | 20 (10%) |
| Final paper of 2000-2300 words | 50 (25%) |
| Final exam | 50 (25%) |
| *Total available points* | *200* |

\*even if there is a weather cancellation

**Reading assignments and study questions**

It is essential that you complete all assigned reading prior to each meeting. These texts are dense and abstract: you'll have to read each selection more than once, including a careful re-reading *after* the class during which the material is discussed. Still, you should come to each meeting with a good sense of the text's overall structure, the positions argued for or against, and the general shape of these arguments. To help you make the most of your reading, I'll be posting **study questions** on the Course Schedule page. I strongly recommend that you write down answers to all these questions.

Each week, you'll be required to send me a paragraph-length answer to one of that week's study questions, together with a question, objection or observation that occurred to you when reading the assigned material. Your answer to the study question will be graded on the basis of credible effort.

**POLICIES**

**Assignments, make-up exams, and late work**

*Exams*: make-up exams will only be administered to students who have **contacted me in advance** and received permission to take the exam at another time, or who can document an exceptional circumstance that prevented them from receiving such permission. Final exams may only be rescheduled following the procedures of the [Dean of Students Office](http://dos.uconn.edu/finals-rescheduling/).

*Study questions*: these are due by email **each Thursday by** **9 am**. Please **double-space and send as PDF files**. Late assignments won't be accepted for credit, though I will give you feedback. Remember that your lowest three study question scores will be dropped from your final grade. Don't risk using up this buffer before you need it.

*Papers*: These will be due as specified on the assignment. I reserve the right to deduct for lateness; please get in touch in advance if you'll be handing in the paper late.

**Grading scale**

Your final grade will be determined by the fraction of the available points earned:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | INTERVAL |  | GRADE |  |  | INTERVAL |  | GRADE |
| 93.5% | ≤  SCORE  |  | A |  | 73.5% | ≤   SCORE  < | 76.5% | C |
| 90%  | ≤  SCORE   < | 93.5% | A- |  | 70% | ≤   SCORE  <  | 73.5% | C- |
| 86.5% | ≤  SCORE   <  | 90% | B+ |  | 66.5% | ≤   SCORE  <  | 70% | D+ |
| 83.5% | ≤  SCORE   <  | 86.5% | B |  | 63.5% | ≤   SCORE  <  | 66.5% | D |
| 80% | ≤  SCORE   <  | 83.5% | B- |  | 60% | ≤   SCORE  <  | 63.5% | D- |
| 76.5% | ≤  SCORE   <  | 80% | C+ |  |  | SCORE  < | 60% | F |

**Pronouns and respect**

Please get in touch with me if I may need to know the correct pronouns to use in referring to you. More generally, all members of this class are expected to contribute to an environment in which each other member is always treated with respect.

**Academic integrity**

I expect you to maintain standards of academic integrity. Academic misconduct won't be tolerated, and may result in a course grade of F. Such misconduct includes but isn't limited to plagiarism (defined as representing someone else's **words or ideas** as you own), copying or sharing exam answers, and helping others commit misconduct. Here are the University's [policies on academic misconduct](http://community.uconn.edu/the-student-code-appendix-a/); here's a [FAQ](http://community.uconn.edu/academic-integrity-undergraduate-faq/).

**DISABILITIES AND ACCESSIBILITY**

UConn is committed to protecting the rights of those 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 need accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or [http://www.csd.uconn.edu](http://www.csd.uconn.edu/).

A special note to students with disabilities affecting mobility: my office in Manchester Hall is on the second floor of a building without an elevator. If this poses a difficulty for you, I'll be happy to arrange to meet with you in another location.

 **Course Schedule for Phil. 3241**

 (last updated 8/27)

|  |  |  |
| --- | --- | --- |
| DATE | ASSIGNED READINGS (subject to change)CLICK FOR TEXTS | WRITING DUE |
| Tu Aug. 27 | INTRODUCTION |  |
|  | **UNIT 1: WHAT DO WORDS STAND FOR?** |  |
| Th Aug. 29 | **John Locke** (1689), *excerpts from An Essay Concerning Human Understanding* *Recommended reading*: Lycan, pp. 1-6 (either edition) | SQ1 |
| Tu Sept. 3 | Re-read Locke, and start on**Gottlob Frege** (1892), "On Sense and Reference" (through p. 64 only) *Recommended reading*: Lycan, pp. 32-34 (either edition) |  |
| Th Sept. 5 | Frege, through p. 68 | SQ2 |
| Tu Sept. 10 | Re-read Frege |  |
| Th Sept. 12 | **Jennifer Saul** (1997) "Substitution and Simple Sentences" | SQ3 |
| Tu Sept. 17 | **Bertrand Russell** (1905) ["On Denoting"](https://lms.uconn.edu/bbcswebdav/courses/1198-UCONN-PHIL-3241-SEC001-6887/Readings/Russell3241.pdf) (skip the notoriously obscure passage from the bottom of p. 485 through the top of p. 488) *Recommended reading*: Lycan, pp. 9-19 (2nd ed.) or 9-18 (3rd ed.) |  |
| Th Sept. 19 | Re-read Russell*Recommended reading discussed in Lycan text*:Lycan, pp. 19-30 (2nd ed.) or 18-30 (3rd ed.)Peter Strawson (1950), ["On Referring"](https://lms.uconn.edu/bbcswebdav/xid-37707137_1)Keith Donnellan (1966), ["Reference and Definite Descriptions"](https://lms.uconn.edu/bbcswebdav/xid-37707136_1) | SQ4 |
|  | **UNIT 2: MEANING, KNOWLEDGE, AND NECESSITY**  |  |
| Tu Sept. 24 | **Saul Kripke** (1972), *Naming and Necessity*, pp. 22-30 *Recommended reading*: Lycan, pp. 31-37 (either edition) | Short paper |
| Th Sept. 26 | Kripke, pp. 31-70(you should focus on pp. 31-34 [top], 47-49, 53 [bottom]-65) *Recommended reading*: Lycan, pp. 38-53 (2nd ed.) or 38-55 (3rd ed.) | SQ5 |
| Tu Oct. 1 | Re-read |  |
| Th Oct. 3 | Kripke, pp. 71-90 | SQ6 |
| Tu Oct. 8 | Kripke, pp. 91-140 [top]  *Recommended reading*: Lycan, pp. 53-58 (2nd ed.) or 56-61 (3rd ed.) |  |
| Th Oct. 10 | **Hilary Putnam** (1973), "Meaning and Reference", through p. 706, and**Joseph Camp** (1991), "The Ballad of Clyde the Moose," through p. 330 *Recommended reading*: Lycan, pp. 58-60 (2nd ed.) or 61-63 (3rd ed.) | SQ7 |
| Tu Oct. 15 | Wrap-up and review |  |
| Th Oct. 17 | ***MIDTERM EXAM*** |  |
|  | **UNIT 3: LANGUAGE AND THOUGHT** |  |
| Tu Oct. 22 | **Paul Grice** (1957), "Meaning" *Recommended reading*: Lycan, ch. 7 (either edition) |  |
| Th Oct. 24 | Same reading | SQ8 |
| Tu Oct. 29 | **Ruth Millikan** (2001), "The Language-Thought Partnership" |  |
| Th Oct. 31 | Same reading | SQ9 |
| Tu Nov. 5 | Grice (1975), "Logic and Conversation" *Recommended reading*: Lycan, ch. 13 (either edition), 185-90 (3rd ed. only) |  |
| Th Nov. 7 | Same reading | SQ10 |
| Tu Nov. 12 | **Alfred Ayer** (1936), excerpt from *Language, Truth, and Logic***Peter Geach** (1960), "Ascriptivism" |  |
|  | **UNIT 4: LANGUAGE AND SOCIETY** |  |
| Th Nov. 14 |  **Rae Langton** (1993), "Speech Acts and Unspeakable Acts" *Recommended reading*: Lycan, pp. 144-149 (2nd ed.) or 15-56 (3rd ed.) | SQ11 |
| Tu Nov. 19 | Same reading |  |
| Th Nov. 21 | **Luvell Anderson and Ernest Lepore** (2013), "Slurring Words" *Recommended reading*: Lycan, pp. 190-93 (3rd ed. only) | SQ12 |
|  | THANKSGIVING BREAK |  |
| Tu Dec. 3 | **Elisabeth Camp** (2013), "Slurring Perspectives" (through p. 344 only) | SQ13 (Tuesday!) |
| Th Dec. 5 | **Jennifer Saul** (2018), "Dogwhistles, Political Manipulation and the Philosophy of Language" | Longer paper due |
| TBA | ***FINAL EXAM***  |  |

**2019-220 PHIL Revise major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: July 17, 2019

2. Department or Program: Philosophy

3. Title of Major: Philosophy

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Summer 2020

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

5. Nature of change: Change “history of philosophy” requirement to allow additional courses to satisfy the requirement.

# Existing Catalog Description of Major

The program in philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in philosophy must pass 24 credits in Philosophy courses numbered 2000 or above, and 12 or more credits in related fields.

Required PHIL courses include:

1. Both [PHIL 2221](https://catalog.uconn.edu/PHIL/#2221) and [2222](https://catalog.uconn.edu/PHIL/#2222);
2. At least one course in logic: [PHIL 1102](https://catalog.uconn.edu/PHIL/#1102), [2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214) (note that [PHIL 1102](https://catalog.uconn.edu/PHIL/#1102) does not count toward the 24 credits in Philosophy courses numbered 2000 or above);
3. At least one course in metaphysics or epistemology: [PHIL 2208](https://catalog.uconn.edu/PHIL/#2208), [2210](https://catalog.uconn.edu/PHIL/#2210), [2212](https://catalog.uconn.edu/PHIL/#2212), [3241](https://catalog.uconn.edu/PHIL/#3241), [3250](https://catalog.uconn.edu/PHIL/#3250);
4. At least one course in moral, social, or political philosophy: [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [2217](https://catalog.uconn.edu/PHIL/#2217), [3216](https://catalog.uconn.edu/PHIL/#3216), [3218](https://catalog.uconn.edu/PHIL/#3218), [3220](https://catalog.uconn.edu/PHIL/#3220).

Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any W course in Philosophy numbered 2000 or above.

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

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under the [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/) major.

# Proposed Catalog Description of Major

The program in philosophy introduces students to basic philosophical issues and acquaints them with techniques of philosophical inquiry. The program addresses problems in ethics, social and political philosophy, metaphysics, theory of knowledge, philosophy of science, logic, philosophy of religion, and aesthetics from both historical and contemporary perspectives.

Students majoring in philosophy must pass 24 credits in Philosophy courses numbered 2000 or above, and 12 or more credits in related fields.

Required PHIL courses include:

1. At least two courses in the history of philosophy: [PHIL 2221](https://catalog.uconn.edu/PHIL/#2221), [2222](https://catalog.uconn.edu/PHIL/#2222), [3261](https://catalog.uconn.edu/directory-of-courses/course/phil/#3261), [3263](https://catalog.uconn.edu/directory-of-courses/course/phil/#3263), [3264](https://catalog.uconn.edu/directory-of-courses/course/phil/#3264), including at least one of [PHIL 2221](https://catalog.uconn.edu/PHIL/#2221) or [2222](https://catalog.uconn.edu/PHIL/#2222);
2. At least one course in logic: [PHIL 1102](https://catalog.uconn.edu/PHIL/#1102), [2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214) (note that [PHIL 1102](https://catalog.uconn.edu/PHIL/#1102) does not count toward the 24 credits in Philosophy courses numbered 2000 or above);
3. At least one course in metaphysics or epistemology: [PHIL 2208](https://catalog.uconn.edu/PHIL/#2208), [2210](https://catalog.uconn.edu/PHIL/#2210), [2212](https://catalog.uconn.edu/PHIL/#2212), [3241](https://catalog.uconn.edu/PHIL/#3241), [3250](https://catalog.uconn.edu/PHIL/#3250);
4. At least one course in moral, social, or political philosophy: [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215), [2217](https://catalog.uconn.edu/PHIL/#2217), [3216](https://catalog.uconn.edu/PHIL/#3216), [3218](https://catalog.uconn.edu/PHIL/#3218), [3220](https://catalog.uconn.edu/PHIL/#3220).

Students meeting the requirements for the major will automatically meet the exit requirements for information literacy. The exit requirement for writing in the major can be satisfied by passing any W course in Philosophy numbered 2000 or above.

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

Philosophy also offers a joint major with the Department of Linguistics. The description of the Linguistics-Philosophy major appears under the [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/) major.

# Justification

1. Reasons for changing the major: We propose to increase the number of courses satisfying the “history of philosophy” requirement, both to give students greater flexibility in selecting courses for the major and also to reflect the increasing value placed on intellectual and cultural diversity within the field. Currently, the major requires two history of philosophy courses, both focusing on the history of Western (European) philosophy: 2221 (Ancient Philosophy) and 2222 (17th & 18th Century Philosophy). (For the sake of descriptive accuracy, we are simultaneously proposing to change the titles of 2221 and 2222 to “Ancient Greek Philosophy” and “Early Modern European Philosophy”, respectively.) Courses in non-Western philosophy were not required, and due staffing constraints, were rarely offered at UConn in the last 15 years. Recent additions to the faculty make it possible for us to offer courses in non-Western philosophical traditions, and we anticipate proposing additional such courses in the near future, as staffing permits.

2. Effects on students: The main effect will be to allow students greater freedom in selecting courses for the Philosophy major. Currently, Philosophy majors are required to take both 2221 and 2222; these courses fill quickly, and the department is often challenged to offer enough seats. The change may also make it easier for students from other majors (e.g., CAMS) to enroll in 2221, and it may allow the Philosophy Department to offer certain other courses more frequently (e.g., PHIL 3261 Medieval Philosophy, which currently is offered once every three years).

3. Effects on other departments: None anticipated. PHIL 2221 and 2222 will continue to be offered at least once and usually twice per academic year.

4. Effects on regional campuses: None. (Due to staffing considerations and low student demand, upper level PHIL courses are rarely taught at any campus but Storrs.)

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

    Department Curriculum Committee: October 3, 2018

    Department Faculty: November 7, 2018

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

Thomas Bontly, 486-3822, Thomas.bontly@uconn.edu

**2019-221 AAAS Revise Asian and Asian American Studies minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: August 22, 2019

2. Department or Program: Asian and Asian American Studies

3. Title of Minor: Asian American Studies

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

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

5. Nature of change: Changing the existing course number to reflect catalog change (3578 to 2520); changing minor advisors.

# Existing Catalog Description of Minor

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdiscipline.

The minor requires students to complete 15 credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. [AASI 3998](https://catalog.uconn.edu/AASI/#3998) can be taken repeatedly provided that the course content is varied. [AASI 3295](https://catalog.uconn.edu/AASI/#3295) and [4999](https://catalog.uconn.edu/AASI/#4999) require prior consent of the Minor Advisor for fulfillment of minor. Students must earn a grade of “C” or better in each of the courses applied to the minor. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

### Group A: Asian American Studies

Nine credits chosen from: [AASI 3201](https://catalog.uconn.edu/AASI/#3201), [3220](https://catalog.uconn.edu/AASI/#3220), [3212](https://catalog.uconn.edu/AASI/#3212), [3295](https://catalog.uconn.edu/AASI/#3295), [3375](https://catalog.uconn.edu/AASI/#3375), [3531](https://catalog.uconn.edu/AASI/#3531), [3578](https://catalog.uconn.edu/AASI/#3578), [3875](https://catalog.uconn.edu/AASI/#3875), [3998](https://catalog.uconn.edu/AASI/#3998), [4999](https://catalog.uconn.edu/AASI/#4999); [HDFS 3473](https://catalog.uconn.edu/HDFS/#3473); [HIST 3202](https://catalog.uconn.edu/HIST/#3202), [3845](https://catalog.uconn.edu/HIST/#3845); [SOCI 2271](https://catalog.uconn.edu/SOCI/#2271), [3821](https://catalog.uconn.edu/SOCI/#3821).

### Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies

Six credits chosen from: [AASI 3221](https://catalog.uconn.edu/AASI/#3221), [3222](https://catalog.uconn.edu/AASI/#3222), [3295](https://catalog.uconn.edu/AASI/#3295), [3998](https://catalog.uconn.edu/AASI/#3998), [4999](https://catalog.uconn.edu/AASI/#4999); [AFRA 2214](https://catalog.uconn.edu/AFRA/#2214), [3505](https://catalog.uconn.edu/AFRA/#3505), [3563](https://catalog.uconn.edu/AFRA/#3563), [3564](https://catalog.uconn.edu/AFRA/#3564), [3825](https://catalog.uconn.edu/AFRA/#3825); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041), [3202W](https://catalog.uconn.edu/ANTH/#3202W); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [HDFS 3268](https://catalog.uconn.edu/HDFS/#3268); [HIST 3562](https://catalog.uconn.edu/HIST/#3562); [POLS 3017](https://catalog.uconn.edu/POLS/#3017), [3082](https://catalog.uconn.edu/POLS/#3082).

