CLAS C&C

Chair: Pamela Bedore

9.24.2019, 3:30-5:30PM, Oak 408

Agenda Part 2 – Additional Materials

**B. Approvals by the Chair**

2019-233 MARN 4895 Add Special Topic: Experimental Design in Marine Ecology

2019-234 MARN 5995 Add Special Topic: Experimental Design in Marine Ecology

2019-235 MCB 5896 Add Special Topic: Introduction to Molecular Dynamics Simulations

**C. New Business (begins at 4:00 PM)**

2019-236 POLS 2023/W Add Course (G) (S) (guest: Jane Gordon)

2019-237 HIST 1600/LLAS 1190/W Revise Course (G) (S) (guest: Charles Lansing)

2019-238 HIST 3350 Revise Course (S) (guest: Charles Lansing)

2019-239 HIST 3421 Revise Course (S) (guest: Charles Lansing)

2019-240 HIST 3470 Revise Course (S) (guest: Charles Lansing)

2019-241 HIST 3471 Revise Course (S) (guest: Charles Lansing)

2019-242 HIST 3570 Revise Course (G) (S) (guest: Charles Lansing)

2019-243 HIST 3832 Revise Course (S)

2019-244 HIST/URBN 3541/W Revise Course (G) (S)

2019-245 EEB 2250 Revise Course (G) (S)

2019-246 EEB 5813 Add Course

2019-247 ECON/MAST 2467 Revise Course (S)

2019-248 MARN/MAST 1001E Revise Course (G) (S)

2019-249 MCB 3849W Add Course (G) (S)

2019-250 Anthropology of Global Health Add Minor

2019-251 LING/PHIL Revise Major

2019-252 HDFS 2001 Revise Course (G) (S)

2019-253 HDFS 2004W Revise Course (G) (S)

2019-254 HDFS 3087 Revise Course

2019-255 HDFS 3092 Revise Course

2019-256 HDFS 3098 Revise Course

2019-257 HDFS 5000 Revise Course

2019-258 HDFS 5001 Revise Course

2019-259 HDFS 5003 Revise Course

2019-260 HDFS 5004 Revise Course

2019-261 HDFS 5005 Revise Course

2019-262 HDFS 5010 Revise Course

2019-263 HDFS 5030 Revise Course

2019-264 HDFS 5095 Revise Course

2019-265 HDFS 5098 Revise Course

2019-266 FREN 5369 Revise Course

2019-267 FREN 5370 Drop Course

2019-268 GERM 1001 Revise Course (G) (S)

2019-269 GERM 1002 Revise Course (G) (S)

2019-270 GERM 1003 Revise Course (S)

2019-271 GERM 1004 Revise Course (S)

**D. Courses for Inclusion on Hyphenated-Course Omnibus Motion**

**(*Please review ahead of the meeting – we will discuss only as needed*)**

2019-272 SPAN 1001 Revise Course (G) (S)

2019-273 SPAN 1002 Revise Course (G) (S)

2019-274 SPAN 1003 Revise Course (S)

2019-275 SPAN 1004 Revise Course (S)

2019-276 CHEM 1127Q Revise Course (G) (S)

2019-277 CHEM 1128Q Revise Course (G) (S)

2019-278 CHEM 1137Q Revise Course (G) (S)

2019-279 CHEM 1138Q Revise Course (G) (S)

2019-280 CHEM 1147Q Revise Course (G) (S)

2019-281 CHEM 1148Q Revise Course (G) (S)

2019-282 CHEM 3563 Revise Course

2019-283 CHEM 3564 Revise Course

2019-284 MATH 2010Q Revise Course (G) (S)

2019-285 MATH 2011Q Revise Course (G) (S)

2019-286 MATH 2141Q Revise Course (G) (S)

2019-287 MATH 2142Q Revise Course (G) (S)

2019-288 MATH 2143Q Revise Course (G) (S)

2019-289 MATH 2144Q Revise Course (G) (S)

**ADDITIONAL MATERIALS:**

**2019-233 MARN 4895 Add Special Topic: Experimental Design in Marine Ecology**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: September 20, 2019

2. Semester and year this xx95 course will be offered: Spring 2020

3. Department: Marine Sciences

4. Course number and title proposed: MARN 4895/5995: Experimental Design in Marine Ecology

5. Number of Credits: 3

6. Instructor: Catherine Matassa

7. Instructor's position: Assistant Professor, Marine Sciences

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

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

10. Short description:

**Course Description (for Catalog):** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R, and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

11. Please attach a sample/draft syllabus to first-time proposals. Please see attached document, MARN4895&5995\_ExpDes\_Syllabus.docx.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Catherine Matassa, 860-405-9028, catherine.matassa@uconn.edu

**Supporting Documents**

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

MARN 4895/5995: Special Topics

***Experimental Design in Marine Ecology (with R)***

Department of Marine Sciences

*Syllabus - Spring 2020 – DRAFT*

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course on HuskyCT.

Course and Instructor Information

**Course Title:** Experimental Design in Marine Ecology (with R)

**Credits:** 3 (undergraduate = MARN4895 or graduate = MARN5995)

**Format:** in person

**Prerequisites:**  Biological Oceanography, Marine Biology, Ecology, or equivalent

**Professor:** Dr. Catherine M. Matassa

**Email:** [catherine.matassa@uconn.edu](mailto:catherine.matassa@uconn.edu)

**Telephone:** 860-405-9028

**Course Times:** TBD

**Office Hours/Availability:** TBD

Course Materials

**Hardware/Software:** [R](https://cran.r-project.org/), [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download), [Microsoft Excel](https://software.uconn.edu/microsoft-products-students/) (or equivalent, e.g., Google Sheets) on your personal laptop computer. Contact instructor ASAP if you do not have a laptop you can bring to class or use for assignments.

**Textbook:** Gotelli, N.J. and A.M. Ellison. 2013. A Primer of Ecological Statistics (2nd ed.). Sinauer Assoc. Inc., Sunderland, MA, USA. [ISBN: 9781605350646](https://global.oup.com/ushe/product/a-primer-of-ecological-statistics-9781605350646?cc=us&lang=en&) Note: you may use 1st edition, but you are responsible for translating readings between editions.

**Additional supplies:** laptop computer, standard function calculator, notebook and pencil

Course Description

**Course Description from Course Catalog:** This course introduces advanced undergraduates (MARN4895) and beginning graduate students (MARN5995) to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Parametric analysis of variance provides a statistical framework for topics including replication and pseudoreplication, linear models and their assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, fixed v. random effects, analysis and visualization in R, and the interpretation and communication of experimental methods and results.

**Additional faculty description**: This is not a comprehensive biostatistics course. Rather, the goal of this course is to provide you with a set of practical, powerful, and customizable tools to design, analyze, interpret, and communicate the results of experiments while building the conceptual and critical thinking skills necessary to pursue more complex designs and analyses in the future.

Course Objectives

**By the end of the course, students should be able to**

1. Design an experiment to test a given hypothesis under realistic biological and logistical constraints,
2. critically evaluate the design and analysis of experiments in the scientific literature,
3. appropriately collect, organize, and inspect data from experiments,
4. appropriately analyze and visualize data using the statistical computing software R,
5. verbally describe relevant components of an experiment’s design and analysis, and
6. Interpret and verbally communicate statistical and biological results.

Course Outline and Schedule

Interactive lectures and problem-solving lab sessions promote active learning. Assignments allow students to independently review the techniques, perform analyses using statistical software, and practice interpreting and communicating the results of experiments. Detailed feedback on assignments provides students with formative assessment on appropriate application of techniques and interpretations. Three exams (including a cumulative final exam) assess knowledge, comprehension, application, and critical analysis of methods covered in the weeks prior to the exam. Students taking the course for graduate credit will propose and present a short workshop on a topic of their choice (instructor approval required).

The class schedule below is subject to change. We may reach some topics sooner or later than currently listed, depending on how things are going. The most up-to-date schedule will always be posted on HuskyCT, and you will be notified of any changes via e-mail. Readings should be completed before the corresponding class. Assignments and other readings will be posted on HuskyCT, along with due dates/submission instructions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Topic(s)** | **Reading** | **Tasks** |
| 1 | -Descriptive statistics & NHST  -Intro to R | Review Ch3 and Ch4 as necessary |  |
| 2 | -Analysis of Variance  -Pseudoreplication | Ch5 (pp.117-122), Ch7 (pp.163-175), Ch10 (pp.289-300); Hurlbert (1984) | HW 1 |
| 3 | -Before & After ANOVA  -One-way ANOVA in R | Ch8, Ch10 (pp.325-327, 335-348) | HW 2 |
| 4 | -Linear Regression  -Linear Models in R | Ch9 | HW 3 |
| 5 | -Exam I  -Intro to ANCOVA |  | Exam I |
| 6 | -Analysis of Covariance  -Assumptions of ANCOVA | Ch10 (pp.314-317, 333-335) | HW 4 |
| 7 | -Factorial ANOVA  -Interactions and Additivity | Ch7 (pp.182-188), Ch10 (pp.304-308, 322-333) | HW 5 |
| 8 | No class [Spring Break] |  | Workshop Proposals |
| 9 | -Unbalanced designs  -Effect Sizes |  | HW6 |
| 11 | -Exam II  -Intro to Random Effects | Ch7 (pp. 175-200) | Exam II |
| 12 | -Random Block Designs  -Complex nested designs & mixed models | Ch10 (pp.300-322), Ch12 (pp.383-406) | Workshop Draft |
| 13 | -Repeated Measures: 3 Ways  -Intro to Time Series | Ch11 | HW7 |
| 14 | *Grad Workshops* | TBD | WS Presentation |
| 15 | *Grad Workshops* | TBD | WS Presentation |
| 16 | -Exam III (Final) |  | Exam III |

| ***Summary of Course Grading*** | | |
| --- | --- | --- |
| Component | Weight Undergrad | Weight Graduate |
| Participation | 10% | 10% |
| Assignments | 50% | 35% |
| Exams  (I,II,III) | 40%  (12,12,16%) | 40%  (12,12,16%) |
| Workshop | NA | 15% |

Course Requirements and Grading

**Active Participation**

Students are expected to prepare for (by completing assigned readings) and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study’s design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand. Participation is 50% self-assessed.

**Assignments**

| ***Grading Scale*** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Score (%) | Letter Grade | GPA Points |  | Score (%) | Letter Grade | GPA Points |
| 94-100 | A | 4.0 |  | 73-76 | C | 2.0 |
| 90-93 | A- | 3.7 |  | 70-72 | C- | 1.7 |
| 87-89 | B+ | 3.3 |  | 67-69 | D+ | 1.3 |
| 83-86 | B | 3.0 |  | 63-66 | D | 1.0 |
| 80-82 | B- | 2.7 |  | 60-62 | D- | 0.7 |
| 77-79 | C+ | 2.3 |  | <60 | F | 0.0 |

Assignments are designed for students to independently review and apply concepts and methods covered in class, use statistical software, and practice interpreting and communicating results. Assignments receive critical feedback from the instructor along with a preliminary score. Students may integrate instructor feedback through revision and resubmission, which may improve their final score. Due dates are listed on the course schedule.

**Exams**

Three exams are given throughout the semester. Details regarding the structure and content of exams will be reviewed in class. Exam dates are listed on the course schedule.

**Workshop** (graduate credit only)

Students taking the course for graduate credit will propose and present a workshop to the class on an experimental design/analysis or related topic (e.g., data visualization, debates in the primary literature around NHST, etc.) approved by the instructor. Proposal requirements will be discussed in class. Assessment of the workshop is a function of content (complete and correct) and delivery (clarity and communication). Students will receive peer evaluations and feedback in addition to instructor assessment.

Due Dates and Late Policy  
All due dates and deadlines are identified in the course schedule. Assignments are due at the start of class on the indicated date. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* Scores on late submissions are penalized by 25% per day, receiving 0% after 4 days. Students may request extensions, in writing, for professional conflicts (at least 2 weeks in advance) or medical/family emergencies (within 24h).

Feedback and Grades

The instructor makes every effort to provide feedback and grades in a timely manner. Graded assignments will be returned to you before an exam covering the same topic. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

* The Student Code (Academic Integrity, Resources on Avoiding Cheating and Plagiarism)
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping Courses; Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

* Personal laptop computer with reliable internet access
* [Microsoft Office](https://software.uconn.edu/microsoft-products-students/) or equivalent
* [R](https://cran.r-project.org/)
* [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download)

Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance. This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person supp.ort options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Supp.ort](http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and supp.ort documents.

Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats
* Open and access PDF files.
* Open, create, edit, and save spreadsheets in Microsoft Excel or equivalent

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

Evaluation of the Course

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

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

The instructor appreciates longer-term feedback about how skills acquired during the course have or have not been useful to students in their future studies or career. Please inform the instructor if you are willing to participate in this type of survey/evaluation.

**2019-234 MARN 5995 Add Special Topic: Experimental Design in Marine Ecology**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: September 20, 2019

2. Semester and year this xx95 course will be offered: Spring 2020

3. Department: Marine Sciences

4. Course number and title proposed: MARN 4895/5995: Experimental Design in Marine Ecology

5. Number of Credits: 3

6. Instructor: Catherine Matassa

7. Instructor's position: Assistant Professor, Marine Sciences

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

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

10. Short description:

**Course Description (for Catalog):** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R, and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

11. Please attach a sample/draft syllabus to first-time proposals. Please see attached document, MARN4895&5995\_ExpDes\_Syllabus.docx.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Catherine Matassa, 860-405-9028, catherine.matassa@uconn.edu

**Supporting Documents**

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

MARN 4895/5995: Special Topics

***Experimental Design in Marine Ecology (with R)***

Department of Marine Sciences

*Syllabus - Spring 2020 – DRAFT*

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course on HuskyCT.

Course and Instructor Information

**Course Title:** Experimental Design in Marine Ecology (with R)

**Credits:** 3 (undergraduate = MARN4895 or graduate = MARN5995)

**Format:** in person

**Prerequisites:**  Biological Oceanography, Marine Biology, Ecology, or equivalent

**Professor:** Dr. Catherine M. Matassa

**Email:** [catherine.matassa@uconn.edu](mailto:catherine.matassa@uconn.edu)

**Telephone:** 860-405-9028

**Course Times:** TBD

**Office Hours/Availability:** TBD

Course Materials

**Hardware/Software:** [R](https://cran.r-project.org/), [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download), [Microsoft Excel](https://software.uconn.edu/microsoft-products-students/) (or equivalent, e.g., Google Sheets) on your personal laptop computer. Contact instructor ASAP if you do not have a laptop you can bring to class or use for assignments.

**Textbook:** Gotelli, N.J. and A.M. Ellison. 2013. A Primer of Ecological Statistics (2nd ed.). Sinauer Assoc. Inc., Sunderland, MA, USA. [ISBN: 9781605350646](https://global.oup.com/ushe/product/a-primer-of-ecological-statistics-9781605350646?cc=us&lang=en&) Note: you may use 1st edition, but you are responsible for translating readings between editions.

**Additional supplies:** laptop computer, standard function calculator, notebook and pencil

Course Description

**Course Description from Course Catalog:** This course introduces advanced undergraduates (MARN4895) and beginning graduate students (MARN5995) to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Parametric analysis of variance provides a statistical framework for topics including replication and pseudoreplication, linear models and their assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, fixed v. random effects, analysis and visualization in R, and the interpretation and communication of experimental methods and results.

**Additional faculty description**: This is not a comprehensive biostatistics course. Rather, the goal of this course is to provide you with a set of practical, powerful, and customizable tools to design, analyze, interpret, and communicate the results of experiments while building the conceptual and critical thinking skills necessary to pursue more complex designs and analyses in the future.

Course Objectives

**By the end of the course, students should be able to**

1. Design an experiment to test a given hypothesis under realistic biological and logistical constraints,
2. critically evaluate the design and analysis of experiments in the scientific literature,
3. appropriately collect, organize, and inspect data from experiments,
4. appropriately analyze and visualize data using the statistical computing software R,
5. verbally describe relevant components of an experiment’s design and analysis, and
6. Interpret and verbally communicate statistical and biological results.

Course Outline and Schedule

Interactive lectures and problem-solving lab sessions promote active learning. Assignments allow students to independently review the techniques, perform analyses using statistical software, and practice interpreting and communicating the results of experiments. Detailed feedback on assignments provides students with formative assessment on appropriate application of techniques and interpretations. Three exams (including a cumulative final exam) assess knowledge, comprehension, application, and critical analysis of methods covered in the weeks prior to the exam. Students taking the course for graduate credit will propose and present a short workshop on a topic of their choice (instructor approval required).

The class schedule below is subject to change. We may reach some topics sooner or later than currently listed, depending on how things are going. The most up-to-date schedule will always be posted on HuskyCT, and you will be notified of any changes via e-mail. Readings should be completed before the corresponding class. Assignments and other readings will be posted on HuskyCT, along with due dates/submission instructions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Topic(s)** | **Reading** | **Tasks** |
| 1 | -Descriptive statistics & NHST  -Intro to R | Review Ch3 and Ch4 as necessary |  |
| 2 | -Analysis of Variance  -Pseudoreplication | Ch5 (pp.117-122), Ch7 (pp.163-175), Ch10 (pp.289-300); Hurlbert (1984) | HW 1 |
| 3 | -Before & After ANOVA  -One-way ANOVA in R | Ch8, Ch10 (pp.325-327, 335-348) | HW 2 |
| 4 | -Linear Regression  -Linear Models in R | Ch9 | HW 3 |
| 5 | -Exam I  -Intro to ANCOVA |  | Exam I |
| 6 | -Analysis of Covariance  -Assumptions of ANCOVA | Ch10 (pp.314-317, 333-335) | HW 4 |
| 7 | -Factorial ANOVA  -Interactions and Additivity | Ch7 (pp.182-188), Ch10 (pp.304-308, 322-333) | HW 5 |
| 8 | No class [Spring Break] |  | Workshop Proposals |
| 9 | -Unbalanced designs  -Effect Sizes |  | HW6 |
| 11 | -Exam II  -Intro to Random Effects | Ch7 (pp. 175-200) | Exam II |
| 12 | -Random Block Designs  -Complex nested designs & mixed models | Ch10 (pp.300-322), Ch12 (pp.383-406) | Workshop Draft |
| 13 | -Repeated Measures: 3 Ways  -Intro to Time Series | Ch11 | HW7 |
| 14 | *Grad Workshops* | TBD | WS Presentation |
| 15 | *Grad Workshops* | TBD | WS Presentation |
| 16 | -Exam III (Final) |  | Exam III |

| ***Summary of Course Grading*** | | |
| --- | --- | --- |
| Component | Weight Undergrad | Weight Graduate |
| Participation | 10% | 10% |
| Assignments | 50% | 35% |
| Exams  (I,II,III) | 40%  (12,12,16%) | 40%  (12,12,16%) |
| Workshop | NA | 15% |

Course Requirements and Grading

**Active Participation**

Students are expected to prepare for (by completing assigned readings) and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study’s design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand. Participation is 50% self-assessed.

**Assignments**

| ***Grading Scale*** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Score (%) | Letter Grade | GPA Points |  | Score (%) | Letter Grade | GPA Points |
| 94-100 | A | 4.0 |  | 73-76 | C | 2.0 |
| 90-93 | A- | 3.7 |  | 70-72 | C- | 1.7 |
| 87-89 | B+ | 3.3 |  | 67-69 | D+ | 1.3 |
| 83-86 | B | 3.0 |  | 63-66 | D | 1.0 |
| 80-82 | B- | 2.7 |  | 60-62 | D- | 0.7 |
| 77-79 | C+ | 2.3 |  | <60 | F | 0.0 |

Assignments are designed for students to independently review and apply concepts and methods covered in class, use statistical software, and practice interpreting and communicating results. Assignments receive critical feedback from the instructor along with a preliminary score. Students may integrate instructor feedback through revision and resubmission, which may improve their final score. Due dates are listed on the course schedule.

**Exams**

Three exams are given throughout the semester. Details regarding the structure and content of exams will be reviewed in class. Exam dates are listed on the course schedule.

**Workshop** (graduate credit only)

Students taking the course for graduate credit will propose and present a workshop to the class on an experimental design/analysis or related topic (e.g., data visualization, debates in the primary literature around NHST, etc.) approved by the instructor. Proposal requirements will be discussed in class. Assessment of the workshop is a function of content (complete and correct) and delivery (clarity and communication). Students will receive peer evaluations and feedback in addition to instructor assessment.

Due Dates and Late Policy  
All due dates and deadlines are identified in the course schedule. Assignments are due at the start of class on the indicated date. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* Scores on late submissions are penalized by 25% per day, receiving 0% after 4 days. Students may request extensions, in writing, for professional conflicts (at least 2 weeks in advance) or medical/family emergencies (within 24h).

Feedback and Grades

The instructor makes every effort to provide feedback and grades in a timely manner. Graded assignments will be returned to you before an exam covering the same topic. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

* The Student Code (Academic Integrity, Resources on Avoiding Cheating and Plagiarism)
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping Courses; Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

* Personal laptop computer with reliable internet access
* [Microsoft Office](https://software.uconn.edu/microsoft-products-students/) or equivalent
* [R](https://cran.r-project.org/)
* [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download)

Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance. This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person supp.ort options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Supp.ort](http://www.ecampus24x7.uconn.edu/) including access to live chat, phone, and supp.ort documents.

Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats
* Open and access PDF files.
* Open, create, edit, and save spreadsheets in Microsoft Excel or equivalent

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

Evaluation of the Course

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

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

The instructor appreciates longer-term feedback about how skills acquired during the course have or have not been useful to students in their future studies or career. Please inform the instructor if you are willing to participate in this type of survey/evaluation.

**2019-235 MCB 5896 Add Special Topic: Introduction to Molecular Dynamics Simulations**



**Proposal to Add a New Special Topic Course**

Last revised: September xx, 2013

1. Date:8/22/2019

2. Department requesting this course: MCB

3. Semester and year in which course will be first offered: Fall 2019

# Final Catalog Listing

MCB 5896. Introduction to Molecular Dynamics Simulations

1 credit. Lecture/Practicum. Open to students in MCB Professional Science Masters and Professional Masters programs. Others by permission.

A hands-on introduction to the computational technique of molecular dynamics simulations.

# Items Included in Catalog Listing

**Obligatory Items**

1. Abbreviation for Department, Program or Subject Area: MCB

2. Course Number: 5896

3. Course Title:Introduction to Molecular Dynamics Simulations,

4. Number of Credits (use digits, “3” not “three”): 1

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

A hands-on introduction to the computational technique of molecular dynamics simulations.

6. Course Type, if appropriate:

\_\_Lecture \_x\_ Laboratory \_\_ Seminar \_\_ Practicum\_x

7. Has the course been offered before? X no \_\_\_ yes

**Optional Items**

7. Prerequisites, if applicable: n/a

8. Recommended Preparation, if applicable: n/a

9. Consent of Instructor, if applicable: no

10. Exclusions, if applicable: n/a

11. Repetition for credit, if applicable: no

12. S/U grading: no

13. Has the course been offered before?: no

# Justification

1. Reasons for adding this course: Provide PSM/PM students with hands-on training in Molecular Dynamic simulations that they can apply in their own research/profession. This is a first time trial offering of this course.

2. Academic merit: This course provides a practical training in the popular and powerful computational method of MD simulations, which is valuable for analyzing biomolecular structure, dynamics and interactions.

3. Overlapping courses: none

4. Number of students expected: 8

5. Number and size of sections: 1

6. Effects on other departments: none

7. Staffing: Dr. Eric May

8. Dates approved by

    Department Curriculum Committee: 9-3-19

    Department Faculty:9-6-19

9. Name, Phone Number, and e-mail address of principal contact person: Elaine Mirkin, [elaine.mirkin@uconn.edu](mailto:elaine.mirkin@uconn.edu), 860 486-6903

# Syllabus

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

# Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

**Syllabus for MCB 5896: Introduction to Molecular Dynamics Simulations, Fall 2019**

1 Credit

BPB 201

## **Instructor(s)**

## Dr. Eric May

## Office: BPB, Room 305

## Phone: 486-0484

E-mail: [eric.may@uconn.edu](mailto:Peter.Burkhard@uconn.edu)

## Office Hours: arranged by email

TA: J.D. Tamucci

E-mail: jeffrey.tamucci@uconn.edu

**Overview**

This course is intended to be a practical introduction to the method of molecular dynamics simulations. Students will be guided in using the GROMACS software program for performing simulations of biomolecular systems, VMD for visualizing simulation trajectories and Python for analyzing and plotting simulation data. The course will be conducted in four hands-on sessions over the span of four weeks.

**Reference Material**

* GROMACS Manual<http://manual.gromacs.org/2019.3/download.html>
* Understanding Molecular Simulation, Frenkel and Smit, Academic Press, 2002
* Molecular Modeling and Simulation, Schlick, Springer, 2006

**Grading**

Grading will be based upon class attendance, participation and a final presentation of the results of a short-term MD project.

**Policy Statements**

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

[Student Conduct Code](http://www.community.uconn.edu/the-student-code)

[Academic Integrity Statement](http://community.uconn.edu/the-student-code-appendix-a/)

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).

**Course Schedule (Subject to change) The course will meet four times for 4 hours per class with mixed lecture and directed computer exercises**

Oct 30 Session 1 – MD Basics

* Force Fields
* Energy Minimization
* Integrators
* File Formats
* Interacting with the UCONN HPC environment

Nov 6 Session 2 – MD Production and Analysis

* Equilibration
* Benchmarking
* GROMACS Tools
* Python
  + MD Analysis
  + Matplotlib
* Visualization in VMD

Nov 13 Session 3 – Complex System Setup

* CHARMM-GUI
* CGenFF
* Membranes and Membrane Proteins
* Protein-ligand
* Modeling missing segments

Nov 20 Session 4 – Advanced Topics

* Enhanced Sampling
* Free Energy Methods
* Mini-Project Presentations

**2019-236 POLS 2023/W Add Course (G) (S) (guest: Jane Gordon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12847 |
| **Request Proposer** | Gordon |
| **Course Title** | Political Theory in Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Political Theory in Film |
| **Course Number** | 2023 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area A: Arts,Area D: Philosophical / Ethical Analysis |
| **General Education Competency** | W |
| **W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture, discussion, group peer review |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1002: Introduction to Political Theory |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |
| **Is Consent Required for course?** | No Consent Required |
| **Who is this course open to?** | Sophomore,Junior,Senior |

|  |  |
| --- | --- |
| **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?** | Hartford,Storrs,Waterbury |
| **If not generally available at all campuses, please explain why** | We don't typically offer political theory courses at all campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 2023. Political Theory in Film. Three Credits. Prerequisite: Open to sophomores or higher. Recommended Preparation: POLS 1002. Exploration of political theoretical questions through essays and films. POLS 2023W. Political Theory in Film. Three Credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to sophomores or higher. Recommended Preparation: POLS 1002. |
| **Reason for the course action** | I taught this course regularly at my previous institution. Students showed clear signs of deepening their understanding of difficult political theoretical themes through using film (together with classic political theory essays) to explore them. There are several POLS (and non-POLS) courses that centrally involve film but none as of yet that make political theory their explicit focus. The Political Theory subfield therefore believes that this would expand our curriculum, especially for students who might be very at home in visual culture where so much vital political exploration is taking place. |
| **Specify effect on other departments and overlap with existing courses** | There are other departments and subfields within POLS that offer courses engaging with film, however, each uses the films to illuminate the themes of their respective areas of study just as I will engage with film to illuminate and develop understanding of political theoretical themes. |
| **Please provide a brief description of course goals and learning objectives** | In the fourteen weeks that follow, we will explore some central political theoretical questions through engaging the ways in which they are investigated and illuminated in six classic films and several historic essays. Of particular salience are: What are the implications of the complicated relationship between means and ends in politics? Is justice the aim of modern political institutions? How are we to understand our own agency and responsibility in a political world replete with accidents and absurdities? Can one be actional in polarized political situations in which one is structurally the underdog? Is there anything that still cannot be bought and sold? Does a fascination with fate and endings suggest that a commitment to finding political solutions to collective problems is, in fact, dead? |
| **Describe course assessments** | For W versions: •Three essays (each worth 20% of the overall grade): Each of these should be three single-spaced pages and devoted to exploring and analyzing the themes in the given film and the readings that accompany it. I will distribute guidelines and questions one week before each of these essays is due. There will be six of these assignments. Students will choose the three on which to write. Late papers will not be accepted. •One final creative project or critical paper (worth 20% of the overall grade): This final assignment will ask that students synthesize their shorter pieces of writing into a larger reflection on one of the major the political theoretical themes of the course. Students may submit this in the form of a five single-spaced page essay, but I encourage them strongly to consider presenting these final ideas in a different format or medium. The assignments will be due at one of our final two class meetings. Late work will not be accepted. •Regular, punctual attendance and engaged participation are required (and worth 20% of the overall grade): This is impossible without presence of body and mind and evidence of having read and grappled with the required reading for each class meeting. More than one unexcused absence will lead to a 10% reduction, the third to a 50%, and fourth or more to a 100% reduction in your participation grade. Excessive tardiness is disruptive. If ongoing, it will be counted as an absence. |
| **General Education Goals** | The aim of this course is to encourage students to develop their abilities to reflect critically and articulately about political themes central to their society by encountering meditations on them in different media. The hope is that moving between primarily visual and literary expressions will nurture breadth and versatility. Many of the films under study are full of challenging moral ambiguities that create opportunities for repeated consideration and subtle judgment. |
| **Content Area: Arts and Humanities** | This course draws on political theoretical concepts, examples, and arguments to illuminate works in visual culture and turns to unique forms of visual cultural expression, particularly film, to critically explore concepts, examples, and arguments in political theory. Guiding the engagement is a sense that different media enable distinct kinds of meditations on and magnifications of themes that cannot be exhausted by any one mode of human inquiry. |
| **Content Area: Diversity and Multiculturalism (International)** | The aim of this course is to explore central political concepts, such as how to enact agency under severely constrained circumstances, through the lens of films and political theory generated out of distinct contexts. We begin in the Germany of World War II and move to revolutionary Algeria only to turn to neocolonial Jamaica, the contemporary global city of London, and then Palestine. In moving from one situation to the next, we identify challenges and circumstances that are shared and discrete. |
| **Writing Competency** | Many students who find political theoretical texts strange and difficult to navigate are very at home in watching and discussing contemporary films. Being encouraged to practice using the latter as evidence therefore enables student to write analytical and critical essays with greater ease and depth. This class requires that students write and revise three short essays addressing political theoretical questions I have posed by drawing on the films that we have critically explored. Students share and peer-review these reflections, exploring and confronting their often divergent interpretations of the same works. Given how central visual culture is to the generation of sites of political discussion, the hope is that students will consider how they could use skills of written reflection to engage in popular debate around vital issues in their worlds. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Political Theory in Film-1.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158531&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2de2d79187ba4b2c79f908d73a325573%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637041860168625375&sdata=oet9p1HHfx5eVF4kO51dzfLrRASYTljHADjb90JQDNI%3D&reserved=0) | Political Theory in Film-1.docx | Syllabus | | [Political Theory in Film-2.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F158532&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2de2d79187ba4b2c79f908d73a325573%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637041860168635370&sdata=y85aXSIU%2F81SbmTXYLWyNlDRqlmd1bRaJusSkoIwlbA%3D&reserved=0) | Political Theory in Film-2.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 08/09/2019 - 13:51 | Submit |  | I have already received approval to submit this course from the Political Theory subfield but will seek it from the POLS department as a whole at our September Faculty Meeting. I hope that C&C can then consider its acceptability. | | Political Science | Evan J Perkoski | 09/10/2019 - 09:41 | Approve |  | Approved -EP | |

**Political Theory in Film**

**POLS 2023(W)**

**Professor Jane Gordon (jane.gordon@uconn.edu)**

Freedom is often considered to be the most sacred of Western political values. What happens to our capacity for exercising it when we face the most constrained and compromising of conditions? Over the course of the semester, we will explore the ways in which this question is investigated and illuminated in six classic films and several historic books and essays.