Pending the minor advisor’s approval, students may count up to six credit hours in independent study.

Consult with the minor advisor before completing the plan of study form. A copy of the approved plan of study must be filed with both the Asian and Asian American Studies Institute and the Degree Audit section of the Registrar’s Office, located in the Wilbur Cross Building, during the first three weeks of the semester the student expects to graduate.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Cathy Schlund-Vials, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Jason Oliver Chang. For more information, contact Cathy Schlund-Vials by email or by phone at 860-486-9412.

# Proposed Catalog Description of Minor

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdiscipline.

The minor requires students to complete 15 credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. [AASI 3998](https://catalog.uconn.edu/AASI/#3998) can be taken repeatedly provided that the course content is varied. [AASI 3295](https://catalog.uconn.edu/AASI/#3295) and [4999](https://catalog.uconn.edu/AASI/#4999) require prior consent of the Minor Advisor for fulfillment of minor. Students must earn a grade of “C” or better in each of the courses applied to the minor. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

### Group A: Asian American Studies

Nine credits chosen from: [AASI 2530, 3201](https://catalog.uconn.edu/AASI/#3201), [3220](https://catalog.uconn.edu/AASI/#3220), [3212](https://catalog.uconn.edu/AASI/#3212), [3295](https://catalog.uconn.edu/AASI/#3295), [3375](https://catalog.uconn.edu/AASI/#3375), [3531](https://catalog.uconn.edu/AASI/#3531), [~~3578~~](https://catalog.uconn.edu/AASI/#3578)~~,~~[3875](https://catalog.uconn.edu/AASI/#3875), [3998](https://catalog.uconn.edu/AASI/#3998), [4999](https://catalog.uconn.edu/AASI/#4999); [HDFS 3473](https://catalog.uconn.edu/HDFS/#3473); [HIST 3202](https://catalog.uconn.edu/HIST/#3202), [3845](https://catalog.uconn.edu/HIST/#3845); [SOCI 2271](https://catalog.uconn.edu/SOCI/#2271), [3821](https://catalog.uconn.edu/SOCI/#3821).

### Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies

Six credits chosen from: [AASI 3221](https://catalog.uconn.edu/AASI/#3221), [3222](https://catalog.uconn.edu/AASI/#3222), [3295](https://catalog.uconn.edu/AASI/#3295), [3998](https://catalog.uconn.edu/AASI/#3998), [4999](https://catalog.uconn.edu/AASI/#4999); [AFRA 2214](https://catalog.uconn.edu/AFRA/#2214), [3505](https://catalog.uconn.edu/AFRA/#3505), [3563](https://catalog.uconn.edu/AFRA/#3563), [3564](https://catalog.uconn.edu/AFRA/#3564), [3825](https://catalog.uconn.edu/AFRA/#3825); [ANTH 3041](https://catalog.uconn.edu/ANTH/#3041), [3202W](https://catalog.uconn.edu/ANTH/#3202W); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [HDFS 3268](https://catalog.uconn.edu/HDFS/#3268); [HIST 3562](https://catalog.uconn.edu/HIST/#3562); [POLS 3017](https://catalog.uconn.edu/POLS/#3017), [3082](https://catalog.uconn.edu/POLS/#3082).

Pending the minor advisor’s approval, students may count up to six credit hours in independent study.

Consult with the minor advisor before completing the plan of study form. A copy of the approved plan of study must be filed with both the Asian and Asian American Studies Institute and the Degree Audit section of the Registrar’s Office, located in the Wilbur Cross Building, during the first three weeks of the semester the student expects to graduate.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Jason Oliver Chang, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Na-Rae Kim. For more information, contact Jason Oliver Chang by email or by phone at 860-486-5717.

# Justification

1. Reasons for changing the minor: To reflect the number change of the existing course.

2. Effects on students: allows students to start planning and completing their minor and graduation requirements early.

3. Effects on other departments: no effect.

4. Effects on regional campuses: no effect. Will not be offered at other campuses.

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

    Department Curriculum Committee: August 22, 2019

    Department Faculty: Na-Rae Kim

6. Name, Phone Number, and e-mail address of principal contact person: Na-Rae Kim, 860-486-2186, na-rae.kim@uconn.edu

**2019-222 AAAS Revise Asian Studies minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: August 22, 2019

2. Department or Program: Asian and Asian American Studies

3. Title of Minor: Asian Studies

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

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

5. Nature of change: Adding new courses to the minor; changing minor advisors.

# Existing Catalog Description of Minor

Completion of the minor requires students to complete 15 credits at the 2000 level and above by completion of Groups A and B.

### Group A: History and Culture

Six credits chosen from: [AASI 3212](https://catalog.uconn.edu/AASI/#3212), [3375](https://catalog.uconn.edu/AASI/#3375), [3531](https://catalog.uconn.edu/AASI/#3531), [3578](https://catalog.uconn.edu/AASI/#3578), [3808](https://catalog.uconn.edu/AASI/#3808), [3809](https://catalog.uconn.edu/AASI/#3809), [3812](https://catalog.uconn.edu/AASI/#3812); [ANTH 3202W](https://catalog.uconn.edu/ANTH/#3202W); [ARTH 3720](https://catalog.uconn.edu/ARTH/#3720), [3740](https://catalog.uconn.edu/ARTH/#3740); [CHIN 3230](https://catalog.uconn.edu/CHIN/#3230), [3270](https://catalog.uconn.edu/CHIN/#3270), [3275](https://catalog.uconn.edu/CHIN/#3275), [3282](https://catalog.uconn.edu/CHIN/#3282); [ENGL 3320](https://catalog.uconn.edu/ENGL/#3320); [HIST 3095](https://catalog.uconn.edu/HIST/#3095), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3841](https://catalog.uconn.edu/HIST/#3841), [3842](https://catalog.uconn.edu/HIST/#3842), [3845](https://catalog.uconn.edu/HIST/#3845), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875).

### Group B: Politics, Movements, and Activism

Six credits chosen from: [AASI 3221](https://catalog.uconn.edu/AASI/#3221), [3222](https://catalog.uconn.edu/AASI/#3222); [HIST 3202](https://catalog.uconn.edu/HIST/#3202); [POLS 3212](https://catalog.uconn.edu/POLS/#3212), [3245](https://catalog.uconn.edu/POLS/#3245), [3250](https://catalog.uconn.edu/POLS/#3250), [3472](https://catalog.uconn.edu/POLS/#3472); [SOCI 3505](https://catalog.uconn.edu/SOCI/#3505), [3825](https://catalog.uconn.edu/SOCI/#3825).

An additional three credits can be taken from either Group A or Group B.

### Recommended Courses

[ARTH 1140](https://catalog.uconn.edu/ARTH/#1140); [CHIN 1121](https://catalog.uconn.edu/CHIN/#1121), [1122](https://catalog.uconn.edu/CHIN/#1122); [ENGL 1301](https://catalog.uconn.edu/ENGL/#1301); [HIST 1801](https://catalog.uconn.edu/HIST/#1801), [1805](https://catalog.uconn.edu/HIST/#1805).

Pending the Minor Advisor’s approval, students may count up to six credit hours in independent study.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Cathy Schlund-Vials, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Jason Oliver Chang. For more information, contact Cathy Schlund-Vials by email or by phone at 860-486-9412.

# Proposed Catalog Description of Minor

Completion of the minor requires students to complete 15 credits at the 2000 level and above by completion of Groups A and B.

### Group A: History and Culture

Six credits chosen from: [AASI 3212](https://catalog.uconn.edu/AASI/#3212), [3375](https://catalog.uconn.edu/AASI/#3375), [3531](https://catalog.uconn.edu/AASI/#3531), [3578](https://catalog.uconn.edu/AASI/#3578), [3808](https://catalog.uconn.edu/AASI/#3808), [3809](https://catalog.uconn.edu/AASI/#3809), [3812](https://catalog.uconn.edu/AASI/#3812); [ANTH 3202W](https://catalog.uconn.edu/ANTH/#3202W); [ARTH 3720](https://catalog.uconn.edu/ARTH/#3720), [3740](https://catalog.uconn.edu/ARTH/#3740); [CHIN 3230](https://catalog.uconn.edu/CHIN/#3230), [3270](https://catalog.uconn.edu/CHIN/#3270), [3275](https://catalog.uconn.edu/CHIN/#3275), [3282](https://catalog.uconn.edu/CHIN/#3282); DRAM 1501, 3601; [ENGL 3320](https://catalog.uconn.edu/ENGL/#3320); [HIST 2210, 3095](https://catalog.uconn.edu/HIST/#3095), [3822](https://catalog.uconn.edu/HIST/#3822), [3832](https://catalog.uconn.edu/HIST/#3832), [3841](https://catalog.uconn.edu/HIST/#3841), [3842](https://catalog.uconn.edu/HIST/#3842), [3845](https://catalog.uconn.edu/HIST/#3845), [3863](https://catalog.uconn.edu/HIST/#3863), [3875](https://catalog.uconn.edu/HIST/#3875).

### Group B: Politics, Movements, and Activism

Six credits chosen from: [AASI 3221](https://catalog.uconn.edu/AASI/#3221), [3222](https://catalog.uconn.edu/AASI/#3222); [HIST 3202](https://catalog.uconn.edu/HIST/#3202); [POLS 3212](https://catalog.uconn.edu/POLS/#3212), [3245](https://catalog.uconn.edu/POLS/#3245), [3250](https://catalog.uconn.edu/POLS/#3250), [3472](https://catalog.uconn.edu/POLS/#3472); [SOCI 3505](https://catalog.uconn.edu/SOCI/#3505), [3825](https://catalog.uconn.edu/SOCI/#3825).

An additional three credits can be taken from either Group A or Group B.

### Recommended Courses

[ARTH 1140](https://catalog.uconn.edu/ARTH/#1140); [CHIN 1121](https://catalog.uconn.edu/CHIN/#1121), [1122](https://catalog.uconn.edu/CHIN/#1122); [ENGL 1301](https://catalog.uconn.edu/ENGL/#1301); [HIST 1801](https://catalog.uconn.edu/HIST/#1801), [1805](https://catalog.uconn.edu/HIST/#1805).

Pending the Minor Advisor’s approval, students may count up to six credit hours in independent study.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Jason Oliver Chang, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Na-Rae Kim. For more information, contact Jason Oliver Chang by email or by phone at 860-486-5717.

# Justification

1. Reasons for changing the minor: Adding more course offerings for the minor

2. Effects on students: Offers more courses to choose from.

3. Effects on other departments: No effect.

4. Effects on regional campuses: No effect. Will not be offered at other campuses

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

    Department Curriculum Committee: August 22, 2019

    Department Faculty: Na-Rae Kim

6. Name, Phone Number, and e-mail address of principal contact person: Na-Rae Kim, 860-486-2186, na-rae.kim@uconn.edu

**2019-223 LLAS Revise minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: August 30th, 2019

2. Department or Program: El Instituto

3. Title of Minor: Latin American Studies

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): August 30, 2019

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

5. Nature of change: add course to minor

# Existing Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W);
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241);
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
* Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact Anne Gebelein or call 860-486-5508.

# Proposed Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W);
* [ANTH 3021](https://catalog.uconn.edu/ANTH/#3021), [3029](https://catalog.uconn.edu/ANTH/#3029), [3042](https://catalog.uconn.edu/ANTH/#3042), [3150](https://catalog.uconn.edu/ANTH/#3150), [3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241); ANTH/LLAS/HRTS 3327
* [ARTH 3610](https://catalog.uconn.edu/ARTH/#3610), [3620](https://catalog.uconn.edu/ARTH/#3620), [3630](https://catalog.uconn.edu/ARTH/#3630), [3640](https://catalog.uconn.edu/ARTH/#3640), [3645](https://catalog.uconn.edu/ARTH/#3645);
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* [HIST 3610](https://catalog.uconn.edu/HIST/#3610), [3619](https://catalog.uconn.edu/HIST/#3619), [3620](https://catalog.uconn.edu/HIST/#3620), [3621](https://catalog.uconn.edu/HIST/#3621), [3622](https://catalog.uconn.edu/HIST/#3622), [3640](https://catalog.uconn.edu/HIST/#3640), [3643](https://catalog.uconn.edu/HIST/#3643), [3650](https://catalog.uconn.edu/HIST/#3650), [4994W](https://catalog.uconn.edu/HIST/#4994W); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3608W](https://catalog.uconn.edu/HIST/#3608W), [3609](https://catalog.uconn.edu/LLAS/#3609), [3635](https://catalog.uconn.edu/LLAS/#3635), [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271) [3667](https://catalog.uconn.edu/LLAS/#3667);
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

Language Requirement

(Credits do not apply to minor’s 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

* One 2000-level or above language course
* Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
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Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](http://elin.uconn.edu/). For information, contact Anne Gebelein or call 860-486-5508.

# Justification

1. Reasons for changing the minor: Add course *Power and Health in Latin America*

2. Effects on students: another course that will count for minor

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: August 28, 2019

    Department Faculty: Anne Gebelein, Samuel Martinez, Charles Venator, Marysol Asencio, Daisy Reyes, Diana Rios, Jorge Aguero, Rodolfo Fernandez, Emma Amador

6. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein anne.gebelein@uconn.edu, x5508

**2019-224 HIST 3451 Revise course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13130 |
| **Request Proposer** | McKenzie |
| **Course Title** | Germany Since 1815 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Germany Since 1815 |
| **Course Number** | 3451 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | heather.parker@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | McKenzie |
| **Proposer First Name** | Matthew |
| **Select a Person** | mam06020 |
| **Proposer NetId** | mam06020 |
| **Proposer Phone** | +1 860 405 9270 |
| **Proposer Email** | matthew.mckenzie@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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | 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** | There is not faculty to cover this course at all campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | HIST 3451. Three credits. A study of German political, social, and intellectual history since the Napoleonic Wars. Also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs. |
| **Provide proposed title and complete course catalog copy** | HIST 2451. Three credits. A study of German political, social, and intellectual history since the Napoleonic Wars. Also considers European and world problems as reflected in the emergence of Germany as a pivotal force in international affairs. |
| **Reason for the course action** | Change the course number from 3451 to 2451. The History Department is planning to renumber several of our courses to indicate progressions through some course groups; these progressions are not apparent as the courses are currently numbered. |
| **Specify effect on other departments and overlap with existing courses** | Will not effect other departments; there is no overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The aims of the course are 1) to introduce students to the fundamental issues in modern German history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills. |
| **Describe course assessments** | Three document analysis papers: 60% Final exam: 20% Class participation: 10% Reading Responses: 10% The reading responses will cover the reading assigned for that week. Information regarding the paper assignments will be handed out approximately ten days before the paper’s due date; students are expected to hand in a hard copy of the papers in class! Finally, the material on the exam will be taken from the primary and secondary source readings and the lectures. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [HIST-3451-Lansing.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160004&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cebb0e2a2c7e545caa59f08d7322f016c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033049777085198&sdata=ALk40EA9E6LP%2FlRCO1qstxtlIJyrDWstN9SuDzHrNCU%3D&reserved=0) | HIST-3451-Lansing.doc | Syllabus |

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

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Heather Parker | 09/04/2019 - 21:58 | Submit |  | The History Department is planning to renumber several of our courses to indicate progressions through some course groups; these progressions are not apparent as the courses are currently numbered. |
| History | Matthew G McKenzie | 09/05/2019 - 05:57 | Approve | 9/5/2019 | Approved as per departmental decisions in AY 18-19. |

 |

Prof. Charles Lansing History 3451

Department of History XXXXX

charles.lansing@uconn.edu XXXXX

Office Hours: Tues 10-10:45, Thurs 2:15-3:00, or by appointment XXXXX

Office: Wood Hall 323 Tel: 64553

History of Modern Germany, 1815-2019

This course examines the major social, political, economic, and cultural events and trends in modern German history. Emphasis will be on the creation of the first modern German state, Wilhelmine society and culture, Germany’s role in the First World War, the Weimar Republic, Hitler’s Third Reich, the Holocaust, the two postwar German states, and Germany’s reunification in the late twentieth century. Special consideration will be given to examining the course of German history in the context of the historical development of other western and central European countries.

The aims of the course are 1) to introduce students to the fundamental issues in modern German history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings will consist of an array of different texts, each intended to embellish themes or issues raised in the lecture. Since an important component of the class is developing students’ abilities to read critically and to evaluate historical sources, primary sources such as documents, memoirs, and novels will make up an integral part of the course reading. We will also spend time analyzing and discussing ‘visual’ primary sources such as paintings, sculptures, photographs, films, illustrations, and advertisements as well as ‘auditory’ primary sources like operas, political ‘fighting-songs’, and rock-n-roll hits. The format of the class is twice-weekly meetings (Tuesdays and Thursdays); each meeting will consist of a mixture of lecture and discussion.

Please note that the discussions are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussions allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come every meeting prepared to discuss the readings. To facilitate discussion, each student is required FIVE (5) of the designated ten weeksto post a one-page (approximately 300 words) reading response to the selected discussion questions on the course discussion forum on HuskyCT by the preceding Wednesday evening by 9:00 pm. Please note that you will receive a grade for your reading response—you should thus take care in formulating your response in terms of both content and style. The secret to a good grade for classroom participation is contributing regularly and actively to the discussions! Participation is a willingness to ask and/or answer questions, to make or respond to a comment—in short, to be engaged in an active way in the lectures and discussion. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of the modern German history; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions!

### Assignments:

The course’s written assignments consist of the five reading responses, three document analysis papers, and a final exam.

Three document analysis papers: 60%

Final exam: 20%

Class participation: 10%

Reading Responses: 10%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments, that you regularly attend class, and that you regularly participate in the discussions. The reading responses will cover the reading assigned for that week. Information regarding the paper assignments will be handed out approximately ten days before the paper’s due date; students are expected to hand in a hard copy of the papers in class! Finally, the material on the exam will be taken from the primary and secondary source readings and the lectures. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation; such requests should be discussed with me before the assignment is due or the exam is given.

**Grade Conversion Scale:**

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 63-66

D-: 60-62

F: 59 or less

**Student Conduct**: Students are expected to conduct themselves in class in a respectful and considerate manner. To this end, students are asked to turn off their cell phones (and thus students should not send or receive text messages) and to refrain from eating while in class, though I realize some may wish to bring coffee with them. It is expected that students using laptops will not surf the Internet or visit social media sites during class. Violating these simple conduct guidelines will adversely affect a student’s participation grade. Since we only have seventy-five minutes for each lecture, I ask that students arrive promptly by 12:30 pm and remain in their seats for the entire period.

**Academic Misconduct**: According to *The Student Code*, academic misconduct consists of the following:

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).[[1]](#footnote-1)

Plagiarism – “presenting, as one's own, the ideas or words of another for academic evaluation” – is a serious act of academic misconduct. Students caught plagiarizing will receive an automatic F in this course; I also reserve the right to refer cases of misconduct to the appropriate University body for further action. I therefore strongly encourage you to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University’s policies at https://community.uconn.edu/the-student-code-appendix-a/ or make an appointment to see me.

**Students with Disabilities**: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

**Assigned Texts**:

Wibke Bruhn *My Father’s Country: The Story of a German Family*

Ferdinand Bruckner *Two Plays of Weimar Germany: Youth is a Sickness and Criminals*

Friedrich Kellner *My Opposition: The Diary of Friedrich Kellner*

Leo Maxim *Red Love: The Story of an East German Family*

Jonathan Steinberg *Bismarck: A Life*

Copies of the assigned texts can be purchased at the UConn Bookstore. Readings designated with “**(ECR)**” (for Electronic Course Reserve) can be found on the “Course Materials” link on our HuskyCT course page. Please be sure to bring with you to class the readings assigned for that week; you will need them for the discussion.

**January 22 Course introduction**

**January 24 Germany as of 1815**

Reading:Steinberg, *Bismarck*, p. 1-27

**January 29 1848 in the German Lands**

Reading:Steinberg, *Bismarck*, p. 146-183

**January 31** **Legacies of 1848**

Reading: Steinberg, *Bismarck*, p. 184-224

**February 5 1860s and 1870s: German Unification**  **PAPER ONE DUE**

Reading: Steinberg, *Bismarck*, p. 225-269

**February 7 The New German Empire**

Reading:Steinberg, *Bismarck*, p. 270-311

**February 12 Imperial Germany’s ‘Outsiders’: Catholics, Social Democrats, and Jews**

Reading: Steinberg, *Bismarck*, p. 312-362

**February 14** **Domestic Politics in Imperial Germany**

Reading: Steinberg, *Bismarck*, p. 363-424

**February 19 Germany and Germans at the End of the 19th Century**

Reading: Bruhn, *My Father’s Country*, p. 3-43

**February 21 William II, Germany, and the Road to War**

Reading:Start reading Document Assignment I Documents (HuskyCT)

**February 26 The First World War: On the Battlefield** **PAPER TWO DUE**

# February 28 The First World War: The Homefront Experience

# **Reading:** **Bruhn, *My Father’s Country*, p. 44-84**

**March 5 The German Revolutions and the Weimar Republic’s Creation**

Reading:Bruhn, *My Father’s Country*, p. 85-114

**March 7** **The Weimar Republic’s Stabilization**

# **Reading: Bruhn, *My Father’s Country*, p. 115-178**

**March 12 Weimar Culture: Modernity, Insiders, and Outsiders**

Reading: Bruckner, ‘Youth is a Sickness’ play

**March 14** **Political Extremism, the Great Depression, and the Republic’s Collapse**

Reading:Bruhn, *My Father’s Country*, p. 179-216

**SPRING BREAK**

**March 26** **The Rise of the NSDAP** **PAPER THREE DUE**

Reading:Bruhn, *My Father’s Country*, p. 216-235

**March 28** **Creating the Third Reich**

Reading: Bruhn, *My Father’s Country*, p. 236-264

 Kellner, *My Opposition*, p. 27-60

**April 2** **Consent and Coercion in the Third Reich**

Reading: Kellner, *My Opposition*, p. 61-96

**April 4 Society and Culture in the Third Reich**

Reading:Kellner, *My Opposition*, p. 97-122

**April 9 Hitler’s War: Race, Ideology, and the Nazi World Order**

Reading:Bruhn, *My Father’s Country*, p. 265-307

Kellner, *My Opposition*, p. 123-160

**April 11 The Holocaust: The Social Death of German Jews**

# **Reading:** **Bruhn, *My Father’s Country*, p. 308-361**

Peter Gay, “Mixed Signals,” *My German Question: Growing Up in Nazi*

*Berlin*, p. 57-83 (**ECR**)

**April 16** **The Holocaust: The Extermination of European Jewry**

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

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

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

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

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

Kellner, *My Opposition*, p. 161-198

**April 18** **Legacies of Nazism – Germany’s Zero Hour?**

Reading: Kellner, *My Opposition*, p. 392-411

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

**April 23** **Creation & Early History of the Federal Republic of Germany**

Reading: Leo, *Red Love*, p. 9-43

**April 25 Creation & Early History of the German Democratic Republic**

Reading:Leo, *Red Love*, p. 44-84

**April 30 Crisis and Consensus in the FRG and GDR**

##### **Reading: Leo, *Red Love*, p. 85-132**

##### May 2 The Fall of the Berlin Wall and Germany After Reunification

Reading: Leo, *Red Love*, p.133-176

**FINAL EXAM TBD**

**2019-225 ILCS 1001 Revise course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13129 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary Italian I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Italian I |
| **Course Number** | 1001 |
| **Will this use an existing course number?** | No |

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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** | Italian |
| **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** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Specialization of instructors |
| **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** | 1145. Elementary Italian I 4.00 credits. Prerequisites: Not open to students with three or more years high school Italian, ILCS 1146, 1147 or 1148, or any 2000 level course taught in Italian. Grading Basis: Graded Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department. - ED  |
| **Provide proposed title and complete course catalog copy** | ILCS 1001. Elementary Italian I 4.00 credits. Prerequisites: Not open to students with three or more years high school Italian. Students who wish to continue in Italian but feel ill-prepared should contact the head of the Department of Literatures, Cultures and Languages. Grading Basis: Graded Elementary Italian grammar. Practice of oral skills through pronunciation drills and easy conversation. Reading of simple texts and exposure to Italian media and culture.  |
| **Reason for the course action** | Updating course number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **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 Italian including the basics of reading, writing, and speaking with attention to vocabulary-building, grammar and exposure to samples from Italian culture and media. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation and final exam. |
| **General Education Goals** | By providing an introduction to Italian grammar and vocabulary through conversation, reading, and short writing and listening activities, this course will allow students to acquire an entrée into the history and culture of Italy. They will learn more about the grammar of their own language alongside that of the Italian language and acquire intellectual breadth though exposure to another way of thinking and conceptualizing by learning about the syntax, paradigms, and colloquialisms structured into the expression of every language. |
| **Writing Competency** | Not a W |
| **Quantitative Competency** | Not a Q |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SPRING2019ILCS1001(4days).docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160003&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9349c3217157400558a608d7330078e7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033949428810483&sdata=KF%2FzWrymPCeO7HFKrt9mjgeqKJZ00d%2FAcIL1tEDFbwk%3D&reserved=0) | SPRING2019ILCS1001(4days).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 | Jennifer Terni | 09/04/2019 - 21:29 | Submit |  | Reviewed and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 09/04/2019 - 23:19 | Approve | 9/4/2019 | Read and approved |

 |

###### **The University of Connecticut**

**Department of Literatures, Cultures, and Languages**

###### **SPRING 2019**

#### ILCS 1001

#### Elementary Italian I

#### Section 001

#### MWF 1:25-2:15 GENT 221

#### M 12:20-1:10 STRS 303

## Instructor: Monica Martinelli

## Office:

**Office hours:**

**Tel. Main office: 6-3313**

**E-mail: monica.martinelli@uconn.edu**

**Coordinator: Philip Balma**

Philip.Balma@uconn.edu

**Course Description and Objectives**

Italian 1001 (4 credits) is designed for students who have little or no knowledge of Italian language and culture. It provides an introduction to the fundamentals of Italian pronunciation, grammatical structures, and vocabulary. At the end of the course you should be able to understand short texts, engage in brief conversations, and write short essays on the topics introduced during the course using the structures and vocabulary you have learned. The goal is to acquire basic communication skills through a variety of written and oral exercises. The class will be conducted in Italian.

**Required Texts**

- Textbook: AVANTI! (McGraw-Hill, 2017) 4th edition.

- Workbook/Lab Manual: Connect (ON-LINE @ www.mhhe.com/connect)

**Requirements**

**- PARTICIPATION 15%:** Class-time will be devoted to the oral practice, in Italian, of the material presented in the textbook. Therefore it is your responsibility to study the material listed under “Pages to study” and “Text book topics” before each class-period. Your daily preparation will be verified through your active participation in class activities and through a series of unannounced short quizzes. Since the full immersion method adopted in this course requires your physical presence in class, only a maximum of 3 absences will be accepted: use them wisely. Additional absences will require medical justification or other forms of documentation.

**- QUIZZES 10%:** There will be unannounced short quizzes each week (5 minutes each). You are allowed to miss three quizzes without penalty. If you miss additional quizzes, you will receive a grade of "0" for those quizzes. Bear in mind that quizzes are very important and are worth 10 % of your final grade.

**- TESTS 20%:** There will be 4 partial exams designed to verify your ability to listen, comprehend, speak, and write in Italian. Since the process of language acquisition is cumulative, it is in your best interest to score 75% or higher on each exam, also in preparation for the mid-term and final exams.

**- COMPOSITIONS 10%:** You are required to write 2 double spaced compositions (100 and 200 words respectively) on assigned topics. Each composition will have a first draft, corrected by your instructor, and a final draft, in which you will address your instructor's suggestions. Your composition grade will be based on the average between the first and the final draft. Please note that first and final drafts of all compositions are due ON the due date. If you fail to turn in a composition by the due date, you will be penalized 5 points.

**- HOMEWORK 15%: Since it takes more time to learn a foreign language than the time available in the daily class schedule, you are expected to do homework assigned on the *Connect* ON-LINE WORKBOOK and LAB MANUAL for which your instructor will provide you with a password and relevant information.**

**- In order to complete ALL *Connect* drills, you will need a computer equipped with a media player program.**

**- Carefully complete all drills by the due date (also on-line).**

**- The *Connect* WorkBook/LabManual is worth 15% of the total grade and so this is work that must be taken seriously.**

**- MID-TERM EXAM and FINAL EXAM 30% (15% each):** One mid-term and one final exam, both with an oral and a written component. Please consult the "Final Exam Schedule" for exact time and location of your exam.

## Criteria for Evaluation

- Participation 15%

- Quizzes 10%

- Tests (4) 20%

- Compositions (2) 10%

- Homework 15%

- Mid-term exam (written) 10%

- Midterm exam (oral) 5%

- Final exam (written) 10%

- Final exam (oral) 5%

 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 100-94 B 86-84 C 76-74 D 66-64

A- 93-90 B- 83-80 C- 73-70 D- 63-60

Please, NO laptops, cell phones, text messaging, or newspapers in class.  Please turn cell phones completely off, including vibration setting and put them away. If you have a particular emergency, please inform me before class that you will be expecting a call. Students who are texting, e-mailing, surfing, etc. will be asked to leave the class.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**General Information for Students of Italian**

**Attendance:**

We expect our students to attend all class meetings. Attendance is absolutely essential. It is not possible to make up classroom work. Absences due to illness should be documented by a note from the physician or the infirmary. Participation counts for 15% of your final grade, and you can only participate when you are in class!

**Make-Ups:**

No make-up quizzes or exams will be given for reasons other than documented medical absences. Other emergencies will be considered on a case-by-case basis by the coordinator of the Italian section, Prof. Balma. In order to make up a final exam, the student must present a written authorization from the Dean of Students. Students who plan to contact the coordinator to request special permission for a make up quiz or exam (or the Dean of Students in the case of a final exam) are required to communicate their intent clearly to the instructor as well, to ensure that everyone involved is equally informed.

**Ahhhhhhh! Only Italian?**

Yes, the language in the classroom is Italian; that’s departmental policy. Why? You must be exposed to the language in order to develop any communicative language ability yourself. But don’t worry!! You will be taking in and comprehending much more Italian than we ask you to produce. Use the assignments and homework to study and practice (speaking, grammar, reading, vocabulary) before coming to class, because your instructor is going to base the class activities on the assignments. Remember, most often your instructor is going to use the material, not present it, not explain it, not lecture on it.

**Hours for you:**

Each instructor provides a minimum of two hours per week to meet with students for clarification, discussion, and the resolution of problems which may arise relating to the course. Please take advantage of these periods to receive personal attention. Talk to your instructor immediately, should you have any concerns, so that the learning experience will be of maximum benefit and enjoyment to all. If you find that you need further assistance, please contact Prof. Balma via e-mail at Philip.Balma@uconn.edu.

**Free Tutoring**:

It is imperative that students not fall behind in the work assigned in the language course. Tutors are available for those students who are having problems with class work. Your teacher will announce the location and hours for free tutoring in class. DO NOT wait until the end of the semester to seek help!