*Assignments*:

According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for each of these graded writing components, which together total at least 15 pages of revised writing:

**•Three essays (each worth 20% of your grade):** Each of these should be three

single-spaced pages and devoted to exploring and analyzing the themes in the given film and the readings that accompany it. I will distribute guidelines and questions one week before each of these essays is due. There will be six of these assignments. You will choose the three on which to write. Late papers will not be accepted. All students writing on a given week’s theme and film will engage in a guided peer-review and will elect to receive either written comments or to hold a short meeting with me. With first essays, peer and my feedback with focus on clarifying the paper’s central claims and how the evidence from the film is engaged to advance them. With the second essay, readers will pay special attention to helping writers to strengthen the opening and closing of their essays. With the third essay, we will focus on the quality of argumentative and thematic transitions in the essay.

**•One final creative project or critical paper (worth 20% of your grade):** This final assignment will ask that you synthesize your shorter pieces of writing into a larger reflection on one of the major the political theoretical themes of the course. You may submit this in the form of a five single-spaced page essay, but I encourage you strongly to consider presenting these final ideas in a different format or medium. In the past, some students elected to create their own films or children’s books or games. Your assignments will be due and presented at one of our final two class meetings. Late work will not be accepted.

**•Regular, punctual attendance and engaged participation are required (and worth 20% of your grade):** This is impossible without presence of body and mind andevidence of having read and grappled with the required reading for each class meeting. More than one unexcused absence will lead to a 10% reduction, the third to a 50%, and fourth or more to a 100% reduction in your participation grade. Excessive tardiness is disruptive. If ongoing, it will be counted as an absence.

*Required Books*:

These books are easy to find in most libraries or for sale (new and used) either online or in many bookstores. **They are listed in the order in which we’ll read them**.

Jaspers, Karl. *The Question of German Guilt*. New York: Fordham University Press, 2001.

Fanon, Frantz. *A Dying Colonialism*. New York: Grove, 1967.

Shariati, Ali. *Man and Islam*. North Haledon, NJ: Islamic Publication International, 2005.

Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 1999.

Hafez, Mohammed. *Manufacturing Human Bombs: The Making of Palestinian Suicide Bombers*. Washington, D.C.: United States Institute of Peace, 2006.

Olson, Joel. *The Abolition of White Democracy*. Minneapolis: University of Minnesota Press, 2004.

All other readings (by Orwell, Weber, Sartre, Gibson, Wright, Marx, Serres, Bales, Satz, Scheper-Hughes, and Douglass) will be available on Blackboard.

### University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s 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 please note that 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 you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

### Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

### Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>

**CLASS SESSION THEMES/ASSIGNMENTS**

January 23rd: *Introductions; Syllabus; Theorizing the Relationship of Politics to Film*. Recommended Reading: George Orwell, “Politics and the English Language” and Max Weber, “Politics as a Vocation” (excerpt).

January 30th: *Forms of Guilt that Cannot Be Averted Even As One’s Agency is Radically Circumscribed*. Watching: Lina Wertmüller’s (1975) *The Seven Beauties*.

February 6th: *How does one avoid nihilism in the face of political absurdity? For what, in political terms, is one responsible?* Discussion of *The Seven Beauties*, Jaspers, and Sartre. Required Reading: Karl Jaspers, *The Question of German Guilt* and Jean-Paul Sartre’s “The Wall.”

February 13th: *Political Action as Forging an Alternative Merely to Embracing or Rejecting Cultures of the Dominating*. Reading: Frantz Fanon’s *A Dying Colonialism*. Watching: Gillo Pontecorvo (1966) *The Battle of Algiers*.

February 20th: Finish watching *Battle of Algiers*; Discussion of it, Fanon, and Gibson. Reading: Nigel Gibson, chapter 6 of *Fanon: The Postcolonial Imagination*.

February 27th: *What is the relationship between meaningful freedom and the possibility of earning a living? How adequately does Karl Marx’s analysis of the* lumpenproletariat *capture the meaning of the intersecting politics of race and class in “post-colonial” settings like Jamaica?*

Readings: Amartya Sen, *Development as Freedom*, pp. 3-145, 282-298; short selections from Karl Marx and Frantz Fanon on the *lumpenproletariat*. Watching: Perry Henzell’s (1972) *The Harder They Come*.

March 6th: *What are the roles available for someone who would conclude, “I would rather be a free man in a grave than living as a puppet or a slave”? What are there actual alternatives to the brief stint of “liberty” afforded the gangster?* Watch end of *The Harder They Come* and discuss it with Sen, Marx, Fanon, Wright, and Serres. Reading: Richard Wright, “How Bigger Was Born” and *The Parasite*, pp. 3-25.

March 20th: *Is any domain of human life beyond market colonization? The commodification of people in whole and in parts*. Reading: Kevin Bales’s *Disposable People*, pp. 1-33 and Debra Satz, pp. 91-112, 115-134, 189-210. Watching: Stephen Frear’s (2002) *Dirty Pretty Things.*

March 27th: Watch the end of *Dirty Pretty Things*; Discuss it, Bales, Satz, and Scheper-Hughes. Reading: Nancy Scheper-Hughes “Commodity Fetishism in Organ Trafficking” and Bales and Soodalter, “Slaves in the Pastures of Plenty.”

April 3rd: *Politics of depair? Is the decision to take one’s life necessarily an act of nihilism in contexts where assymetrical relations of power are the rule?* Reading: Ali Shariati, *Man and Islam*. Watching: Hany Abu-Assad’s (2005) *Paradise Now.*

April 10th: Finish *Paradise Now*; Discuss it, Shariati, and Hafez. Reading: Mohammed M. Hafez, *Manufacturing Human Bombs.*

April 17th: *Racialized democracy and its undoing?: Some controversial viewing.* Reading: Frederick Douglass, “The Last Flogging,” Joel Olson, *The Abolition of White Democracy*, and “Radically Democratic Extremism: An Interview with Joel Olson” (http://www.revolutionbythebook.akpress.org/radically-democratic-extremism-an-interview-with-joel-olson/). Strongly Recommended Reading: *The Lesson of the Hour: Wendell Phillips on Abolition and Strategy,* edited by Noel Ignatiev. Watching: Quentin Tarantino’s (2012) *Django Unchained*

April 24th: Discussion of *Django Unchained*, Douglass, and Olson and First Set of Final Projects

May1st: Final Projects and Closing Discussion

**Political Theory in Film**

**POLS 2023W**

In the fourteen weeks that follow, we will explore some central political theoretical questions through engaging the ways in which they are investigated and illuminated in six classic films and several historic essays. Of particular salience are: What are the implications of the complicated relationship between means and ends in politics? Is justice the aim of modern political institutions? How are we to understand our own agency and responsibility in a political world replete with accidents and absurdities? Can one be actional in polarized political situations in which one is structurally the underdog? Is there anything that still cannot be bought and sold? Does a fascination with fate and endings suggest that a commitment to finding political solutions to collective problems is, in fact, dead?

*Assignments:*

According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for each of these graded writing components, which together total at least 15 pages of revised writing:

•**Three short essays (each worth 20% of your grade)**: Each of these should be three single-spaced pages and devoted to exploring and analyzing the themes in the given film and the readings that accompany it. I will distribute guidelines and questions one week before each of these essays is due. There will be six of these assignments. You will choose the three on which you will write. Late papers will not be accepted. All students writing on a given week’s theme and film will engage in a guided peer-review and will elect to receive either written comments or to hold a short meeting with me. With first essays, peer and my feedback with focus on clarifying the paper’s central claims and how the evidence from the film is engaged to advance them. With the second assignment, readers will pay special attention to helping writers strengthen the opening and closing of their pieces. With the third essay, we will focus on the quality of argumentative and thematic transitions in your writing.

•**One final creative project or critical paper (worth 20% of your grade)**: This final project assignment will ask that you synthesize your shorter pieces of writing into a larger reflection on one of the major the political theoretical themes of the course. You may submit this in the form of a five single-spaced page essay, but I encourage you strongly to consider presenting these final ideas in a different format or medium. In the past, some students elected to create their own films or children’s books or games. Your assignments will be due at and presented in our final class meetings. Late work will not be accepted.

•**Regular, punctual attendance and engaged participation are required (and worth 20% of your grade)**: This is impossible without presence of body and mind and evidence of having read and grappled with the required reading for each class meeting. More than one unexcused absence will lead to a 10% reduction, the third to a 50%, and fourth or more to a 100% reduction in your participation grade. Excessive tardiness is disruptive. If ongoing, it will be counted as an absence.

*Required Texts:*

Talal Asad, *On Suicide Bombing*. Columbia University Press. ISBN-10: 0231141521, ISBN-13: 978-0231141529.

Simone de Beavoir, *The Ethics of Ambiguity.* Citadel. ISBN-10: 080650160X. ISBN-13: 978-0806501604.

Albert Camus, *The Myth of Sisyphus and Other Essays*. Vintage. ISBN-10: 0679733736, ISBN-13: 978-0679733737.

Andrew Gamble, *Politics and Fate*. Polity. 2001. ISBN-10: 0745621686. ISBN-13: 978-0745621685.

Niccolo Machiavelli, *The Prince*. Oxford University Press. ISBN-10: 019280426X.

Richard C. Tucker, editor. *The Marx-Engels Reader*. W.W. Norton. ISBN-10: 039309040X, ISBN-13: 978-0393090406.

In addition, shorter required and recommended readings for all of the class meetings will be posted on HuskyCT.

### University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s 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 please note that 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 you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

### Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

### Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>

**Sessions** **Themes/Assignments**

September 1st: Opening Lecture, Syllabus, and Introductions. YOU MUST BE SURE TO WATCH OR REWATCH *GODFATHER I* BEFORE OUR SEPTEMBER 8TH CLASS MEETING.

September 8th: *Is political efficacy an achievement that requires leaders who are willing to be amoral? Does this efficacy turn on adequately understanding the relationship between what one is, what one does, and how these appear? Are there social and political laws that cannot be broken with impunity? Is glory a uniquely political possibility?* Required Reading: Max Weber’s “Politics as a Vocation” and Niccolo Machiavelli’s *The Prince*.

Recommended Reading: George Orwell, “Politics and the English Language.” A Brief Introduction to and screening of the start of Francis Ford Coppola’s *The Godfather II* (1974)*.*

September 15th: Discussion of *Godfather II*.

First Short Essay Option, Due September 18th

September 22nd: *At what does politics aim? What is the relationship between meaningful freedom and the possibility of earning a living and contributing to the society in which one lives? How adequately does Karl Marx’s analysis of the lumpenproletariat capture the meaning of the intersecting politics of race and class in “post-colonial” settings like Jamaica?* Required Reading: John Rawls, *A Theory of Justice* [excerpt], Karl Marx pp. 32-46, 172-174, 431-438, 482, 525-541, 608-609, and Frantz Fanon, *Wretched of the Earth*, pp. 69, 129-130, 136-137. A Brief introduction to Perry Henzell’s (1972) *The Harder They Come.*

September 29th: *What are the roles available for someone who would conclude, “I would rather be a free man in a grave than living as a puppet or a slave”? Are there any alternatives to the brief stint of “liberty” afforded the gangster?* Discussion of Perry Henzell’s (1972) *The Harder They Come*. Highly Recommended: *The Harder They Come* soundtrack and “The Last Flogging” by Frederick Douglass.

Second Short Essay Option, Due October 2nd

October 6th: *How does one avoid nihilism in the face of political absurdity? For what, in political terms, is one responsible? For what is one ultimately guilty?* Required Reading: Simone de Beauvoir’s *Ethics of Ambiguity* and Karl Jasper’s *The Question of German Guilt,* pp. 25-40, 55-69.

October 13th: Screening and discussion of Lina Wertmüller’s (1975) *The Seven Beauties*. Recommended Reading: Jean-Paul Sartre’s “The Wall.”

Third Short Essay Option, Due October 16th

October 20th: *Politics of Depair?: Is the decision to take one’s life necessarily an act of nihilism in contexts where asymmetrical relations of power are the rule?* Required Reading: Albert Camus, *The Myth of Sisyphus* and Talal Asad, *On Suicide Bombing*, chapters 2 and 3.

October 27th: Screening and discussion of Hany Abu-Assad’s (2005) *Paradise Now*. Recommended Reading: Mohammed M. Hafez, *Manufacturing Human Bombs*, Diego Gambetta, “Can We Make Sense of Suicide Missions?,” Ami Pedahzur, “Who Becomes a Suicide Terrorist?” and “The Recruitment and Socialization of the Suicide Terrorist,” Robert Pape, “The Demographic Profile of Suicide Terrorists” and “Portraits of Three Suicide Terrorists,” and Frantz Fanon, “The North African Syndrome.”

Fourth Short Essay Option, Due October 30th

November 3rd: *Is any domain of human life beyond market colonization?: The commodification of people in whole and in parts*. Required Reading: Kevin Bales, “The New Slavery” and “Slaves in the Pastures of Plenty” and Nancy Scheper-Hughes, “Commodity Fetishism in Organs Trafficking” and “The Last Commodity.” Introduction to and screening of the beginning of Stephen Frears’s (2002) *Dirty Pretty Things*.

November 10th: Discussion of *Dirty Pretty Things*.

Fifth Short Essay Option, Due November 13th

November 17th: *What is the relationship of agency and responsibility to an overriding belief that the outcomes of one’s life are fated?: Endism in Politics*. Required Reading: Andrew Gamble, *Politics and Fate*. Introduction to and screening of Danny Boyle and Loveleen Tandan’s (2008) *Slumdog Millionaire*.

December 1st : Discussion of *Slumdog Millionaire*. Recommended Reading: Antonio Gramsci, “The Intellectuals” and “The Study of Philosophy.”

Sixth Short Essay Option, Due December 4th

December 8th: Final Project Presentations and Closing Discussion.

**2019-237 HIST 1600/LLAS 1190/W Revise Course (G) (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12724 |
| **Request Proposer** | Healey |
| **Course Title** | Introduction to Latin America and the Caribbean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > Latino and Latin American Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | LLAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Latino and Latin American Studies |
| **Reason for Cross Listing** | This request is solely to add a a W section to an existing History class. The class is already cross-listed with LLAS (as LLAS 1190) and regularly offered. The LLAS version of the class also has a W section; the sole objective of this CAR is to enable a W section to be offered for History as well. |
| **Course Title** | Introduction to Latin America and the Caribbean |
| **Course Number** | 1600W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request is solely to add a a W section to an existing History class. The class is already cross-listed with LLAS (as LLAS 1190) and regularly offered. The LLAS version of the class also has a W section; the sole objective of this CAR is to enable a W section to be offered for History as well. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Mark A Healey |
| **Initiator Department** | History |
| **Initiator NetId** | mah11017 |
| **Initiator Email** | [mark.healey@uconn.edu](mailto:mark.healey@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | LLAS 1190. Introduction to Latin America and the Caribbean. (also offered as HIST 1600) Three credits. Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT. LLAS 1190W. Introduction to Latin America and the Caribbean. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. |
| **Provide proposed title and complete course catalog copy** | LLAS 1190. Introduction to Latin America and the Caribbean. (also offered as HIST 1600) Three credits. Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA 1. CA 4-INT. LLAS 1190W. Introduction to Latin America and the Caribbean. (also offered as HIST 1600W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. |
| **Reason for the course action** | W section of this existing course is needed as part of History offerings. |
| **Specify effect on other departments and overlap with existing courses** | The only effect is that this will enable History and LLAS to offer the W course in alternating semesters. All decisions about specific offerings will be made in consultation between both departments. |
| **Please provide a brief description of course goals and learning objectives** | This course offers students the opportunity to learn about and analyze the following themes: the place of Latin America in a global context, the importance of local power, culture, and politics, and the complex interactions between global power and local culture. This course will also develop and reinforce the following skills: reading and evaluating primary texts, critical thinking and analysis of historical documents, and understanding how ideas and debates change over time. |
| **Describe course assessments** | Students will be evaluated based on three 1pp primary source analysis papers (5% of grade for each), one 1pp event analysis paper (5%), a short paper (2-3pp) due in the second week of class (5%), and a final paper (10-12pp, including individual assignments of a proposal, a draft, and a final draft, total 30%). There will also be an essay-based midterm (10%) and essay-based final exam (15%). |
| **General Education Goals** | [No change from Gen Ed classification for existing course] |
| **Content Area: Arts and Humanities** | [No change from CA classification for existing course] |
| **Content Area: Diversity and Multiculturalism (International)** | [No change from CA classification for existing course] |
| **Writing Competency** | This course aims to teach writing through the close analysis of sources and development of historical narratives about Latin America. Students will write four short papers (1-2pp each) focused on analyzing primary sources (including one analyzing an event) over the semester to develop their skills working in this way, with clear feedback and the opportunity to revise after each assignments. These assignments may be turned in at different times over the semester, although students are urged to do at least two before the midterm. Alongside this shorter and more focused writing, students are working on a developing broader analytical themes over a major research paper. They will first write a short paper (3-5pp) on assigned themes, due the second week of class, to provide a baseline for assessment and for discussion of how to structure longer papers. Then they will develop a longer research paper through various assigned stages: first a proposal, then a partial draft, then a complete draft, and then a revised draft. There will be peer review of proposals and complete drafts, and conferences with the professor before the proposal, after the proposal, after the partial draft, and after the completed draft. This approach has already worked well in the existing LLAS 1190W course taught by a history lecturer; it will now be applied in the entirely parallel HIST 1600W course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [LLAS 1190W syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F157585&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7b737bbd97944396a87f08d73ab73341%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042430821119834&sdata=XY5sjuj602MIvcp6%2FhaWDK%2BjNca6DV0i%2Bpsuc5QUaXo%3D&reserved=0) | LLAS 1190W syllabus.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Mark A Healey | 07/18/2019 - 06:24 | Submit |  | Please advise if more details on any aspect of this are needed. As discussed above, this is solely to add a W section to the existing History 1600 course. The existing course is already cross-listed with LLAS 1190, which already has a W section. All CA, Gen Ed requirements have already been approved for this course; W requirements have also been met by LLAS 1190; this proposal is simply to apply the exact approach and syllabus used for LLAS 1190 to History 1600. | | History | Matthew G McKenzie | 09/06/2019 - 09:25 | Approve | 9/6/2019 | Adding a History W version to be consistent with non-W offerings. | | Latino and Latin American Studies | Anne Gebelein | 09/11/2019 - 22:48 | Approve | 9/11/2019 | El In approves this addition | |

**2019-238 HIST 3350 Revise Course (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13218 |
| **Request Proposer** | McKenzie |
| **Course Title** | Byzantium |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Byzantium |
| **Course Number** | 3350 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3350. Byzantium Three credits. A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization. |
| **Provide proposed title and complete course catalog copy** | HIST 2350. Byzantium Three credits. A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization. |
| **Reason for the course action** | Change the course number from 3350 to 2350. 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** | No other departments are effected by this change and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | This course examines the one thousand year history of Byzantium and its civilization from the fourth century C.E. through the fifteenth century C.E. Students will acquire a basic understanding of such subjects as the formation of Byzantium as a Christian Orthodox Empire, the development of Byzantine law and political institutions, social and economic characteristics, art and literature. Students will study the Roman roots of Byzantine civilization and the development of Byzantine civilization in the Middle Ages. Students are expected to acquire an appreciation for the complex relationships between Byzantium and the medieval West, such as the era of the Crusades, Byzantium and the Islamic Empires, Byzantium and the Balkans, and Byzantium and Russia. |
| **Describe course assessments** | Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning Byzantine history. There are TWO analytical papers: each 5-6 pages and 20% of the grade (or a total of 40% of the grade). There is an examination in class (20% of grade) and a Final Examination (40% of grade). A number of readings have been placed on HuskyCT. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3350-Langer.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160429&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca48dc6e54d564a356ed808d73b078c02%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042775909356869&sdata=C0nxgjrdAg8AhaL1Al1fXKMWROE3ZU80kgbdQ8dJXII%3D&reserved=0) | HIST-3350-Langer.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/09/2019 - 16:07 | 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 | 09/10/2019 - 09:12 | Approve | 9/10/2019 | Approved as per Departmental decisions in AY 18-19 | |

**History 3350 Byzantium**

[Lawrence.Langer@uconn.edu](mailto:Lawrence.Langer@uconn.edu)

Wood Hall 313, 6-0359

M/W 11:30-12:30

This course examines the one thousand year history of Byzantium and its civilization from the fourth century C.E. through the fifteenth century C.E. Students will acquire a basic understanding of such subjects as the formation of Byzantium as a Christian Orthodox Empire, the development of Byzantine law and political institutions, social and economic characteristics, art and literature. Students will study the Roman roots of Byzantine civilization and the development of Byzantine civilization in the Middle Ages. Students are expected to acquire an appreciation for the complex relationships between Byzantium and the medieval West, such as the era of the Crusades, Byzantium and the Islamic Empires, Byzantium and the Balkans, and Byzantium and Russia.

Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning Byzantine history.

There are TWO analytical papers: each 5-6 pages and 20% of the grade (or a total of 40% of the grade). There is an examination in class (20% of grade) and a Final Examination (40% of grade). A number of readings have been placed on HuskyCT.

**Books for Purchase:**

T. Gregory—A History of Byzantium (2nd ed)

J. Herrin—Byzantium

Procopius--Secret History

Digenis Akritas

Introduction Constantinople Mon. 8/26

I. Third-Century Crisis and Diocletian Wed. 8/28

Gregory chs 1-2;

II. Rome and the Triumph of Christianity

Constantine and Christianity Gregory ch. 3 Herrin chs. 1-2 Wed. 9/4 - Mon. 9/9

Christian Roman Empire Gregory chs. 4-5 Herrin chs. 3-4 Wed 9/11 - Mon 9/16

Christological Controversies Wed 9/18

Church Councils (HuskyCT)

The Holy Man: Mon 9/23

Life of Saint Anthony (HuskyCT)

St. Daniel the Stylite (HuskyCT)

**EXAMINATION WEDNESDAY September 25 (20% OF GRADE—READINGS I-II)**

III. Justinian Mon 9/30-Oct 10/2

Gregory ch. 6 Herrin chs 5-7

Nika Revolt (Procopius), pp. 1-3 (HuskyCT)

The Plague (Procopius), pp. 1-5 (HuskyCT)

Procopius--Secret History (all) Mon 10/7

IV. Heraclius and The March of Islam Wed 10/9-Mon 10/14

Gregory ch. 7 Herrin ch. 8

**PAPER JUSTINIAN DUE WED-FRI 10/16-10/18 (20% OF GRADE)**

V . Iconoclasm: Defining a New Christian Empire Wed 10/16-Mon 10/21

Gregory chs. 8-9 Herrin chs. 9-10

Iconoclasm (HuskyCT)

Theodore of Studium "Reform Rules" (HuskyCT)

VI . Macedonians—Medieval Byzantine World

Gregory chs. 10-11 Herrin chs. 13-18, 20 Wed 10/23-Mon 10/28

Basil II Herrin ch. 20

Psellus Basil II, Constantine IX (HuskyCT)

Economy Herrin ch. 14 Wed/Mon/Wed 10/30-11/4-11/6

Navy—Greek Fire Herrin ch. 13

Imperial Court Herrin chs. 15, 16, 17

**PAPER ISLAMIC CONQUESTS-ICONOCLASM WED-FRI Nov. 6-8**

**(20% GRADE )**

Digenis Akritas: The Two-Blood Border Lord (all) Mon 11/11

Herrin ch. 21

VII . Komnenoi and the Crusades Wed/Mon/Wed 11/13-11/18-11/20

Gregory ch.12 Herrin chs. 19, 22, 23, 24

Anna Komnene Alexiad Preface, Book Ten (HuskyCT)

**Thanksgiving Break 11/25-11/29**

VIII. Latin Conquest Mon 12/2

Gregory ch. 13 Herrin ch 25

Robert of Clari (HuskyCT)

IX. Palaiologoi and the Fall of Byzantium Wed 12/4

Gregory chs. 14-16, Herrin chs. 26-28 Conclusion

**FINAL EXAMINATION (40% OF GRADE; READINGS VI-IX)**

**2019-239 HIST 3421 Revise Course (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13196 |
| **Request Proposer** | McKenzie |
| **Course Title** | History of Modern England |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | History of Modern England |
| **Course Number** | 3421 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3421. History of Modern England Three credits. Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity. |
| **Provide proposed title and complete course catalog copy** | HIST 2421. History of Modern England Three credits. Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity. |
| **Reason for the course action** | Change the course number from 3421 to 2421. 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** | There should be no effect on other departments and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: 1) To increase awareness and understanding of the ideas, institutions, and individuals that have shaped English and British history during the last three and a half centuries. 2) To explore what differentiates ‘England,’ ‘Britain,’ and ‘the United Kingdom’ from each other, and how those identities have historically overlapped. 3) To explore how the inhabitants of the British Isles have historically related to the rest of the world, particularly former British Empire, but also Europe, and why the British relationship with Europe is so contentious. 4) To develop skills in critical thinking, including learning how to analyze primary and secondary sources, formulating evidence-based arguments, and learning to think critically about the past. |
| **Describe course assessments** | Course Requirements and Assessment: 1) Participation: 20 points 2) Response papers: 20 points (2 @ 10 points each) 3) Quizzes 20 points (4 @ 5 points each) 4) Midterm exam: 15 points 5) Final paper: 25 points |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3421-syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160228&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb5e04232be93421648e208d73b0c02db%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042795080451033&sdata=LpAPOvKm%2FmpCACdp6lalpRutraIbziH2qEkn%2BqZfNTI%3D&reserved=0) | HIST-3421-syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/06/2019 - 17:39 | 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 | 09/07/2019 - 04:50 | Approve | 9/7/2019 | Approved as per History Department decisions in AY 18-19 | |

**History 3421: History of Modern England, 1660-2017**

**Catalogue Description:**

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

**Course Objectives:**

1) To increase awareness and understanding of the ideas, institutions, and individuals that have

shaped English and British history during the last three and a half centuries.

2) To explore what differentiates ‘England,’ ‘Britain,’ and ‘the United Kingdom’ from each other,

and how those identities have historically overlapped.

3) To explore how the inhabitants of the British Isles have historically related to the rest of the

world, particularly former British Empire, but also Europe, and why the British relationship with

Europe is so contentious.

4) To develop skills in critical thinking, including learning how to analyze primary and secondary

sources, formulating evidence-based arguments, and learning to think critically about the past.

**An Introduction:**

In 2012, Elizabeth II celebrated her Diamond Jubilee for sixty years of ruling as what many in the American referred to as the Queen of England. The position of “Queen of England” has, however, not existed since 1707. But as Scottish nationalists pointed out at her coronation, her title is a misnomer, as there had never actually been a Queen Elizabeth I of the United Kingdom – only a Queen Elizabeth I of England. The process by which England became the United Kingdom, and specifically the form the United Kingdom takes today, was a centuries-long process that included not only state politics and warfare, but economic trends, popular pressure, social and cultural change, and – not to be left out – Britain first carving out a global empire for itself, and then losing it after two world wars. How exactly did England become Britain? Why was the Irish association with the United Kingdom so much more tumultuous than the other component nations of the Union? Why did the Industrial Revolution begin and reach its height there, and how did such a small group of islands manage to rule a quarter of the world? How did the changing status of workers, women, minorities (religious, sexual, and ethnic) reflect as well as drive such changes?

We will not ignore the role of high politics in British history, especially in Britain’s role in the world stage since the eighteenth century. But this will also not be a class that focuses on what is called the Great Man theory of history – the idea that the course of history is primarily, or even solely, shaped by a small number of (overwhelmingly male) political, religious, economic, and military leaders. Instead of ‘Great Men’ leading those trends, we will look at those trends as movements ‘from below’ – the average people who, either through support or opposition, play into the course of history – as well as how those movements ‘from above’ impacted the average people. Similarly, instead of focusing on the famous diktat, “history is written by the victors,” we will always keep in mind not only the ‘losers’ of history (such as how northern artisans viewed the Industrial Revolution, or how Africans and Asians viewed British imperialism) but also the silent voices (how Scottish farmers viewed their incorporation into the United Kingdom, or how LGBT individuals navigated Victorian culture). For extra credit, before the second class meeting, please email me the person who said that history is written by the victors.

Our class time each week will include both guided discussions of the assigned readings, and lectures

introducing key issues.

**Course Requirements and Assessment:**

1) Participation: 20 points

2) Response papers: 20 points (2 @ 10 points each)

3) Quizzes 20 points (4 @ 5 points each)

4) Midterm exam: 15 points

5) Final paper: 25 points

I expect that you will come to class prepared to discuss the readings and to ask thoughtful questions about them. Please bring each day’s readings with you. I expect that you will observe the principles of civility (recognizing that we form a common intellectual community) and mutual respect (giving proper consideration to others). Laptops are permissible for note-taking. Any behavior that is disruptive or otherwise disrespectful to me or your classmates will negatively affect your participation grade.