**Academic Honesty**:

Any student found copying during an exam or any other individual piece of work that is to receive a grade will be automatically dropped from the course with a grade of “F” and reported to the appropriate university offices for whatever action is deemed necessary. Keep in mind that turning in another person’s work as your own is considered plagiarism and constitutes academic dishonesty. Students are asked not to consult with peers or native speaking friends and relatives for graded writing assignments. In addition, students are not to use Internet translation engines or translation programs of any sort.  The use of such devices is considered an infraction of the Student Code. Copying and pasting directly from the Internet is also considered plagiarism. All Internet resources for presentations and writing assignments need to be cited in a bibliography format at the end of your document.

| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect (online)** |
| --- | --- | --- | --- |
| **NO CLASS****On****JAN 21** |  |  | **Your instructor will announce the due dates for your online homework as the semester progresses.** |
| **W Jan 23** | **2-3****4****5****6** | **Capitolo 1: Per cominciare****Ciao /Buon giorno / Buona sera****Come ti chiami? / Come si chiama?*****Introduzione al corso: syllabus, libro, materiali in internet*****Di dove sei? / Di dov'è?****Ciao / Arrivederci** |  |
| **F Jan 25** | **6****7-9** | **Ti piace... / Le piace...****A come amore, B come buon giorno** |  |
| **M Jan 28** | **10****11-12** | **I mesi e le stagioni****I numeri da 0 a 9.9999** |  |
| **M Jan 28** | **13-14** | **1.1 Maschile o femminile?** |  |
| **W Jan 30** | **14-15** | **1.2 Un cappuccino, per favore** |  |
| **F Feb 1** | **16-17** | **Ripasso (maschile, femminile, un-uno-una-un')****1.3 Due cappuccini, per favore** |  |
| **M Feb 4** | **18-19****19-21** | **1.4 L'università è fantastica****1.5 Mi piace l'italiano** |  |
| **M Feb 4**  | **22-27** | **Cultura: Attività a discrezione dell'insegnante****Ripasso**  |  |
| **W Feb 6** | **30****31-33** | **Capitolo 2: Com'è?****Come stai? / Come sta? / Come va?****Sei italiano/a? È italiano/a?** |  |
| **F Feb 8** | **35-38** | **Sono allegro!** |  |
| **M Feb 11** | **39-43** | **2.1 L'italiano è divertente** |  |
| **M Feb 11** | **44-47** | **2.2 Quanti anni hai?**  |  |
| **W Feb 13** | **48-49****49-52** | **2.3 Cosa c'è nello zaino?****2.4 I miei corsi sono interessanti** |  |
| **F Feb 15** |  **52-58** | **Cultura: Attività a discrezione dell'insegnante****Ripasso** |  |
| **M Feb 18** |  | **Test 1** : **Capitolo 1 e 2**  |  |
| **M Feb 18** | **62-65** | **Capitolo 3: Cosa ti piace fare?****Senti, scusa, / Senta, scusi, / Che ora è / A che ora** |  |
| **W Feb 20** | **66-67** | **Nel tempo libero...** |  |
| **F Feb 22** | **68-72** | **Che fai di bello?****Composizione #1: versione iniziale** |  |

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| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect (online)** |
| **M Feb 25** |  **72-76** | **3.1 Mi piace studiare l'italiano** |  |
| **M Feb 25** | **76-79** | **3.2 Studio l'italiano** |  |
| **W Feb 27** | **80-83** | **3.3 Capisco l’italiano** |  |
| **F Mar 1** | **83-86** | **3.4 Dove vai****Ripasso e preparazione per gli esami orali** |  |
| **M Mar 4** |  | **Oral mid-term** |  |
| **M Mar 4** |  | **Oral mid-term (cont.)** |  |
| **W Mar 6** | **87-92** | **Cultura: Attività a discrezione dell'insegnante****Ripasso** |  |
| **F Mar 8** |  | **Written mid-term: Capitoli 1, 2, 3** |  |
| **M Mar 11** | **95-96****96-97** | **Capitolo 4: Che bella famiglia!****Chi sei? / Chi è? / Cosa fai? / Cosa fa?****Che bello!** |  |
| **M Mar 11** | **97-100** | **Che bella famiglia!****Composizione #1: versione finale** |  |
| **W Mar 13** | **101-103** | **4.1 Com'è tua madre?** |  |
| **F Mar 15** | **103-106** | **4.2 Quanti anni hai?** |  |
| **MAR 17-23** |  | **SPRING BREAK = NO CLASS** |  |
| **M Mar 25** | **107-111****112-114** | **4.3 Sai sciare?****4.4 L'italiano è più bello di...** |  |
| **M Mar 25** | **114-120** | **Cultura: Attività a discrezione dell'insegnante****Ripasso** |  |
| **W Mar 27** |  | **Test 2: Capitolo 4** |  |
| **F Mar 29** | **123-125** | **Capitolo 5: A tavola!****Ti piacerebbe...? / Le piacerebbe** |  |
| **M Apr 1** | **126-127** | **Grazie, ma non posso** |  |

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| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect (online)** |
| **M Apr 1** | **128-133** | **Tutti a tavola!**  |  |
| **W Apr 3** | **134-137** |  **5.1 Il più buono!** |  |
| **F Apr 5** | **138-142** | **5.2 Vuoi mangiare qualcosa?** |  |
| **M Apr 8** | **142-146** | **5.3 Andiamo al ristorante** |  |
| **M Apr 8** | **146-149** | **5.4 Compro del pane** |  |
| **W Apr 10** | **149-155** | **Cultura: Attività a discrezione dell'insegnante** **Ripasso** |  |
| **F Apr 12** |  | **Test 3 : Capitolo 5** |  |
| **M Apr 15** | **158-160** | **Capitolo 6: I vestiti e la moda****Mi puoi...? / Mi può...?** |  |
| **M Apr 15** | **161-166** | **Cosa porti?** |  |
| **W Apr 17** | **166-169** | **6.1 Lo stilista dà il vestito alla modella** |  |
| **F Apr 19** | **169-171** | **\_\_\_\_\_\_****6.2 Che stai facendo?** **Composizione #2: versione iniziale** |  |
| **M Apr 22** | **172-176** | **6.3 Cosa mi metto oggi?** |  |
| **W Apr 24** | **176-178** | **6.4 Parlo bene l'italiano!** |  |
| **F Apr 26** | **179-184** | **Cultura: attività a discrezione dell'insegnante****Ripasso** |  |
| **M Apr 29** |  | **Test 4 : Capitolo 6** |  |
| **M Apr 29** |  | **Composizione #2: versione finale****Ripasso e preparazione per gli esami orali** |  |
| **W May 1** |  | **Oral Final Exam** |  |
| **F May 3** |  | **Oral Final Exam (cont.)** |  |
| **May 6 - May 11** |  | **Written Final Exam:** **Date and Location to be announced** |  |

*Students who have questions, problems, or concerns related to this course should contact their instructor of record to address them. If you are unable to answer any questions or resolve any issues in communication with your instructor, please contact the Italian coordinator, Prof. Philip Balma (his email address is on the first page one of this syllabus).*

This course follows the University’s policy about plagiarism, discrimination, and sexual harassment; you will find below a summary of these policies and links to get more information.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

Sexual Assault Reporting Policy

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

Plagiarism and Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). (http://www.dos.uconn.edu/student\_code\_appendixa.html)

Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty. The severity of the penalty depends on an individual instructor’s assessment, in consultation with the Director and Associate Director of First-Year Writing.

Plagiarism: Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The First-Year Writing Program takes plagiarism very seriously. Any student who commits plagiarism will receive a grade of “F” for the course in which he or she has committed the act. The First-Year Writing Office and the Office of Community Standards will keep the student’s name in a permanent record of students who have committed plagiarism. The Dean of the School or College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**2019-226 ILCS 1002 Revise course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13134 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary Italian II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Italian II |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | No |

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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** | Italian  |
| **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** | Lecture |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | specialization of the 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** | 1146. Elementary Italian II 4.00 credits. Prerequisites: ILCS 1145. Not open to students with three or more years high school Italian, ILCS 1147 or 1148, or any 2000 level taught in Italian. Grading Basis: Graded Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department. -ED  |
| **Provide proposed title and complete course catalog copy** | 1002. Elementary Italian II 4.00 credits. Prerequisite: ILCS 1001 or equivalent. Not open for credit to students with three or more years of high school Italian. Students who wish to continue in Italian but feel ill prepared should contact the head of the Department of Literatures, Cultures and Languages. More elements of grammar and culture with integrated readings. Further practice in conversation and exposure to culture though simple examples from media, politics, and art.  |
| **Reason for the course action** | Updating course number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach more advanced elements of the basics of reading, writing, and speaking Italian with attention to vocabulary-building, grammar, and exposure to samples from Italian culture and media. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation, and final exam. |
| **General Education Goals** | By providing an introduction to Italian grammar and vocabulary through conversation, reading, and short writing and listening activities, this course will allow students to acquire an entrée into the history and culture of Italy. They will learn more about the grammar of their own language alongside that of the Italian language and acquire intellectual breadth though exposure to another way of thinking and conceptualizing by learning about the syntax, paradigms, and colloquialisms structured into the expression of every language. |
| **Writing Competency** | none |
| **Quantitative Competency** | none  |
| **Syllabus and other attachments** |

|  |  |  |
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| **Attachment Link** | **File Name** | **File Type** |
| [SPRING2019ILCS1002(3DAYS).doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160005&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C230a84959f51421b8fd708d7326311e8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033273396181039&sdata=SUl2VoSjds7graXqzmGszV7yyl5KfUpndG41lG%2BKm3k%3D&reserved=0) | SPRING2019ILCS1002(3DAYS).doc | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 09/04/2019 - 22:22 | Submit |  | read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 09/04/2019 - 23:20 | Approve | 9/4/2019 | Read and approved |

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###### ***The University of Connecticut***

**Department of Literatures, Cultures, and Languages**

###### ***SPRING 2019***

#### ILCS 1002

#### Elementary Italian II

#### Section 001

#### Tu/TH 11:00-12:15 – OAK 206

#### M 11:00-11:50 – OAK 239

## Instructor: Alessandro Ceteroni

## Office:TBA

**Office hours: TBA**

**Tel. Main office: 6-3313**

**E-mail:** **alessandro.ceteroni@uconn.edu**

**Coordinator: Philip Balma**

Philip.Balma@uconn.edu

**Course Description and Objectives**

Italian 1002 (4 credits) is designed for students who have little or no knowledge of Italian language and culture. It provides an introduction to the fundamentals of Italian pronunciation, grammatical structures, and vocabulary. At the end of the course you should be able to understand short texts, engage in brief conversations, and write short essays on the topics introduced during the course using the structures and vocabulary you have learned. The goal is to acquire basic communication skills through a variety of written and oral exercises. The class will be conducted in Italian.

**Required Texts**

- Textbook: AVANTI! (McGraw-Hill, 2014) 4th edition.

- Workbook/Lab Manual: Connect (ON-LINE @ www.mhhe.com/connect)

**Requirements**

**- PARTICIPATION 15%:** Class-time will be devoted to the oral practice, in Italian, of the material presented in the textbook. Therefore it is your responsibility to study the material listed under “Pages to study” and “Text book topics” before each class-period. Your daily preparation will be verified through your active participation in class activities and through a series of unannounced short quizzes. Since the full immersion method adopted in this course requires your physical presence in class, only a maximum of 3 absences will be accepted: use them wisely. Additional absences will require medical justification or other forms of documentation.

**- QUIZZES 10%:** There will be at least two unannounced short quizzes per week (5 minutes each). You are allowed to miss three quizzes without penalty. If you miss additional quizzes, you will receive a grade of "0" for those quizzes. Bear in mind that quizzes are very important and are worth 10 % of your final grade.

**- TESTS 20%:** There will be 4 partial exams designed to verify your ability to listen, comprehend, speak, and write in Italian. Since the process of language acquisition is cumulative, it is in your best interest to score 75% or higher on each exam, also in preparation for the mid-term and final exams.

**- COMPOSITIONS 10%:** You are required to write 2 double spaced compositions (250 and 350 words respectively) on assigned topics. Each composition will have a first draft, corrected by your instructor, and a final draft, in which you will address your instructor's suggestions. Your composition grade will be based on the average between the first and the final draft. Please note that first and final drafts of all compositions are due ON the due date. If you fail to turn in a composition by the due date, you will be penalized 5 points.

**- HOMEWORK 15%: Since it takes more time to learn a foreign language than the time available in the daily class schedule, you are expected to do homework assigned on the *Connect Italian* ON-LINE WORKBOOK and LAB MANUAL for which your instructor will provide you with a password and relevant information.**

**- In order to complete ALL *Connect Italian* drills, you will need a computer equipped with a media player program.**

**- Carefully complete all drills by the due date (also on-line).**

**- The *Connect Italian* WorkBook/LabManual is worth 15% of the total grade and so this is work that must be taken seriously.**

**- MID-TERM EXAM and FINAL EXAM 30% (15% each):** One mid-term and one final exam, both with an oral and a written component. Please consult the "Final Exam Schedule" for exact time and location of your exam.

## Criteria for Evaluation

- Participation 15%

- Quizzes 10%

- Tests (4) 20%

- Compositions (2) 10%

- Homework 15%

- Mid-term exam (written) 10%

- Midterm exam (oral) 5%

- Final exam (written) 10%

- Final exam (oral) 5%

 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 100-94 B 86-84 C 76-74 D 66-64

A- 93-90 B- 83-80 C- 73-70 D- 63-60

**General Information for Students of Italian**

**Attendance:**

We expect our students to attend all class meetings. Attendance is absolutely essential. It is not possible to make up classroom work. Absences due to illness should be documented by a note from the physician or the infirmary. Participation counts for 15% of your final grade, and you can only participate when you are in class!

**Academic Honesty**:

Any student found copying during an exam or any other individual piece of work that is to receive a grade will be automatically dropped from the course with a grade of “F” and reported to the appropriate university offices for whatever action is deemed necessary. Keep in mind that turning in another person’s work as your own is considered plagiarism and constitutes academic dishonesty. Students are asked not to consult with peers or native speaking friends and relatives for graded writing assignments. In addition, students are not to use Internet translation engines or translation programs of any sort.  The use of such devices is considered an infraction of the Student Code. Copying and pasting directly from the Internet is also considered plagiarism. All Internet resources for presentations and writing assignments need to be cited in a bibliography format at the end of your document.

**Make-Ups:**

No make-up quizzes or exams will be given for reasons other than documented medical absences. Other emergencies will be considered on a case-by-case basis by the coordinator of the Italian section, Prof. Balma. In order to make up a final exam, the student must present a written authorization from the Dean of Students. Students who plan to contact the coordinator to request special permission for a make up quiz or exam (or the Dean of Students in the case of a final exam) are required to communicate their intent clearly to the instructor as well, to ensure that everyone involved is equally informed.

**Ahhhhhhh! Only Italian?**

Yes; all instructors speak only Italian in class; that’s departmental policy. Why? You must be exposed to the language as a means of communication in order to develop any communicative language ability yourself. So, that’s why we do it. But don’t worry!! You will be taking in and comprehending much more Italian than we ask you to produce. We don’t demand that you do a lot of talking until later in the sequence of Italian courses.

**Hours for you:**

Each instructor provides a minimum of two hours per week to meet with students for clarification, discussion, and the resolution of problems which may arise relating to the course. Please take advantage of these periods to receive personal attention and to let us know you so that the learning experience will be of maximum benefit to all. If you find that you need further assistance, please contact Prof. Balma via e-mail at Philip.Balma@uconn.edu

**Free Tutoring**:

It is imperative that students not fall behind in the work assigned in the language course. Tutors are available for those students who are having problems with class work. Your teacher will announce the location and hours for free tutoring in class. DO NOT wait until the end of the semester to seek help!

**Students are also strongly encouraged to participate in other extra-curricular activities, such as the "Caffè Italiano" and the "Uconn Italian Club" (to get in touch with them, ask your instructor, or consult the coordinator, Prof. Balma).**

| **SCHEDULE** | **6****PAGES TO STUDY** | **TEXT BOOK TOPICS** | **WORKBOOK****Connect Italian (online)** |
| --- | --- | --- | --- |
| **Tu Jan 22** | **Assigned****by instructor** | **Presentazioni.** **RIPASSO (presente verbi regolari e irregolari)** | **Your instructor will announce the due dates for your online homework as the semester progresses.** |
| **Th Jan 23** | **Assigned****by instructor** | **RIPASSO (interrogativi e preposizioni articolate)** |  |
| **M Jan 28** | **187-190** | **Capitolo 7: Cosa hai fatto questo weekend?****Strategie di comunicazione** |  |
| **Tu Jan 29** | **190-194** | **Lessico: il mio weekend** |  |
| **Th Jan 31** | **195-200** | **7.1: Che hai fatto questo weekend?** |  |
| **M Feb 4** | **201-203** |  **7.2: Ieri abbiamo vinto la partita** |  |
| **Tu Feb 5** | **204-207** |  **7.3: Non studio mai dopo mezzanotte!** |  |
| **Th Feb 7** | **208-214** | **Cultura (attività a discrezione dell'insegnante)** **RIPASSO** |  |
| **M Feb 11** |  |  **TEST 1: include materiali di ripasso** |  |
| **Tu Feb 12** | **216-218** |  **Capitolo 8: Che bella festa!****Strategie di comunicazione** |  |
| **Th Feb 14** | **219-222** | **Lessico: buone feste!** |  |
| **M Feb 18**  | **223-226** | **8.1: Ci vediamo domani!****COMPOSIZIONE #1: versione iniziale** |  |
| **Tu Feb 19** | **227-230** | **8.2: Ci siamo visti ieri** |  |
| **Th Feb 21** | **230-233** | **8.3: L'amore è bello** |  |
| **M Feb 25** | **233-235** | **8.4: Non vado in macchina! Vado a piedi!** |  |
| **Tu Feb 26** | **236-242** | **Cultura (attività a discrezione dell'insegnante)**  **RIPASSO** **COMPOSIZIONE #1: versione finale** |  |
| **Th Feb 28** |  |  **WRITTEN MID-TERM:** |  |
| **M Mar 4** |  |  **ORAL MID-TERM** |  |
| **Tu Mar 5** | **244-248** | **Capitolo 9: La scuola e i giovani****Strategie di comunicazione** |  |
| **Th Mar 7** | **248-252** | **Lessico: Siamo studenti!** |  |
| **M Mar 11** |  **252-256** | **9.1: C'era una volta...** |  |
| **Tu Mar 12** | **256-262** | **9.2: Cosa facevi?** |  |
| **Th Mar 14**  |  | **TEST 2** |  |
| **Mar 17-23** |  |  **NO CLASS = SPRING BREAK** |  |
| **M Mar 25** | **274-276** | **Capitolo 10: La vita e il benessere****Strategie di comunicazione** |  |
| **Tu Mar 26**  | **277-280** | **Lessico: Le attività, gli hobby e il benessere** |  |
| **Th Mar 28** | **281-283** | **10.1: Che fai questo weekend?** |  |
| **M Apr 1** | **284-287** | **10.2: Andremo tutti in Italia!**  |  |
| **Tu Apr 2** | **288-290** | **10.3: Se farà bel tempo domani...** |  |
| **Th Apr 4** | **291-295** | **Cultura (attività a discrezione dell'insegnante)**  **RIPASSO** |  |
| **M Apr 8** |  | **TEST 3** |  |
| **Tu Apr 9** | **298-300** | **Capitolo 11: Casa dolce casa****Strategie di comunicazione**COMPOSIZIONE #2: versione iniziale |  |
| **Th Apr 11**  | **301-305** | **Lessico: vieni a casa mia** |  |
| **M Apr 15** | **306-312** | **11.1: Eccoci!** |  |
| **Tu Apr 16** | **312-314** | **11.2: Invitiamo tutti alla festa!** |  |
| **Th Apr 18** | **314-316** | **11.3: Conosco una persona che parla tre lingue!** |  |
| **M Apr 22** | **317-322** | **Cultura (attività a discrezione dell'insegnante)**  **RIPASSO****COMPOSIZIONE #2: versione finale** |  |
| **Tu Apr 23** |  | **TEST 4** |  |
| **Th Apr 25** |  | **Ripasso per gli esami orali** |  |
| **M Apr 29** |  | **ORAL FINAL EXAM** |  |
| **Tu Apr 30** |  | **ORAL FINAL EXAM (cont.)** |  |
| **Th May 2** |  | **Ripasso per l’esame finale scritto** |  |
| **May 6 - May 11** |  | **WRITTEN FINAL EXAM:** **Date and Location to be announced** |  |

*Students who have questions, problems, or concerns related to this course should contact their instructor of record to address them. If you are unable to answer any questions or resolve any issues in communication with your instructor, please contact the Italian coordinator, Prof. Philip Balma (his email address is on the first page one of this syllabus).*

This course follows the University’s policy about plagiarism, discrimination, and sexual harassment; you will find below a summary of these policies and links to get more information.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

Sexual Assault Reporting Policy

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

Plagiarism and Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). (http://www.dos.uconn.edu/student\_code\_appendixa.html)

Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty. The severity of the penalty depends on an individual instructor’s assessment, in consultation with the Director and Associate Director of First-Year Writing.

Plagiarism: Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The First-Year Writing Program takes plagiarism very seriously. Any student who commits plagiarism will receive a grade of “F” for the course in which he or she has committed the act. The First-Year Writing Office and the Office of Community Standards will keep the student’s name in a permanent record of students who have committed plagiarism. The Dean of the School or College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**2019-227 ILCS 1003 Revise course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13133 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Italian I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Italian I |
| **Course Number** | 1003 |
| **Will this use an existing course number?** | No |

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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** | Italian  |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ILCS 1002 or equivalent. Not open for credit to students who have had three or more years of high school Italian. Students wishing to continue in Italian but feeling ill prepared should contact the head of the Department of Literatures, Cultures and Languages. |
| **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** | 1147. Intermediate Italian I 4.00 credits Prerequisites: ILCS 1146 or two years of Italian in high school. Cannot be taken for credit after ILCS 1148 or any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. |
| **Provide proposed title and complete course catalog copy** | 1003. Intermediate Italian I 4.00 credits. Prerequisite: ILCS 1002 or equivalent. Not open for credit to students who have had three or more years of high school Italian. Students who wish to continue in Italian but feel ill prepared should contact the head of the Department of Literatures, Cultures and Languages. Intensive oral-aural practice based on selected readings and exposure a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material and videos. Emphasis on more complex grammatical structures and vocabulary.  |
| **Reason for the course action** | Updating course number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | To teach more advanced Italian through more intensive exposure to and practice in reading, writing, and speaking. Course pays more attention to vocabulary-building and advanced grammar through frequent exposure to Italian culture, politics, and media. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation, oral presentations, watching videos, and final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SPRING2019ILCS1003(3days).doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160009&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc72b647a1d03455c4e3808d732637094%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033274988174700&sdata=Cu6ZDhB4DUOFImLf4L%2BvONB8%2F6FXQWZrerCXxhHqGng%3D&reserved=0) | SPRING2019ILCS1003(3days).doc | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 09/04/2019 - 22:38 | Submit |  | read and approved  |
| Literatures, Cultures and Languages | Jennifer Terni | 09/04/2019 - 23:20 | Approve | 9/4/2019 | read and approved |

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###### ***The University of Connecticut***

**Department of Literatures, Cultures, and Languages**

###### ***SPRING 2019***

#### ILCS 1003

#### Elementary Italian I

#### Section 001

####  Tu Th 9:30 – 10:45 STRS 001

 **W 9:05 – 9:55 GENT 225**

## Instructor: Simone Puleo

## Office:

**Office hours:**

**Tel. Main office: 6-3313**

**E-mail: simone.puleo@uconn.edu**

**Coordinator: Philip Balma (**Philip.Balma@uconn.edu)

**Course Description and Objectives**

Italian 1147 (4 credits) develops the ability to communicate in both spoken and written Italian while continuing to explore Italian culture, and in particular, the arts, the media, and politics. It continues the presentation of grammatical and syntactic structures while enriching the student’s vocabulary. At the end of the course you should be able to read a variety of short texts, handle successfully brief conversations, and write short essays on cultural topics introduced during the course using the structures and vocabulary you have learned.

**Required Texts**

- Textbook: AVANTI! (McGraw-Hill, 2014) 4th edition.

- Workbook/Lab Manual: Connect (ON-LINE @ www.mhhe.com/connect)

**Requirements**

**- PARTICIPATION 15%:** Class-time will be devoted to the oral practice, in Italian, of the material presented in the textbook. Therefore it is your responsibility to study the material listed under “Pages to study” and “Text book topics” before each class-period. Your daily preparation will be verified through your active participation in class activities and through a series of unannounced short quizzes. Since the full immersion method adopted in this course requires your physical presence in class, only a maximum of 3 absences will be accepted: use them wisely. Additional absences will require medical justification or other forms of documentation.

**- QUIZZES 10%:** There will be at least two unannounced short quizzes per week (5 minutes each). You are allowed to miss three quizzes without penalty. If you miss additional quizzes, you will receive a grade of "0" for those quizzes. Bear in mind that quizzes are very important and are worth 10 % of your final grade.

**- TESTS 20%:** There will be 4 partial exams designed to verify your ability to listen, comprehend, speak, and write in Italian. Since the process of language acquisition is cumulative, it is in your best interest to score 75% or higher on each exam, also in preparation for the mid-term and final exams.

**- COMPOSITIONS 10%:** You are required to write 3 double spaced compositions (350 words) on assigned topics. Each composition will have a first draft, corrected by your instructor, and a final draft, in which you will address your instructor's suggestions. Your composition grade will be based on the average between the first and the final draft. Please note that first and final drafts of all compositions are due ON the due date. If you fail to turn in a composition by the due date, you will be penalized 5 points.

**- HOMEWORK 15%: Since it takes more time to learn a foreign language than the time available in the daily class schedule, you are expected to do homework assigned on the *Connect Italian* ON-LINE WORKBOOK and LAB MANUAL for which your instructor will provide you with a password and relevant information.**

**- In order to complete ALL *Connect Italian* drills, you will need a computer equipped with a media player program.**

**- Carefully complete all drills by the due date (also on-line).**

**- The *Connect Italian* WorkBook/LabManual is worth 15% of the total grade and so this is work that must be taken seriously.**

**- MID-TERM EXAM and FINAL EXAM 30% (15% each):** One mid-term and one final exam, both with an oral and a written component. Please consult the "Final Exam Schedule" for exact time and location of your exam.

## Criteria for Evaluation

- Participation 15%

- Quizzes 10%

- Tests (3) 21%

- Compositions (3) 9%

- Homework 15%

- Mid-term exam (written) 10%

- Midterm exam (oral) 5%

- Final exam (written) 10%

- Final exam (oral) 5%

 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 100-94 B 86-84 C 76-74 D 66-64

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**General Information for Students of Italian**

**Attendance:**

We expect our students to attend all class meetings. Attendance is absolutely essential. It is not possible to make up classroom work. Absences due to illness should be documented by a note from the physician or the infirmary. Participation counts for 15% of your final grade, and you can only participate when you are in class!

**Make-Ups:**

No make-up quizzes or exams will be given for reasons other than documented medical absences. Other emergencies will be considered on a case-by-case basis by the coordinator of the Italian section, Prof. Balma. In order to make up a final exam, the student must present a written authorization from the Dean of Students. Students who plan to contact the coordinator to request special permission for a make up quiz or exam (or the Dean of Students in the case of a final exam) are required to communicate their intent clearly to the instructor as well, to ensure that everyone involved is equally informed.

**Ahhhhhhh! Only Italian?**

Yes, the language in the classroom is Italian; that’s departmental policy. Why? You must be exposed to the language in order to develop any communicative language ability yourself. But don’t worry!! You will be taking in and comprehending much more Italian than we ask you to produce. Use the assignments and homework to study and practice (speaking, grammar, reading, vocabulary) before coming to class, because your instructor is going to base the class activities on the assignments. Remember, most often your instructor is going to use the material, not present it, not explain it, not lecture on it.

**Hours for you:**

Each instructor provides a minimum of two hours per week to meet with students for clarification, discussion, and the resolution of problems which may arise relating to the course. Please take advantage of these periods to receive personal attention. Talk to your instructor immediately, should you have any concerns, so that the learning experience will be of maximum benefit and enjoyment to all. If you find that you need further assistance, please contact Prof. Balma via e-mail at Philip.Balma@uconn.edu.

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It is imperative that students not fall behind in the work assigned in the language course. Tutors are available for those students who are having problems with class work. Your teacher will announce the location and hours for free tutoring in class. DO NOT wait until the end of the semester to seek help!

**Academic Honesty**:

Any student found copying during an exam or any other individual piece of work that is to receive a grade will be automatically dropped from the course with a grade of “F” and reported to the appropriate university offices for whatever action is deemed necessary. Keep in mind that turning in another person’s work as your own is considered plagiarism and constitutes academic dishonesty. Students are asked not to consult with peers or native speaking friends and relatives for graded writing assignments. In addition, students are not to use Internet translation engines or translation programs of any sort.  The use of such devices is considered an infraction of the Student Code. Copying and pasting directly from the Internet is also considered plagiarism. All Internet resources for presentations and writing assignments need to be cited in a bibliography format at the end of your document.

| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect Italian (online)** |
| --- | --- | --- | --- |
| **Tu Jan 22** | **Assigned by instructor** | **Presentazioni.****RIPASSO (passato prossimo, imperfetto)** | **Your instructor will announce the due dates for your online homework as the semester progresses.** |
| **W Jan 23** | **Assigned by instructor** | **RIPASSO (passato prossimo Vs. imperfetto)** |  |
| **Th Jan 24** | **Assigned by instructor** | **RIPASSO (il futuro)** |  |
| **Tu Jan 29** | **325-329**  | **Capitolo 12: In città.****Strategie di comunicazione: Secondo te… / Secondo Lei…** |  |
| **W Jan 30** |  **329-335** | **Lessico: La città e il paese di provincia** |  |
| **Th Jan 31** |  **335-339** **339** | **12.1: Chi fu?****12.2 Chi fu? Com’era?** |  |
| **Tu Feb 5** |  **341-343****343-345** | **12.3: Dove si vive meglio?****12.4: A Silvia piacciono le scarpe** |  |
| **W Feb 6** |  **346-351** | **Cultura: attività a discrezione dell’insegnante****(Ripasso, se necessario)** |  |
| **Th Feb 7** |  **354-356** | **Capitolo 13: Andiamo in ferie!****Strategie di comunicazione: Hai/ha un sogno nel cassetto? / Sarebbe meglio…** |  |
| **Tu Feb 12** |  **356-362** | **Lessico: Dove vai in vacanza?** |  |
| **W Feb 13** |  **363-367** | **13.1: Vorrei andare in Italia****Composizione #1: versione iniziale** |  |
| **Th Feb 14** |  **368-371** | **13.2: Dimmi tutto!** **(Ripasso e preparazione per l’esame scritto)**  |  |
| **Tu Feb 19** |  | **Test 1** : |  |
| **W Feb 20** |  **372-374** | **Capitolo 13 (CONT.)****13.3: Mi dica!** |  |
| **Th Feb 21** |  **375-380** | **Cultura: attività a discrezione dell’insegnante** |  |

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| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect Italian (online)** |
| **Tu Feb 26** |  **383-384** | **Capitolo 14: Chi sono gli italiani?****Strategie di comunicazione: Cosa si fa? / Come si fa?****Composizione #1: versione finale** |  |
| **W Feb 27** |  **385-390** | **Lessico: la società italiana oggi**  |  |
| **Th Feb 28** |  **391--393** | **14.1: Si può?** |  |
| **Tu Mar 5** |  **393-398** | **14.2 Penso che sia giusto così**  |  |
| **W Mar 6** |  **399-402**  | **14.3 È bello che tu impari l’italiano** |  |
| **Th Mar 7** |  **402-407** | **Cultura: attività a discrezione dell’insegnante****(e/o ripasso/preparazione per gli esami orali)** |  |
| **Tu Mar 12** |  | **Oral mid-term** |  |
| **W Mar 13** |  | **Ripasso e preparazione per l’esame scritto**  |  |
| **Th Mar 14****\_\_\_\_\_\_\_\_\_****Mar 17-23** | **\_\_\_\_\_\_\_\_** | **Written mid-term****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****NO CLASS = SPRING BREAK** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  **Tu Mar 26** | **410-413** | **Capitolo 15: Quali lingue parli?****Strategie di comunicazione: Sai/Sa l’inglese? / Puoi/può dire qualcosa? Di dove sei/Di dov’è?****Composizione #2: versione iniziale** |  |
| **W Mar 27** | **414-419** | **Lessico: Le lingue d’Italia** |  |
| **Th Mar 28** | **420-423****423-426** | **15.1: Penso che sia andata in vacanza****15.2: Sono sicura che è partita per le vacanze** |  |

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| **Schedule** | **Pages to study** | **Text book topics** | **WORKBOOK****Connect Italian (online)** |
| **Tu Apr 2** | **427-430** | **15.3: Se vincessi un viaggio…** |  |
| **W Apr 3** | **431-437** |  **Cultura: attività a discrezione dell’insegnante (e ripasso/preparazione per l’esame)****-Ripasso del congiuntivo passato e del periodo ipotetico** |  |
| **Th Apr 4** |  | **Test 2:** |  |
| **Tu Apr 9** | **440** | **Capitolo 16: Sono famosi****Strategie di comunicazione: Hai/Ha qualcosa da dire?** **Composizione #2: versione finale** |  |
| **W Apr 10** | **441-444** | **Lessico: I personaggi storici** |  |
| **Th Apt 11** | **445-450** | **Strutture: Ripasso** |  |
| **Tu Apr 16** | **451-454** | **Strutture: Ripasso** |  |
| **W Apr 17** |  | **Preparazione per l’esame****Composizione #3: versione iniziale** |  |
| **Th Apr 18** |  | **Test 3** |  |
| **Tu Apr 23** | **455-456****456-457** | **Cultura: Ascoltiamo (A,B,C)****Cultura: Leggiamo (A,B,C)** |  |
| **W Apr 24** |  **458-460** | **Cultura: Scriviamo! + Parliamo! + Scopriamo il cinema!** |  |
| **Th Apr 25** |  | **Composizione #3: versione finale****Ripasso e preparazione per gli esami orali** |  |
| **Tu Apr 30** |  | **Oral Final Exam** |  |
| **W May 1** |  | **Oral Final Exam (cont.)** |  |
| **Th May 2** |  | **Ripasso per l'esame finale scritto** |  |
| **May 6 - May 11** |  | **Written Final Exam:** **Date and Location to be announced** |  |

*Students who have questions, problems, or concerns related to this course should contact their instructor of record to address them. If you are unable to answer any questions or resolve any issues in communication with your instructor, please contact the Italian coordinator, Prof. Philip Balma (his email address is on the first page one of this syllabus).*

This course follows the University’s policy about plagiarism, discrimination, and sexual harassment; you will find below a summary of these policies and links to get more information.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

Sexual Assault Reporting Policy

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

Plagiarism and Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). (http://www.dos.uconn.edu/student\_code\_appendixa.html)

Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty. The severity of the penalty depends on an individual instructor’s assessment, in consultation with the Director and Associate Director of First-Year Writing.