In addition, there will be four quizzes throughout the semester; these will be based on readings and discussions covered since the prior quiz; there will also be two short (2-3 page) take-home papers, as well as in-class essay-based midterm and final exam. For each of those, a study guide or paper assignment will be handed out at least one class prior to the due date. I reserve the right to assign minor extra credit assignments during the semester, but this does not mean that I will decide to do so.

A comprehensive overview of University policies can be found at: http://provost.uconn.edu/syllabi-

references/

When contacting me (or any other professor, or employer, or professional relation) over email, you may wish to read this first: https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-38c307ca80be#.i83zxfd7y

If you miss a class, you are responsible for getting notes on what you missed from a fellow student. Late work will not be accepted unless arrangements are made beforehand with me, except in the event of an emergency documented by Student Services.

Plagiarism will get you a mandatory minimum of zero for the assignment. This is a minimum. If you

plagiarize, consequences could include you getting an F for the course. UConn information on

plagiarism can be found at: http://web.uconn.edu/irc/PlagiarismModule/intro\_m.htm

**Texts:**

1) Clayton Roberts, David Roberts, and Douglas R. Bisson, A History of England, Vol. II: 1688 to

the Present (6th edition) – listed as “Textbook” below.

2) Charles Dickens, Hard Times (Enriched edition, Pocket Books/Simon & Schuster).

3) George Orwell, The Road to Wigan Pier.

4) John Osborne, Look Back in Anger.

5) Supplemental readings that will be distributed via the course materials section of the class

HuskyCT site or URLs in the syllabus below.

**Tentative Class Schedule:**

Please remember that all readings must be completed prior to class on the dates below.

**Week 1**

August 28 Introduction.

August 30 From Reformation to Revolution.

Supplemental readings: “The Glorious Revolution” (all seven sections in “Overview”

heading) at http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/ and “Who Dubbed it the Glorious Revolution?” on HuskyCT.

**Week 2**

**September 4 Labor Day; no classes.**

**September 6 The Treaty of Union: From England to Britain.**

Textbook: Chapter 16.

Quiz 1 study guide handed out at end of class.

**Week 3**

**September 11 Georgian Society and Culture.**

Textbook: Chapter 17, from “The Search for an Ordered Culture” (pg. 272) to end.

Quiz 1 at start of class.

**September 13 From Island to Empire.**

Textbook: Chapter 17, pp. 265-272 and Chapter 20, “The American Revolution” (pp.

313-15).

**Week 4**

**September 18 Enlightenment, Dissenters, and Evangelicals.**

Textbook: Chapter 19.

Supplemental reading: Adam Smith, excerpts from Wealth of Nations at

http://www.fordham.edu/Halsall/mod/adamsmith-summary.asp.

**September 20 Industrial Revolution and Luddite Rebellion.**

Textbook: Chapter 18.

Supplemental reading: Declaration of the Framework Knitters at

http://ludditebicentenary.blogspot.com/2012/01/1st-january-1812-proclamation-

by.html.

Short paper 1 assigned at end of class.

**Week 5**

**September 25 Chartism, Socialism, and the Great Reform Bills.**

Supplemental readings: testimony from workers at

http://history.hanover.edu/courses/excerpts/111sad.html and

http://www.victorianweb.org/history/ashley.html; and “Introduction” of The Condition

of the Working Class in England by Fredrich Engels at https://www.marxists.org/archive/marx/works/1845/condition-working-

class/ch02.htm.

Short paper 1 due at start of class.

**September 27 Revolutions and Reactions at Home and Abroad.**

Textbook: Chapter 20, except for “The American Revolution.”

Supplemental reading: start reading Dickens, Hard Times.

Quiz 2 study guide handed out at end of class.

**Week 6**

**October 2 Whigs and Tories: The Creation of Modern Politics.**

Textbook: Chapter 22.

Dickens, Hard Times: Book the First (all)

**October 4 The Great Famine and the Irish Diaspora.**

Dickens, Hard Times: Book the Second, chapters 1-4.

Quiz 2 at start of class.

**Week 7**

**October 9 “We Are Not Amused”: Victorian Society and Culture.**

Textbook: Chapter 23.

Dickens, Hard Times: Book the Second (chapters 5-12), Book the Third (to end).

**October 11 “The Home Life of Our Own Dear Queen”: Women in Victorian Society.**

Supplemental reading: “Bridging Cross-cultural Feminisms: Annie Besant and

Women’s Rights in England and India, 1874-1933” on HuskyCT.

**Week 8**

**October 16 Science, Religion, and Morality in Victorian Culture.**

Textbook: Chapter 24.

Supplemental reading: “The Death of the Sun: Victorian Solar Physics and Solar

Myth” on HuskyCT

**October 18 The Sun Never Sets on the British Empire.**

Textbook: Chapter 25.

Supplemental reading: Rudyard Kipling’s “The White Man’s Burden” at

http://www.fordham.edu/halsall/mod/Kipling.html.

**Midterm exam study guide handed out at end of class.**

**Week 9**

**October 23 IN-CLASS MIDTERM EXAM**

**October 25 Fin de Siècle: The Shift from Victorian to Edwardian.**

Textbook: Chapter 26.

Supplemental readings: Transcripts of the trial of Oscar Wilde: testimony of Oscar Wilde at http://www.famous-trials.com/wilde/342-wildetestimony; closing speech for the prosecution at http://www.famous-trials.com/wilde/334-prosecutionclose; sentencing statement at http://www.famous-trials.com/wilde/335-statement.

**Week 10**

**October 30 Ireland from Home Rule to Civil War.**

Supplemental reading: The Proclamation of the Irish Republic at

http://www.wwnorton.com/college/english/nael/20century/topic\_3\_05/easter1916.htm.

**November 1 The Origins of World War I.**

Textbook: Chapter 27.

Short paper 2 assigned and quiz 3 study guide handed out at end of class.

**Week 11**

**November 6 The Great War.**

Supplemental readings: R. H. Tawney, “The Attack” at http://leoklein.com/itp/somme/texts/tawney\_1916.html and war poetry at

http://www.fordham.edu/halsall/mod/1914warpoets.html.

Short paper 2 due at the start of class.

**November 8 “The Long Weekend”: “Interwar” or “Twenty-Year Armistice?”**

Textbook: Chapter 28.

Supplemental reading: George Orwell, The Road to Wigan Pier: chapters 1-5, 8-9, and

11.

Quiz 3 at start of class.

**Week 12**

**November 13 World War II**

Textbook: Chapter 29.

Supplemental reading: Selections from “Conduct of the War” (only until the “4.53 p.m.” timestamp), at http://hansard.millbanksystems.com/commons/1940/may/08/conduct-of-the-war; and from the Beveridge Report (only “Three Guiding Principles” and “The Way to Freedom from Want”) at http://sourcebooks.fordham.edu/halsall/mod/1942beveridge.html.

**November 15 The Sun does Set on the British Empire.**

Textbook: Chapter 31, only “The Collapse of the Empire” (pp. 506-509).

Supplemental readings: Excepts of Gandhi’s speeches to the All-India Congress at

http://www.ibiblio.org/pha/policy/1942/420807a.html and to America at

http://www.ibiblio.org/pha/policy/1942/421031a.html.

**November 20/22 Thanksgiving Week—no class!**

**Week 13**

**November 27 From Austerity to Affluence**

Textbook: Chapter 30.

Supplemental readings: Enoch Powell’s “Rivers of Blood” speech at http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html and start reading John Osborne, Look Back in Anger. Quiz 4 study guide handed out at end of class.

**November 29**

**The Troubles: Northern Ireland.**

Supplemental reading: John Osborne, Look Back in Anger (finish by today).

**Week 14**

**December 4 Downsizing the Union: Thatcherite Neoliberalism and Blairite Devolution.**

Textbook: Chapter 31, except for “The Collapse of the Empire.”

Supplemental reading: Robin Cook’s “Chicken Tikka Masala” speech at http://www.guardian.co.uk/racism/Story/0,2763,477023,00.html and “Reforging the Union: Devolution and Constitutional Change in the United Kingdom” on HuskyCT.

Quiz 4 at start of class.

**December 6 The Referenda: Scottish Independence, Brexit, and the Future of the United Kingdom.**

Supplemental reading: “UKIP and the Crisis of Britain” on HuskyCT.

Final exam study guide handed out at end of class.

**Finals Week FINAL EXAM**

Time and date TBA; finals scheduled between Monday, December 11 and Sunday,

December 17.

The Dean of Students Office has formally requested instructors to include the

following in their syllabi this semester: “Students are required to be available for their

exam during the stated time. If you have a conflict with this time, you must visit the

Dean of Students Office to discuss the possibility of rescheduling this exam. Please

note that vacations, previously purchased tickets or reservations, social events,

misreading the exam schedule and over-sleeping are not viable excuses for missing a

final exam.”

**2019-240 HIST 3470 Revise Course (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13219 |
| **Request Proposer** | McKenzie |
| **Course Title** | Medieval and Imperial Russia to 1855 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Medieval and Imperial Russia to 1855 |
| **Course Number** | 3470 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3470. Medieval and Imperial Russia to 1855 Three credits. The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen. |
| **Provide proposed title and complete course catalog copy** | HIST 2470. Medieval and Imperial Russia to 1855 Three credits. The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen. |
| **Reason for the course action** | Change the course number from 3470 to 2470. 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** | No other departments are effected and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | This course examines the one thousand years of Russia and its civilization from the ninth century through the mid-nineteenth century. Students will acquire a basic understanding of such subjects as the formation of Russian civilization, the development of Russian political institutions, social and economic characteristics, art and literature. Students will study the emergence of the Slavs in the ninth century, the development of Kievan civilization, the era of Mongol rule, Muscovy in the sixteenth and seventeenth centuries, and Russia’s transformation in the era of the Romanovs or Imperial Russia. Students will acquire an understanding of issues concerning Russian Orthodoxy, nobility and peasantry, Russia’s relationship to Europe and Eurasia, and the critical reigns of rulers such as Ivan “the Terrible,” Peter the Great, and Catherine the Great. |
| **Describe course assessments** | Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning medieval and Imperial Russian history. There are two papers based on class readings (each 5-6 pages and 20% of grade = total 40% of grade), a class examination (20% of grade) and a final examination (40% of grade). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3470-Langer.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160430&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf896a0c10e524c8dd40d08d73b07d059%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042777056166935&sdata=Dm6X91yeHFfO6PtqANo0XBzJZcaiePQnNWrpHtjM1Dg%3D&reserved=0) | HIST-3470-Langer.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/09/2019 - 16:28 | 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 | 09/10/2019 - 09:11 | Approve | 9/10/2019 | Approved as per Departmental decisions in AY 18-19 | |

**History 3470**

**Medieval and Imperial Russia**

Professor Lawrence Langer

Wood Hall 313;ext. 6-0359

M 10-11; W 9-10

This course examines the one thousand years of Russia and its civilization from the ninth century through the mid-nineteenth century. Students will acquire a basic understanding of such subjects as the formation of Russian civilization, the development of Russian political institutions, social and economic characteristics, art and literature. Students will study the emergence of the Slavs in the ninth century, the development of Kievan civilization, the era of Mongol rule, Muscovy in the sixteenth and seventeenth centuries, and Russia’s transformation in the era of the Romanovs or Imperial Russia. Students will acquire an understanding of issues concerning Russian Orthodoxy, nobility and peasantry, Russia’s relationship to Europe and Eurasia, and the critical reigns of rulers such as Ivan “the Terrible,” Peter the Great, and Catherine the Great.

Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning medieval and Imperial Russian history.

There are two papers based on class readings (each 5-6 pages and 20% of grade = total 40% of grade), a class examination (20% of grade) and a final examination (40% of grade).

**Books for Purchase:**

W. Moss--History of Russia Vol. I to 1917, 2nd ed.

S. Zenkovsky--Medieval Russia's Epics, Chronicles, and Tales

Pavlov and Perrie--Ivan the Terrible

Hughes-- Peter the Great: A Biography

Geography and History 8/29

I. Kiev Rus'

The Political Order - Moss chs. 1-2 (8/31, 9/7)

Zenkovsky: Primary Chronicle--pp. 43-73

Kievan Society - Moss ch. 3 (9/12, 9/14)

Short *Russkaia Pravda* (articles 1-43)

Church Statute of Prince Iaroslav (articles 1-59)

Christianity: (9/19, 9/21)

Zenkovsky: Hilarion--pp. 85-92; Apocrypha--pp. 153-166

Saint and Monk--pp.101-152; Lay of Igor's Campaign, pp.167-190

Rise of Suzdalia (Moss ch. 4)

II. The Mongol Invasions -- A Dark Age (9/26) Moss, chs. 4-5

Zenkovsky--Destruction of Riazan, 198-207

Serapion, 243-248; Alexander Nevsky--224-236

**Paper I on Kiev Rus’ due by Friday Sept. 30 (20% of grade)**

III. Emergence of Moscow Moss, chs. 6 (pp. 79-88) (9/28, 10/3)

Christianity in Muscovite Rus' (10/5)

Zenkovsky: St. Stephen and St. Sergius, pp. 259-290

Dmitrii Donskoi 315-322

Zadonshchina, 211-223

Tale of the White Cowl, 323-332

Ivan III “The Great” (10/10, 10/12) Moss ch. 6 (pp. 88-99); 7

**EXAMINATION Monday Oct. 17 (readings II, III) 20% of grade**

IV. Ivan the Terrible Moss ch. 8 (10/19, 10/24, 10/26)

Pavlov & Perrie, Ivan the Terrible , entire

Zenkovsky: Ivan-Kurbsky 366-376

Domostroi (HuskyCT)

V. Seventeenth-Century Muscovy (10/31, 11/2, 11/7,)

Moss chs. 9, 10, 11 (pp. 191-198), 12 (pp. 206-211)

**Paper II on Ivan the Terrible due Friday 11/11 (20% of grade)**

VI. Peter the Great Moss ch. 13 (11/9, 11/14, 11/16)

Hughes, Peter the Great: I (1-14), II (29-32), III (all), IV(65-69, 76-79), V (89-94), VI (109-121), VII (122-145,entire), VIII (148-153, 161-164), IX (165-174), X (188-193, 200-202), XI (all).

VII Catherine the Great (11/28, 11/30, 12/5)

Moss. Skim ch..14; read chs. 15-17

De Madariaga, chs. 2, 3, 5, 6, 8, 9, 10, 12, 16

Serfdom: Hoch, The Peasant Commune (HuskyCT)

Czap, A Large Family (HuskyCT)

VIII Alexander I (12/7)

Moss ch. 18

**Final Examination 40% of grade (readings V-VIII)**

**2019-241 HIST 3471 Revise Course (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13220 |
| **Request Proposer** | McKenzie |
| **Course Title** | History of Russia Since 1855 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | History of Russia Since 1855 |
| **Course Number** | 3471 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | HIST 3470 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3471. History of Russia Since 1855 Three credits. Recommended preparation: HIST 3470. Continuation of History 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia. |
| **Provide proposed title and complete course catalog copy** | HIST 2471. History of Russia Since 1855 Three credits. Recommended preparation: HIST 2470. Continuation of History 2470. Late imperial Russia, the former Soviet Union, and contemporary Russia. |
| **Reason for the course action** | Change the course number from 3471 to 2471. 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** | There should be no effect on other departments and no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | This course examines the last decades of Imperial Russia and its collapse in the revolutions of 1905 and 1917. It continues with an analysis of the history of the Soviet Union including the revolution of 1917 and civil war, the era of Stalin, World War Two, the Cold War, and the failure and fall of the Soviet Union. The course enables students to study some of the major issues of the twentieth century through the lens of Russian history, such as the impact of war on society, social and economic changes in the twentieth century, cultural and artistic developments, empires and nationalism. |
| **Describe course assessments** | Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning late Imperial Russia and the Soviet Union. There are three analytical papers (each 5-7 pages) based on the readings (each 20%=60% of grade), and a final examination (40% of grade). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3471-Langer.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160435&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C731b8e098bc8489bf69308d73b0812bc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042778167989627&sdata=13ofes82MhQO4kSz8BNf7lJ%2BH8iG1pZLq59MKCtPcjY%3D&reserved=0) | HIST-3471-Langer.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/09/2019 - 16:33 | 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 | 09/10/2019 - 09:10 | Approve | 9/10/2019 | Approved as per Deopartmental decisions in AY18-19 | |

**History 3471**

**Russia and the Soviet Union: Russia since 1855**

Professor Lawrence Langer

Wood Hall 313; ext 6-0359

M /W 12:30-1:30

This course examines the last decades of Imperial Russia and its collapse in the revolutions of 1905 and 1917. It continues with an analysis of the history of the Soviet Union including the revolution of 1917 and civil war, the era of Stalin, World War Two, the Cold War, and the failure and fall of the Soviet Union. The course enables students to study some of the major issues of the twentieth century through the lens of Russian history, such as the impact of war on society, social and economic changes in the twentieth century, cultural and artistic developments, empires and nationalism.

Evaluations of students are based on take-home written exams and examinations in class and a final examination. The take-home examinations will consist of five to seven-page essays on a given historical question. The examinations in class and the final examination are all written essays. Students will be given clear instructions as to what will be expected in the take-home essays and class examinations. Students will be expected to present cogent historical arguments in an essay format that demonstrate knowledge of the readings and the basic issues concerning late Imperial Russia and the Soviet Union.

There are three analytical papers (each 5-7 pages) based on the readings (each 20%=60% of grade), and a final examination (40% of grade).

**Books for purchase:**

Walter Moss—A History of Russia, vol. II, Since 1855, 2nd Ed.

Turgenev--Fathers and Sons

Orlando Figes—Revolutionary Russia, 1891-1991

Sheila Fitzpatrick—Everyday Stalinism

I. Introduction World of Imperial Russia 8/26 Moss, ch. 2 (23-32; Figes Introduction, ch. 1

The Radical Intelligentsia Moss ch 2 (32-39), 3 (42-46)

The Lost Generation: The “Fathers” 1830s and 1840s 8/28-9/4

Pomper—The Lost Generation (Husky CT)

II. Age of Nihilism The “Sons” 1860s and 1870s 9/9-9/11

Pomper, Period of Nihilism (Husky CT)—1860s

Turgenev--Fathers and Sons; Figes, ch. 4, pp.122-138

III. Populism The 1870s 9/16

**Paper on the Intelligentsia due by Wednesday 9/25-Friday, 9/27**

Failure of Reform—The Peasant Question and 1905 Revolution 9/18,

Moss, chs. 3 (42-54), 6 ( 131-140)

Figes, chs. 2-3

Hoch, The Peasant Commune (HuskyCT)

Peasantry: Mironov--Peasant Popular Culture (HuskyCT)

IV Marxism in Russia 9/23, Moss. Ch. 3 (54-62)

Haimson, Russian Marxists, ch. 10 (Husky CT)

Chekhov and the Irrational, “The Kiss” (Husky CT)

V. Revolution and War—The Crisis of Autocracy (1905-1914) 9/25-9/30

Figes ch 4; Moss, ch. 4 (85-88), 5 (all), 6 (all)

VI. Russian Revolution 1917-- February Days 10/2-10/7, Moss ch 8 (185-194)

Figes chs 5

VII Lenin's Revolution—October Days 10/9-10/14 Moss ch. 8 (194-203)

Figes, ch.6

Blok, “The Twelve” “The Scythians” (Husky CT)

**Paper on the collapse of Tsarist Russia due by Wednesday, 10/16-Friday, 10/18**

VIII Civil War 10/16-10/21 Moss ch. 9 (all)

Figes ch. 7

Zamyatin, The Dragon (“The Cave”) (Husky CT)

IX New Economic Policy and the Rise of Stalin 10/23-10/28 Moss ch. 10 (all)

Figes, chs. 8-9

**Paper on the rise of the Bolsheviks due by Wednesday 11/6-Friday, 11/8**

X Stalinism: The Second Revolution 10/30, 11/4, 11/6, 11/11

Moss chs. 11 (all), 15 (all); Figes chs. 10-13

Collectivization and Industrialization—A New Age

Terror: The Center of the Regime

Fitzpatrick Everyday Stalinism, chs. 1, 2, 3, 5 (pp.115-125), 8

XI Soviet Union at War 11/13 Moss chs 12 (284-292), 13 (all); Figes chs. 14-15

XII Reform and Stagnation: From Khrushchev to Brezhnev 11/18-11/20

Moss chs. 17 (all), 18 (all); Figes chs. 16-18

XIII Gorbachev and the Collapse of Communism 12/2-12/4

Moss chs. 19 (all) 20 (483-496), 22 (538-558)

Figes chs. 19-20

FINAL EXAMINATION Readings IX-XIII (40% of grade)

**2019-242 HIST 3570 Revise Course (G) (S) (guest: Charles Lansing)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13443 |
| **Request Proposer** | McKenzie |
| **Course Title** | American Indian History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | American Indian History |
| **Course Number** | 3570 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3570. American Indian History Three credits. Surveys American Indian History in what is now the United States from precolumbian times up to the present. Cultural diversity among Indian peoples the effects of European contact, tribal sovereignty, and other current issues. CA 4. |
| **Provide proposed title and complete course catalog copy** | HIST 2570. American Indian History Three credits. Surveys American Indian History in what is now the United States from precolumbian times up to the present. Cultural diversity among Indian peoples the effects of European contact, tribal sovereignty, and other current issues. CA 4. |
| **Reason for the course action** | Change the course number from 3570 to 2570. 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** | There are no other departments effected and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | Course Goals/Learning Outcomes Upon completion of this course, students will • understand the multi-layered nature of diversity in Native American history: cultural and linguistic diversity among Native peoples in the past and in the present, the diversity of historical experiences, and the diversity of Native responses to European and U.S. colonization. • understand the unique political status of Indian tribes in the United States today and the historical origins of that status, especially the key developments in U.S. law and governing institutions, many of which directly responded to acts of creative resistance by Native peoples. • realize the range, origins, and consequences of stereotypes of Indians in American popular culture, politics, and society. • have learned how to analyze historical documents and artifacts to discern intentions, assumptions, context, meaning, and significance. • have enhanced their research, analytical, and communication skills through written assignments, class discussions, and small-group discussions. |
| **Describe course assessments** | Assignments & Grading Four Essays (3-4 pages) 30% Midterm 25% Final Exam 25% Class Participation 20% 100% ESSAYS. In a 3-4 page (double-spaced, word-processed) essay, compare two readings. For essays #1, #2, and #4, the readings are in a packet posted on Huskyct. For #3, one reading is on Huskyct, and the other material you will use is on an open-access website. Your essay should have a clear main point (i.e., thesis, argument, interpretation) and use specific examples from the readings as evidence. When quoting from the readings, put the author's name and page number in parentheses after the quotation. Do not do any external research; closely analyze the assigned readings. The lowest of the four grades will be dropped in calculating the final grade. MIDTERM and FINAL EXAM: Both exams have the same format and will consist of identifications (you need to explain what or who the term refers to and the significance of the term) and short-answer questions requiring one-paragraph answers. The midterm will test you on course material covered during the first half of the semester; the final exam will test you on material covered since the midterm. CLASS PARTICIPATION: This grade is based on preparedness for class and the quantity and quality of contributions to small-group and full-class discussions. Absences, arriving late, leaving early, wandering in and out of the classroom, and using electronic equipment for purposes unrelated to class activities will seriously impinge on the participation grade. |
| **General Education Goals** | Students work on becoming articulate in short writing sentences and, particularly, in an oral presentation where they are graded both on a prepared presentation and their ability to answer spontaneous questions. They acquire intellectual breadth and versatility by being exposed to a variety of theories about the nature of human diversity (early European explanations for the existence of Indians, Indian explanations for European origins and suppositions as to what explained their differences and similarities to Europeans and Africans, the invention of race and racism, assimilationist theories as seen in U.S. Indian policies, and cultural relavatism). They also read in variety of materials--from oral traditions that exist in written form, to other cultural expressions such as novels by Indian authors, to government documents (treaties, laws, tribal constitutions), to scholarship. Because this topic has long been the province of anthropology, the course is interdisciplinary in that the approach is very much historical in its method, structure, and goals, but many of the ideas, readings, and knowledge come from anthropology and archaeology. Students acquire critical judgement, most notably in classroom discussion of documents and in learning a basic skill crucial to the study of American Indian history, which is how to discern Indian points of view from documents written by non-Indians. They also write three short papers that are critical essays on the readings, in which they are to consider such issues as perspective, rhetoric, and political agenda in the creation of that reading. They acquire moral sensitivity primarily by being exposed to other points of view than their own and to the existence of multiple points of view on every issue. Historical experiences that raise moral issues--territorial expansion, forced removal, forced assimilation, what constitutes legitimate and illegitimate acts of war--come up in class discussions of course material. Students acquire awareness of their era and society by learning how certain institutions and practices they hear about in the news today (Indians running casinos, the Native American Graves Protection and Repatriation Act, Indian reservations) arose sometime in the past from particular contexts. They learn what the meaning of many terms are (what exactly an "Indian tribe" is, for instance), and they learn a lot about the U.S. government, which for most of its history conceptualized the Indian presence in North America as "the Indian problem," and which instituted special regulations relating to Indians that resemble colonial practices elsewhere around the world but in other ways are also unique to the United States. How Indians carved out space for themselves in American society is an interesting story, and one that the average American is unfamiliar with but hears about frequently and vaguely in the news all the time. For how the course deals with diversity, see the response to the diversity questions. |
| **Content Area: Diversity and Multiculturalism (non-International)** | The course deals substantially with "varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity." Lectures and readings repeatedly comment on the different historical experiences of various Indian peoples and introduce students to the "cultural areas" concept invented by anthropologists and still in use as a way to divide North American native peoples by their environmental influences and regional cultural sympathies ("woodlands," "southeast," "northwest coast," "plains," etc.). However, at the same time lectures distinguish cultural differences within regions. Because students tend to think of "the Indian" as a coherent being, the course's main mission is to acquaint students with the diversity of peoples included under that rubric, without simultaneously overwhelming them with the ethnic labels. So, course material tends to focus on some of the largest and most influential tribal nations--Navajo, the Iroquois Confederacy, Cherokee, and various Lakota (Sioux) peoples--as a way to give students some continuity with certain peoples' histories while at the same time showing definitively the cultural and historical differences among Indians. For the twentieth-century material, course lectures and readings recount the rise of pan-Indian movements, showing that Indians from different nations could identify commonalities in their experiences and form organizations as "Indians." However, at the same time, course readings and lectures comment frequently on differences of opinion: particularly in how the Cherokee Nation split over the removal issue and how at the same time the Cherokee Nation was becoming more ethnically diverse through intermarriage with whites and the institutionalization of black slavery modeled on the American South; how some Indian individuals advocated land allotment while others opposed it (Louise Erdrich's novel Tracks is perfect for showing how this happened on the Turtle Mountain Chippewa reservation); how some Indian students believed they benefited from boarding schools while others considered it imperialist oppression intending Indian extinction (students read documents from boarding school students' autobiographies or compare tracts produced by the turn-of-the-century Indian educator Henry Roe Cloud and Henry Pratt, founder of the U.S. boarding-school system); and how the Indian political activism of the post-World War II period ran the gamut from moderate reform organizations to violent radical movements similar to 1960s-1970s radical student activism and the Black Panthers (reading Vine Deloria, Jr., on the National Congress of the American Indians alongside Wilma Mankiller's memoir of the Alcatraz takeover or Mary Crow Dog's memoir of the Wounded Knee takeover, for example). In addition, the presentations at the end of the course, by research groups of 4-6 students, add important content. Some semesters, these presentations are on tribal histories (emphasizing the distinctiveness of different native people's experiences); other semesters, the research project focuses on the history of current issues (the tribal federal acknowledgment process, Indian identity and tribal membership, casinos, mascots, etc.); if current issues are the focal point for the presentations, students are explicitly charged with conveying the multiple points of view taken by people on that current issue. Criteria #3 is also important to the course in a complex way. Because many students enter the course with certain images of "the Indian" in their minds ("the Indian" is environmentally sensitive, does not believe in private property, wears feathers and beadwork, chases buffalos on horses, scalps, drinks a lot and lives on welfare, BUT strangely is also rich because of casinos--in which case they aren't really Indian, are they?, etc.). So, because the stereotypes are so powerful in American popular culture and because so few non-Indian Americans actually know anyone who is Indian, my main objective is to emphasize the diversity within the Indian population--to break up and complicate any residual stereotypes and present Indians as individuals, not as types. Secondarily, however, I emphasize how Indians are similar to everybody else around the world, especially to Europeans, since another frequent misconception of Indian history is that Europeans were superior to Indians in intelligence, civility, and social institutions. In other words, to counter the cardboard Indian stereotype on the one hand and the misconception that Indians and Europeans were completely opposite in their cultural practices on the other hand, lectures often comment on the diversity among Indians while noting similarities between Indians and Europeans. These similarities and differences are addressed most in lectures and readings on the seventeenth and eighteenth centuries when we discuss land tenure, diplomatic rituals and crosscultural communication, gender roles, and political organization since in all these areas there can be seen several distinct similarities between Indians and Europeans and several differences among Indians (women's role in Iroquoisan governments was unique compared to other Indian government structures; and yet, female sachems, like Queen Elizabeth I, were exceptions, not the rule, and in that sense gender roles were similar among 17th-century New England Algonquians and the English). Also, a third way in which commonalities and differences co-exist in the course is, as mentioned earlier, in the 500-1000 year narrative, during which several hundred distinct peoples were named "Indian" by Columbus and gradually come to accept the label and make it their own, seeing in "Indian" not a primordial single identity or a common culture but rather a shared historical experience as colonized peoples whose lands were occupied by outsiders. This rising pan-Indianism is first explored in the course as showing up in religious movements (the Shawnee Prophet, the Ghost Dance) and further explored in the twentieth century in the writings of what historian Fred Hoxie calls the Indian literati, that is Charles Eastman, Carlos Montezuma, and other Indian writers and activists who became prominent in the first formal, national pan-Indian organization, the Society of American Indians. Finally, criteria #4, issues of human rights and migration are central to the course; indeed, the challenge in teaching American Indian history is to try to find uplifting moments in a semester that unavoidably has to cover a host of horrific tragedies from the smallpox epidemics that started with European contact to the Cherokee Trail of Tears to the Wounded Knee Massacre. Events in American Indian history naturally raise moral questions--mainly about territorial expansion and forced cultural assimilation--which we engage in classroom discussion but without arriving at any easy resolution. Usually, I try to package the moral questions in past and ongoing debates so that students can imagine the role of point of view and political ideology in the moral positions taken by historical figures in the past. Issues of human rights raised explicitly in course lectures and readings are how Europeans acquired Indian land and justified their rights to it, how Indians embraced certain aspects of U.S. law (treaties, most notably) to protect national sovereignty, how Indians tried a variety of defenses (accommodation, the U.S. Supreme Court, warfare) when pressured to remove from historic homelands to somewhere else. Significantly, American Indian history can give to students a more nuanced understanding of human rights because of the particular positions many Indian individuals and tribes have taken to defend their autonomous status as nations and the consequent ambiguity expressed in many Indian communities toward individualized, civil rights and the meaning, or value, of U.S. citizenship. This is dealt with explicitly in the course by examining the language of the U.S. constitution, the U.S. Trade and Intercourse Acts, the provisions of the Dawes and Curtis Acts of the late-nineteenth century, the Indian Citizenship Act of 1924 (which made all Indians citizens of the United States), and by reading various Indian authors across time, from William Apess' early-nineteenth polemics against racism and his efforts to free the Mashpee Tribe from Massachusetts' corrupt guardianship system to Vine Deloria, Jr.'s, 1960's manifesto Custer Died for Your Sins. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3570-Shoemaker-syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161185&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5ee530ef53ac4af787ab08d73e1047cc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046111969288825&sdata=4B7nUbiqXaHvdw%2BCoL3IF12yMOAW4%2Bydy0LyuC9EdmE%3D&reserved=0) | HIST-3570-Shoemaker-syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Heather Parker | 09/19/2019 - 12:51 | 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 | 09/20/2019 - 16:14 | Approve | 9/20/2019 | Approved by History department in AY 18-19. | |

**HIST 3570: AMERICAN INDIAN HISTORY**

Professor: Nancy Shoemaker Office: 227 Wood Hall

Phone: ext. 6-5926 (860-486-5926) Office Hours: M 10-11:30, W 2:30-4, & by

Email: nancy.shoemaker@uconn.edu appointment

Mailbox: 118 Wood Hall

**Course Description** This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. It focuses on three themes: the diversity of Native America, change and continuity over time, and the impact of history on the present.