Plagiarism: Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The First-Year Writing Program takes plagiarism very seriously. Any student who commits plagiarism will receive a grade of “F” for the course in which he or she has committed the act. The First-Year Writing Office and the Office of Community Standards will keep the student’s name in a permanent record of students who have committed plagiarism. The Dean of the School or College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**2019-228 ILCS 1004 Revise course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13132 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Italian II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Italian II |
| **Course Number** | 1004 |
| **Will this use an existing course number?** | No |

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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** | Italian |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ILCS 1003 or equivalent. Not open for credit to students who have had three or more years of high school Italian. Students wishing to continue in Italian but feeling ill prepared should contact the head of the Department of Literatures, Cultures and Languages. |
| **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 the 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** | 1148. Intermediate Italian II 4.00 credits. Prerequisites: ILCS 1147 or three years of Italian in high school. Cannot be taken for credit after any 2000 level or above courses taught in Italian. Grading Basis: Graded Review of elementary Italian grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. |
| **Provide proposed title and complete course catalog copy** | 1004. Intermediate Italian II Four credits. Prerequisites: ILCS 1003 or equivalent. Not open for credit to students who have had three or more years of high school Italian. Students wishing to continue in Italian but feeling ill prepared should contact the head of the Department of Literatures, Cultures and Languages. Intensive oral-aural practice. Practice in speaking through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Continued exposure a wide range of contemporary cultural themes through materials such as newspaper articles, advertising material and videos.  |
| **Reason for the course action** | Updating course number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | To teach more advanced Italian through a more intensive exposure to and practice in reading, writing, and speaking. Course pays close attention to vocabulary-building, advanced grammar, and to the features of spoken and written fluency through frequent exposure to Italian culture, politics, and media. |
| **Describe course assessments** | Homework, reading, quizzes, oral participation, oral presentations, watching videos, and final exam. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SPRING2019ILCS1004(4DAYS).docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160010&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C739f85ac31744a68e99608d732643970%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033278351779817&sdata=TQVcCd2CACpdsWuhY7rqFdta3VoGEQst%2FKjxajoVz%2FY%3D&reserved=0) | SPRING2019ILCS1004(4DAYS).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 | Jennifer Terni | 09/04/2019 - 23:03 | Submit |  | read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 09/04/2019 - 23:19 | Approve | 9/4/2019 | read and approved |

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###### **The University of Connecticut**

**Department of Literatures, Cultures and Languages**

**Spring 2019**

#### ILCS 1004 Intermediate Italian II Section 01

#### MWF 9:05-9:55 OAK 239

#### W 10:10-11:11 OAK 267

## Instructor: Monica Martinelli

## Office:

**Office hours: TBA**

**Tel. Main office: 486-3313**

**E-mail: monica.martinelli@uconn.edu**

**Coordinator: Philip Balma**

Philip.Balma@uconn.edu

**Course Description and Objectives**

Italian 1004 (4 credits) is designed to help you develop the ability to compare, describe, express opinions, tell stories in Italian. Class will be devoted to practicing these abilities, therefore you are expected to prepare the material listed in the syllabus, review the grammar topics, and do the exercises at home, as indicated in the syllabus. Your class will be conducted exclusively in Italian. The book is accompanied by additional audio materials on the web (www.mhhe.com/avicenda). By clicking on "Student Edition" and selecting the corresponding chapter, you will gain access to the Laboratory Audio Program. The preparation of this web material is mandatory. Due dates are specified in the syllabus.

**Required Texts**

- Capek-Habeković, Romana and Mazzola, Claudio. *A Vicenda: Lingua.* New York: McGraw-Hill, 2009 (ISBN-13 9780073535272)

- Capek-Habeković, Romana and Mazzola, Claudio. *Manuale to accompany 'A vicenda: Lingua*.*'* New York: McGraw-Hill, 2009 (ISBN-13 9780073274379)

**Requirements**

**- PARTICIPATION 15%:** Your active participation in class activities is crucial. Please bear in mind that this is quite a fast paced course. Class-time will be devoted to the oral practice of the topics presented in the textbook, therefore it is your responsibility to study the material listed under “Pages to study” and “Textbook topics” before each class-period. Your daily preparation will be also verified through a series of unannounced short quizzes. Since the full immersion method adopted in this course requires your physical presence in class, only a maximum of 3 absences will be accepted: use them wisely. Additional absences will require medical justification or other forms of documentation.

Students are also strongly encouraged to participate in other extra-curricular activities, such as the "Caffè Italiano" (to get information, ask your instructor, or consult the coordinator, Prof. Balma).

**- QUIZZES 10%:** There will be an average of two unannounced short quizzes per week (5 minutes each). You are allowed to miss three quizzes without penalty. If you miss additional quizzes, you will receive a grade of "0" for those quizzes.

**- TESTS 20%:** There will be 3 partial exams designed to verify your ability to listen, comprehend, speak, and write in Italian. Since the process of language acquisition is cumulative, it is in your best interest to score 75% or higher on each exam, also in preparation for the mid-term and final exams.

**- WRITING ASSIGNMENTS 10%:** You are required to write 4 compositions (350 words) as indicated in your syllabus. You are encouraged to do a revision of these compositions if you want to (though the instructor reserves the right to require a revision if the first draft is not satisfactory). The due dates for the first drafts are indicated in the syllabus. Should you end up revising a given draft (by choice or by decision of your instructor), you will have exactly one week to complete the revision from the moment your graded draft is returned to you in class. The topics for these compositions will be determined by the instructor and announced in class. Potential topics include reactions to readings done in class or at home, personal analyses of elements of Italian history and culture, autobiographical essays, and comparisons between American and Italian culture, lifestyles, educational systems, etc.

**- HOMEWORK 5%:** Since it takes more time to learn a foreign language than the time available in the daily class schedule, you are expected to do the following homework outside of class time (besides the “Pages to study,” “Textbook topics” and "Workbook exercises") :

1.) Listen to the web-based audio program of the course and complete the corresponding exercises in your *Manuale di esercizi* (workbook). You may listen to the audio files that accompany your workbook on the web at any time on any computer that has Internet access at the following address: www.mhhe.com/avicenda

Once you access the web site, follow these instructions: On the bottom left side of your screen, click on "Student Edition." Then, using the drop-down box called "choose one," select the chapter you are working on. Finally, once you've selected the correct chapter, click on "Laboratory Audio Program." You will then see multiple links to click on with audio files that correspond to exercises in your workbook. The exercises in question appear in your workbook under the heading "APRITE LE ORECCHIE!' -- which has a symbol for a pair of earphones next to it. For example, the audio program exercises related to the introductory chapter (*capitolo introduttivo*) begin at the very bottom of page 11 in your workbook, and end on page 14. Although these are "self-correcting" exercises, students should bear in mind that they will never improve their linguistic abilities in Italian unless they make proper use of the answers provided: try your best to complete an exercise correctly, and then use the recorded answers to gauge your level of accuracy, and make any necessary corrections. Your written answers to the Laboratory Audio Program will show evidence of correction, since it is statistically impossible for students to never make a mistake in learning a language. On multiple occasions during the course (on Feb 11, on Feb 25, on March 15, on Apr 12, and on the day of your final exam) you will turn in your *Manuale di esercizi* to your instructor for review.

2.) Complete ALL the listening exercises contained in the workbook by the end of each corresponding unit of the textbook (From the introductory chapter to chapter 11, there won't be time to complete chapter 12).

3.) Prepare the other assignments from the Workbook as indicated in the syllabus.

**The Workbook/Lab Manual can be collected by your instructor at any time, especially if he/she has reason to believe that you are not completing your assignments by their due date.**

**Students are required to bring their workbook to class every day in case the instructor decides to correct an exercise together or use the workbook for an in-class activity.**

**- MID-TERM EXAM and FINAL EXAM 20% each:** One mid-term and one final exam, both with an oral and a written component. Please consult the "Final Exam Schedule" for exact time and location of your exam.

## Criteria for Evaluation

- Participation 15%

- Quizzes 10%

- Tests (3) 20%

- Compositions (4) 10%

- Homework 5%

- Mid-term exam (written) 15%

- Midterm exam (oral) 5%

- Final exam (written) 15%

- Final exam (oral) 5%

 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 100-94 B 86-84 C 76-74 D 66-64

A- 93-90 B- 83-80 C- 73-70 D- 63-60

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| **Schedule** | **Pages to study** | **Textbook Topics** | **Homework/Workbook** **Exercises** |
| **M Jan 21** |  | ***NO CLASS*** | *(Always refer to the relevant chapters of the workbook for your homework assignments)****-------------------------------****(Workbook exercises assigned always refer to material explained or studied before their due date)* |
| **W Jan 23** | **2****2-3****4** | **Presentazioni.** **Spiegazione del syllabus e delle varie attività** **Attività dal *capitolo introduttivo*:****Tanto per cominciare (Chi sei?)** **Nel contesto (Scheda autobiografica)** **Lessico ed espressioni** |  |
| **F Jan 25** | **23****23-25****26-27** | **Capitolo 1****Tanto per cominciare (Un fine settimana a casa)****Nel contesto (Un fine settimana dai genitori)****Lessico ed espressioni** | **Studiare TUTTO il capitolo introduttivo a casa.** |
| **M Jan 28** | **28-37** | **Strutture (sostantivi, articoli determinativi, genere e numero, preposizioni)** | **Fare TUTTE le attività di ascolto (esercizi audio in internet) per il capitolo introduttivo** |
| **W Jan 30** | **39-44** | **Ancora "Strutture" (presente di verbi regolari e irregolari, usi idiomatici di avere, dare, stare e fare)** | **1/AC (section 1, ex. A and C, pp. 16-17)****2/A, 3/A** |
| **F Feb 1** | **39-44****(cont.)** | **Ripasso e pratica dell’uso dei verbi irregolari e degli usi idiomatici di avere, dare, stare e fare** |  |
| **M Feb 4** | **45-46****48-49** | **Ancora "Strutture" (verbo piacere e simili)** **Parliamo un po'** | **4/A, 5/AB, 6/A** |
| **W Jan 6** | **50-51****51** | **Ripassiamo****Scriviamo** | **7/AB** |
| **F Feb 8** |  | **Ripasso per il primo esame** | **Composizione 1: versione iniziale** |

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| **Schedule** | **Pages to study** | **Textbook Topics** | **Homework/Workbook** **Exercises** |
| **M Feb 11** |  | **Test 1: Capitolo introduttivo e Capitolo1** | **Manuale due** |
| **W Feb 13** |  | **Capitolo 3****Ripasso: Passato prossimo** |  |
| **F Feb 15** |  | **Ripasso: Imperfetto, passato prossimo** |  |
| **M Feb 18** |  | **Chapter 4****Ripasso: Passato prossimo vs. imperfetto** | **Composizione 1: versione finale** |
| **W Feb 20** |  | **Ripasso: Pronomi diretti, pronomi indiretti** |  |

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| **F Feb 22** |  | **Capitolo 5****Pronomi doppi** |  |
| **M Feb 25** |  | **Written Midterm: Capitoli 1-4** | **Manuale due** |
| **W Feb 27** |  | **Oral Midterm** |  |
| **F Mar 1** |  | **Pronomi doppi****Ci e Ne** |  |
| **M Mar 4** |  | **Chapter 6****Ripasso: Futuro semplice**  | **Composizione 2: versione iniziale** |
| **W Mar 6** |  | **Futuro anteriore** |  |
| **F Mar 8** |  | **Futuro anteriore****Ripasso: Condizionale presente** |  |
| **M Mar 11** |  | **Condizionale passato** |  |
| **W Mar 13** |  | **Condizionale passato** | **Composizione 2: versione finale** |
| **F Mar 15****\_\_\_\_\_\_\_\_\_****Mar 17-23** | **\_\_\_\_\_\_\_** | **Test 2: Capitoli 5-6****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****SPRING BREAK – no class** | **Manuale due**  |
| **M Mar 25** |  | **Capitolo 7****Ripasso: congiuntivo presente** | **Composizione 3: versione iniziale** |
| **W Mar 27** |  | **Congiunzioni** |  |
| **F Mar 29** |  | **Congiunzioni****Aggettivi e pronomi indefiniti** |  |
| **M Apr 1** |  | **Capitolo 8****Ripasso: congiuntivo passato** |  |
| **W Apr 3** |  | **Congiuntivo imperfetto** |  |
| **F Apr 5** |  | **Congiuntivo imperfetto** | **Composizione 3: versione finale** |
| **M Apr 8** |  | **Trapassato del congiuntivo** |  |
| **W Apr 10** |  | **Trapassato del congiuntivo** |  |
| **F Apr 12** |  | **Test 3: Capitoli 7-8** | **Manuale due** |
| **M Apr 15** |  | **Capitolo 9****Ripasso: il periodo ipotetico** |  |
| **W Apr 17** |  | **Ripasso: il periodo ipotetico** | **Composizione 4: versione iniziale** |
| **F Apr 19** |  | **Ripasso: Comparativi e superlativi** |  |
| **M Apr 22** |  | **Capitolo 10****Comparativi e superlativi irregolari**  |  |
| **W Apr 24** |  | **Ripasso: pronomi relativi**  |  |
| **F Apr 26** |  | **Ripasso: costruzione passiva** | **Composizione 4: versione finale** |
| **M Apr 29** |  | **Capitolo 11****Infinito** |  |
| **W May 1** |  | **Ripasso per l’esame finale** |  |
| **Fri May 3** |  | **Oral Final Exam (un aneddoto biografico o autobiografico usando il passato remoto e altri tempi verbali rilevanti)** |  |
| **May 6 – May 11** |  | **Written Final exam: date, time and location TBA**  | ***Bring your* Manuale *for the instructor to review*.** |

**General Information for Students of Italian**

**Attendance:**

We expect our students to attend all class meetings, whether they are lectures or Lab hours. Absences due to illness should be documented by a note from the physician or infirmary. Keep in mind that absences hinder the learning process and, therefore, penalize you. We always reward perfect or near perfect attendance!!!

**Academic Honesty**:

Any student found copying during an exam or any other individual piece of work that is to receive a grade will be automatically dropped from the course with a grade of “F” and reported to the appropriate university offices for whatever action is deemed necessary. Keep in mind that turning in another person’s work as your own is considered plagiarism and constitutes academic dishonesty. Students are asked not to consult with peers or native speaking friends and relatives for graded writing assignments. In addition, students are not to use Internet translation engines or translation programs of any sort.  The use of such devices is considered an infraction of the Student Code. Copying and pasting directly from the Internet is also considered plagiarism. All Internet resources for presentations and writing assignments need to be cited in a bibliography format at the end of your document.

**Make-Ups:**

No make-up quizzes or exams will be given for reasons other than documented medical absences. Other emergencies will be considered on a case-by-case basis by the coordinator of the Italian section, Prof. Balma. In order to make up a final exam, the student must present a written authorization from the Dean of Students. Students who plan to contact the coordinator to request special permission for a make up quiz or exam (or the Dean of Students in the case of a final exam) are required to communicate their intent clearly to the instructor as well, to ensure that everyone involved is equally informed.

**Ahhhhhhh! Only Italian?**

Yes; all instructors speak only Italian in class; that’s departmental policy. Why? You must be exposed to the language as a means of communication in order to develop any communicative language ability yourself. So, that’s why we do it. But don’t worry!! You will be taking in and comprehending much more Italian than we ask you to produce.

**Hours for you:**

Each instructor provides a minimum of two hours per week to meet with students for clarification, discussion, and the resolution of problems which may arise relating to the course. Please take advantage of these periods to receive personal attention and to let us get to know you so that the learning experience will be of maximum benefit to all.

**The Lab:**

The Language/Computer Lab is an integral part and necessary part of any language course. Students are required to spend at least one hour per week listening to the web-based audio files that accompany the textbook. Students may listen to these files in the language laboratory (on a university-owned computer). Students may also listen to the audio files on the web at any time on any computer that has Internet access at the following address: www.mhhe.com/avicenda. [Once you access the web site, follow these instructions: On the bottom left side of your screen, click on "Student Edition." Then, using the drop-down box called "choose one," select the chapter you are working on. Finally, once you've selected the correct chapter, click on "Laboratory Audio Program." Then, you will find multiple links to click on with audio files that correspond to exercises in your workbook. The exercises in question appear in your workbook under the heading "APRITE LE ORECCHIE!' -- which has a symbol for a pair of earphones next to it.]