**Course Goals/Learning Outcomes**

Upon completion of this course, students will

* understand the multi-layered nature of diversity in Native American history: cultural and linguistic diversity among Native peoples in the past and in the present, the diversity of historical experiences, and the diversity of Native responses to European and U.S. colonization.
* understand the unique political status of Indian tribes in the United States today and the historical origins of that status, especially the key developments in U.S. law and governing institutions, many of which directly responded to acts of creative resistance by Native peoples.
* realize the range, origins, and consequences of stereotypes of Indians in American popular culture, politics, and society.
* have learned how to analyze historical documents and artifacts to discern intentions, assumptions, context, meaning, and significance.
* have enhanced their research, analytical, and communication skills through written assignments, class discussions, and small-group discussions.

**Readings** All assigned readings are available on Huskyct, so there are no books to buy.

**Assignments & Grading**

Four Essays (3-4 pages) 30%

Midterm 25%

Final Exam 25%

Class Participation 20%  100%

ESSAYS. In a 3-4 page (double-spaced, word-processed) essay, compare two readings. For essays #1, #2, and #4, the readings are in a packet posted on Huskyct. For #3, one reading is on Huskyct, and the other material you will use is on an open-access website. Your essay should have a clear main point (i.e., thesis, argument, interpretation) and use specific examples from the readings as evidence. When quoting from the readings, put the author's name and page number in parentheses after the quotation. Do not do any external research; closely analyze the assigned readings. The lowest of the four grades will be dropped in calculating the final grade.

MIDTERM and FINAL EXAM: Both exams have the same format and will consist of identifications (you need to explain what or who the term refers to and the significance of the term) and short-answer questions requiring one-paragraph answers. The midterm will test you on course material covered during the first half of the semester; the final exam will test you on material covered since the midterm.

CLASS PARTICIPATION: This grade is based on preparedness for class and the quantity and quality of contributions to small-group and full-class discussions. Absences, arriving late, leaving early, wandering in and out of the classroom, and using electronic equipment for purposes unrelated to class activities will seriously impinge on the participation grade.

**Policies**

* Please do not use smart/cell phones in class. Computers may be used for notetaking but should not be used for purposes unrelated to class activities.
* Do not submit assignments as email attachments unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
* C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
* To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); more if the assignment is past due by more than one week.
* All written assignments must be done independently. Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further penalty depending on the gravity of the situation. See the section on "Academic Integrity" in *The Student Code*.
* If you prefer that I not share your work with other students (anonymously, as good examples), email me the first week of class.

**Class Schedule**

Note: You are expected to know of changes to this schedule announced in class or on huskyct. If class is cancelled due to snow or another emergency situation, you have an assignment: watch the film *Bones of Contention*, which can be streamed through the UConn Libraries website. In any case (good or bad weather), a 2-3 page (double-spaced) response to this film may be submitted on or before the last day of class for **extra credit**.

**WK 1**

M 8/27 Introduction: Whose history?

W 8/29 Origin Stories

**WK 2**

M 9/3 NO CLASS: LABOR DAY

W 9/5 Pre-Columbian America: Moundbuilders and Ancient Pueblo Peoples

**READ**: Excerpts from Le Page du Pratz, *A History of Louisiana*. What insights into moundbuilding culture can be gleaned from this account of the Natchez by a French settler who lived in Louisiana circa 1725?

**WK 3**

M 9/10 Pre-Columbian Northeast: Iroquois (Haudenosaunee) Confederacy and

New England Algonquians

W 9/12 First Encounters

**DUE**: ESSAY #1

Compare the experiences and perspectives of Pocahontas and Squanto. Were their relationships with English colonists the same, different, or a mix of commonalities and differences? What explains the commonalities and/or differences?

**WK 4**

M 9/17 Columbian Exchange

W 9/19 Pequot War and King Philip's War

**READ**: Excerpts from English colonists’ memoirs describing their attack on the Pequot Fort at Mystic. How did John Mason and John Underhill portray this attack? Is it possible to discern Indian perspectives from English writings?

**WK 5**

M 9/24 Fur and Slave Trades

W 9/26 Land and Treaties

**READ**: Excerpts from the Treaty of Lancaster, 1744. How did the Iroquois

(Haudenosaunee) speakers at this council represent (1) their views of land,

and (2) their relationship with English colonists?

**WK 6**

M 10/1 Religion

W 10/3 Cherokee "Civilization" and Removal

**DUE**: ESSAY #2

Compare Cherokee perspectives on their nation’s relations with the United States in two time periods spanning the removal crisis. What were Elias Boudinot’s and John Ross’s views in the 1820s? And how did their views diverge from each other’s in the 1830s, after the U.S. Supreme Court decisions of 1831 and 1832? (Just so you can keep them straight: Boudinot was editor of the *Cherokee Phoenix* in the 1820s and a member of the so-called Treaty Party in 1835. Ross was principal chief of the Cherokee Nation throughout this time period.)

**WK 7**

M 10/8 Life on the Plains

W 10/10 **MIDTERM**

**WK 8**

M 10/15 FILM: *Geronimo and the Apache Resistance*

W 10/17 From Fort Laramie to Wounded Knee

**READ**: Treaty of Fort Laramie, 1868

**WK 9**

M 10/22 Assimilation Era: Law & Land Allotment

W 10/24 Assimilation Era: Boarding Schools

**DUE**: ESSAY #3

In *They Called It Prairie Light: The Story of Chilocco Indian School*, K. Tsianina

Lomawaima argued that the assimilationist federal boarding schools did

not realize their objective because “Indian people made Chilocco their

own.” Using the Huskyct reading and one or more of the Student Files

available at the Carlisle Indian School Digital Resource Center

(<http://carlisleindian.dickinson.edu/>), what does your research in

primary sources lead you to conclude about student perspectives and

responses to the boarding school system?

**WK 10**

M 10/29 Playing Indian: World Fairs, Wild West Shows, Tourism

W 10/31 Salvage Anthropology vs. Society of American Indians

**READ**: Excerpt, Charles Eastman, *From the Deep Woods to Civilization*

**WK 11**

M 11/5 From the Indian New Deal to Red Power

W 11/7 Alcatraz, AIM, & Wounded Knee II

**DUE**: ESSAY #4

Compare two accounts of AIM: one by an activist who participated in the

Wounded Knee takeover and a later account by scholars based on research. Does the primary source (the activist memoir) support the argument of the scholars, contradict it, or offer an additional perspective?

**WK 12**

M 11/12 FILM: Wounded Knee II from *We Shall Remain*

W 11/14 Tribal Governance into the Twentieth Century

**READ**: Excerpt, Vine Deloria Jr., *Custer Died for Your Sins*

**THANKSGIVING BREAK**

**WK 13**

M 11/26 Current Issues: Economic Development, Casinos, Environment

W 11/28 Current Issues: Federal Tribal Recognition, Tribal Membership

**READ**: Excerpt, “The Official Guidelines to the Federal Acknowledgment

Regulations, 25 CFR 83”

**WK 14**

M 12/3 Current Issues: NAGPRA, Cultural Appropriation

W 12/5 Preparing for Final Exam

SET Course Evaluations

**FINAL EXAM**

**2019-243 HIST 3832 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13418 |
| **Request Proposer** | McKenzie |
| **Course Title** | Modern Japan |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Modern Japan |
| **Course Number** | 3832 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3832. Modern Japan Three credits. Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging." |
| **Provide proposed title and complete course catalog copy** | HIST 2832. Modern Japan Three credits. Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging." |
| **Reason for the course action** | Change the course number from 3832 to 2832. 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** | No other departments are effected and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | Japan is deeply divided today, and this class will interrogate ways in which the history of the Japanese empire and war dominate much of politics, economics, religion, and other things. Upon completion of this course, students will be able to consider modern Japanese society in context with broader global trends in twentieth century nation-state formation as well as its contemporary dislocations. |
| **Describe course assessments** | There will be 1 short writing project (10%), 1 quiz (15%), 1 in-class midterm (35%), and 1 take-home final (40%). Discussion is key. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3832-Dudden-syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161143&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0f382c72cba9453b478c08d73e23006e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046192356825347&sdata=S2eE1sBv31BCWDp4dIXyfBpOwz0V2N5He2rMncsnU1A%3D&reserved=0) | HIST-3832-Dudden-syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/18/2019 - 16:50 | 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 | 09/18/2019 - 17:04 | Approve | 9/18/2019 | Approved by History Dept. AY 18-19. | |

**Modern Japan**

Professor Alexis Dudden [alexis.dudden@uconn.edu](mailto:alexis.dudden@uconn.edu)

Wood 326 (office hours Tues 12:30-1:30; by appt.)

Japan is deeply divided today, and this class will interrogate ways in which the history of the Japanese empire and war dominate much of politics, economics, religion, and other things. Upon completion of this course, students will be able to consider modern Japanese society in context with broader global trends in twentieth century nation-state formation as well as its contemporary dislocations. The primary textual materials consist of critical approaches and *manga*. Hashimoto’s *Long Defeat* undergirds the theoretical approach, and we will refer to it throughout the semester (bring it regularly). Supplemental materials are distributed weekly via your UConn email. You MUST check regularly.

There will be 1 short writing project (10%), 1 quiz (15%), 1 in-class midterm (35%), and 1 take-home final (40%). Discussion is key. To encourage frank and open conversation among all of us no recording is allowed during class.

Akiko Hashimoto, *The Long Defeat*

[https://www.amazon.com/Long-Defeat-Cultural-Trauma-Identity-dp-0190239166/dp/0190239166/ref=mt\_paperback?\_encoding=UTF8&me=&qid=1556725988](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.amazon.com%2FLong-Defeat-Cultural-Trauma-Identity-dp-0190239166%2Fdp%2F0190239166%2Fref%3Dmt_paperback%3F_encoding%3DUTF8%26me%3D%26qid%3D1556725988&data=02%7C01%7Calexis.dudden%40uconn.edu%7C0c462dc2415d46810b7308d6cfd1efbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636924897906929007&sdata=vpIQuMDJrpkc25eJB%2BLzCEx%2FUYuAqkKABWAsKANcKBA%3D&reserved=0)

Mizuki Shigeru, *SHOWA*, Vols. 1-4

<https://www.amazon.com/Showa-1926-1939-History-Japan/dp/1770461353/ref=sr_1_3?ie=UTF8&qid=1500501050&sr=8-3&keywords=mizuki+shigeru>

<https://www.amazon.com/Showa-1939-1944-History-Japan/dp/1770461515/ref=sr_1_8?ie=UTF8&qid=1500501050&sr=8-8&keywords=mizuki+shigeru>

<https://www.amazon.com/Showa-1944-1953-History-Japan/dp/1770461620/ref=sr_1_9?ie=UTF8&qid=1500501050&sr=8-9&keywords=mizuki+shigeru>

<https://www.amazon.com/Showa-1953-1989-History-Japan/dp/1770462015/ref=sr_1_7?ie=UTF8&qid=1500501050&sr=8-7&keywords=mizuki+shigeru>

Kazuto Tatsuta, “Ichi F”

[https://www.amazon.com/gp/product/1632363550/ref=ox\_sc\_mini\_detail?ie=UTF8&psc=1&smid=ATVPDKIKX0DER](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.amazon.com%2Fgp%2Fproduct%2F1632363550%2Fref%3Dox_sc_mini_detail%3Fie%3DUTF8%26psc%3D1%26smid%3DATVPDKIKX0DER&data=02%7C01%7Calexis.dudden%40uconn.edu%7C0c462dc2415d46810b7308d6cfd1efbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636924897906958989&sdata=Jpb4SsrMkhbEE%2F5GkXCtSUe%2Fvt1AXZu5vFEy2ewnRwQ%3D&reserved=0)

August 27 Introduction

“A History of Japan in 9 Minutes”

<https://www.youtube.com/watch?v=Mh5LY4Mz15o>

World Order, “Informal Empire”

<https://www.youtube.com/watch?v=aSqwmZH33CQ>

August 29 Hashimoto, Chapter 1

September 3 Hashimoto, Chapter 3

September 5 Hashimoto, Chapter 2

September 10 Memory project (Hashimoto, Ch. 4, esp. pp. 103-117)

September 12 Memory **short writing project due** [alexis.dudden@uconn.edu](mailto:alexis.dudden@uconn.edu)

(Throughout Mizuki’s *SHOWA* series expect regular email supplements to the footnotes)

September 17 Mizuki, *SHOWA*, Vol. 1 Intro –p.132

September 19 *SHOWA* vol 1 pp. 133-216

September 24 *SHOWA* vol 1 pp. 217-349

**ALSO REQUIRED:** 4pm Konover “Shusenjo”

September 26 *SHOWA* vol 1 pp. 349-426

October 1 *SHOWA* vol 1 pp. 427-514

October 3 IN CLASS -- **QUIZ**

October 8 *SHOWA* vol 2 Introduction – p. 126

October 10 *SHOWA* vol 2 pp. 127-242

October 15 *SHOWA* vol 2 pp. 243-380

October 17 *SHOWA* vol 2 pp. 380-538

October 22 *SHOWA* vol 3 Introduction-p. 130

October 24 *SHOWA* vol 3 pp. 131-284

October 29 IN CLASS **MIDTERM**

October 31 *Iwo Jima*

Nov 5 *SHOWA* vol 3 pp. 285-430

Nov 7 *SHOWA* vol 3 pp. 431-530

Nov 12 *SHOWA* vol 4 Introduction-p.146

Nov 14 *SHOWA* vol 4 pp. 147-450

November 19 *SHOWA* vol 4 pp.451-531; plus the *tankobon* at the end

November 21 Fukushima (PDF packet)

THANKSGIVING (read *Ichi-F*)

Dec 3 Tatsuta, *Ichi-F* (all)

December 5 Review

**FINAL TAKE HOME WRITING ASSIGNMENT**

**2019-244 HIST/URBN 3541/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13399 |
| **Request Proposer** | McKenzie |
| **Course Title** | The History of Urban America |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > Urban and Community Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | URBN |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Urban and Community Studies |
| **Reason for Cross Listing** | Course satisfies requirements for History major and minor and Urban and Community Studies major and minor. |
| **Course Title** | The History of Urban America |
| **Course Number** | 3541 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](mailto: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](mailto:matthew.mckenzie@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3541. The History of Urban America (also offered as URBN 3541) Three credits. The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city. |
| **Provide proposed title and complete course catalog copy** | HIST 2541. The History of Urban America (also offered as URBN 2541) Three credits. The development of Urban America with emphasis on social, political, physical, and environmental change in the industrial city. |
| **Reason for the course action** | Change the course number from 3541 to 2541. 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** | Urban and Community Studies is the only other department effected by this course renumbering. The faculty of URBN approved this renumbering proposal on 9/17/19. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives To study the social, cultural, economic, and spatial changes that American cities underwent in the nineteenth and twentieth centuries. The course is also intended to help students improve their skills in reading historical sources and writing essays. |
| **Describe course assessments** | Assignments and Course Grades There will be three essays (4 pages each), two midterm exams, a semi-cumulative final exam, and eleven homework assignments. Grades will be calculated to reflect each student’s best achievements, as follows: Best essay - 25% Second best essay - 15% Best midterm 15% Second best midterm or third paper\* - 10% Best eight short assignments - 20% Final exam - 15% \*whichever grade is highest TOTAL: 100% Format of Tests The two midterm examinations may include any or all of the following types of short questions: multiple choice, matching, true/false, and "long identification." Long identification questions will ask you to identify a term and discuss its significance in American urban history. The final examination will include a cumulative essay and the same sorts of short questions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3541-Baldwin.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161116&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc12fceefeb60406c288f08d73d5e16a2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045346633749715&sdata=v0Q17pkB9qIXLIFEWaDRinQiTCn1ypIPbWGF2H%2FE8vo%3D&reserved=0) | HIST-3541-Baldwin.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 09/18/2019 - 12:35 | 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 | 09/18/2019 - 17:02 | Approve | 9/18/2019 | Approved by HIST in AY 18-19; Approved by LLAS Sept., 2019 | | Urban and Community Studies | Kenneth Foote | 09/19/2019 - 17:08 | Approve | 9/19/2019 | I will also file a CAR to change the URBN course listings that the number are the same between the two departments HIST/URBN. | |

***History 3541 / Urban Studies 3541:***

***History of Urban America***

*MWF 10:10 to 11:00, Laurel Hall # 106*

|  |
| --- |
| Instructor: Prof. Peter C. Baldwin (pbaldwin@uconn.edu)  Office Hours (235 Wood Hall): Wednesdays, 3:30 to 4:30 and by appointment  TA: Britney Murphy (britney.murphy@uconn.edu) |

**Course Objectives**

To study the social, cultural, economic, and spatial changes that American cities underwent in the nineteenth and twentieth centuries. The course is also intended to help students improve their skills in reading historical sources and writing essays.

**Assignments and Course Grades**

There will be three essays (4 pages each), two midterm exams, a semi-cumulative final exam, and eleven homework assignments. Grades will be calculated to reflect each student’s best achievements, as follows:

|  |  |
| --- | --- |
| Best essay | 25% |
| Second best essay | 15% |
| Best midterm | 15% |
| Second best midterm or third paper\* | 10% |
| Best eight short assignments | 20% |
| Final exam | 15% |
| *\*whichever grade is highest* | TOTAL: 100% |

**Format of Tests**

The **two midterm examinations** may include any or all of the following types of short questions: multiple choice, matching, true/false, and "long identification." Long identification questions will ask you to identify a term and discuss its significance in American urban history. The **final examination** will include **a cumulative essay** and the same sorts of short questions.

**Ground Rules**

* Please turn off all electronic devices during class. Class time is not to be used for talking on the phone, texting, playing games, listening to music, or using your computer in any way. Laptops have proven to be distractions in the classroom. If you feel that unusual circumstances require you to use your computer to take notes, please discuss the matter with me in advance; I would like to see supporting documentation from the Center for Students with Disabilities stating that you are incapable of taking notes by hand. If I have to remind you of this expectation, you can be confident that your grade is dropping; if you persist, you will be asked to leave.
* All students are required to submit their written work on time. Students who encounter an emergency that prevents them from submitting an assignment on time are required to discuss the matter with Prof. Baldwin in advance, if at all possible, or to notify me by voice mail (486-3854). Students who submit late work without advance permission will be penalized. For each weekday that an assignment is late, the grade will be reduced by a third of a grade (for instance from an A- to a B+).
* Homeworks are due at class time and will not be accepted late without special arrangement. No papers will be accepted more than a week late without prior arrangement. All assignments must be submitted to me in person (not by e-mail or in my mailbox), except by special arrangement.
* Daily attendance is strongly encouraged but not required. Students are expected to keep up with the material presented in class regardless of whether they miss a day. If you know that you will be absent, try to arrange with someone else to take notes.
* Students are expected to participate regularly, actively, and constructively in class discussions. Students will receive extra credit for participation only if they express informed judgments and engage with ideas raised by other class members.
* Students will be graded on the best eight of their eleven homeworks. They will be graded for “full credit” (2 points), or “half credit” (1 point). Grades will be as follows (16 points=A; 15=A-; 14=B+; 13= B; 12= B-;11=C; 10=D).
* Punctuality is important and expected. By arriving late, you cause a distraction for everybody. Please do not enter the room if you are more than a couple minutes late. If I have to remind you of this rule, your grade is probably dropping.
* Please don't wander out for a "break" during class. It's distracting. If you have to leave the room, please take all your belongings with you and do not return. If I have to remind you of this rule, you can be confident that your course grade is dropping.
* Drinks and small snacks are OK, but please don’t eat meals in class.
* Students are expected to treat everyone in the room with courtesy. They are expected to be attentive and respectful. Language or behavior that demeans or harasses other students will not be tolerated.
* Plagiarism and cheating will not be tolerated. Plagiarism is the use of the ideas, organization, or words of another writer without giving proper credit. Students must produce their own, original work for this course. **Any student found to have committed a serious act of plagiarism or cheating will fail the course**. I take this requirement very seriously and I actively hunt for plagiarism. If I catch you, I will not care about any excuses. Don't plagiarize! It's not worth the risk.

**Class Schedule**

Students should read each assignment before the scheduled date, so that we may discuss it in class. A system of abbreviation is used to indicate readings from the textbooks:“MP Essay 2.1" means *Major Problems in American Urban and Suburban History,* Chapter 2, Essay 1 (the essay by Nash); “EAUS 1” means *Evolution of American Urban Society,* chapter 1. EAUS readings are recommended but not required; they are useful if you have missed a class, and particularly helpful in preparing for tests.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Date** | **Reading** | **Assessment** | **Lecture/Discussion** |
| (before 1783) | Wed., 1/18 |  |  | Introduction |
| Fri., 1/20 | [EAUS 1] |  | Spanish & French |
| Mon., 1/23 | Lynch on HuskyCT | **Map Project** | English & Dutch |
| Wed., 1/25 | MP, Doc. 2.4 and 3.1, Essays 2.1 & 3.1 (Nash & Thompson). |  | Life in Colonial Seaports |
| Fri., 1/27 | MP, Doc. 3.2 (Quincy) |  | Revolution |
| (1783-1825) | Mon., 1/30 | MP, Docs. 3.3 & 3.4, and Essay 3.2 (Verter). | **Homework 2** | **Problems of Social Order** |
| Wed., 2/1 | MP, Doc. 3.5 (Evans). [EAUS 2]. |  | River Cities of the West |
| Fri., 2/3 | MP, Doc. 4.1, Essay 4.2 (Hirsch). [EAUS 3] |  | Early Industrialization |
| Mon. 2/6 | MP, Docs. 4.2, 4.5, 4.6, 4.7, and Essay 4.1 (Cronon); additional items on HuskyCT | **Homework 3** | Canals and Railroads |
| (1825-1875) | Wed., 2/8 | **McNeur, *Taming Manhattan****,* intro., chaps. 1 & 3. |  | Irish immigrants |
| Fri., 2/10 | Readings on HuskyCT; MP Essay 5.1 (Kelman). | **Homework 4** | **Filth and Disease** |
| Mon., 2/13 |  | **PAPER #1** | Slavery in Southern cities |
| Wed., 2/15 | MP, Docs. 6.1 & 6.2; essays 6.1 & 6.2 (Stansell & Jackson) |  | Geography of Class |
| Fri., 2/17 | **McNeur, *Taming Manhattan****,* chap. 5; readings on Husky CT | **Homework 5** | Parks |
| Mon., 2/20 |  | **MIDTERM #1** |  |
| Wed, 2/22 | [EAUS 4] |  | The Streetcar City |
| (1875-1925) | Fri., 2/24 |  |  | Class Conflict |
| Mon., 2/27 | MP, Doc. 6.4; Pullman readings on HuskyCT | **Homework 6** | Pullman |
| Wed, 3/1 | MP, Docs. 7.1 – 7.3, Essays 10.1 & 10.2 (Bigott & Barrett). [EAUS 5] |  | European Immigration |
| Fri., 3/3 | [EAUS 6] |  | Boss Politics |
| Mon., 3/6 | MP Docs. 6.6 (Riis) and 6.7 (Addams) |  | Progressive Reform |
| Wed., 3/8 |  |  | Building the Modern City |
| Fri., 3/10 | Zelizer essay and other auto readings on HuskyCT. [EAUS 7] | **Homework 7** | **Automobiles** |
|  | SPRING BREAK; Start reading **Boyle, *Arc of Justice*** |  | **SPRING BREAK** |
| Mon. 3/20 | Read **Boyle** this week |  | Suburban Independence |
| Wed., 3/22 | Continue **Boyle** |  | The Great Migration |
| (1925-1975) | Fri., 3/24 | Continue **Boyle**; MP, Docs. 7.4 - 7.6. | **Homework 8** | Rising living standards |
| Mon., 3/27 | Cohen chapter via HuskyCT | **PAPER # 2** | The Great Depression |
| Wed., 3/29 |  | **MIDTERM # 2** |  |
| Fri., 3/31 | MP, Doc. 10.7; Ehrenhalt via HuskyCT. [EAUS 8] |  | The Postwar Metropolis |
| Mon., 4/3 | MP, Docs. 13.1 & 13.2; suburban readings on HuskyCT | **Homework 9** | **Postwar Suburbia** |
| Wed., 4/5 | MP, Doc. 12.3, Essay 12.2 (O’Connor); start **Flint, *Wrestling with Moses*** |  | Urban renewal |
| Fri., 4/7 | MP, Essay 12.1 (Hirsch) |  | The “Projects” |
| (1975-present) | Mon., 4/10 | **Finish Flint, *Wrestling with Moses*** | **Homework 10** | Citizen Resistance |
| Wed., 4/12 | [EAUS 9] | **PAPER # 3** | Sunbelt Cities |
| Fri., 4/14 | MP, Docs. 14.1-14.4, Essay 14.1 (Sugrue) |  | Deindustrialization |
| Mon., 4/17 | MP, Docs. 12.4 &15.1, Essay 15.1 (Podhoretz) |  | “Law and Order” |
| Wed., 4/19 |  |  | New Immigrants |
| Fri., 4/21 | MP, Doc. 15.4 (Duany); Gentrification readings on Husky CT | **Homework 11** | **Gentrification** |
| Mon. 4/24 | MP, Docs. 13.3, 13.4, 13.5. [EAUS 10] |  | Postsuburban Landscape |
| Wed., 4/26 | Readings TBA |  | New Urbanism |
| Fri., 4/28 | Readings TBA |  | Shrinking the Footprint |

**2019-245 EEB 2250 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13257 |
| **Request Proposer** | Seemann |
| **Course Title** | Introduction to Plant Physiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Introduction to Plant Physiology |
| **Course Number** | 2250 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This CAR seeks approval of this existing course as a Content Area 3: Science and Technology (non-Lab) course plus a very minor change in the course catalog description. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey R Seemann |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | jes13015 |
| **Initiator Email** | [jeff.seemann@uconn.edu](mailto:jeff.seemann@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75 minute lectures per week |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIOL 1107 or BIOL 1108 or BIOL 1110 or consent of instructor |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | There are no faculty at the Regional Campuses with the expertise to teach this course. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 2250 Introduction to Plant Physiology Three credits. BIOL 1107 or 1108 or 1110 or equivalent. This course will explore the unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics will include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic). |
| **Provide proposed title and complete course catalog copy** | EEB 2250 Introduction to Plant Physiology Three credits. BIOL 1107 or 1108 or 1110 or instructor consent. This course will explore the unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics will include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic), including climate change. CA3. |
| **Reason for the course action** | Have course designated a Content Area 3 Science and Technology (non-Lab) course. Add "including climate change" to end of course catalog copy. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | 1. Appreciate the unique, complex, and integrated nature of plant physiological functioning. 2. Understand how plants harvest and utilize solar energy and carbon dioxide via photosynthesis. 3. Understand the vertical transport mechanisms plant use for water and nutrients. 4. Understand the signals and processes controlling plant growth and development. 5. Understand the mechanisms by which plants sense and respond to their environment. 6. Appreciate the relevance of plant physiology to ecology, agriculture, and climate change. |
| **Describe course assessments** | Biweekly quizzes/tests, final examination |
| **General Education Goals** | This course will build intellectual breadth and versatility by challenging students to integrate information from across different areas of study to understand how plants work across many different spatial and time scales. Students will acquire critical judgement and a working understanding of the process of gaining and using knowledge by acquiring, through lectures and study, an understanding of how research is done and how to evaluate evidence. They will acquire moral sensitivity and awareness of their era and society by coming to understand how science, and particularly plant physiology, intersects with important social issues like food security and climate change. Student will also acquire a working understanding of the processes by which they can continue to acquire and use knowledge throughout their lives by by learning about sources of current scientific information. |
| **Content Area: Science and Technology (non-Lab)** | This course will explore a critically important area of science (plant physiology) by introducing students to a broad, coherent body of knowledge and contemporary scientific/technical methods that are hugely relevant to a broad range of modern issues, ranging from food security to climate change. The course will promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge through the use of historical reviews of how modern concepts of plant physiology have been arrived at. Students will be introduced to unresolved questions in this area of science and biotechnology by taking them to the age of present day knowledge and discussing how progress might be made in answering these questions and making impactful societal change. This course will promote interest, competence, and commitment to continued learning about contemporary science biotechnology and its impact upon the world and human society by emphasizing how the knowledge they will gain is highly relevant to a large number of both everyday and future challenges, and particularly those of global scale. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus EEB 2250 Fall Semester 2019 Final Ver 2.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160637&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1d7ed3c2ddee4d7f769e08d73e269330%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046207710352171&sdata=mcE9OeCaqpb%2FfbhRlRNkMzVzmu6MZi1ibmiY79%2FYXMY%3D&reserved=0) | Syllabus EEB 2250 Fall Semester 2019 Final Ver 2.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey R Seemann | 09/11/2019 - 08:59 | Submit |  | Please do not hesitate to contact me if you have any questions. | | Ecology and Evolutionary Biology | Daniel i Bolnick | 09/18/2019 - 12:44 | Approve | 9/18/2019 | Passed unanimously by departmental vote | |

**2019-246 EEB 5813 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12524 |
| **Request Proposer** | Urban |
| **Course Title** | Evolutionary Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Evolutionary Ecology |
| **Course Number** | 5813 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Mark C Urban |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | mcu08001 |
| **Initiator Email** | [mark.urban@uconn.edu](mailto:mark.urban@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 1.5 hour lecture/discussions per week. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only to graduate students in biological sciences and related fields, others with consent. |
| **Corequisites** | None |
| **Recommended Preparation** | Ecology and evolutionary biology classes |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 5813. Evolutionary Ecology Three credits. Prerequisite: Open only to graduate students in biological sciences and related fields, others with consent. Unifies ecological and evolutionary thinking about shared core ideas, including foundational concepts such as fitness, optimality, coexistence, speciation, dispersal, community assembly, and spatial and temporal scales. Discussions and lectures will explore each concept from ecological and evolutionary viewpoints and then seek to reconcile differences and find novel intersections. Format includes student-led discussions, modeling exercises, and both independent and group projects. |
| **Reason for the course action** | Current instruction emphasizes understanding in either ecology or evolution. Yet, increasingly biologists recognize the value of integrating these concepts to discover novel explanations for unsolved problems. The ability to integrate across disciplines is increasingly viewed as an important component of research. For instance, growing convergence research was identified as one of the big ideas for future investment in research by the National Science Foundation. Convergence learning provides an educational framework in which to appreciate and understand disparate viewpoints. Moreover, joint understanding of concepts from various standpoints can reinforce understanding in each respective discipline. Lastly, the discovery of gaps at the intersection of disciplines can often lead to novel insights both for understanding biology and generating future research projects. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments |
| **Please provide a brief description of course goals and learning objectives** | This course aims to integrate ecological and evolutionary concepts for biology students, appreciate and reconcile differences, and discover novel intersections. Students will learn the skills needed to engage in interdisciplinary research including developing a common language, understanding and appreciating divergent viewpoints, finding common ground, and seeking novel interactions among disparate components. Modeling work will reinforce the importance of eco-evolutionary interactions from a theoretical standpoint. Students will learn to lead discussions of relevant material, think critically about higher-level concepts in biology, and communicate effectively with peers. Individual and group projects will allow for focused exploration of topics of interest. |
| **Describe course assessments** | In-class time will consist of point-counterpoint debates representing differing views of a given topic, followed by a discussion to find common ground. Assessment will be based on student participation in debates and discussion in class, brief written responses to assigned reading from the primary literature, and a capstone review paper. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [EEB 5813 Evolutionary Ecology Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159660&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd5f6a9096cb440794ea008d73c5c4ecf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637044239464010757&sdata=yl1IZEOvZVwvnxi4trPktTXYlL7JSSw9ERCII8vDL94%3D&reserved=0) | EEB 5813 Evolutionary Ecology Syllabus.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Mark C Urban | 05/15/2019 - 12:21 | Submit |  | Initial submission of new grad course in EEB | | Ecology and Evolutionary Biology | Daniel i Bolnick | 09/18/2019 - 12:42 | Approve | 9/18/2019 | Passed unanimously by departmental vote. | |

**Evolutionary Ecology**

**Course 5813**

**Spring 2020**

**Instructors:**

Dan Bolnick

[daniel.bolnick@uconn.edu](mailto:daniel.bolnick@uconn.edu)

Office: PBB 305C

Office hours: by appointment

Mark Urban

mark.urban@uconn.edu

Office: PBB 200A

Office hours: by appointment

**Meeting time:**

**Tuesday & Thursday TBD**

**Description:**

Ecology and evolution are inextricably linked disciplines. Yet, many researchers identify themselves as working in one field, or the other, and frequently discount the value of the other subject in their own work. This subdivision is reflected in fundamental differences in how the two fields view shared topics, what journals they read, and conferences which they attend. In this graduate-level course, we will contrast the ways in which ecologists and evolutionary biologists think about shared core ideas in their field, and seek an integrated perspective that can facilitate inter-disciplinary research and communication. A few example topics include optimality, heritability, coexistence, speciation, dispersal, community assembly, and spatial and temporal scales. In-class time will consist of point-counterpoint debates representing differing views of a given topic, followed by a discussion to find common ground. Assessment will be based on student participation in debates and discussion in class, brief written responses to assigned reading from the primary literature, and a capstone review paper.

**Reading Assignments:**

Weekly assigned primary literature, to be distributed at least one week prior to each class. We will typically assign two contrasting readings per topic, drawn from the primary literature. Students are expected to read and understand the assigned articles before class, and come prepared to discuss their contents.

**Optional extra reading resources:**

Fox et al. 2001. Evolutionary Ecology. Oxford University Press

Hendry. 2015. Eco-Evolutionary Dynamics. Princeton University Press

Hutchinson. 1965. The Ecological Theater and the Evolutionary Play. Yale University Press

McPeek. 2017. Evolutionary Community Ecology. Princeton University Press

Schluter. 2000. The Ecology of Adaptive Radiations. Oxford University Press

Vellend. 2017. The Theory of Ecological Communities. Princeton University Press

**Assessment:**

*Position papers*: Each class meeting addresses a topic where ecology and evolutionary biology intersect, but don’t necessarily see eye-to-eye. For each topic, students will be expected to read the assigned papers (at a minimum) in advance and formulate an opinion on the topic. This opinion should be articulated in a brief essay not exceeding 250 words. The essay should not restate the contents of the assigned reading. Rather, it should identify the key area of disagreement, state the opposing views, and take a position on the topic. Over the course of the semester students should write 15 of these position papers. They may choose which 15 topics to cover.

*Each position paper contributes 3% of the grade, for a total of 45%*

*In-class debates:*Each student will co-lead one class discussion with another student. The students are expected to carefully read the relevant papers in advance. They should briefly discuss the key issues in advance together and with an instructor, to ensure they have identified the key issues. The students should assemble a list of 5 discussion questions and distribute these to their classmates and instructors at least one day prior to the class.

*In class debate contributes 10% of the grade*

*Review paper:* Each student will write a review paper on an evolutionary ecology topic of interest. The paper will be styled after a Trends in Ecology and Evolution review paper, following its instructions for authors, with references and figures or tables as necessary.

*Due March 12:* A 1-page proposal consisting of a one paragraph explanation of the topic and why it is interesting, plus a brief outline of the key topics. *5% of grade*

*Due April 21:* A rough draft, to be given to a peer for comments *5% of grade*

*Due April 28:* Peer comments *5% of grade*

*Due the week of finals:* Final draft *30% of grade*

**Topics:**

|  |  |  |  |
| --- | --- | --- | --- |
| Day | Topic | Readings | Instructor |
| Jan 21 | Introduction | Orians 1969; Pimental 1968 | Urban & Bolnick |
| Population-scale | | | |
| Jan 23 | What is a population? | Waples and Gaggiotti 2006, Camus 2002 |  |
| Jan 28 | What is fitness? | Orr 2009, Nur 1987, Krimbas 2004 |  |
| Jan 30 | Is variation within populations important? | Bolnick et al 2011, Melian et al 2011 |  |
| Feb 4 | Are traits optimal? | Hendry & Gonzalez 2008, Gould and Lewontin 1979 |  |
| Feb 6 | Are populations locally adapted? | Hereford 2009, Kawecki and Ebert 2004, Ceballos et al 2017 |  |
| Feb 11 | Is genetic mapping worthwhile? | Travisano and Shaw 2013, Rausher and Delph 2015; Barrett 2008 |  |
| Feb 13 | Life History Theory | Reznick vs. Matrix models |  |
| Feb 18 | What is dispersal vs. Gene flow? | Levin 1981; Whitlock and McCauley 1998; Richardson et al 2014 |  |
| Feb 20 | Metapopulations and evolution | Hanski and Saccheri 2008; Parvenin 1999; Thrall and Burdon 2003 |  |
| Community-scale | | | |
| Feb 25 | What are species? | Coyne and Orr 2004 Appendix A |  |
| Feb 27 | What’s the role of adaptation and speciation in community assembly? | De Meester et al. 2016 |  |
| Mar 3 | Is Neutral Theory a good null model? | Volkov et al 2003; Kern and Hahn 2018; Chave 2004 |  |
| Mar 5 | (Why) Do organisms coexist? | Chesson 2000, Adler et al 2007 |  |
| Mar 10 | Does coevolution modify coexistence? | Janzen 1980, Week and Nuismer 2019; Gaba and Ebert 2009 |  |
| Mar 12 | What limits species ranges? What’s the role of biotic versus abiotic factors? | Kirkpatrick and Barton 1989; Angert et al In press |  |
| BREAK |  |  |  |
| Mar 24 | Do phylogenies inform community ecology? | Webb 2002; Warren et al 2016 |  |
| Mar 26 | What are the relative roles of plasticity versus genetic change in eco-evo dynamics? | Hendry 2016; Matthews et al 2018 |  |
| Mar 31 | What is community genetics? | Extended phenotype |  |
| April 2 | How does spatial scale affect our research? | Levin 1992, Hart et al 2017; Thompson and Cunningham 2002; revisit Richardson et al 2014 |  |
| April 7 | How does temporal scale affect our research? | Hendry and Kinnison 1999; White et al 2010 |  |
| April 9 | Frequency-dependence within versus among species | Harpole et al 2007; Svensson et al 2018; Bolnick and Stutz 2017 |  |
| April 14 | Is genomics useful in ecology? | Costello et al 2011; Morgan et al 2018 |  |
| April 16 | What causes Latitudinal Gradients in Biodiversity (part 1) | Pianka 1966, Schemske et al 2009 |  |
| April 21 | What causes Latitudinal Gradients in Biodiversity (part 2) | Dowle et al 2013; Ghalambor 2006 |  |
| April 23 | Adaptive radiation | Rainey and Travisano 1998; Gillespie 2004 |  |
| April 28 | Are ecological communities saturated over macroevolutionary time? | Harmon and Harrison 2015; Rabosky and Hurlbert 2015 |  |
| April 30 | To be determined [Students’ choice] |  |  |

**Academic integrity:** Plagiarism and cheating are violations of the student conduct code, and may be punished by failure in the course or, in severe cases, dismissal from the University. For more information, see Appendix A of the Student Conduct Code:

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

**Disabilities:** If you have a disability for which you may be requesting an accommodation, you should contact a course instructor and the Center for Students with Disabilities (Wilbur Cross Building, Room 201, www.csd.uconn.edu) within the first two weeks of the semester.

**Additional, university-wide course policies can be found here:**

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

**2019-247 ECON/MAST 2467 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13402 |
| **Request Proposer** | Baggio |
| **Course Title** | Economics of the Oceans |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > Maritime Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Subject Area #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | The course has strong applicability to both MARN and MAST and can be taught by faculty from both Departments. |
| **Course Title** | Economics of the Oceans |
| **Course Number** | 2467 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The request change involves adding the E designation, no changes to the course are made |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Michele Baggio |
| **Initiator Department** | Economics |
| **Initiator NetId** | mib13002 |
| **Initiator Email** | [michele.baggio@uconn.edu](mailto:michele.baggio@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | two 75-minute lectures, Tue Thu |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 1200 or 1201 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ECON 2467. Economics of the Oceans (also offered as MAST 2467) Prerequisites: ECON 1200 or 1201. Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics. |
| **Provide proposed title and complete course catalog copy** | ECON 2467E. Economics of the Oceans (also offered as MAST 2467E) Prerequisites: ECON 1200 or 1201. Economics of the Oceans. Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics. |
| **Reason for the course action** | The course fits very well with the E-designation criteria as it investigates environmental issues related to the use of natural resources and how human activities affect the provision of ecosystem services in the marine environment. The following three elements of the EL requirements will be covered throughout the entire course: 1. theories, observations, or models of how humans impact the health and well-being of the natural world; 2. theories, observations, or models of how the natural world affects human health and well-being; 3. public policies, legal frameworks, and/or other social systems that affect the environment. |
| **Specify effect on other departments and overlap with existing courses** | The course change will affect Maritime Studies, since the course is cross-listed as MAST 2467 |
| **Please provide a brief description of course goals and learning objectives** | On completion of the course participants will be able to: Articulate the role of economics and policy design in the management of marine resources. Describe the role that politics and property rights (at state, federal, and international level) play in determining the interrelated activities that occur on or affect marine and coastal waters. Demonstrate an understanding of the spatial and temporal dynamics of marine resource valuation and allocation. Describe and discuss the application of economic research methods to contemporary marine and coastal resource management challenges, including sustainable food production, ecosystem management, and energy production. Identify strengths and limitations of different economic tools for the management of marine and coastal resources. Integrate, synthesize and communicate different ideas and concepts gained from: Course readings, discussions and lectures Other courses undertaken as part of their graduate program or previous training Personal and professional experiences. |
| **Describe course assessments** | Writing one Policy Memo. Student presentations of topics from the course material (one) and of a specific maritime issue as discussed in the academic literature (one). Student discussions. Class project done in groups. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON 2467 - Syllabus for EL application.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161178&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cda5f8d0d99f04c4a421208d73d25ce18%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045104892214375&sdata=ryeVV%2FDD2f4qTO26JD8kxkrJjwjlfYUubNfQH3jxW1E%3D&reserved=0) | ECON 2467 - Syllabus for EL application.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Michele Baggio | 09/18/2019 - 13:04 | Submit |  | This course is a great fit for the E-designation since it uses economic analysis to investigate how human activities affect the provision of ecosystem services in the marine environment and how this feeds back to human health and well-being. | | Economics | Richard N Langlois | 09/19/2019 - 09:07 | Approve | 9/6/2019 | Approved by the Department of Economics Undergraduate Committee and Department Faculty on 9/6/19. Approved by MAST on 9/17/19. | | Maritime Studies | Matthew G McKenzie | 09/19/2019 - 09:12 | Approve | 9/19/2019 | Approved as per MAST and ECON committees, Sept. 2019 | |



**ECON/MAST 2467**

Economics of the Oceans

Department of Economics

# Syllabus

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

## Course and Instructor Information

**Course Title:** Economics of the Oceans

**Credits:** 3

**Format:** Lecture

**Prerequisites:**  ECON 1201 or 1200

**Professor:** Michele Baggio

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

**Telephone:** (860) 405-9035 (Avery Point) or (860) 486-1489 (Storrs)

**Office Hours/Availability:** office ACD 116b; by appointment. You are encouraged to contact me by email. Please include ECON 2467 in the subject line. I will try to answer within 36 hours. However, please note that I cannot be “on-call” via email. This means that it may take a few days to respond to an email. Please don’t send me an email the night before an assignment is due or exam and expect an answer that night.

## Course Materials

**Required Materials:**

*Economics of the Oceans* by P.C. Hallwood.

***Optional Materials (on reserve at AP library):***

1. *Natural resource economics: An introduction*, by B.C. Field.
2. *Environmental Economics and Management: Theory, Policy, and Applications*,by S. J. Callan and J. M. Thomas

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

## Course Description

In this course students will use economic analysis to investigate environmental issues related to the use of natural resources and how human activities affect the provision of ecosystem services in the marine environment. Particular attention will be given to empirical investigations aimed at addressing real-world problems in coastal and large marine ecosystems. Topics include management of fisheries, aquaculture, marine and coastal recreation, marine pollution, offshore oil and gas, seabed mining, renewable ocean energy sources, coastal land use and climate adaptation, and the impacts of climate change. An outline of the material covered in the course can be found on the last page of this syllabus.

## Course Objectives

On completion of the course participants will be able to:

1. Articulate the role of economics and policy design in the management of marine resources.
2. Describe the role that politics and property rights (at state, federal, and international level) play in determining the interrelated activities that occur on or affect marine and coastal waters.
3. Demonstrate an understanding of the spatial and temporal dynamics of marine resource valuation and allocation.
4. Describe and discuss the application of economic research methods to contemporary marine and coastal resource management challenges, including sustainable food production, ecosystem management, and energy production.
5. Identify strengths and limitations of different economic tools for the management of marine and coastal resources.
6. Integrate, synthesize and communicate different ideas and concepts gained from:
   1. Course readings, discussions and lectures
   2. Other courses undertaken as part of their graduate program or previous training
   3. Personal and professional experiences.

## Class Structure

Each module includes several activities that are broken into sections:

1. Lecture material on important concepts and results from economics issues related to the oceans.
2. Policy Memo.
3. Student presentations of topics from the course material and of a specific maritime issue as discussed in the academic literature.
4. Student discussions.

The purpose of the lectures is to teach the basic theory and concepts that are the foundations of the field of economics as related to environmental/maritime related issues. The purpose of the presentations and debates is to familiarize students with a number of current environmental issues and to see how an understanding of the concepts discussed in the lectures apply in these contexts. The discussions are meant to be interactive, and for the debate topics all students are expected to be familiar with the topic and participate in the discussion. These discussions are an important part of the class.

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Student Presentations (2 x 20%) | 40% |
| Policy Memo | 20% |
| Class Project | 20% |
| Class Participation and Discussions | 20% |
| **Total** | **100%** |

**Student Presentations**

Each student is expected to prepare ***one***presentation choosing a topic from the course outline and ***one***presentation of a published academic paper chosen from the reading list. In HuskyCT, you will sign-up to a Presentation choosing a presentation topic. The presentation will be followed by questions and discussion about what was presented.

**Please sign-up to a Class Presentation topic and Empirical Paper no later than September 10 (first come, first serve basis).**

The purpose of the presentations and discussions (described in more detail below) is to familiarize students with a number of current issues related to ocean governance and to see how an understanding economics apply in these contexts. The discussions are meant to be interactive and all students are expected to be familiar with the topic and participate in the discussion. These discussions are a very important part of the class.

Learn more about the presentation topics below:

**General Class Presentations:**

You should prepare a Powerpoint (or using equivalent software) presentation that is designed to provide the class with an overview of the assigned reading material, textbook and papers. Use at a minimum a 20 pt font, have no more than 5 statement/points to a slide, have a clear concluding slide. The presentation should include:

1. an introduction offering a general overview of the environmental/economic/legal issue or policy that is discussed in the presentation;
2. identify the key issues covered in the assigned class reading material;
3. a detailed description of the key notions covered in the material, e.g., scientific background, implications for human welfare;
4. an explanation about why it is an economic issue or why economics can be useful to describing/addressing the issue.

**Presentations of Academic Papers:**

For presentation of an academic paper, you should provide the class with an overview of the analysis described in the paper following the outline for the term paper. At a minimum, the presentation should include:

1. an overview of the issue or problem that the empirical analysis seeks to study or better understand;
2. a description of the general approach or methodology used to study the problem;
3. a general description of the data that were used in the analysis;
4. a discussion of the results (i.e., what did the author(s) find?);
5. a discussion of the implications of the study (e.g., what does it mean for environmental policy?); and
6. a discussion of how the study relates to things we have talked about in class.

**Presentation Guidelines:**

1. You should prepare a presentation that is designed to provide the class with information about this specific topic;
2. A maximum of **two** students per topic for a General Class Presentation;
3. A maximum of **one** student per topic for an Empirical Paper Presentation;
4. Your presentation should be no more than **10-15 slides** in total. Your presentation should be 15 minutes long with 5 minutes left for questions and discussion;
5. For the paper presentation, on the final slide, please provide at least 2 questions to further the discussion.
6. For presentations involving two people, each student is required to submit a short report on the contribution of the other student. The report will be confidential, i.e., I will not share it with the class.

**Policy Memo**

In this course you will write one policy memo, sometimes called “briefing memo.” A memo is a short piece that explains a particular policy or issue.

Details and one example are provided on HuskyCT. **Deadline to upload the policy memo is November 21.**

**Class Project**

In this class you will also have the opportunity to acquire more in depth knowledge on a specific topic of my choosing: **Investigating the effects of marine seismic surveys**. The assignment consists in gathering information on the topics from the academic literature and summarizing into a WORD document in a concise yet comprehensive fashion. The work will be split into three main tasks. Students will self-select into three groups, each addressing a single task, as follows:

* Background (6 students)
* Effect on marine ecosystems and marine life (6 students)
* Dava availability (6 students)

Students from each group will collaborate in researching the literature and produce a single summarizing document and upload it on HuskyCT by the set deadline. **Deadline to upload the first draft is October 22.** I will provide feedback on the document and return it for revision. **The final document will have to be uploaded by the end of the course, December 6, 2019.** Each student working in the group is required to submit a short report on the contribution of the other students. The report will be confidential, i.e., I will not share it with the class.

**Participation and Discussions**

Class discussion is an important part of this course. You will be expected to participate (which includes active listening) in discussions at all times. You will also lead discussions as called upon. This will happen regularly and without prior warning so it is crucial you come to class prepared. Your class participation grade will be made up of three components:

1. Preparation as demonstrated by your familiarity with assigned readings and general course subject matter.
2. Participation as demonstrated by your appropriate engagement in class discussions.
3. Contribution where your preparation and participation make a positive contribution to the course learning outcomes that would not have occurred in the absence of your participation.

**Grading Scale:**

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

**Due Dates and Late Policy**

Presentations must be uploaded on HuskyCT by the end of the day preceding the lecture in which the presentation will be given. Policy memos also will have to be uploaded by the specified deadline. All course due dates are identified in HuskyCT and the course schedule. Deadlines are based on Eastern Time. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Late Policy** - For every day the assignment is late after due date, 20% will be deducted from the assignment score. No assignments will be accepted once they are three or more days late.

**Feedback and Grades**

I will make every effort to provide feedback and grades within 36 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

* The Student Code
  + Academic Integrity
  + Resources on Avoiding Cheating and Plagiarism
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

## Students with Disabilities

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

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

## Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps (Docs & Slides) ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (Word, Excel, PPT) (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

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

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

## Minimum Technical Skills

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

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

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

## Course Outline

1. Class overview
   1. Coastal and marine ecosystem services
   2. Human impacts on marine ecosystems
   3. Conservation of natural resources and biodiversity
2. Introduction to some analytical tools
   1. Property rights
   2. Externalities and policies
   3. Common Property and Public Goods
   4. Benefit-Cost Analysis, Discounting and Uncertainty
   5. Valuing the Environment
3. Ocean governance
   1. State water
   2. International water
   3. Enclosures
4. Management of resources
   1. Renewable resources
      1. Commercial fisheries
      2. Commercial fisheries in High seas
      3. Recreational fisheries
      4. Ecosystem-based fisheries (Marine Protected Areas, coral reefs)
      5. Aquaculture
   2. Exploitation of non-renewable resources
      1. Oil and gas
      2. Deep sea mining
5. Marine pollution
   1. Eutrophication and dead zones
   2. Oil spills
   3. Plastic debris
   4. Aquatic invasive species
6. Impacts of climate change on
   1. Management of resources
   2. Natural disasters
   3. Coastal ecosystems, the role of wetlands and mangroves
   4. Land use and beach erosion
7. Renewable energy from ocean ecosystems
   1. Contributions to meeting renewable energy demands
   2. Environmental externalities and benefits
   3. Energy siting issues and interplay with coastal zoning

**2019-248 MARN/MAST 1001E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13277 |
| **Request Proposer** | Skoog |
| **Course Title** | The Sea Around Us |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > Maritime Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Subject Area #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | The course has strong applicability to both MARN and MAST and can be taught by faculty from both Departments. |
| **Course Title** | The Sea Around Us |
| **Course Number** | 1001 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The requested change involves adding the E designation, no changes to the course are made. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Annelie Skoog |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | ans02015 |
| **Initiator Email** | [annelie.skoog@uconn.edu](mailto:annelie.skoog@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | The course has been taught at Avery point for many years and at Storrs the past two years. The department does not have the resources to teach the course at additional campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MARN 1001. The Sea Around Us (also offered as MAST 1001) Three credits. The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. First semester Storrs and Avery Point. CA3. |
| **Provide proposed title and complete course catalog copy** | MARN 1001E. The Sea Around Us (also offered as MAST 1001E) Three credits. The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. Taught at Storrs and Avery Point. CA3. |
| **Reason for the course action** | The course fits very well with the E-designation criteria. We would also like to change catalog copy to reflect that the course is offered at Storrs fall and spring. |
| **Specify effect on other departments and overlap with existing courses** | The course change will affect Maritime Studies, since the course is cross-listed as MAST1001 |
| **Please provide a brief description of course goals and learning objectives** | Learning outcomes: After this course students will be able to: • Describe the role of waves and tides in shaping coastal ecosystems, including effects on man-made changes to the coast line • Explain trends in fisheries and mariculture across the globe, and explain current problems and the role of Marine Protected Areas for sustainable fisheries • Describe physical and energy resources retrieved from the coastal area and how the exploitation affects coastal ecosystems • Describe and explain current coastal pollution problems and developing pollution issues • Explain climate change and ocean acidification and give examples of how each affects different coastal ecosystems Give examples of coastal ecosystems, explain the location, and explain current ecosystem-specific threats. |
| **Describe course assessments** | Two exams during the semester, one final. 10 exercises that are problem sets worked in small class groups. |
| **General Education Goals** | The broad subject matter included in "The Sea Around Us" makes it a course that meets the goals of General Education in several ways. Class discussion and written assignments encourage the students to become articulate about the contemporary environmental issues included in the course. Background information, required for each subsection of the course, provides a broad foundation within an applied context. Practice in analysis of relevant topics stimulates a sharpened awareness of how humans impact and are impacted by the marine environment. As a science class focused on environmental topics, the course also educates students to think critically, distinguishing conclusions based on scientific data and credible evidence, from conclusions based on subjective opinions, economics and/or self interest. |
| **Content Area: Science and Technology (non-Lab)** | 1. In order for the students to be able to think and discuss intelligently about environmental issues, this course includes basic information pertaining to chemical, geological, physical and biological processes that relate to the various issues, including: how ecosystems function; eutrophication; shoreline processes and hazards; global climate and global carbon budget. A broad range of disciplines in the natural sciences are represented by these topics, but they are coherent in that they all pertain to environmentally relevant issues that are covered by the course. 2. Part of the course is specifically devoted to understanding what science is and what science is not. Students' answers to questions for homework, quizzes, and exams are scrutinized to make sure they are based on documented science, not speculation or personal opinion. Additionally, the historical review of various environmental issues shows how scientific investigations and data can be applied. For each of the topics, specific attention is paid to the contribution of science to increased understanding and amelioration environmental damage. 3. The interplay of human activities and the marine environment brings up a number of unresolved scientific questions. The applied nature of these questions gives the students real life examples that are concrete rather than theoretical. These are good case studies for learning to appreciate the scientific approach towards gaining knowledge. 4. At its core, the curriculum for this course is designed to stimulate student interest and continued learning. The course is intended to provide students with both a good foundation of background knowledge and familiarity with information resources. The relevance of the environmental issues covered in the course will (hopefully) give the students a special connection to these topics as they read and hear about them in the future. |
| **Environmental Literacy** | As demonstrated in the two syllabuses attached below, the course fulfills Environmental Literacy criteria 1 and 2 throughout the course. One syallabus is for the course taught at Avery Point and the other for the course taught at Storrs. Both versions have similar content and include theories, observations, and models of how humans impact the health and well-being of the natural world and how the natural world affects human health and well-being. There is also an attachment below that outlines a more detailed week-by-week summary of how the above interactions are discussed throughout the course content for the Storrs students. At Avery Point, the course is also taught with a service learning component that includes research, illustration and other activities related to developing public content for the walking trails in the Blue Heritage Trail program. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | |  | Syllabius | Syllabus | | [MARN\_MAST\_1001 syllabus fall 2019\_AveryPoint.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160946&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbd801930dd6943a0cf2908d73ae45354%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042624645973060&sdata=rwsM6frEZeMRWytSRYNATXPg2FX%2FEzun5vRzHsNrGHw%3D&reserved=0) | MARN\_MAST\_1001 syllabus fall 2019\_AveryPoint.pdf | Syllabus | | [MARN\_MAST1001\_Syllabus\_Storrs.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160947&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbd801930dd6943a0cf2908d73ae45354%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042624645983054&sdata=RtOOohpUvfD7ygScH7kbCPrRo1KkFbdZ6vH0Fnq%2Fvzc%3D&reserved=0) | MARN\_MAST1001\_Syllabus\_Storrs.docx | Syllabus | | [MARN\_MAST1001\_Edesignation.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160948&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbd801930dd6943a0cf2908d73ae45354%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637042624645983054&sdata=BHSxAohFUKNIFKlDG1eMH%2FsIh57hz%2BCBrZ06gi3E2oU%3D&reserved=0) | MARN\_MAST1001\_Edesignation.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Annelie Skoog | 09/12/2019 - 13:24 | Submit |  | Ready to go to DMS | | Marine Sciences | Heidi M Dierssen | 09/16/2019 - 13:43 | Approve | 5/17/2019 | This course was approved by DMS in Spring 2019 for submission as an E designation | | Maritime Studies | Matthew G McKenzie | 09/16/2019 - 13:46 | Approve | 9/16/2019 | Approved for CLAS C&C discussion, and if supported, forwarding to GEOC E subcommittee for review. | |

**SYLLABUS MARN/MAST 1001 spring 2020**

Title: The Sea Around Us

Credits: 3

Meeting time: Tue, Thu 2-3.15 pm

Classroom: TBD

Instructor: Dr. Annelie Skoog

Office: Beach Hall 328

Email: annelie.skoog@uconn.edu

Office hours: Tue and Thu 11am -1.30 pm and other times by appointment

Grader: TBD

**Course description**

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. C3

**Course outline**

* Coast formation and modification
* Coastal ecology
* Climate change and the coast
* Fisheries and mariculture in the coastal area
* Physical resources and renewable energy from the coastal zone
* Coastal pollution
* Rocky coasts
* Sandy coasts
* Estuaries and deltas
* Salt marshes and mangals
* Coral reefs
* High-latitude coasts

**Learning outcomes**

After this course students will be able to:

* Describe the role of waves and tides in shaping coastal ecosystems, including effects on man-made changes to the coast line
* Explain trends in fisheries and mariculture across the globe, and explain current problems and the role of Marine Protected Areas for sustainable fisheries
* Describe physical and energy resources retrieved from the coastal area and how the exploitation affects coastal ecosystems
* Describe and explain current coastal pollution problems and developing pollution issues
* Explain climate change and ocean acidification and give examples of how each affects different coastal ecosystems
* Give examples of coastal ecosystems, explain the location, and explain current ecosystem-specific threats.