***Students who have questions, problems, or concerns related to this course should contact their instructor of record to address them. If you are unable to answer any questions or resolve any issues in communication with your instructor, please contact the Italian coordinator, Prof. Philip Balma (his email address is on the first page one of this syllabus).***

This course follows the University’s policy about plagiarism, discrimination, and sexual harassment; you will find below a summary of these policies and links to get more information.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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

Sexual Assault Reporting Policy

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

Plagiarism and Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). (http://www.dos.uconn.edu/student\_code\_appendixa.html)

Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty. The severity of the penalty depends on an individual instructor’s assessment, in consultation with the Director and Associate Director of First-Year Writing.

Plagiarism: Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The First-Year Writing Program takes plagiarism very seriously. Any student who commits plagiarism will receive a grade of “F” for the course in which he or she has committed the act. The First-Year Writing Office and the Office of Community Standards will keep the student’s name in a permanent record of students who have committed plagiarism. The Dean of the School or College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**2019-229 STAT 5005 Revise course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13128 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Introduction to Applied Statistics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Introduction to Applied Statistics |
| **Course Number** | 5005 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | hlachos@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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Not open to students who have passed STAT 2215Q |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open to students who have passed STAT 2215Q. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | STAT 5005. Introduction to Applied Statistics Three credits. Prerequisites: Not open to students who have passed STAT 2215Q (RG613). One-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, covariance. Use of computer packages, e.g., SAS and MINITAB. |
| **Provide proposed title and complete course catalog copy** | STAT 5005. Introduction to Applied Statistics Three credits. Prerequisites: Not open to students who have passed STAT 2215Q (RG613). One-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, covariance. Use of computer packages, e.g., SAS and MINITAB. Note: STAT 5005 cannot be counted toward a graduate degree in Statistics or Biostatistics. |
| **Reason for the course action** | This has long been a policy of the department. However, graduate student often mistakenly registered for this course for a graduate degree in Statistics. Besides, UConn now has an integrated degree program to allow undergraduate students to take graduate courses to get a MS degree in a shorter period of time. We now think that this change is necessary to make the policy more explicit. Moreover, this course is given at introductory level and the topics overlap with another GRAD courses, such as, Applied Statistics I (STAT 5505) and Applied Statistics I II (STAT 5605), which are designed specifically for Graduate students in Statistics and Biostatistics. Basically, STAT 5005 is for outsiders (e.g. graduate students from other programs) and UConn’s students interested in a Master Degree in Statistics. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The course provides an introduction to statistical methods and data analysis. We may cover the following topics: Data Description, Basic Concepts of Probability, Discrete and Continuous Random Variables, Sampling Distributions, Estimation, Testing Hypotheses, Linear Regression, k-Sample Problems, and some other topics in statistical learning, time permitting.  |
| **Describe course assessments** | Homework, quizzes, midterms and one final exam. A final project is also recommended |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [STAT5005-syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160195&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb2ac96f0834b4094caa608d732fbd227%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637033929462996535&sdata=dOuCHeSKahL0XCjU92B2wmlqoJoT9WH%2B0t6mB7PSPJI%3D&reserved=0) | STAT5005-syllabus.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 | Victor Hugo Lachos Davila | 09/04/2019 - 20:40 | Submit |  | None |
| Statistics | Victor Hugo Lachos Davila | 09/06/2019 - 14:15 | Approve | 9/6/2019 | This change was approved in the last department Meeting |

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**2019-230 STAT 5315 Revise course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13136 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Analysis of Experiments |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft |

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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** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Analysis of Experiments |
| **Course Number** | 5315 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | hlachos@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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.0 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: STAT 5005 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open to students who have passed STAT 3115Q |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 5315. Analysis of Experiments 3.00 credits Prerequisites: Prerequisite: STAT 5005. Not open to students who have passed STAT 3115Q (RG614). Grading Basis: Graded Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression |
| **Provide proposed title and complete course catalog copy** | 5315. Analysis of Experiments 3.00 credits Prerequisites: Prerequisite: STAT 5005. Not open to students who have passed STAT 3115Q (RG614). Grading Basis: Graded Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression. Note: STAT 5315 cannot be counted toward a graduate degree in statistics or biostatistics.  |
| **Reason for the course action** | This has long been a policy of the department. However, graduate student often mistakenly registered for this course for a graduate degree in Statistics. Besides, UConn now has an integrated degree program to allow undergraduate students to take graduate courses to get a MS degree in a shorter period of time. We now think that this change is necessary to make the policy more explicit. Moreover, this course is given at introductory level and the topics overlap with another GRAD courses, such as, Applied Statistics I (STAT 5505) and Applied Statistics II (STAT 5605), which are designed specifically for Graduate students in Statistics and Biostatistics. Basically, STAT 5315 is for outsiders (e.g. graduate students from other programs) and UConn’s students interested in a Master Degree in Statistics. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course, students are expected to understand and apply basic concepts in Straight-line regression, multiple regression, regression diagnostics, transformations, dummy variables, one-way and two-way analysis of variance, analysis of covariance, stepwise regression |
| **Describe course assessments** | Homework, quizzes, midterms and one final exam. A final project is also recommended |
| **Syllabus and other attachments** |  |

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

**2019-231 ECON 1101 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13157 |
| **Request Proposer** | Langlois |
| **Course Title** | Economics through Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Economics through Film |
| **Course Number** | 1101 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 175 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Not open for credit to students who have passed ECON 1000, 1200, 1201, or 1202. |
| **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** | It could conceivably be offered at other campuses if other instructors become interested. No plans to do so right now. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | ECON 1101. Economics through Film. Three credits. Prerequisites: Not open for credit to students who have passed ECON 1000, 1200, 1201, or 1202. Introduction to basic economic concepts and contemporary economic issues through their portrayal in motion pictures.  |
| **Reason for the course action** | The ECON department offers only ECON 1000 as a CA2 gen ed that does not also satisfy prerequisites for the major. This course will be offered in lieu of ECON 1000 in some years as a way to give non-economics students a taste of economics in a way that relates more closely to their everyday lives. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of this course you should be able to: • Recognize in everyday life some of the fundamental concepts of economics, including: o Opportunity costs. o Gains from trade. o Supply and demand. o The division of labor. o The marginal product of labor. o Games and credible threats. o The monetary basis of inflation and deflation. o Fractional-reserve banking. o Securities markets. o Corporate governance. o Externalities and the tragedy of the commons. • Think critically about how economic ideas are portrayed in films and other media.  |
| **Describe course assessments** | Students will write a short reaction paper on each movie shown (lowest grade dropped) and take a final exam of short essays. Papers 77%; final 23%. Assessments may change in future if enrollments become large, in line with best practices of other large-lecture film courses on campus. |
| **General Education Goals** | This course will meet essentially all the goals of general education. Students will be exposed to concepts in the social sciences and, because they will be watching movies that engage with real-world issues and problems of many kinds, they will be also be encouraged to acquire intellectual breadth and versatility; to acquire critical judgment; to acquire moral sensitivity (some movies deal with issues like organ harvesting, immigration, and discrimination); to acquire awareness of their era and society; to acquire consciousness of the diversity of human culture and experience; and to acquire a working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Content Area: Social Sciences** | This course meets all the goals of a social-science gen ed. It will introduce students to theories and concepts of the social sciences; introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face; introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment; and provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. The movies we will watch will consider gender, race, social class, political power, economic power, and cross-cultural interaction. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [ECON 1101 SYLLABUS.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160148&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C19fd80ef9dd5496f6f2908d73321bfe9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637034092356307266&sdata=PgnyYxqa29cEY06fKhaCKqOtmsGydCRq1g9ipXqqwMQ%3D&reserved=0) | ECON 1101 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 | Richard N Langlois | 09/06/2019 - 09:51 | Submit |  | N/A |
| Economics | Richard N Langlois | 09/06/2019 - 16:43 | Approve | 9/6/2019 | Approved by the undergraduate program committee and the Department of Economics on September 6, 2019. |

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ECON 1101

Economics through Film

Syllabus

About the Course

Economics is a way of looking at the world -- a lens, you might say.  Economists see economic phenomena, and economic lessons, everywhere.  So it shouldn't be surprising that motion pictures are full of economic phenomena and economic ideas.  This course will use movies as a way to introduce you to some of the basic concepts in economics and to evaluate critically how those concepts are embodied in specific movies.  By the end of the course, you should have a good sense of what economics is and how economists think about the world.  There may even be lessons for your own life along the way.

After you've spent some time in the course, you may decide you really like Economics and want to take more of it -- maybe even to major or minor in Economics.  Students usually start out by taking Economics 1201 (microeconomics) and 1202 (macroeconomics), which are the prerequisites for upper-division courses in the major and also fulfill requirements in the Business School and elsewhere.  Alternatively, you can take Econ 1200, which is a four-credit course that covers much the same material as 1201 and 1202 (both macro and micro) in a single semester. Econ 1200 fulfills all the same requirements as taking both ECON 1201 and 1202.

For more information about Economics as major (or minor), click [here](http://econ.uconn.edu/econ/major/).

Learning Objectives

By the end of this course you should be able to:

* Recognize in everyday life some of the fundamental concepts of economics, including:
	+ Opportunity costs.
	+ Gains from trade.
	+ Supply and demand.
	+ The division of labor.
	+ The marginal product of labor.
	+ Games and credible threats.
	+ The monetary basis of inflation and deflation.
	+ Fractional-reserve banking.
	+ Securities markets.
	+ Corporate governance.
	+ Externalities and the tragedy of the commons.
* Think critically about how economic ideas are portrayed in films and other media.

Course Format and Requirements

We will watch 12 movies over the course of the semester.  Each movie will raise a set of specific economic issues and illustrate specific economic concepts.

We will watch all the movies in class, but you are of course free to rewatch the movies on your own (and at your own expense) on Netflix, Amazon, or other platforms.  (At the moment, all of these movies are available to watch or rent on Amazon Prime.  You can also check your local library.)  We will discuss each movie at the beginning of the class after the class during which the movie is shown.  Before each discussion, you will watch the appropriate material on the syllabus (videos and readings) and submit a reaction paper of two or three pages (double spaced) in response to a prompt about the movie.  This is a course about how movies use and illustrate economic ideas, not a course about literary criticism or cinema as an art form; but you are welcome to think about the literary and cultural aspects of the movies in your papers, at least so long as you also talk about economics.  This is not a W course, so you will not be graded on the writing *per se* -- but part of what you will be graded on is the argument you make and how well you make it.  You might want to look at my [Notes on Writing](https://richard-langlois.uconn.edu/home/notes-on-writing/) and the resources there.

Each reaction paper will be worth 7 (seven) per cent of your grade.  You will turn in a hard copy of your reaction paper before the start of each class (except, of course, the very first one).  I will drop the lowest grade on the papers, so you get one freebie.  (Use it wisely.)  So that's 11 papers, worth seven per cent each, for a total of 77 per cent.  The remaining 23 per cent of your grade will come from the final exam.  It will be a two-hour open-notes exam during our officially scheduled final-exam time.  The final will likely be a choice of short essays that ask you to integrate material from the course and perhaps to compare ideas across movies.  Understand that the essays on the final exam will also test your knowledge of the economic concepts we talk about in class, not just on the content of the movies.  (I will provide more detail about the final as it approaches.)

So the drill for every class (except the first and last classes) will be:

* Hand in your reaction paper on last week's movie.
* Discuss last week's movie.
* Watch a new movie.

I expect active class participation, and I reserve the right to deduct up to 5 (five) points from your final grade for lack of participation.

There are no required materials for this course, apart from any movies you want to rent or buy on your own. For each movie the syllabus links to short videos that go over important concepts and substitute for a textbook. There are also readings of various kinds, from articles in the *New York Times* to professional journal articles in economics to original writings by major historical figures, including Adam Smith, Louis Brandeis, John Maynard Keynes, and Thomas Schelling. I don't expect you to master the more difficult readings, and you won't be tested on them. But I do expect you to look at them and grapple with them.

Course Grading Summary:

|  |  |
| --- | --- |
| Eleven best reaction papers | 77% |
| Final Exam | 23% |
|  |  |
| **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 |

**Calendar of Movies**

**August 26**

Introduction to the course and to economics.



**Screening**: [*The Treasure of the Sierra Madre*](https://www.imdb.com/title/tt0040897/?ref_=fn_al_tt_1) (1948).

**Concepts**:

* Rationality versus "greed."
* Institutions: trust.
* Institutions: property rights.
* Institutions: violence as dispute resolution.
* Productive vs. unproductive rent seeking.

**Materials**:

* **Video**: [The Importance of Institutions.](https://mru.org/courses/principles-economics-macroeconomics/north-korea-and-south-korea-institutions)
* Robert Whaples, "[*Ten Economic Lessons from the Treasure of the Sierra Madre*.pdf](https://www.independent.org/pdf/tir/tir_18_03_09_whaples.pdf)," *The Independent Review* **18**(3): 441-452 (Winter 2014).

**September 9**

Discuss [*The Treasure of the Sierra Madre*](https://www.imdb.com/title/tt0040897/?ref_=fn_al_tt_1) (1948).



**Screening**: [*Dirty Pretty Things*](https://www.imdb.com/title/tt0301199/?ref_=nv_sr_1?ref_=nv_sr_1)*(2002).*

**Concepts**:

* Gains from trade.
* Opportunity cost.
* Institutions: Illegal markets.
* "Repugnant" transactions.
* Economics of Immigration.

**Materials**:

* **Video**: [The Big Ideas of Trade.](https://mru.org/courses/principles-economics-microeconomics/trade-specialization-economics-globalization)
* **Video**: [What Is Opportunity Cost?](https://www.youtube.com/watch?v=x-hYzRncxTc)
* **Video**: [Gains from trade.](http://mediasite.dl.uconn.edu/Mediasite/Play/e1c6bf783f4e460fa128eab27f02759d1d)
* **Video**: [Should You Be Allowed to Buy or Sell Your Kidney](https://www.youtube.com/watch?v=9g1huugJPmA)?
* Stephen J. Dubner and Steven D. Levitt, "[Flesh Trade: Weighing the Repugnance Factor](http://www.nytimes.com/2006/07/09/magazine/09wwln_freak.html?ex=1310097600&en=a9e1e90791d652cb&ei=5090&partner=rssuserland&emc=rss)," *The New York Times Magazine*, July 9, 2006.
* Philip J. Cook and Kimberly D. Krawiec, “If We Pay Football Players, Why Not Kidney Donors?” *Regulation*, Spring 2018, pp. 12-17.

**September 16**

Discuss [*Dirty Pretty Things*](https://www.imdb.com/title/tt0301199/?ref_=nv_sr_1?ref_=nv_sr_1) (2002).



**Screening**: [*The Hudsucker Proxy*](https://www.imdb.com/title/tt0110074/?ref_=nv_sr_1?ref_=nv_sr_1)(1994)*.*

**Concepts**:

* Supply and demand.
* Demand shifters: information and tastes.
* Entrepreneurship and innovation -- 1950s corporate edition.

**Materials**:

* **Video**: [The Demand Curve](https://mru.org/courses/principles-economics-microeconomics/demand-curve-shifts-definition)
* **Video**: [Demand, Part 1](http://mediasite.dl.uconn.edu/Mediasite/Play/61d0b2104b6749399ebd19eea9ae74ed1d?catalog=0de1f8d7-92c0-46d9-80e3-e3af6d50b3c5)
* **Video**: [Demand, Part 2](http://mediasite.dl.uconn.edu/Mediasite/Play/64c71b0e6667474483a1b76d70b815c11d?catalog=0de1f8d7-92c0-46d9-80e3-e3af6d50b3c5)
* **Video**: [Demand Curve Shifts](https://mru.org/courses/principles-economics-microeconomics/demand-curve-shifts)
* Douglas Martin, "[Richard Knerr, 82, Craze Creator, Dies](https://www.nytimes.com/2008/01/18/business/18knerr.html)," *The New York Times*, January 18, 2008.

**September 16**

Discuss [*The Hudsucker Proxy*](https://www.imdb.com/title/tt0110074/?ref_=nv_sr_1?ref_=nv_sr_1)(1994)*.*



**Screening**: [*The Founder*](https://www.imdb.com/title/tt4276820/?ref_=nv_sr_1?ref_=nv_sr_1)(2016)*.*

**Concepts**:

* Entrepreneurship.
* Innovation: the reverse Schumpeterian hypothesis.
* Costs and production technology.
* The division of labor.

**Materials**:

* **Video**: [Burgers and the Division of Labor](https://mru.org/courses/everyday-economics/division-labor-burgers-and-container-ships)
* Willy Staley, "[22 Hours in Balthazar](https://www.nytimes.com/2013/10/20/magazine/22-hours-in-balthazar.html)," *The New York Times Magazine*, October 17, 2013.
* Adam Smith, The Wealth of Nations (1776), [Book I, Chapters I-III](https://oll.libertyfund.org/titles/237#lf0206-01_label_153).
* Axel Leijonhufvud, "[Capitalism and the Factory System](http://web2.uconn.edu/langlois/axel.html)," in R. N. Langlois, ed., *Economic as a Process: Essays in the New Institutional Economics*. New York: Cambridge University Press, 1986.

**September 30**

Discuss [*The Founder*](https://www.imdb.com/title/tt4276820/?ref_=nv_sr_1?ref_=nv_sr_1)(1994)*.*



**Screening**: [*Moneyball*](https://www.imdb.com/title/tt1210166/?ref_=nv_sr_1?ref_=nv_sr_1)(2011)*.*

**Concepts**:

* Competition.
* Profit maximization.
* Marginal product of labor.
* Measurement costs.

**Materials**:

* **Video**: [The Marginal Product of Labor](https://mru.org/courses/principles-economics-microeconomics/labor-economics-marginal-product-labor).
* **Video**: [The labor market](http://mediasite.dl.uconn.edu/Mediasite/Play/415777c5478a486eb437846a187799421d).
* J.C. Bradbury, "[A Sports Economist’s Thoughts on *Moneyball*](http://freakonomics.com/2011/09/26/a-sports-economists-thoughts-on-moneyball-a-guest-post-by-j-c-bradbury/)," *Freakonomics Blog*, September 26, 2011.

**October 7**

Discuss [*Moneyball*](https://www.imdb.com/title/tt1210166/?ref_=nv_sr_1?ref_=nv_sr_1)(2011)*.*



**Screening**: [*42*](https://www.imdb.com/title/tt0453562/?ref_=fn_al_tt_1)(2013)*.*

**Concepts**:

* Markets and discrimination.

**Materials**:

* **Video**: [The Marginal Product of Labor](https://mru.org/courses/principles-economics-microeconomics/labor-economics-marginal-product-labor).
* **Video**: [The labor market](http://mediasite.dl.uconn.edu/Mediasite/Play/415777c5478a486eb437846a187799421d). (View from 15:00.)
* Kevin J. Murphy, "[How Gary Becker Saw the Scourge of Discrimination](https://review.chicagobooth.edu/magazine/winter-2014/how-gary-becker-saw-the-scourge-of-discrimination)," *Chicago Booth Review*, June 15, 2015.
* Christopher J. Coyne, Justin P. Isaacs, and  Jeremy T. Schwartz, "[Entrepreneurship and the Taste for Discrimination](https://www.ccoyne.com/Ent_and_the_taste_for_disc.pdf)," *Journal of Evolutionary Economics* **20**: 609–627 (2010).

**October 14**

Discuss [*42*](https://www.imdb.com/title/tt0453562/?ref_=fn_al_tt_1)(2013)*.*



**Screening**: [*Dr. Strangelove*](https://www.imdb.com/title/tt0057012/?ref_=fn_al_tt_1)(1964)*.*

**Concepts**:

* Game Theory.
* Credible threats and self-binding.

**Materials**:

* Video: [Game Theory](https://mru.org/courses/principles-economics-microeconomics/office-hours-game-theory-nash-equilibrium).
* Video: [Making Threats Credible](https://www.youtube.com/watch?v=D7EnFVDSmwY).
* William Grimes, "[Thomas C. Schelling, Master Theorist of Nuclear Strategy, Dies at 95](https://www.nytimes.com/2016/12/13/business/economy/thomas-schelling-dead-nobel-laureate.html)," *The New York Times*, December 13, 2016.
* Thomas C. Schelling, [*The Strategy of Conflict*](https://www.law.upenn.edu/live/files/1313-schelling-the-strategy-conflict).  Cambridge: Harvard University Press, 1960.
* Roger B. Myerson, "[Learning from Schelling's Strategy of Conflict](http://www.jstor.org/stable/40651534)," *Journal of Economic Literature* **47**(4):  1109-125 (2009).

**October 21**

Discuss [*Dr. Strangelove*](https://www.imdb.com/title/tt0057012/?ref_=fn_al_tt_1)(1964)*.*



**Screening**: [*The Wizard of Oz*](https://www.imdb.com/title/tt0032138/?ref_=nv_sr_1?ref_=nv_sr_1)(1939)*.*

**Concepts**:

* What is money?
* The quantity theory of money.
* Inflation, deflation, and hyperinflation.
* The gold standard.

**Materials**:

* **Video**: [What Is Money](https://mediasite.dl.uconn.edu/Mediasite/Play/438bdb9d18ba421ba80df89492a3670d1d?catalog=0de1f8d7-92c0-46d9-80e3-e3af6d50b3c5)?
* **Video**: [Quantity Theory of Money](https://mru.org/courses/principles-economics-macroeconomics/inflation-quantity-theory-of-money)
* **Video**: [Causes of Inflation](https://www.youtube.com/watch?v=gi7jx5IJtik)
* **Video**: [Inflation, Deflation, Hyperinflation](http://mediasite.dl.uconn.edu/Mediasite/Play/c538d3d94d8b40b099d626514a7acb0c1d?catalog=3c88834c-b9a2-4a46-a17e-e8159c60dc42)
* Hugh Rockoff, "[The 'Wizard of Oz' as a Monetary Allegory](http://www.jstor.org/stable/2937766)," *The Journal of Political Economy* **98**(4): 739-760 (August 1990).
* "[U.S. Economy Grinds to Halt as Nation Realizes Money Just a Symbolic, Mutually Shared Illusion](http://www.theonion.com/articles/us-economy-grinds-to-halt-as-nation-realizes-money%2C2912/)," *The Onion*, February 16, 2010.
* Amy B Wang, "['They’ll Kill for It': Ramen Has Become the Black-market Currency in American Prisons](https://www.washingtonpost.com/news/wonk/wp/2016/08/23/soup-is-money-in-here-ramen-has-become-the-black-market-currency-in-american-prisons/)," *The Washington Post*, August 23, 2016.

**October 28**

Discuss [*The Wizard of Oz*](https://www.imdb.com/title/tt0032138/?ref_=nv_sr_1?ref_=nv_sr_1)(1939).



**Screening**: [*It's a Wonderful Life*](https://www.imdb.com/title/tt0038650/?ref_=fn_al_tt_1)(1946)*.*

**Concepts**:

* Financial intermediation.
* Fractional-reserve banking.
* Trust and expectations.
* The Great Depression.

**Materials**:

* **Video**: [What Do Banks Do?](https://mru.org/courses/principles-economics-macroeconomics/banks-financial-intermediaries)
* **Video**: [Fractional-Reserve Banking](http://mediasite.dl.uconn.edu/Mediasite/Play/be34c92a2c974a29bd4604b3e86888bd1d?catalog=3c88834c-b9a2-4a46-a17e-e8159c60dc42)
* **Video**: [Four Reasons Financial Intermediaries Fail](https://mru.org/courses/principles-economics-macroeconomics/failure-financial-intermediaries)
* **Video**: [The Great Depression](http://mediasite.dl.uconn.edu/Mediasite/Play/3f47a3cb14994fd59f82b5446a96e1fd1d?catalog=3c88834c-b9a2-4a46-a17e-e8159c60dc42)
* Sebastián Fleitas, Price Fishback, and Kenneth Snowden, "[Forbearance by Contract: How Building and Loans Mitigated the Mortgage Crisis of the 1930s.pdf](https://www.nber.org/papers/w21786.pdf)," Working Paper 21786, National Bureau of Economic Research (December 2015).  This is a wonky but not-too-technical discussion of the kind of institution in the movie -- a Building and Loan, not an ordinary commercial bank.

**November 4**

Discuss [*It's a Wonderful Life*](https://www.imdb.com/title/tt0038650/?ref_=fn_al_tt_1)(1946)*.*



**Screening**: [*Other People's Money*](https://www.imdb.com/title/tt0102609/?ref_=nv_sr_3?ref_=nv_sr_3)(1991)*.*

**Concepts**:

* Debt (bonds and loans) versus equity (stocks).
* Corporate governance.
* The market for corporate control.

**Materials**:

* **Video**: [Intro to Stock Markets](https://mru.org/courses/principles-economics-macroeconomics/stock-markets)
* **Video**: [Financial Markets](http://mediasite.dl.uconn.edu/Mediasite/Play/d61e3ba3128045c38ed75139808a7bb91d?catalog=3c88834c-b9a2-4a46-a17e-e8159c60dc42).
* Louis D. Brandeis, [Other People's Money](https://louisville.edu/law/library/special-collections/the-louis-d.-brandeis-collection/other-peoples-money-by-louis-d.-brandeis).  New York: Frederick A. Stokes, 1914.
* Michael C. Jensen, "[Takeovers: Folklore and Science](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=350425)," *Harvard Business Review*, November-December, 1984.

**November 11**

Discuss [*Other People's Money*](https://www.imdb.com/title/tt0102609/?ref_=nv_sr_3?ref_=nv_sr_3)(1991)*.*



**Screening**: [*The Big Short*](https://www.imdb.com/title/tt1596363/?ref_=fn_al_tt_1)(2015)*.*

**Concepts**:

* Financial markets and securities.
* Bubbles vs. market fundamentals.
* Short selling.
* 2008 financial crisis.

**Materials**:

* **Video**: [Speculation](https://mru.org/courses/principles-economics-microeconomics/speculation-oil-futures-market)
* **Video**: [What Is Short selling?](https://www.youtube.com/watch?v=6wT2Kx3c6zo)
* **Video**: [The Great Recession](https://mru.org/courses/principles-economics-macroeconomics/great-recession-failure-financial-intermediaries).
* **Video**: [Free Investment advice](http://mediasite.dl.uconn.edu/Mediasite/Play/ac77a6dbac174605a0cde3e817ee1d971d?catalog=3c88834c-b9a2-4a46-a17e-e8159c60dc42)
* **Video**: [Raghuram Rajan on the causes of the financial crisis](https://www.youtube.com/watch?v=PJ3IZfja8fs).

**November 18**

Discuss  [*The Big Short*](https://www.imdb.com/title/tt1596363/?ref_=fn_al_tt_1)(2015)*.*



**Screening**: [*Wall-E*](https://www.imdb.com/title/tt0910970/?ref_=nv_sr_1?ref_=nv_sr_1)(2015)*.*

**Part I: The environment.**

**Concepts**:

* Externalities.
* The Tragedy of the Commons.
* Institutions and environmental protection.

**Materials**:

* **Video**: [The Tragedy of the Commons](https://mru.org/courses/principles-economics-microeconomics/tragedy-of-the-commons-examples-economics)
* **Video**: [Externalities, Incentives, and Institutions](http://mediasite.dl.uconn.edu/Mediasite/Play/82b6ad8ec5e545e19ff9b93f9abedfb41d).
* **Video**: [Public Goods and Common Resources](http://mediasite.dl.uconn.edu/Mediasite/Play/f3a1c222db49420daeb90bc57991fc141d).
* Jake Halpern, "[The Big Business of Scavenging in Postindustrial America](https://www.nytimes.com/2019/08/21/magazine/the-big-business-of-scavenging-in-postindustrial-america.html)," *The New York Times Magazine*, August 21, 2019.
* Antón Chamberlin and Walter E. Block, "[Review: Wall-E.pdf](https://cosmosandtaxis.files.wordpress.com/2019/05/chamberlin_block_ct_vol6_iss_6_7.pdf)," *Cosmos + Taxis* **6**(6+7): 68-72 (2019).
* Steven Pinker, *Enlightenment Now: the Case for Reason, Science, Humanism, and Progress*.  New York: Penguin, 2018, [Chapter 10: the Environment](https://richard-langlois.uconn.edu/wp-content/uploads/sites/1617/2019/08/Pinker-on-the-Environment.pdf).
* [Economists' Statement on Carbon Dividends](https://www.clcouncil.org/economists-statement/).
* David Leonhardt, "[The Problem With Putting a Price on the End of the World](https://www.nytimes.com/interactive/2019/04/09/magazine/climate-change-politics-economics.html)," *The New York Times Magazine*, April 9, 2019.

**Part II: Economic growth and automation.**

**Concepts**:

* Economic Growth.
* Automation and technological unemployment.

**Materials**:

* **Video**: [The Hockey Stick of Human Prosperity](https://mru.org/courses/everyday-economics/trade-growth-hockey-stick-human-prosperity).
* **Video**: [Economic Growth](https://mediasite.dl.uconn.edu/Mediasite/Play/6c7a239d28f94a4fa9978421d045e5711d?catalog=0de1f8d7-92c0-46d9-80e3-e3af6d50b3c5)
* **Video**: "[Farewell, Etaoin Shrdlu](https://www.nytimes.com/video/insider/100000004687429/farewell-etaoin-shrdlu.html)."
* **Video**: [Will Machines Take Our Jobs?](https://mru.org/courses/econ-duel/will-robots-take-our-jobs)
* John Maynard Keynes, “[Economic Possibilities for our Grandchildren.pdf](http://www.econ.yale.edu/smith/econ116a/keynes1.pdf) (1930),” in *Essays in Persuasion*. New York: Harcourt Brace, 1932, pp. 358-373 .
* Richard N. Langlois, "[Cognitive Comparative Advantage and the Organization of Work](http://dx.doi.org/10.1016/S0167-4870%2802%2900201-5)," *Journal of Economic Psychology* **24**: 187-207 (2003).

**December 2**

Discuss  [*Wall-E*](https://www.imdb.com/title/tt0910970/?ref_=nv_sr_1?ref_=nv_sr_1)(2015)*.*

Summary and overview of what we've learned.

**Help and Resources**

|  |  |
| --- | --- |
| Richard N. Langlois | My office hours are **Mondays 12:30 to 2:00 and Wednesdays 2:00 to 4:00** or by appointment. I am also around other times, and I can usually talk for a while after class. Come talk to me if you have any problems or questions about the class. Also feel free to come talk to me about other things, including economics or academics generally.**Room 304 Oak Hall**Richard.Langlois@UConn.edu |
| Tutoring | The Economics Department offers [**free one-on-one tutoring**](http://econ.uconn.edu/tutoring/) for all student in principles of economics classes. If you are struggling with any of the material in the course, there is no excuse not to meet with a tutor to go over concepts. When meeting with a tutor, it is always best to come prepared with questions (from the chapters or exams). |
| Technical Support | For support for **HuskyCT**:Digital Learning Center, [Level One of Homer Babbidge Library](http://dlc.uconn.edu/about/).Phone: (860) 486-1187Website: [http://dlc.uconn.edu](http://dlc.uconn.edu/) |
| Tutoring | The **Center for Students with Disabilities** (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](https://www.csd.uconn.edu/). |
| **Student Responsibilities and Resources** |

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

**Student Code**

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

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

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

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

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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/). Matriculated students should add or drop a course through the [Student Administration System](http://studentadmin.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.

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

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

**Statement on Absences from Class Because of Religious Observances and Extra-Curricular Activities**

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

**2019-232 ECON Revise minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date:

2. Department or Program:

3. Title of Minor:

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

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

5. Nature of change:

# Existing Catalog Description of Minor

Economics Minor

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including [ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q;](https://catalog.uconn.edu/ECON/#2211Q) [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q) and one course numbered [2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328) or at the 3000 level or above.

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

# Proposed Catalog Description of Minor

Economics Minor

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including [ECON 2201](https://catalog.uconn.edu/ECON/#2201) or [2211Q;](https://catalog.uconn.edu/ECON/#2211Q) [ECON 2202](https://catalog.uconn.edu/ECON/#2202) or [2212Q](https://catalog.uconn.edu/ECON/#2212Q); and one course numbered [2301](https://catalog.uconn.edu/ECON/#2301)–[2328](https://catalog.uconn.edu/ECON/#2328) or at the 3000 level or above. ECON 2481 does not count toward fulfilling the minor requirements.

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

# Justification

1. Reasons for changing the minor: To restrict use of ECON 2481 (internship) credit in line with major.

2. Effects on students: minimal.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: September 6, 2019

    Department Faculty: September 6, 2019

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

Richard N. Langlois

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(860) 821-0152

1. https://community.uconn.edu/the-student-code-appendix-a/ [↑](#footnote-ref-1)