**Course evaluation**

Students can evaluate MARN/MAST 1001 at the end of the semester.

**Technical and software information**

* Laptop for exams: All exams, including the final, will be done on a laptop in the classroom. If you don't have access to a laptop, you can borrow one from the UConn library. It is your responsibility to make sure you have a laptop for the exam.
* LockdownBrowser: All exams, including the final, will be run using the app LockDownBrowser. LockDownBrowser has to be downloaded to your laptop from the UConn HuskyCT site. If you download the app from any other site, the app will open to the wrong page, where you will not be able to see the exam.
* IClicker with software: If you want to participate in extra-credit from answering iClicker questions, you need to purchase an iClicker with software. Please see below for more information about iClicker questions.

**Resources**

* All lectures will be posted on Husky CT: Powerpoint presentations will be posted for all lectures, with extensive notes.
* Learning objectives: Detailed study questions are posted to help you study for exams. I use the study questions to write exam questions. Not identical, but similar. If you know the answers to the study questions, you will do very well on the exams.
* The grade book under the link “My grades” on HuskyCT can be used to estimate course grades at any time.

**Required course work**

* 3 exams. Exam 1 and 2 are worth 2000 points each, and the final exam is worth 4000 points. You can earn a maximum of 8000 points from exams. Exam 1 and 2 are not cumulative, but the final is. Cumulative means that the final will cover the whole course.
* 10 exercises worth 200 points each, for a total of 2000 points. Exercises will be done in class, but can also be done on your own. Exercises are not quizzes, but learning tools. In class, the exercises will be done in small groups. We go through the correct answer before you hand in your exercise. You are strongly encouraged to attend lectures to do the exercises as a group – it is a very effective way to learn! If you do the exercises on your own, they have to be submitted before the exam covering the material. For exercise dates and last date for submission, please see the schedule. If you do the exercises on your own, submit them by email to our grader. (See top of syllabus for email address.)

You can earn a maximum of 10,000 points from required work.

**Extra-credit work**

* IClicker questions: Each lecture will have 5 iClicker questions. Each question gives you 5 points for answering and an additional 5 points when answered correctly. There are a total of 24 lectures, which means iClicker questions can earn maximum 1200 points. The results from the iClicker is automatically synchronized to the grade book on our HuskyCT course site once you have registered your clicker on the course site.

**Grading**

The final grade will not be curved based on the highest grade in the class. The final letter grade will be assigned based on each student’s final score. I would be happy if everyone earns an A! To calculate your course score, find your total points, divide by the total possible points and multiply by 100%.

A 93-100 C 73-76

A- 90-92 C- 70-72

B+ 87-89 D+ 67-69

B 83-86 D 63-66

B- 80-82 D- 60-62

C+ 77-79 F 0-59

**Missing examinations**

No make up unless due to extraordinary circumstances. No exceptions!

**Final exam policy**

In accordance with UConn policy, students are required to be available for their final exam. If you have a conflict with this time, you must obtain official permission from the Dean of Students to schedule a make-up exam. If permission is granted, the Dean of Students will notify me. Please note that vacation, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Students with disabilities**

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

**Copyright**

My lectures, notes and handouts are protected by state common law and federal copyright law. They are my own original expressions and I've recorded them prior to or during my lecture in order to ensure I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. If you wish to record my lectures, you must ask permission. If you are given permission, you may not copy this recording or any other material, provide copies of either to anyone else, or make commercial use of them without prior authorization from me.

**Policy against discrimination, harassment and related interpersonal violence**

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

**Academic honesty**

Student are expected to act according to the Student Conduct Code. Group discussions for better understanding of class activities are encouraged, however, each exercise should have your own wording. Do not plagiarize your fellow students! The University Student Code (available at https://community.uconn.edu/the-student-code/) regarding any cheating and plagiarism will be followed in this course.

Plagiarism - section from student code: A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation;… presenting, as one's own, the ideas or words of another for academic evaluation; [and] doing unauthorized academic work for which another person will receive credit or be evaluated... A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Preliminary lecture schedule MARN/MAST 1001 spring 2020

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Week day** | **Lecture topics** | **Exercises and comments** |
| Jan 21 | Tuesday | Class introduction | Short topic requests |
| Jan 23 | Thursday | Coastal formation |  |
| Jan 28 | Tuesday | Coastal formation |  |
| Jan 30 | Thursday | Coastal erosion | Exercise 1: Reading tide tables |
| Feb 4 | Tuesday | Coastal ecology |  |
| Feb 6 | Thursday | Coastal ecology | Exercise 2: Trophic pyramids, Redfield ratio |
| Feb 11 | Tuesday | Climate change |  |
| Feb 13 | Thursday | Climate change | Exercise 3: Climate change |
| Feb 18 | Tuesday | Climate change |  |
| Feb 20 | Thursday | Fisheries and mariculture | Exercise 4: Overfishing  Last day to turn in exercises 1-4 by email |
| Feb 25 | Tuesday | Fisheries and mariculture | Exam prep: Time in lecture for questions |
| Feb 27 | Thursday | EXAM 1, 2000 pts |  |
| March 3 | Tuesday | Physical resources and renewable energy |  |
| March 5 | Thursday | Physical resources and renewable energy | Exercise 5: Ocean acidification |
| March 10 | Tuesday | Coastal pollution |  |
| March 12 | Thursday | Coastal pollution | Exercise 6: Coastal pollution |
| March 17 | Tuesday | SPRING BREAK |  |
| March 19 | Thursday | SPRING BREAK |  |
| March 24 | Tuesday | Rocky coasts |  |
| March 26 | Thursday | Rocky coasts |  |
| March 31 | Tuesday | Sandy coasts | Exercise 7: Coastal erosion |
| April 2 | Thursday | Sandy coasts | Exam prep: Time in lecture for questions  Last day to turn in exercises 5-7 |
| April 7 | Tuesday | EXAM 2, 2000 points |  |
| April 9 | Thursday | Estuaries and deltas |  |
| April 14 | Tuesday | Estuaries and deltas | Exercise 8: Estuaries |
| April 16 | Thursday | Salt marshes and mangals |  |
| April 21 | Tuesday | Salt marshes and mangals | Exercise 9: Living in water |
| April 23 | Thursday | Coral reefs |  |
| April 28 | Tuesday | Coral reefs | Exercise 10: Coral reefs |
| April 30 | Thursday | High-latitude coasts | Exam prep: Time in lecture for questions  Last day to turn in exercise 8-10 |

Description for E Designation

The course is focused on the interaction between humans and the coast line. With the possible exception of topic 1, all other topics address E designations 1 and 2.

Learning outcomes:

After this course students will be able to:

* Describe the role of waves and tides in shaping coastal ecosystems, including effects on man-made changes to the coast line
* Explain trends in fisheries and mariculture across the globe, and explain current problems and the role of Marine Protected Areas for sustainable fisheries
* Describe physical and energy resources retrieved from the coastal area and how the exploitation affects coastal ecosystems
* Describe and explain current coastal pollution problems and developing pollution issues
* Explain climate change and ocean acidification and give examples of how each affects different coastal ecosystems
* Give examples of coastal ecosystems, explain the location, and explain current ecosystem-specific threats.

Detailed course outline

Topic 1 Coastal formation and modification

* 1. Introduction
  2. Geology and the coast
     1. Trailing margins
        1. Trailing-margin examples
        2. Trailing-margin ecosystems
     2. Convergent margins
        1. Convergent-margin examples
        2. Convergent-margin ecosystems
     3. Transform-fault margins
        1. Transform-fault examples
        2. Ecosystems in transform-fault locations
     4. Hot spots
        1. Hot spot examples
  3. Waves
     1. Long shore transport
     2. Coastal circulation cells
        1. Coastal circulation cells on a trailing margin
        2. Coastal circulation cells on a convergent margin
     3. Coastal erosion
  4. Tides
     1. Tide formation
     2. Tidal types
     3. Global variations in tidal range
     4. Tidal charts
     5. Tidal currents
     6. Tidal erosion
     7. The intertidal
  5. Tide and wave-dominated coasts

Topic 2 Introduction to coastal ecology

* 1. Energy flow
     1. Primary production and respiration
     2. Food webs
     3. Redfield ratios
  2. Controls on primary production
     1. Productivity comparison among coastal ecosystems
     2. Role of nutrient pollution
     3. Coastal ecosystems as carbon sinks or sources
  3. Zonation
     1. Stressors
     2. Competition
  4. Diversity
  5. Sustainability and ecosystem services

Topic 3 Coasts and climate change

* 1. The coastal ocean in our time
     1. Population tendencies
     2. Global population growth in the coastal area
        1. Current distributions
        2. Projected growth over the coming century
        3. Economy and potential social impacts of climate change in the coastal zone
  2. How and why
     1. Drivers
     2. Why is current situation different from previous variations
     3. Feedback loops, fast-and-slow responses, and non-linear responses in the Earth system
     4. Sea-level change measurements and projections
  3. Coastal flooding
     1. Coastal erosion
     2. Coastal ground water
     3. Coastal hazards
  4. Ocean acidification
     1. What is it
     2. Effects on primary producers, including corals
     3. Effects on secondary producers

Topic 4 Coastal fisheries and mariculture

1. Global fisheries laws
2. Fisheries
   * 1. Fisheries areas
     2. Overfishing, by catch
3. Mariculture
   * 1. Mariculture and climate change
4. Marine Protected Areas
   * 1. Role of MPAs for fisheries

Topic 5 Coastal physical resources and renewable energy

1. Gravel
   1. Environmental effects of gravel mining
2. Fossil fuels: Oil and gas
   1. Environmental effects of drilling for oil and gas
3. Water
   1. The cost of recovering fresh water from seawater
   2. The global water shortage
4. Salt
   1. The cost of recovering salt from seawater
5. Renewable energy from the coastal ocean
   1. Developing technologies

Topic 6 Coastal pollution

1. Eutrophication and dead zones globally
2. Persistent organic pollutants (POPs) globally, biomagnification
3. Heavy metals in the coastal zone globally
4. Plastic pollution
5. Oil pollution
6. Biological invaders
7. Emerging pollutants: medications (including hormone disruptors) and nano-compounds

Topic 7 Rocky coasts

1. Main characteristics
2. Physical forces shaping the rocky coast
3. The intertidal zone
   * 1. Drivers for zonation on the rocky shore
     2. Typical organisms of the rocky shore
4. Ecosystem services
5. Projected effects of climate change on rocky shores

Topic 8 Sandy beaches, barrier islands, and dunes

1. Main characteristics
2. Physical forces shaping a sandy coast
3. The intertidal zone
   * 1. Drivers for zonation on a sandy shore
     2. Typical organisms on a sandy shore
4. Ecosystem services
5. Projected effects of climate change

Topic 9 Estuaries and deltas

1. Estuaries globally
   * 1. Estuary types – the hydrological cycle, geology, salinity and stratification, the role of riverine sediment in coastal drift sectors
     2. The estuarine ecosystem
     3. Examples of important estuaries and marine protected areas
     4. Ecosystem services
2. Threats to estuaries
   * 1. Local pollution versus pollution from the drainage basin
     2. Residence time
     3. Inorganic nutrient pollution, eutrophication and coastal dead zones
     4. Heavy metals
     5. Projected effects of climate change on estuaries and deltas

Topic 10 Salt marshes and mangals

1. Salt marshes globally, ecology and ecosystem services.
2. Threats to salt marshes.
   * 1. Urban development, current and historical
     2. Projected effects of climate change on salt marshes
3. Mangals globally, ecology and ecosystem services,
4. Threats to mangals
   * 1. Wood harvesting
     2. Fish farming
     3. Climate change.

Topic 11 Coral reefs

1. Coral reefs globally
   * 1. Global distribution
        1. Coral reefs in the US
     2. Geological development of coral reefs
     3. Coral symbiosis and reproduction
     4. Coral reef diversity
     5. Primary production and carbon storage
     6. Examples of coral reef marine protected areas, including the US
     7. Ecosystem services
2. Threats to coral reefs
   * 1. Fisheries on coral reefs
     2. Inorganic nutrient pollution
     3. Coral diseases
     4. Climate change; temperature increases and ocean acidification, coral bleaching, current efforts to garden corals

**2019-249 MCB 3849W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12505 |
| **Request Proposer** | Nyholm |
| **Course Title** | Symbiosis: The Science of Living Together |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Molecular and Cell Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Symbiosis: The Science of Living Together |
| **Course Number** | 3849W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Spencer V Nyholm |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | spn07002 |
| **Initiator Email** | [spencer.nyholm@uconn.edu](mailto:spencer.nyholm@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MCB 2610 ENGL 1010 or 1011 or 2011 |
| **Corequisites** | MCB 2610 |
| **Recommended Preparation** | One 2000 level course in MCB |
| **Is Consent Required for course?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3849W. Symbiosis: The Science of Living Together 3 credits Prerequisites: ENGL 1010 or 1011 or 2011; MCB 2610. Recommended Preparation: any additional 2000-level MCB course. All animals and plants enter into life long associations with beneficial microorganisms that have a profound impact on host development and health. The molecular mechanisms by which these complex associations are established and maintained will be explored in various model systems. Lectures and discussions will be based on assigned readings from the scientific literature. |
| **Reason for the course action** | This is a course that has previously been offered as MCB 3841W (section 3) and has been taught by Nyholm during Spring semesters since 2009 and covers a critical MCB-related topic in microbiology. Rather than offering all of the MCB W courses as sections of MCB 3841W, we are splitting each into its own course number so the catalog reflects the actual topics of the various W offerings. This is not a GEOC course, but a W course and so fulfills the general education requirements for the writing requirement for MCB majors. Teaching loads for other courses in MCB will not be affected. |
| **Specify effect on other departments and overlap with existing courses** | Some of the topics in this course are similar to those that are taught in MCB 3895 Special topics: host-associated microbiomes but the focus of the two courses are entirely different. MCB3895 focuses mainly on mammalian systems while this course (MCB 3849W focuses on model host-microbe systems representing a broad range of hosts (plants to animals) and environments (terrestrial and aquatic). MCB 3849W also has a heavy component that emphasizes developing reading, writing and speaking skills that are applicable to many scientific topic. |
| **Please provide a brief description of course goals and learning objectives** | The course will critically evaluate current research literature in symbiosis to illustrate the scientific method at work as well as to further develop the student's ability to both read, write and present scientific material. The course will improve student fluency in reading scientific literature by teaching the basic structure of scientific research articles. This allows students to more easily identify the relevant information in the article. Students are also taught how to effectively communicate their ideas using experimental data to support their claims. |
| **Describe course assessments** | The students read approximately 21 assigned articles. This does not include the sources required for their research papers. Their grade is divided into the following categories; 80% in 5 writing assignments (10% for 3-page paper; 20% each for two 6-page papers, 20% for summaries of the assigned readings and 10% for summaries of 2 current news articles related to the course). Leading a discussion on an assigned article (10%) and 10% for in class participation. |
| **General Education Goals** | The course meets several goals of general education. It fulfills the requirements for a W course by requiring 15 pages of reviewed writing. In addition, students learn to articulate their thoughts concisely both in writing and orally. Critical judgement is taught as we discuss what information can and can not be inferred from experimental results. Awareness of or era and society as well as encouraging intellectual breadth is discussed throughout the semester in the context of discussing changing perceptions in scientific inquiry over time, specifically a consideration of mechanistic versus systems approaches to studying biological phenomenon. The impact of microbiome research on society is also a running theme throughout the semester with discussions about ethics and privacy concerns. |
| **Writing Competency** | Fifteen pages of edited writing are completed as three assignments (1 @ 3-page and 2 @ 6-page). All writing is read and critiqued by me and students typically have two weeks to make revisions. Through out the semester in class time is taken to teach writing strategies and style. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Nyholm MCB3849W syllabus.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F157766&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caa418c58508f4374d0e608d7371c2201%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637038466279223127&sdata=XQArO2UJysR8IKEOlmZfz0sbemQecE3RxiW2%2F%2FIPlkk%3D&reserved=0) | Nyholm MCB3849W syllabus.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Spencer V Nyholm | 05/09/2019 - 16:16 | Submit |  | Submitted is a proposal to convert MCB 3841W to MCB 3846W. | | Molecular and Cell Biology | David A Knecht | 09/11/2019 - 15:58 | Approve | 9/6/2019 | approved MCB faculty meeting 9-6-19 | |

**MCB 3849W: Symbiosis: The Science of Living Together**

Spring, 2020, Credits = 3, Tues./Thurs. 11:00-12:15, E2 321; Office Hours: by appointment Instructor: Spencer Nyholm (office: BPB 405; Telephone: 486-4886; [spencer.nyholm@uconn.edu](mailto:spencer.nyholm@uconn.edu))

Grades: Written papers = 80% (A1) Assignment 1: (3 pages) 10%

(A2) Assignment 2: (6 pages) 20%

(A3) Assignment 3: (6 pages) 20%

(A4) Assignment 4: Reading summaries with questions (1/2 page max) 20%

(A5) Assignment 5: news summaries (two, 1/2-page

each) 10%

Participation = 20% (class discussions 10% and leading paper discussion 10%)

Course Description: All animals and plants enter into life long associations with beneficial microorganisms that have a profound impact on host development and health. This course will survey various model associations that are currently being used to understand the molecular mechanisms by which these complex associations are established and maintained in nature. Lectures and discussions will be based on assigned readings from the scientific literature.

Written assignments will include:

Assignment 1: 3-page paper summarizing three different symbioses

Assignment 2: 6-page paper reviewing one symbiotic association in detail.

Assignment 3: 6-page paper reviewing one symbiotic association in detail.

Assignments 1-3 must include references (not counted in the required number of pages). Each of these assignments will be submitted as a draft that will be returned with comments and then a revised final version will be submitted.

Assignment 4: Summaries of our weekly readings including 3 questions you might have about the paper(s). These must be handed in at the end of class on the day we cover the reading. Please summarize the paper(s) for that day in a few sentences and also include three questions you had about those paper(s) (1/2 page max).

Assignment 5: Two, 1/2-page summaries of a recent (less than one year) news story involving host/microbe interactions. We’ll discuss these at the beginning of each class during the semester.

Date Topic

Jan. 22 Introduction to Symbiosis/Definitions/Model associations

Jan. 24 Literature searches and intro to model systems continued

Jan. 29 Plant/microbe associations: mycorrhizal fungi symbioses

Jan. 31 Plant/microbe associations: Rhizobiaand leguminous plants

Feb. 5 Gut/microbe introduction (leech)

Feb. 7 Gut/microbe models (fly)

Feb.12 Herbivore gut/microbe interactions (termites)

Feb.14 Human Microbiome Project Introduction **(draft A1 paper due)**

Feb.19 Microbiome research models **(edits returned)**

Feb.21 Human microbiome and disease I

Feb.26 Human microbiome and disease II

Feb. 28 Microbiome and behavior **(final A1 paper due)**

Mar. 5 Microbiome and probiotics

Mar. 7 Microbiome applications (forensics)

Mar. 12 Chemosynthetic symbioses (life at the extremes)

Mar. 14Hydrothermal vents **(draft A2 paper due)**

Mar. 19 **Spring Recess**

Mar. 21 **Spring Recess**

Mar. 26 Bioluminescent Symbioses (squid/vibrio system) **(edits A2 returned)**

Mar. 28 Squid symbioses continued

Apr. 2 Coral reefs introduction

Apr. 4 Coral reefs continued **(final A2 paper due)**

Apr. 9 Sponge symbioses

Apr. 11 Defensive symbioses

Apr. 16 Insect symbioses (leaf cutter ants)

Apr. 18 Insect symbioses (aphid/*Buchnera*) **(draft A3 paper due)**

Apr. 23 *Wolbachia* (manipulation of invertebrate systems) **(edits A3 returned)**

Apr. 25 Holobiont/hologenome concepts and evolution

Apr. 30 subject TBD

May 2 Make up day (news stories)

May 7 (**final A3 paper due)**

**Grading:**

(out of a possible 1000 pts)

A 920-1000

A- 900-919

B+ 880-899

B 820-879

B- 800-819

C+ 780-799

C 720-779

C- 700-719

D+ 680-699

D 620-679

D- 600-619

F < 600

**Writing Policy:**

**Required: F Clause Announcement**

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

**Paper submission policy:**

Final submissions must be turned in with a cover letter, the final version, and earlier drafts (especially any with my comments).

**Late Draft/Paper and Revision Policies:**

Drafts do not receive a letter grade but you must submit a draft to be eligible to turn in a final submission. Final submissions will be docked one half-letter grade for every day that they are late.

**University Writing Center**  All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's 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 please note that 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 you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [**writingcenter.uconn.edu**](http://writingcenter.uconn.edu/)**.**

**Plagiarism:**

In the past there have been misunderstandings about whether it is appropriate to copy material from references or from other students. Briefly, it is never appropriate to copy anything written by someone else: neither students, published works, dissertations, nor internet material. The work you turn in must be in your own words. Do not copy anything from work written by others. If you must quote from written work (and this is rarely done in scientific work), the passage that is quoted must be enclosed in quotation marks and followed immediately by the reference citation. All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should restate it in your own words. If you want to include tables of data or diagrams from the literature, you may do so as long as you cite the appropriate reference in the legend to the figure or table. All the references in your reference list should be cited in your work. Do not cite sources from which you did not use information.

**If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Nyholm before submitting the work. After you submit the work it is too late and any violations of this policy will be dealt with according to the guidelines given in the *Student Conduct Code* (see below).**

Excerpt from the Student Conduct Code: http://community.uconn.edu/the-student-code-preamble/

**Academic Misconduct**

A fundamental concept of all educational institutions is academic honesty. All academic work depends upon respect for and acknowledgment of research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting.

No academic misconduct, including any forms of cheating and plagiarism, can be condoned. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; attempting to influence one's academic evaluation for reasons other than academic achievement or merit; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. It is perhaps less obvious, but it is equally logical, that a student who knowingly permits another to copy from his or her own paper, examination, or project should be held as accountable as the student who submits the copied material.

Details of the proceedings involved in academic misconduct cases are provided on the web site http://community.uconn.edu/the-student-code-appendix-a/

**Students With Disabilities:**  Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

**2019-250 Anthropology of Global Health Add Minor**



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: September 12, 2019

2. Department or Program: Anthropology

3. Title of Minor: Anthropology of Global Health

4. Does this Minor have the same name as the Department or a Major within this

Department? \_\_\_ Yes X No

    (If no, explain in Justification section below how this proposed Minor satisfies

the [CLAS rule](http://ccc.clas.uconn.edu/form-instructions/#minors) limiting each department to one minor).

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

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

# Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

The Anthropology of Global Health minor provides students with the theoretical and methodological tools needed to analyze health from an anthropological perspective and integrate anthropological analysis into the study of global health problems and solutions. Students who are declared in the Anthropology minor are not allowed to declare this minor.

In order to complete the minor students must complete 15 credits from the following. At least 12 credits must be from the Department of Anthropology. ANTH 1000 or 2000(W) is the prerequisite to the minor. Anthropology students are not allowed to declare the minor.

1)     At least three credits from the following: ANTH 3300 and ANTH 3325

2)     At least 9 credits from ANTH 2000(W), 3326, 3302(W), 3202, 3327. 3304, GEOG 3240, SOCI 3451, PUBH 3001, LLAS 3250, HRTS/SOCI 3837(W). Students may use ANTH 3095, ANTH 3098 and graduate level seminars in ANTH, depending on content, towards the requirement with approval of minor advisor.

# Justification

1. **Identify the core concepts and questions considered integral to the discipline:**

Global health is an interdisciplinary area of scholarship and practice that emerged in the 1980s as the older field of international health adapted to two sweeping phenomena: the AIDS epidemic and new forms of globalization and global interconnectedness. Since its inception, anthropologists have played a fundamental role in shaping how global health scholarship and practice understands issues of interconnectedness, difference, stigma, vulnerability, inequalities, and power dynamics. Since the earliest days of the AIDS epidemic, anthropological research has played a central role in shaping debates about how to best respond to pressing global health challenges. Anthropologists of global health have advanced new and revitalized concepts – e.g., structural violence, embodiment, and syndemics – that now frame global health theory and practice, and anthropologists now lead global health programs and write leading global health textbooks. Furthermore, anthropological theories and methods – in areas such as the right to health, mental health, infectious diseases, complementary and alternative medicine, migrant health, women’s health, chronic diseases, pharmaceuticals, medical technologies, health reform, among many others – have transformed discussions in public health about disease incidence, prevalence and prevention, as well as debates about access to treatment and larger conceptions of care. Anthropologists are now common members of multidisciplinary teams regarding health and lead research projects with important programs and policy implications. Students who minor in the “Anthropology of Global Health” will gain the tools, skills, and conceptual frameworks to engage with issues of global health as they prepare for professional careers in public health, clinical care, academia, government, or the civil society sector.

1. **Explain how the courses required for the Minor cover the core concepts identified in the previous question:**

The prerequisite course (ANTH 1000 or 2000) will introduce students to the foundational concepts, theories, and authors in sociocultural anthropology. The foundations of Anthropology’s contributions to Global Health are covered, albeit from different angles, in two core courses of which students must choose at least one: ANTH 3300 (Medical Anthropology) and ANTH 3325 (Introduction to Global Health). Additional elective courses will allow the students to explore different areas of work in Global Health in a manner that suits their interests and career plans.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

The Anthropology of Global Health minor is distinct from the general minor in Anthropology in that it provides students an opportunity to focus on the department’s established expertise in the broad and comprehensive subfield of Medical Anthropology. We currently teach many students who are pursuing majors in basic sciences, public health and/or in pre-clinical fields (medicine, dentistry, nursing, allied health, social work) who would like to obtain undergraduate training in Global Health through an anthropological lens, but for whom the Anthropology minor’s wide-ranging approach to understanding human diversity is too broad for their specific interests and professional goals in health issues. The Anthropology of Global Health minor will create a structured path for students who wish to bridge anthropological theories, concepts, and methods with Global Health issues while pursuing a separate major at the university.

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

    Department Curriculum Committee:

    Department Faculty: Feb 11, 2019

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

César Abadía-Barrero

860-486-2137

[cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu)

**2019-251 LING/PHIL Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 9/6/2019

2. Department or Program: Linguistics

3. Title of Major: Linguistics & Philosophy

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

# Existing Catalog Description of Major

For the Linguistics and Philosophy joint major, required linguistics courses are [LING 3110](https://catalog.uconn.edu/LING/#3110), [3410Q](https://catalog.uconn.edu/LING/#3410Q), and at least two additional LING courses at the 2000 level or above; and required philosophy courses are [PHIL 3241](https://catalog.uconn.edu/PHIL/#3241) and at least three additional PHIL courses at the 2000 level or above. For this joint major, exit requirements for information literacy will be satisfied by passing [LING 3110](https://catalog.uconn.edu/LING/#3110). The exit requirement for writing in the major will be satisfied by passing any W course in LING or PHIL at the 2000-level or above that has been approved by the student’s advisor for inclusion in the plan of study.

# Proposed Catalog Description of Major

For the Linguistics and Philosophy joint major, required linguistics courses are [LING](https://catalog.uconn.edu/LING/" \l "3110) [3410Q](https://catalog.uconn.edu/LING/#3410Q), either LING 3000Q or 3110, and at least two additional LING courses at the 2000 level or above; and required philosophy courses are [PHIL 3241](https://catalog.uconn.edu/PHIL/#3241) and at least three additional PHIL courses at the 2000 level or above. For this joint major, exit requirements for information literacy will be satisfied by passing [LING 3000Q or 3110](https://catalog.uconn.edu/LING/" \l "3110). The exit requirement for writing in the major will be satisfied by passing any W course in LING or PHIL at the 2000-level or above that has been approved by the student’s advisor for inclusion in the plan of study.

# Justification

1. Reasons for changing the major: LING 3000Q is a relatively new class that meets the same information literacy standards as 3110.

2. Effects on students: Gives them more options.

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: 9/9/2019

    Department Faculty: 9/9/2019

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

Stefan Kaufmann, Stefan.kaufmann@uconn.edu

**2019-252 HDFS 2001 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13401 |
| **Request Proposer** | Adamsons |
| **Course Title** | Diversity Issues in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Diversity Issues in Human Development and Family Studies |
| **Course Number** | 2001 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course revision |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 200 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Discussion section |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to sophomores or higher. |
| **Corequisites** | N/A |
| **Recommended Preparation** | HDFS 1070 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 2001. Diversity Issues in Human Development and Family Studies Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070. Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4. |
| **Provide proposed title and complete course catalog copy** | HDFS 2001. Diversity Issues in Human Development and Family Sciences Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070. Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4. |
| **Reason for the course action** | Changed department name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **General Education Goals** | See attached syllabus |
| **Content Area: Diversity and Multiculturalism (non-International)** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS2001FALL 2019 Syllabus.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161117&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2cae3e03351e4f996a6f08d73e225ca3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046189611971955&sdata=lmXE3J3mKAQdGqrw6hP0z18SXWvLrdbuycLYNyJG9Pk%3D&reserved=0) | HDFS2001FALL 2019 Syllabus.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 11:46 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:34 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**HDFS2001 – Diversity Issues in Human Development and Family Sciences**Fall 2019

Lectures: Tuesdays and Thursdays

11:00AM - 11:50AM

Lawrence D. McHugh Hall - MCHU 101

Friday Discussion Sections Schedule Below

**Instructor:** Dr. Edna Brown

**Office:** Family Studies Building Room 212

**Office Hours:** By Appointment- please send email

**E-mail:** edna.brown@uconn.edu

**Friday Discussion Sections and Teaching Assistants**

|  |  |
| --- | --- |
| Section 001D  - **Huda Akef**  Fr 10:10AM - 11:00AM BUSN 203 | Section 002D –**Yuan Zhang**  Fr 10:10AM - 11:00AM BUSN 202 |
| –Section 003D – **Huda Akef**  Fr 11:15AM - 12:05PM BUSN203 | Section 004 – **Rachael Farina**  Fr 11:15AM - 12:05PM BUSN 227 |
| Section 005D –**Rachael Farina**  Fr 12:20PM - 1:10PM BUSN 227 | Section 006D –– **Yuan Zhang**  Fr 12:20PM - 1:10PM MCHU308 |
| Section 007D-**Debra Tomasino**  Fr 9:05-9:55 OAK 201 | Section 008D- **Yuan Zhang**  Fr 9:05-9:55 MCHU 309 |

Goal:

The goal of this course is to learn about critical issues in diversity and social justice in Human Development and Family Studies and professional practice. This course has been approved as meeting the General Education requirements CA4 (Diversity & Multiculturalism).

Course Overview:

This course examines critical issues in diversity as they relate to Human Development and Family Studies from a constructivist perspective. The basic premise of a constructivist perspective is that reality is socially constructed—that is, what we come to know as reality is created and recreated through social interaction. From this point of view, we will learn how the "differences" between groups of people that we come to take for granted were and continue to be constructed, and what implications these constructions have for maintaining systems of inequality and oppression. The overall goal of this General Education course is to equip you with knowledge that you can apply in your personal and professional lives as you navigate an increasingly globalized society.

Course Objectives:

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

1. Explain the social construction of differences in human diversity.
2. Identify the diverse groups of people in the US in their historic, economic, and social contexts, paying special attention to social justice, power and distribution of resources.
3. Articulate how diverse groups are marginalized on the basis of race, ethnicity, social class, ability, sexuality, gender, religion, and age.
4. Examine your own social construction of biases and stereotypes regarding human diversity.
5. Explain how biases and stereotypes related to human diversity are maintained through institutions (e.g., interpersonal, media, education, family, and the workforce).
6. Develop a plan of action to increase and expand knowledge and sensitivity to issues related to diversity and systems of oppression for a given audience.

Course Textbook

Course Textbook

Adams, M., Blumenfeld, W., Catalano, D. C., DeJong, K. S., Hackman, H.W., Hopkins, L. E., Love, B. J., Shlasko, D., & Zuniga, A. (2018). Readings for Diversity and Social Justice (4th Ed.). New York, NY: Routledge. ISBN: 978-1-138-05528

Husky CT:

The syllabus, details about assignments, and any other general course information will be available on the course HuskyCT site. Required readings for some class sessions will be available on this site, as indicated on the course calendar. In addition, postings will be made regarding events or other items of importance regarding this course. You must check the site daily for any important updates or messages. You also may use the site to continue conversations started in class or raise new points for discussion during future section or class meetings.

Course Requirements

Disclaimer:

In this course, we will, on occasion, discuss issues that are controversial and could make you feel uncomfortable. Some of the films we watch will include profanity and other adult content. However it is my goal to make this a safe space for healthy communication, even if that means disagreement. If you have a serious problem with some course content, please come see me during my office hours or make an appointment to see me. Disrespectful behavior in class, such as shouting at someone, making snide remarks, or walking out, will not be tolerated Please refer also to the School of Family Studies "Statement on the Climate for Teaching and Learning," available at http: //web I .uits.uco nn.edu / family studies / undergrad/climate.html

STUDENT RESPONSIBILITIES AND RESOURCES

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](http://ecampus.uconn.edu/policies.html), which include:

• The Student Code

o Academic Integrity

o Resources on Avoiding Cheating and Plagiarism

• Copyrighted Materials • Netiquette and Communication • Adding or Dropping a Course • Academic Calendar • Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships • Sexual Assault Reporting Policy

Expectations for Students: Attend all classes on time. If you miss class it is your responsibility to get the notes from someone in the class. If you have clarifying questions please feel free to contact me. The reading assignments for each week are listed in the course calendar. Readings are to be completed for the day indicated. Students must come to every class prepared to give a summary overview of each reading assigned for that class session. Hand-in assignments the day they are due. It is your responsibility to keep electronic copies of all assignments and papers in case they are lost or misplaced. Therefore, any issues concerning papers or grades should be resolved prior to that date. Please do not start packing up during the last few minutes of class. This is distracting to everyone, including the students around you. Please do not talk in class, read or do homework for other classes, text message, take a picture of your friend, sleep, make or answer calls, or do anything else that would make the learning environment uncomfortable for students and the instructor. Disruptive behavior listed above may result in an overall final grade deduction. Turn off cell phones and put them away. If you need to take an expected call please place your phone on vibrate and sit in a seat that will be easy for you to exit the classroom. When sending an email to me please be more formal than casual. And finally, please be respectful to everyone in the class.

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

Expectations for Instructor:

It is my goal to make this class exciting and informative. I am dedicated to your growth and development, and I will respect you and treat you fairly. I will create a safe environment for all students to share and discuss topics that will be covered throughout the semester. We will begin and end class on time, answer questions posed in class or on HuskyCT, and we will respond to your emails in a timely fashion.

Grading Details (**additional guidelines in Assignment Packet**)

Exams 2 Exams total 30%

Participation Pop-up discussion activities 15%

Building Bridges

Paper Paper 15%

Media Project Portfolio 20%

Plan of Action Project 20%

Total 100%

A grade in the A ranges means a student has fulfilled all of the expectations of the course syllabus and has done **outstanding** work. The student has gone beyond mere rote learning of the subject matter and can talk and write intelligently about the issues of the course. (A = 95-100 A- = 90-94)

A grade in the B range means a student has fulfilled all of the expectations of the course syllabus and has done **good** work. (B+ = 87-89 B = 83-86 B- = 80-82)

A grade in the C range means a student has fulfilled all of the expectations of the course syllabus and has done **acceptable** work. (C+ = 77-79 C = 73-76 C- = 70-72)

A grade in the D range means a student has not fulfilled all of the expectations of the course syllabus. The work may be **poor or incomplete** but there was a small amount of progress in learning.

(D+ = 67-69 D = 63-66 D- = 60-62)

A grade of F can be the result of low-test grades or assignments not completed or poor papers or any one of a number of things. The student **did not come up to expectations** as specified in the syllabus.

(F = 59 and below)

Exams

Two exams consisting of multiple-choice questions will be given throughout the semester. Makeup exams will be available for absences that have been discussed with me prior to the quiz date. If you miss an exam for a documented emergency, proof of an emergency must be provided. If you are ill and do not have documentation explaining your absence you will not be allowed a makeup the quiz. Please be aware that if you are unable to take the exam on the day scheduled you may be asked to take the exam before the date of the exam. The final exam will be given during our assigned time at the end of the semester.

Papers

There are three papers assigned in this class that are designed to give you an opportunity to develop a deeper understanding for a community of which you are not a member. At the end of the semester, you will not by any means be an "expert" on this community, but it is my hope that you will develop respect, appreciation, and admiration for members of the community you have explored.

Building Bridges Project

There are three rules for the semester-long project:

1. You are not a part of this community (neither is a member of your family nor one of your best friends). The point is to step out of your comfort zone.
2. The community is oppressed and/or marginalized in our society. You must be able to explain how the community you want to get to know meets these criteria in detail. Provide examples of oppression and or marginalization that your chosen community faces.
3. You have questions about this community—some of which may even make you feel a bit uncomfortable—but you are not simply interested in the "coolness" factor of the community. For example, it would not be okay to choose to Build Bridges with the Native American community because you like their jewelry and you are curious about their spirituality. This is a sincere quest to understand better and build relationships with people who you perceive as very different from you and to grow in your respect and appreciation for them along the way. You may discover that everything you had assumed about a particular group was wrong!

Examples of communities that students have built bridges with in past semesters:

Race and Ethnicity (e.g., Chinese Americans, Mexican immigrants, African Americans, Puerto Ricans etc.).

Social Class (e.g., Working class persons, persons who receive public assistance, etc.).

Ability (e.g., Deaf, blind, mobility impaired).

Sex and Gender (e.g., transgender—sometimes referred to as transsexual—people).

Sexuality (e.g., gay, lesbian, bisexual, polyamorous).

Religion and Belief Systems' (e.g., Mormon, Wiccan, Jewish, Muslim, etc.).

Age (e.g. older adults, elderly individuals).

**Extra Credit: There is no extra credit for this course.**

**\*\*\*Late submissions for paper assignments will be graded one letter grade down for each late day (including weekends). Please look at the discussion manual for details.**

***Academic Misconduct Statement:***

Academic Misconduct in any form is in violation of the University of Connecticut Student Conduct Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, or could be suspended or expelled.

Course materials provided to you, including presentations, PowerPoints, lectures, tests, outlines, study guides, and similar materials, are copyright protected by the faculty member teaching this course. You may make copies of course materials solely for your own use. You may NOT copy, reproduce, or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member’s express permission. Violation of this prohibition may subject the student to discipline under the University of Connecticut Student Code of Conduct and Academic Integrity Policy.

Additional University Policy regarding courses can be found at http://catalog.uconn.edu/academic-regulations/grade-information/

I reserve the right to make adjustments to this syllabus should the need arise. Any adjustments will be announced in the lecture and on our HuskyCT site.

**Course Calendar**

8/27T **Introductions and Course Syllabus**

8/29TH **Overview of the Course**

Readings: Microaggressions, Marginality, and Oppression pp. 22-26

9/3T **Social Construction**

Readings: The Complexity of Identity: Who am I? pp. 6 – 9; The Social Construction of Difference pp. 16 – 21

9/5TH **Race & Ethnicity**

Readings: A Different Mirror – Takaki pp. 77-82

9/10T **Race & Ethnicity** Continued

Readings: Patrolling Racial Borders: Against Mixed Race People pp. 106- 111

Finding My Eye-dentity pp. 122-123

9/12TH **Race & Ethnicity** Continued

American Hijab: Why My Scarf is a Sociopolitical Statement, Not a Symbol of My Religiosity pp126-128

9/17T **Social Class**-

Readings: Class in America pp. 173– 182;

9/19TH **Social Class Continued**-

Trillion-Dollar Student Loan Bubble About to Pop? pp. 197-200;

9/24 T **Sex, Gender, & Sexuality**

Readings: Night to His Day: The Social Construction of Gender pp 354 – 359; He Works, She Works, But What Different Impressions They Make 373-374;

9/26 TH **Sex, Gender, & Sexuality**-

Readings: Generation LGBTQIA pp 374-377; Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity pp 381 – 386

10/1 T **Sex, Gender, & Sexuality** –

Readings: TBA

10/3 **Sex, Gender, & Sexuality**

10/8 T **Religion**-

Readings: American’s Changing Religious Landscape pp 259-263

10/10 **EXAM 1** 

10/15 T **Homelessness**

10/17 **Ableism** **-**

Readings TBA Readings: Post-Traumatic Stress Disorder Leaves Scars “on the Inside,” Iraq Veteran Says pp486-487; What I’d Tell That Doctor pp 513-514;

10/22 T **Ableism**

10/24 TH **Ageism**

Readings: Ageism: Another form of Bigotry pp 567-572

10/29 T **Ageism**

10/31 TH **Interpersonal Dynamics**

Readings to be **assigned**

11/5 T  **Interpersonal Dynamics -**

11/7 TH **Immigration**

Readings: Injustice for All: The Rise of the U. S. Immigration Policing Regime pp102-106;

11/12 T **Family**

11/14 TH **Maintaining Inequality**

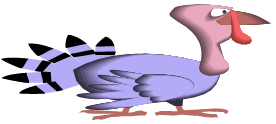
Readings- The Social Construction of Difference pp. 15 – 21-Priviledge and Oppression

pp. 15-20 /Privileges pp 17

11/19 T **Current Events**

11/21 TH **Next Steps**

11/26 **THANKSGIVING BREAK**

****

11/28 **THANKSGIVING BREAK**

12/3 T **Exam 2**

12/5 TH Final Steps

12/10 TENTATIVE DATE BEGINS FINAL EXAMS WEEK- **FINAL PROJECT –PLAN OF ACTION DUE BY 3:00PM DEADLINE- NO EXCEPTIONS**

**OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments…) Students must come to OSSA to seek permission to reschedule their finals. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.**

**2019-253 HDFS 2004W Revise Course (G) (S)**

HDFS 2004W

Research Methods in HDFS – FALL 2019

***Syllabus information may be subject to change.***

***Any changes to the syllabus will be announced in class and through HuskyCT.***

Contact Information & Office Hours

**Instructor:** Dr. Edna Brown

**Office:** Family Studies Building, Room 212

**Office Hours: TBD** By Appointment

**Email:** edna.brown@uconn.edu

**Email response policy:** I will respond to emails within 24 **hours during business days**.

Course Information & Description

**Lecture:** Tuesdays and Thursdays 12:30 – 1:45

**Location**: FSB 103

**Discussion Sections on Fridays**

**Credits**: 4 credit course

|  |  |  |  |
| --- | --- | --- | --- |
| Section (D) | Instructor | Day/Time | Bldg/Room |
| 001 | Tracy Walters | F 10:10-11:00 | FSB 18 |
| 002 | Kaleigh Ligus | F 11:15-12:05 | MCHU 109 |
| 003 | Mackenzie Wink | F 12:20-1:10 | FSB 18 |
| 004 | Dan Carvalheiro | F 10:10-11:00 | KNS 105 |

**Course description:** This course provides students with opportunities to critically evaluate social and behavioral research in their work and personal lives and explore legal and ethical issues associated with the research process. The course provides an overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitations of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

Course Materials & Resources

TEXTBOOK:  McGraw Hill Online Connect is required to access the **E-TEXT**: Fraenkel, J., Wallen, N.& Hyun, H. (2019). How to Design and Evaluate Research in Education (10th Edition) McGraw Hill.  ACCESS CARDS ARE AVAILABLE at UCONN BOOKSTORE.

UConn Bookstore sells printed cards with a code to access the online McGraw Hill Connect site-etext.  For students who prefer to read a printed, physical text, a loose-leaf printed version of the book which includes a Connect access card is also available at the bookstore for purchase.

**HELPFUL RESOURCES:**

**APA Citation Guide:** <https://guides.lib.uconn.edu/c.php?g=607064&p=4208309>

**The University Writing Center at Storrs. All** students in this writing intensive course “W” are invited tovisit the University Writing Center for individualized tutorials**.** <https://writingcenter.uconn.edu/>

**UConn Library Resources:**

<http://classguides.lib.uconn.edu/research> - Research QuickStart

<http://classguides.lib.uconn.edu/citation> - Citation Guides & Tools

<http://rdl.lib.uconn.edu/subjects/1908> - HDFS Resources

HDFS Subject Expert at the UConn Library: Kathleen Banas-Marti, [kathy.banas-marti@uconn.edu](mailto:kathy.banas-marti@uconn.edu)

Course Objectives

Upon satisfactory completion of this course, you will better be able to:

* Conduct a literature search/review
* Critically evaluate published research articles
* Formulate and operationalize research questions, hypotheses and constructs
* Assess the rigor of research methods
* Recognize the ethical and practical constraints on researchers
* Plan, conduct & communicate findings from original research
* Demonstrate scholarly writing

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Tuesday Lecture** | **Thursday Lecture** | **Friday Discussion** |
| **Aug 27**  **1** | Welcome and Introduction to the course  The Nature of Research  **Read** Fraenkel Chapter 1 and the Course Syllabus | The Research Problem  **Read** Fraenkel Chapter 2 | **Activity 1**  . |
| **Sept 3**  **2** | Locating and Reviewing the Literature  **Read** Fraenkel Chapter 3  ***Ask students to bring 2-3 articles to discussion based on their topic*** | Ethics and Research  **Read** Fraenkel Chapter 4 | **Activity 2** |
| **Sept 10**  **3** | Variables, and Hypotheses  **Read** Fraenkel Chapter 5 | Sampling  **Read** Fraenkel Chapter 6 | **Activity 3** |
| **Sept 17**  **4** | Sampling  **Read** Fraenkel Chapter 6 | Instrumentation  **Read** Fraenkel Chapter 7 | **Activity 4**  **LITERATURE REVIEW DRAFT**  **DUE SEPTEMBER 20TH** |
| Sept 24  **5** | Validity and Reliability  **Read** Fraenkel Chapter 8 | Correlational Research  **Read** Fraenkel Chapter 15 | **Activity 5** |
| **Oct 1**  **6** | Correlational | Correlational Research | **Activity 6**  **RESEARCH PROPOSAL PART ONE**  **Due October 4th** |
| **Oct 8**  **7** | **Midterm Exam**  **Review** | **Midterm Exam**  Image result for animated college students taking a test | **No discussion** |
| **Oct 15**  **8** | Conducting Experiments  **Read** Fraenkel Chapter 13 | Survey Research  **Read:** Fraenkel Chapter 17 | **Activity 7** |
| **Oct 22**  **9** | The Nature of Qualitative Research  Fraenkel Chapter 18 | Descriptive Statistics  Fraenkel Chapter 10 | **Activity 8** |
| **Oct 29**  **10** | Observation and Interviewing  Chapter 19 | Mixed Methods  Chapter 23 | **Activity 9**  **RESEARCH PROPOSAL PART 2**  **DUE NOVEMBER 1** |
| **Nov 5**  **11** | Proposal Expectation | Proposal Presentation Expectations | **Activity 10** |
| **Nov 12**  **12** | Presentations | Presentations | **Activity 11a** |
| **Nov 19**  **13** | Presentations | Presentations | **Activity 11b** |
| **Nov 26** | **Thanksgiving Recess** | **Thanksgiving Recess** | **Thanksgiving Recess** |
| **Dec 3**  **14** | Review of Presentations | **Review for Final Exam**  Image result for animated college students taking a test | **No discussion**  **FINAL POLISHED PROPOSAL**  **DUE DECEMBER -6** |
| **Dec 10** | **FINAL EXAM WEEK**  Image result for animated college students taking a test | **FINAL EXAM WEEK**  Image result for animated college students taking a test | **FINAL EXAM WEEK**  Image result for animated college students taking a test |

Course Requirements & Grading

| Course Components | Points |
| --- | --- |
| Lecture and Discussion Participation/Activities | 15 |
| Literature Review Draft\* | P/F |
| Research Proposal Part One\* | 10 |
| Mid-Term Exam | 15 |
| Research Proposal Part Two\* | 10 |
| Proposal Presentation | 10 |
| Proposal Presentation Critique | 5 |
| Final Research Proposal**\*** | 20 |
| Final Exam | 15 |
|  | 100 |

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

*\*This is a W course, you must complete all drafts and the final paper to pass the course. Failure to do so will result in a failing grade for the course due to the requirement that you turn in all of the writing assignments and pass the writing component to pass a W course.*

*\*\*Grades are rounded using traditional rounding principles. Example: 92.4 is rounded down to a 92 (A-), while a 92.5 is rounded up to a 93 (A).*

Absences and Late Policy: If you need to miss class due to religious observances or extra-curricular activities (e.g. participation in scholarly presentations, performing arts, or intercollegiate sports, when the participation is at the request of, or coordinated by, a University official) it is your responsibility to notify me and your TA prior to the absence and make arrangements to make up the missed work. All other absences will be assessed on a case-by-case basis and will require advanced notice to be considered as an excused absence.

Late Policy: Grades for late work will be deducted 10% per 24 hours past the due date and time, unless you receive a prior-authorized extension from me.

Extra Credit: Opportunities may arise over the course of the semester but is not guaranteed.

Assignments & Course Component Overview

NOTE: See HuskyCT for a full description of the assignments.

Lecture and Discussion Participation: Your participation grade will include attending and participating in lecture and discussion, completing in-class activities and reading assigned articles prior to class. Your class participation grade is contingent upon you completing in-class assignment in lecture or in discussion on the day of the activity. There are no make-ups for missed in-class activities.

Literature Review Draft: REQUIRED component of the W course. This is non-graded review of the current literature on your selected topic. (Up to seven pages). Submit on HuskyCT and bring a copy to discussion on due date.

Research Proposal Part One: Eight to nine pages including an introductory paragraph, (revised) literature review and current study section. Submit a copy on HuskyCT by due date.

Mid-Term Exam: Covers the content from weeks 1-6.

Research Proposal Part Two: Six to seven pages including a methods section and overall conclusions. Submit on HuskyCT by the due date.

Poster Presentation: You will create a visual representation of your research paper proposal and present your proposal to your peers in class.

Final Exam (Cumulative): Covers content of weeks 1-14.

Final Research Proposal: After several rounds of revision, compile Research Proposal Part One and Two (including an introduction, literature review, current study proposal, methods section and conclusion paragraph) submitted through HuskyCT on the due date.

Student Responsibilities & Resources

UConn has several important policies which apply to this course and others. You are encouraged to review these policies at the following link: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

Absences from Final Examinations: Final exam week for Fall 2019 takes place from Monday, December 9th through Sunday, December 15, 2019. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that, according to the Dean of Students Office, vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.

Academic Regulations state that a student who is prevented by sickness or other unavoidable causes from completing a scheduled final assessment must apply to the Dean of Students or designee for validation that will authorize the student’s instructor to give a substitute assessment. A student whose absence is excused by the Dean of Students or designee shall have an opportunity to complete a substitute assessment without penalty. A student whose absence from a scheduled final assessment is not excused in this way shall receive a failure for this assessment (https://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence).

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

Academic Integrity: In this course you are encouraged to build on the ideas and texts of others; as well as study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. However, you are obligated to appropriately cite every occasion when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase. Cheating and plagiarism will be taken very seriously. Instances will be handled on a case-by-case basis and may be grounds for course failure. For University policies on academic integrity please see the Student Code: <https://community.uconn.edu/the-student-code-appendix-a/>

Technology Policy: The use of laptops and other technology has the potential to enhance student’s engagement and learning in any course. In this course, the use of laptops is permitted when used for in-class activities. Use of laptops and other technology for any purpose other than in-class work is strictly prohibited. Please see instructor for additional concerns or questions.

**2019-254 HDFS 3087 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13404 |
| **Request Proposer** | Adamsons |
| **Course Title** | Honors Proseminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Honors Proseminar |
| **Course Number** | 3087H |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course description |

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

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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** | HDFS 4097 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Only open to HDFS honors students; consent of instructor required |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Students from other campuses attend via Web-Ex; it is for all HDFS honors students regardless of campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3087. Honors Proseminar 1.00 credits Prerequisites: Open only with consent of instructor to students in the Honors Program. Cannot be taken after passing HDFS 4097. Grading Basis: Honors Credit Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses. |
| **Provide proposed title and complete course catalog copy** | 3087. Honors Proseminar 1.00 credits Prerequisites: Open only with consent of instructor to students in the Honors Program. Cannot be taken after passing HDFS 4097. Grading Basis: Honors Credit Overview of the Human Development and Family Sciences Honors Programs and the opportunities available through University Honors. Includes presentations by HDFS faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3087H Syllabus - F 19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161121&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf7b07ac003ff4d44644c08d73e21630f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046185435750058&sdata=Zd99I6Av6qyHYMehAzqjqhyHzVEvzwJTSaJSEfztksw%3D&reserved=0) | HDFS 3087H Syllabus - F 19.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:20 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:36 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**HDFS 3087H: Honors Proseminar**

**Fall Semester 2019**

Instructor Information

**Instructor**: Kari Adamsons, Ph.D., and Alaina Brenick, Ph.D.

**Office**: FSB307 (Kari); FSB 123E in Storrs and 516 Hartford Times Bldg in Hartford (Alaina)

**Email**: [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu)

Alaina.brenick@uconn.edu

**TA:** Sarah McKee, [sarah.mckee@uconn.edu](mailto:sarah.mckee@uconn.edu)

Course Information

**Day**: Wednesdays

**Time**: 2:30 – 3:20 p.m.

**Location**: FSB 111

**Course Description & Format**

**Description**

This seminar is designed to help prepare you for the honors thesis process and to introduce you to HDFS faculty members and their research areas. This seminar will help you to begin thinking about your honors thesis research area and the faculty with whom you might like to work. In addition, you will learn about the offerings of the University Honors Program.

**Format**

This seminar meets each week for 50 minutes. During most weeks, an HDFS faculty member will discuss his or her research areas and interests. We also will discuss honors-related topics such as course registration and planning your thesis.

**Course Expectations**

**Instructor Expectations**

The purpose of this seminar is to help you get the most out of your honors experience, including the thesis. To accomplish this goal, I expect you to attend class consistently and participate meaningfully in class discussions and presentations.

**Departmental Expectations**

HDFS faculty and students cooperatively developed the departmental statement on the climate for teaching and learning in HDFS courses (available on the HDFS website). I expect everyone (including myself) to read, review, understand, and comply with this statement, especially the sections on appropriate classroom conduct.

**Recommended Textbook**

The recommended text for this seminar is the American Psychological Association’s *Publication Manual*. I recommend that you purchase it now as you will need it next year to do your honors thesis; you will also find it useful as you prepare papers for other HDFS courses. It is available from the bookstore, or you may be able to find a used version through Amazon.com, bookfinder.com, or another similar website. It also comes in a spiral-bound version, and an electronic version for Kindle.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th - or 7th ed., coming in October).* Washington, DC: Author.

**Course Requirements**

**Course Components**

65 % Participation during the Seminar

35 % Thesis-related Interests Summary

**Participation**

The primary purpose of this seminar is to acquaint you with faculty members in the HDFS department and the research they are doing. During most of the class meetings, one or two HDFS faculty members will present to the class; you are expected to listen respectfully to each faculty member, ask questions, and engage in discussion.

**Thesis-Related Interests Summary**

By the end of the semester, students should write a one-page summary of their thesis-related interests so far. This will include: (a) identification of at least one faculty member with whom you **might** be interested in working and a brief explanation of why, (b) a short description of some initial **ideas** you have about the topic you might want to focus on for your thesis, and (c) any **questions or concerns** you have about the thesis process. This is not intended to be a binding document, but rather to get you started thinking about your thesis project! **Please email this to me by the last class period (December 4).**

**Course Policies**

**Communicating and Meeting with Me**

My office hours are by appointment; to make an appointment, see me before/after class or send an email. You also can contact me through email with any questions or concerns. You can usually expect me to reply to emails within a day during the week and two days on the weekend or during breaks, except in emergencies or when I notify you otherwise (for example, if I am away at a conference). Please use my UConn account (on the first page).

**Forms and Signatures**

All forms that need the signature of the Honors Advisor, require my signature. Anything that should be signed by the Dept Head, please see Kristin Van Ness in the Student Services Center. Please bring the **completed** form directly to her office, room 123A in the Student Services Center. If she is not in her office, please leave the form in the box on her door. You can pick up the signed form at least one full day after dropping if off; if Kristin is not in her office, the form will be in the box on her door. If it’s not there, that means she is out of the office and you should check back the next day. Please plan ahead to make sure you leave enough time to have the forms completed and signed well before any deadlines (check the course schedule for some of them), as Kristin and I are not necessarily on campus and available every day.

**Course Schedule**

| **Week** | **Date** | **Topic** |
| --- | --- | --- |
| **1** | 8/28 | Introduction to the Seminar & Honors Program |
| **2** | 9/4 | Faculty presentation: Dr. Shannon Weaver |
| **3** | 9/11 | Faculty presentation: Dr. Marlene Schwartz |
| **Honors conversions DUE September 13** | | |
| **4** | 9/18 | Faculty presentation: Dr. Caitlin Lombardi |
| **5** | 9/25 | Faculty presentation: Dr. Kari Adamsons |
| **6** | 10/2 | Visit to the HDFS Child Labs – **Meet at Child Labs** |
| **7** | 10/9 | Presentation by Kristin Van Ness Scrivano |
| **8** | 10/16 | Spring 2019 registration discussion |
| **9** | 10/23 | Faculty presentation: Dr. Alaina Brenick |
| **10** | 10/30 | Faculty presentation Dr. Kim Gans |
| **Honors Plan of Study for “continuing” (admitted before summer) honors students DUE Nov. 1** | | |
| **11** | 11/6 | Faculty presentation: Dr. Preston Britner |
| **12** | 11/13 | Faculty presentations: Dr. Rebecca Puhl AND Dr. Maria LaRusso |
| **13** | 11/20 | Faculty presentation: Dr. Lisa Eaton |
| **14** | 11/27 | **Thanksgiving Week: NO CLASS** |
| **15** | 12/4 | “Thinking About Your Thesis” Due  Planning for Spring |

**2019-255 HDFS 3092 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13405 |
| **Request Proposer** | Adamsons |
| **Course Title** | Research Practicum in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Research Practicum in Human Development and Family Studies |
| **Course Number** | 3092 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course title |

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

|  |  |
| --- | --- |
| **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** | 5 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Practicum |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | HDFS 2004W; GPA of 2.5 in HDFS courses. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | 2.5 GPA in HDFS classes |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3092. Research Practicum in Human Development and Family Studies 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: HDFS 2004W; GPA of 2.5 in HDFS courses. Grading Basis: Graded Supervised experience conducting research in human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 3092. Research Practicum in Human Development and Family Sciences 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: HDFS 2004W; GPA of 2.5 in HDFS courses. Grading Basis: Graded Supervised experience conducting research in human development and family sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary by research project |
| **Describe course assessments** | Will vary by research project |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3092 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161122&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8fd83d886ced49642a4208d73e21115e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046184051120169&sdata=rcI4bdRvDvTp%2B0azyLhsdsyC0Ya%2FJXYPAZVw2tUMe%2Fk%3D&reserved=0) | HDFS 3092 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:24 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:36 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-256 HDFS 3098 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13406 |
| **Request Proposer** | Adamsons |
| **Course Title** | Selected Topics in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Selected Topics in Human Development and Family Studies |
| **Course Number** | 3098 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course title |

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

|  |  |
| --- | --- |
| **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** | 90 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Varies by offering |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3098. Selected Topics in Human Development and Family Studies 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded With a change in content this course may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 3098. Selected Topics in Human Development and Family Sciences 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded With a change in content this course may be repeated for credit. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary by offering |
| **Describe course assessments** | Will vary by offering |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3098 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161123&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbb62e8a6261348e9d33108d73e20338f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046180332941712&sdata=45pH7YjbK3S%2BJeaQ1vB4VGbjgnYUnKVDNLtYV0J4wKI%3D&reserved=0) | HDFS 3098 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:32 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:36 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-257 HDFS 5000 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13407 |
| **Request Proposer** | Adamsons |
| **Course Title** | Independent Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Independent Study |
| **Course Number** | 5000 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course description |

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

|  |  |
| --- | --- |
| **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?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Varies by offering |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 48 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5000. Independent Study 1.00 - 6.00 credits | May be repeated for a total of 48 credits. Prerequisites: None. Grading Basis: Graded Advanced study for qualified students who present suitable projects for intensive, independent investigation in human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 5000. Independent Study 1.00 - 6.00 credits | May be repeated for a total of 48 credits. Prerequisites: None. Grading Basis: Graded Advanced study for qualified students who present suitable projects for intensive, independent investigation in human development and family sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Vary by offering |
| **Describe course assessments** | Vary by offering |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5000 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161126&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2a618ed0898d4f3a1fd308d73e1fe1e2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046178977235293&sdata=X5j9n8gECS%2BljUHGZSwhJJnPEJzTkTtaQXd%2FUXsmALc%3D&reserved=0) | HDFS 5000 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:41 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:36 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-258 HDFS 5001 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13408 |
| **Request Proposer** | Adamsons |
| **Course Title** | Seminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Seminar |
| **Course Number** | 5001 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing course description |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to graduate students in Human Development and Family Sciences, others with instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to graduate students in Human Development and Family Sciences, others with instructor consent |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5001. Seminar 1.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Seminar in professional orientation to the field of human development and family relations. |
| **Provide proposed title and complete course catalog copy** | 5001. Seminar 1.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Seminar in professional orientation to the field of human development and family sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5001 Proseminar Fall 2018docx (002).docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161127&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caa65374a898e414f5fe208d73e1f9fbb%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046177855693395&sdata=Fc%2BJgdpqxlg9ghgxkaEQd1Tq4cJCfQg7tghsGFJQoMo%3D&reserved=0) | HDFS 5001 Proseminar Fall 2018docx (002).docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:45 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:37 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-259 HDFS 5003 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13436 |
| **Request Proposer** | Adamsons |
| **Course Title** | Research Methods in Human Development and Family Studies I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Research Methods in Human Development and Family Studies I |
| **Course Number** | 5003 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course title |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to graduate students in Human Development and Family Sciences, others with instructor consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5003. Research Methods in Human Development and Family Studies I 3.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Family and human development procedures, research experience related to analyzing interpersonal interaction and developmental processes. |
| **Provide proposed title and complete course catalog copy** | 5003. Research Methods in Human Development and Family Sciences I 3.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Family and human development procedures, research experience related to analyzing interpersonal interaction and developmental processes. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5003 F19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161177&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9af0b8df691e419e0acd08d73e1f3f0e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046176227384248&sdata=R8Q8YNNpwybfmMNKSlNlgZF41WrLHTP2hYJIx89ivTI%3D&reserved=0) | HDFS 5003 F19.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2019 - 13:56 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:37 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-260 HDFS 5004 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13442 |
| **Request Proposer** | Adamsons |
| **Course Title** | Research Methods in Human Development and Family Studies II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Research Methods in Human Development and Family Studies II |
| **Course Number** | 5004 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course title |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to graduate students in Human Development and Family Sciences, others with instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5004. Research Methods in Human Development and Family Studies II 3.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Advanced family and human development research methods; research design and underlying methodological issues in analyzing interpersonal interaction and developmental processes. |
| **Provide proposed title and complete course catalog copy** | 5004. Research Methods in Human Development and Family Sciences II 3.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Advanced family and human development research methods; research design and underlying methodological issues in analyzing interpersonal interaction and developmental processes. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | see attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus HDFS 5004 advanced methods.REVISED.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161176&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C36b9e3fd9ac84442888a08d73d63e0c7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045371496209026&sdata=Z4KnbzUf4vTJM61ZFlzWBDD8rVgDAjc7%2BuY4H2zcpWg%3D&reserved=0) | Syllabus HDFS 5004 advanced methods.REVISED.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 08:27 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:39 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-261 HDFS 5005 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13437 |
| **Request Proposer** | Adamsons |
| **Course Title** | Qualitative Research Methods in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Qualitative Research Methods in Human Development and Family Studies |
| **Course Number** | 5005 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing course title |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | HDFS 5003; open to graduate students in Human Development and Family Sciences, others with instructor consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5005. Qualitative Research Methods in Human Development and Family Studies 3.00 credits Prerequisites: HDFS 5003; open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Philosophical bases of qualitative research in the social sciences; developing qualitative strategies; including: existential-phenomenological, intensive interviews, participant observation, and textual analysis. |
| **Provide proposed title and complete course catalog copy** | 5005. Qualitative Research Methods in Human Development and Family Sciences 3.00 credits Prerequisites: HDFS 5003; open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Philosophical bases of qualitative research in the social sciences; developing qualitative strategies; including: existential-phenomenological, intensive interviews, participant observation, and textual analysis. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5005 Syllabus Qual Spring 2019.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161171&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca06bd6d4b8bf405861fb08d73e1ef5e0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046175008074170&sdata=BfBsO%2F8dnGTx%2FgqsiqYox5LtQgCKD%2FttQg1op2jV81s%3D&reserved=0) | HDFS 5005 Syllabus Qual Spring 2019.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 07:36 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:38 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**Instructor:** Laura Mauldin

**Office Hours:** Mondays 1:30 – 2:30pm and additional times by appointment

**Office:** FSB 303B

**Email:** [**laura.mauldin@uconn.edu**](mailto:laura.mauldin@uconn.edu)

**Course Description:**

This course will introduce you to qualitative research methods. It is intended to help you understand the social processes involved in data collection and production, think critically about the role of research methods in your academic practice, and provide you tools for engaging in your own qualitative research study. Throughout the semester, we will look at 1) theoretical and methodological perspectives of qualitative research, 2) ethical questions in qualitative research, 3) exemplary qualitative studies, 4) challenges and practical issues in the practice of qualitative research, 5) methods of analyzing qualitative data, and 6) how to evaluate qualitative studies.

**Required Materials**

*Readings*

The course textbooks are available for purchase through the campus bookstore. You may also purchase your book at any bookstore or online retailer.

* *Contemporary Field Research: Perspectives and Formulations*, 2nd Edition, Edited by Robert Emerson (2001)
* *All Our Kin: Strategies for Survival in a Black Community* by Carol Stack (1975)
* *Unequal Childhoods: Class, Race, and Family Life*, 2nd Edition by Annette Lareau (2011)

All additional required readings are available on the Husky CT course site. These readings are indicated by (HuskyCT) in the schedule below.

*Additional Tools*

1. You will conduct interviews and need a way to record them. Most smartphones have free apps that will do that for you if you don’t have a digital voice recorder.
2. You will need to purchase a subscription to Dedoose. It is $10.95 a month and you will probably only need it for a month – we will talk more about it in class.

**Course Grading**

Class Discussion (20%) Your grade in this area will depend on your active participation in *reading-informed* discussions, contributions to the class through statements and questions, your reactions to readings, and how well you integrate the material from readings into your assignments. This is a graduate level seminar and as such, you are expected to think critically, voice those thoughts, and to fulfill your responsibility in creating a class experience by participating in class discussions. This is a significant part of being an academic and therefore a skill you must develop.

Intellectual Biography (5%) This is an informal exercise to train you to have awareness about yourself as a graduate student and future scholar. The goal is twofold: 1) to create a section of your CV to share with potential collaborators or advisors, and 2) to become aware of yourself and your social position as a researcher, what that means when you are doing fieldwork, and to provide material for discussion in class.

Thick Description (20%) This is an approximately 5-10 page exercise where, modeling after examples from class, you will practice doing thick description. This assignment is intended to provide you with a new awareness of your environment and encourage you to establish your own ethnographic authority.

Reflexivity Exercise (15%) Drawing on the texts and class discussions on what reflexivity means for qualitative researchers, this exercise will ask you to engage with the deep questions of reflexivity, i.e. investigator effect, positionality, and ethics when doing fieldwork.

Interviews (20%) Based on your area of research interest, you will identify and interview 2 people who have knowledge about, or experience of, something you might want to investigate in your MA or PHD thesis. They may be a professor, friend, acquaintance or family member. You will develop a script introducing yourself and the assignment, and a set of questions. Transcribe the interviews and use pseudonyms and erasure of any personal information from the transcript. You will be required to provide the following materials:

1. Script/introduction you developed
2. List of interview questions
3. Copy of the interview transcript
4. Copy of the consent form – template can be found here: https://ovpr.uconn.edu/services/rics/irb/irb-templates/
5. Copy of your CITI certification

Final Paper (20%) This assignment will result in a methods section for a research proposal, dissertation, or thesis – more discussion and details on this assignment will follow as we move through the semester.

**Schedule**

**Jan 28: Introduction to the course, each other, and course expectations**

**Assignment:** Complete CITI online training for social and behavioral research ASAP

<http://research.uconn.edu/irb/citi-training/>

**Feb 4:**  **Orientation to Qualitative Research**

Intro & Part 1 in Emerson textbook, pages 1-53

Qualitative Rigor or Research Validity in Qualitative Research, Thomas & Magilvy   
 (HuskyCT)

**In class observation exercise**

SUGGESTED ADDITIONAL READINGS:

Schwalbe, Finding out how the social world works (HuskyCT)

Mills, *The Sociological Imagination* (Ch1) (HuskyCT)

Helpful link from the Robert Wood Johnson Foundation on Reflexivity:

http://www.qualres.org/HomeRefl-3703.html

**Assignment:** Bring in your “Intellectual Biography”

**In class:** Discussion of thick description exercise & identifying a site

**Feb 11: Thinking qualitatively: Ethnography (the classic qualitative method!) and ethics:**

Humphries, *Tearoom Trade*, Chapters 1 & 2 (HuskyCT)

Ch 13 in Emerson textbook, “The Epistemology of Qualitative Research” (Becker)

Padgett, Chapter 4: Ethical and Emotional Issues in Qualitative Research in

*Qualitative Methods in Social Work Research* (HuskyCT)

**Feb 18: Exemplary Family Ethnography #1:**

All Our Kin (Stack) Entire Book

**Feb 25: Interviewing: the most common qualitative method – an introduction**

Weiss, Excerpt from *Learning From Strangers: The Art and Method of Qualitative Interview Studies* (HuskyCT)

Roulston, et al., “Learning to Interview in the Social Sciences” (HuskyCT)

**Assignment:** Be ready to discuss your interview topics and plan for the class assignment **In class**: I will instruct you on how to prepare for next week’s in-class workshop, which is a separate exercise from the interview assignment.

**Mar 4:**  **In-class interviewing workshop**

Spradley, Ethnographic Interviewing tips (HuskyCT)

Using Interviews:Strategies for Qualitative Interviews (HuskyCT) or online:

<http://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf>

**Bring:** questions for your in-class interview, pad and paper, and a recording device

**Writing assignment due**: Thick description

**Mar 11**: **Qualitative data analysis: What do you do with data once you’ve got it?**

Deterding & Waters, “Flexible Coding of In-depth Interviews: A Twenty-first-century

Approach (HuskyCT)

Saldana, Introduction to codes and coding (HuskyCT)

Deduction vs Induction: <http://www.socialresearchmethods.net/kb/dedind.php>

**In class:** **Dedoose** **coding workshop** – make sure your account is set up and ready!

**Mar 18: SPRING BREAK**

**Mar 25:** **Grounded Theory**

Ch 15 in Emerson textbook, “Grounded Theory” (Charmaz)

**DUE: Reflexivity Exercise**

**Apr 1:** **Writing up and publishing qualitative research**

Dillaway & Lysack Contradictions in Women’s Reproductive Health Experiences after Spinal Cord Injury (HuskyCT)

Deborah Lupton, Qualitative research and grants: What not to leave out of your

application: <http://bit.ly/2q64JEF>

**Bring: Find a qualitative article published in a good journal in your field and bring it to class** (either hard copy or on your laptop/etc). It could be a case study, interviews, etc, but try to find one that uses a method that you plan to/want to use if you can.)

In class: We will discuss navigating academic publishing as a qualitative researcher using tools such as reverse outlining, writing templates for journal articles (especially methods sections), advice on choosing journals, submitting to journals, and so on.

**Apr 8:** **Focus Groups**

Center for Disease Control, Data collection methods for Program Evaluation   
 (HuskyCT)

Kidd and Parshall, Getting the Focus and the Group: Enhancing Analytical Rigor in

Focus Group Research (HuskyCT)

Focus groups: A guide from the University of Wisconsin (HuskyCT)

*Guest Speaker*: Laura Donorfio on conducting focus groups

**April 15: Additional qualitative methods**

*Institutional Ethnography as Practice*, Introduction & Ch 1(Smith) (HuskyCT)

Resource: The Society for the Study of Social Problems has workshops on IE

https://www.sssp1.org/index.cfm/pageid/1236/m/464

Excerpt from *Narrative Analysis* by Catherine Riessman (HuskyCT)

Qualitative surveys - Survey Resource: <http://www.accesscable.net/~infopoll/tips.htm>

Research tools: Workshop on Zotero and citation management software

Guest Speaker: Tanika Simpson on transitioning from class to fieldwork

**DUE: Interview Assignment**

**April 22:**  Exemplary Family Ethnography #2:

*Unequal Childhoods*, Ch 1-3 and Appendix

Guest speaker: Doug Bradway from IRB

**April 29:** First Half of Class: Qualitative research proposal peer editing workshop

Second half of class: Evaluating Qualitative Research and Wrap up!

Qualitative Research Commission Report from NCFR/JMF (HuskyCT)

“Evaluating Qualitative Research” (Patton) (HuskyCT)

“Evaluation of Qualitative Research” (Horsburgh) (HuskyCT)

**TBA: Final paper due**

**2019-262 HDFS 5010 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13438 |
| **Request Proposer** | Adamsons |
| **Course Title** | Practicum in University Teaching of Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Practicum in University Teaching of Human Development and Family Studies |
| **Course Number** | 5010 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course title |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Practicum |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5010. Practicum in University Teaching of Human Development and Family Studies 3.00 credits Prerequisites: None. Grading Basis: Graded Supervised teaching of undergraduate courses in Human Development and Family Studies. |
| **Provide proposed title and complete course catalog copy** | 5010. Practicum in University Teaching of Human Development and Family Sciences 3.00 credits Prerequisites: None. Grading Basis: Graded Supervised teaching of undergraduate courses in Human Development and Family Sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5010 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161172&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceb8c364f170f434f690308d73e1ea280%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046173614175870&sdata=nICJYkGR0DJ6VXzel6BUdOMU3oZV8OCNyfzgGbK8SjE%3D&reserved=0) | HDFS 5010 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 07:40 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:38 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-263 HDFS 5030 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13439 |
| **Request Proposer** | Adamsons |
| **Course Title** | Research Practicum |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Research Practicum |
| **Course Number** | 5030 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course description |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Practicum |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 24 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 5030. Research Practicum 1.00 - 6.00 credits | May be repeated for a total of 24 credits. Prerequisites: None. Grading Basis: Graded Supervised research in family studies. |
| **Provide proposed title and complete course catalog copy** | 5030. Research Practicum 1.00 - 6.00 credits | May be repeated for a total of 24 credits. Prerequisites: None. Instructor consent required. Grading Basis: Graded Supervised research in Human Development and Family Sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Will vary |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5030 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161173&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C894ed4144e604a454b2c08d73e1e4ae5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637046172132453127&sdata=aOFxFAPKTFLxDKc24CQUECudPb4EsvLJoUqOBkEHO9g%3D&reserved=0) | HDFS 5030 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 07:44 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:38 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-264 HDFS 5095 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13440 |
| **Request Proposer** | Adamsons |
| **Course Title** | Special Topics in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Special Topics in Human Development and Family Studies |
| **Course Number** | 5095 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing course title |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Will vary |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to graduate students in Human Development and Family Sciences, others with instructor consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 5095. Special Topics in Human Development and Family Studies 1.00 - 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. In-depth investigation of a recent issue of human development and family studies. With a change of topic, students may enroll up to four times for a maximum of 12 credits. |
| **Provide proposed title and complete course catalog copy** | HDFS 5095. Special Topics in Human Development and Family Sciences 1.00 - 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. In-depth investigation of a recent issue in Human Development and Family Sciences. With a change of topic, students may enroll up to four times for a maximum of 12 credits. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Will vary |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5095 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161174&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca2dd8785a3c244a9367e08d73ddc30e3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045888233928640&sdata=N6WgVvwzbOnTiekXAeS%2BcpWrmTHSSVTszfB%2FRX%2FS%2BEU%3D&reserved=0) | HDFS 5095 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 07:48 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:39 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-265 HDFS 5098 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13441 |
| **Request Proposer** | Adamsons |
| **Course Title** | Current Issues in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Current Issues in Human Development and Family Studies |
| **Course Number** | 5098 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing course title |

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

|  |  |
| --- | --- |
| **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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Will vary |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5098. Current Issues in Human Development and Family Studies 1.00 - 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: None. Grading Basis: Graded Focused presentation and discussion of an aspect of theory or methods related to advancing the field of human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 5098. Current Issues in Human Development and Family Sciences 1.00 - 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: None. Grading Basis: Graded Focused presentation and discussion of an aspect of theory or methods related to advancing the field of Human Development and Family Sciences. |
| **Reason for the course action** | Changed dept name |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Will vary |
| **Describe course assessments** | Will vary |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5098 syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161175&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdf4be07286754db6830a08d73d6431ed%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045372857266668&sdata=zOP8%2Bm%2BrWJcieBxN52Jcu%2FLxDas9sPrs%2FjP7kMz6MkI%3D&reserved=0) | HDFS 5098 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/19/2019 - 07:53 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/19/2019 - 08:39 | Approve | 9/19/2019 | Approved via email vote of dept faculty | |

**2019-266 FREN 5369 Revise Course**



**Proposal to Change an Existing Graduate Course**

Last revised: September 24, 2013

1. Date: September 20, 2019

2. Department requesting this course: French (LCL)

3. Nature of Proposed Change: Modifying the description for generic graduate course primarily on the nineteenth-century French Novel to reflect my actual teaching practices

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

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

# Current Catalog Copy

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

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Stendhal, Balzac, and the romantic novelists.

# Proposed Catalog Copy

(See information in the "Add a course" form if you have any questions regarding specific items.)

FREN 5369. The Novel and Narrative Forms in Nineteenth-Century French Literature.

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Explores trends in narrative, genre, criticism, and theory of literary production in nineteenth-century France and its material conditions.

# Justification

1. [Reasons for changing this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): I inherited the course description from previous professor and I never teach the course in this divided way. I want to keep the number for the Novel course though and unify it for the century

2. Effect on Department’s curriculum: none

3. Other departments consulted: none

4. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): none

5. Effects on regional campuses: none

6. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): myself when needed

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

(Please consult [CLAS guidelines](http://ccc.clas.uconn.edu/form-instructions/#CLASGE) for areas A-E.)

# Proposer Information

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

    Department Curriculum Committee: September 20, 2019

    Department Faculty:

2. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni Jennifer.terni@uconn.edu

**2019-267 FREN 5370 Drop Course**



**Proposal to Drop an Existing Course**

Last revised: September 24, 2003

1. Date: September 19, 2019

2. Department: French (LCL)

3. Effective Date (semester, year): Spring 2020

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

# Current Catalog Copy

### 5370. The French Novel in the Second Half of the Nineteenth Century

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Flaubert, Zola, and their contemporaries.

# Justification

1. [Reasons for dropping this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): The content has been assimilated into another course description for the entire Nineteenth Century

2. Other departments consulted:none

3. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects):none

4. Effects on regional campuses: none

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by: September 20, 2019

    Department Curriculum Committee: September 20, 2019

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni Jennifer.terni@uconn.edu

**2019-268 GERM 1001 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13156 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary German I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GERM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary German I |
| **Course Number** | 1001 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | German |
| **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 |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1131. Elementary German I Prerequisites: Not open to students who have had three of more years of German in high school, GERM 1111, 1112, 1113, 1114, 1132, 1133, 1134 or any 2000 level or higher course taught in German. Grading Basis: Graded Fundamentals of German. Presentation of dialogues, conversation, vocabulary building, grammar and culture. Emphasis on speaking, oral comprehension, reading of simple texts and writing, to satisfy basic survival needs within a cultural setting. |
| **Provide proposed title and complete course catalog copy** | 1001. Elementary German I. 4.00 credits. Prerequisites: Not open to students who have had three of more years of German in high school, GERM 1111, 1112, 1113, 1114, 1132, 1133, 1134 or any 2000 level or higher course taught in German. Grading Basis: Graded Using project-based learning and authentic materials, students will learn to communicate about familiar topics in the German language and gain intercultural competence. |
| **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 German communication skills with attention to vocabulary-building and exposure to samples from German culture and media. Emphasis on projects and inter-cultural competence. |
| **Describe course assessments** | Homework, reading, quizzes, journaling, projects, small presentations, oral participation, and final exam. |
| **General Education Goals** | By providing an introduction to German grammar and vocabulary through project-oriented conversation, reading, and short writing and listening activities based on authentic materials, this course will allow students to acquire an entrée into the history and culture of Germany. By learning German grammar, student will learn more about the grammar of their own language. Students acquire intellectual breadth though exposure to another way of thinking and conceptualizing the world by learning about the syntax, paradigms, and colloquialisms structured into the expression of any language. They also gain perspective on diversity through the emphasis on the cultural dimensions of language and by being introduced to the norms and assumptions of contemporary German cultures. |
| **Writing Competency** | Not a W |
| **Quantitative Competency** | Not a Q |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Germ 1001 Fall 2019 Sample Jen.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161218&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cad48b8d283df4880334908d73d5f8e34%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045352923410946&sdata=ulDPZYqAgXz%2FvGSHRmj9X14BMnnlRmdxF865oqY85CQ%3D&reserved=0) | Germ 1001 Fall 2019 Sample Jen.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 09/06/2019 - 08:27 | Submit |  | Vetted and approved | | Literatures, Cultures and Languages | Jennifer Terni | 09/19/2019 - 16:07 | Approve | 9/19/2019 | Read, vetted, and approved | |

**2019-269 GERM 1002 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13178 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary German II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GERM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary German II |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | German |
| **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 |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1132. Elementary German II 4.00 credits. Prerequisites: GERM 1131. Not open to students who have had three or more years of German in high school, GERM 1112, 1113, 1114, 1133, 1134 or any 2000 level or higher course taught in German. Grading Basis: Graded Fundamentals of German. Presentation of dialogues, conversation, vocabulary building, grammar and culture. Emphasis on speaking, oral comprehension, reading of simple texts and writing, to satisfy basic survival needs within a cultural setting. |
| **Provide proposed title and complete course catalog copy** | 1002. Elementary German II 4.00 credits Prerequisites: GERM 1001. Not open to students who have had three or more years of German in high school or any 2000 level or higher course taught in German. Grading Basis: Graded Further development of interpersonal, interpretive and presentational communicative skills on a variety of topics. Applying linguistic skills as well as intercultural competence in projects. |
| **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 German communication skills with attention to vocabulary-building and exposure to samples from German culture and media. Emphasis on projects and inter-cultural competence. |
| **Describe course assessments** | Homework, reading, quizzes, journaling, projects, small presentations, oral participation, and final exam. |
| **General Education Goals** | By providing an introduction to German grammar and vocabulary through project-oriented conversation, reading, and short writing and listening activities based on authentic materials, this course will allow students to acquire an entrée into the history and culture of Germany. By learning German grammar, student will learn more about the grammar of their own language. Students acquire intellectual breadth though exposure to another way of thinking and conceptualizing the world by learning about the syntax, paradigms, and colloquialisms structured into the expression of any language. They also gain perspective on diversity through the emphasis on the cultural dimensions of language and by being introduced to the norms and assumptions of contemporary German cultures. |
| **Writing Competency** | none |
| **Quantitative Competency** | none |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Germ 1002 Spring 2020- format.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161217&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca21eecb10a6d48543b7a08d73d5fe1ed%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637045354333383793&sdata=DQX4C2u4%2B%2BzIz6AGKb7qxb6BOsBGV0FZ3gcCSTcQeYk%3D&reserved=0) | Germ 1002 Spring 2020- format.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 09/06/2019 - 08:47 | Submit |  | Read and approved | | Literatures, Cultures and Languages | Jennifer Terni | 09/19/2019 - 16:12 | Approve | 9/19/2019 | Read, vetted, approved | |

**2019-272 SPAN 1001 Revise Course (G) (S)**

**2019-273 SPAN 1002 Revise Course (G) (S)**

**2019-274 SPAN 1003 Revise Course (S)**

**2019-275 SPAN 1004 Revise Course (S)**

### *Current Copy*

### SPAN 1001. Elementary Spanish I

Four credits. Prerequisites: Not open to students who have had three or more years of high school Spanish , SPAN 1002, 1003 or 1004, or any 2000 level or above course taught in Spanish.

Development of ability to communicate in Spanish, orally and in writing, to satisfy basic survival needs within a cultural setting.

### *Proposed Copy:*

SPAN 1001. Elementary Spanish I

Four credits. Prerequisites: May not be taken out of sequence after passing SPAN 1002, 1003, 1004, any 2000-level or above course taught in Spanish, or three or more years of high school Spanish.

Elementary level communication skills in Spanish focusing on expressing likes, dislikes, personal information. Introduction to the cultures of the Spanish-speaking world. Course for students who have never studied Spanish.

### *Current Copy*

### SPAN 1002. Elementary Spanish II

Four credits. Prerequisites: SPAN 1001. Not open to students who have had three or more years of high school Spanish, SPAN 1003 or 1004, or any 2000 level or above course taught in Spanish.

Development of ability to communicate in Spanish, orally and in writing, to satisfy basic survival needs within a cultural setting.

### *Proposed Copy:*

### SPAN 1002. Elementary Spanish II

Four credits. Prerequisite: SPAN 1001. May not be taken out of sequence after passing SPAN 1003, 1004, any 2000-level or above course taught in Spanish, or three or more years of high school Spanish.

Advanced beginner level Spanish course with further development of communication skills in Spanish. Focus on expressing events in the past and the future. Further exploration of cultural diversity in the Spanish-speaking world.

### *Current Copy:*

### SPAN 1003. Intermediate Spanish I

Four credits

Prerequisites: SPAN 1002 or two years of high school Spanish. Cannot be taken for credit after SPAN 1004 or any 2000 level or above course taught in Spanish.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Spanish-speaking world.

### *Proposed Copy:*

### SPAN 1003. Intermediate Spanish I

Four credits. Prerequisites: SPAN 1002 or two years of high school Spanish. May not be taken out of sequence after passing SPAN 1004, any 2000-level or above course taught in Spanish, or three or more years of high school Spanish.

Basic intermediate level Spanish course with further development of uncomplicated communicative tasks. Focus on expressing subjectivity, opinions and arguments. Detailed analysis of Spanish speaking countries and societies.

### *Current Copy:*

### SPAN 1004. Intermediate Spanish II

Four credits. Prerequisites: SPAN 1003. Cannot be taken for credit after any 2000 level or above courses taught in Spanish.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Spanish-speaking world.

### *Proposed Copy:*

### SPAN 1004. Intermediate Spanish II

Four credits. Prerequisites: SPAN 1003. May not be taken for credit after any 2000-level or above course taught in Spanish.

Intensive practice in communicative skills in all modes of communication. Course provides a cultural context in order to ease communicating in Spanish. Topics include analysis of short films and texts. Students elaborate complex arguments and connect them to their own experience at an intermediate high level.



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: September 20, 2019

2. Department or Program: Spanish (LCL)

3. Title of Major: Spanish

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 three 1-credit Spanish for Engineering courses to the Major for those studying in the Engineering Spanish Program.

# Existing Catalog Description of Major

### Spanish

[Course descriptions](https://catalog.uconn.edu/span/)

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.

#### Group 1 (Literature)

[SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3265](https://catalog.uconn.edu/SPAN/#3265), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 2 (Culture)

[SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 3 (Language and Communication)

[SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3177](https://catalog.uconn.edu/SPAN/#3177), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3178](https://catalog.uconn.edu/SPAN/#3178), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Guidelines

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

1. One composition course ([SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)).
2. One introductory or literary survey course ([SPAN 3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3242](https://catalog.uconn.edu/SPAN/#3242)).
3. Two courses from Group 1 (not used to satisfy requirement B).
4. Two courses from Group 2.
5. Two courses from Group 3 (not used to satisfy requirements A or B).
6. All majors must take at least one W course as part of the previous 24 required Spanish credits.
7. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses ([ARTH 2993](https://catalog.uconn.edu/ARTH/#2993); [POLS 3993](https://catalog.uconn.edu/POLS/#3993); [INTD 3993](https://catalog.uconn.edu/INTD/#3993); [ECON 2493](https://catalog.uconn.edu/ECON/#2493); [HIST 3993](https://catalog.uconn.edu/HIST/#3993)). Other related courses require advisor’s prior consent.
8. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of [SPAN 3240W](https://catalog.uconn.edu/SPAN/#3240W) or [4200W](https://catalog.uconn.edu/SPAN/#4200W).

# Proposed Catalog Description of Major

### Spanish

[Course descriptions](https://catalog.uconn.edu/span/)

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.

#### Group 1 (Literature)

[SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3265](https://catalog.uconn.edu/SPAN/#3265), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 2 (Culture)

[SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 3 (Language and Communication)

[SPAN 3101, 3102, 3103, 3170](https://catalog.uconn.edu/SPAN/#3170), [3177](https://catalog.uconn.edu/SPAN/#3177), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3178](https://catalog.uconn.edu/SPAN/#3178), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Guidelines

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

1. One composition course ([SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)).
2. One introductory or literary survey course ([SPAN 3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3242](https://catalog.uconn.edu/SPAN/#3242)).
3. Two courses from Group 1 (not used to satisfy requirement B).
4. Two courses from Group 2.
5. Two courses from Group 3 (not used to satisfy requirements A or B).
6. All majors must take at least one W course as part of the previous 24 required Spanish credits.
7. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses ([ARTH 2993](https://catalog.uconn.edu/ARTH/#2993); [POLS 3993](https://catalog.uconn.edu/POLS/#3993); [INTD 3993](https://catalog.uconn.edu/INTD/#3993); [ECON 2493](https://catalog.uconn.edu/ECON/#2493); [HIST 3993](https://catalog.uconn.edu/HIST/#3993)). Other related courses require advisor’s prior consent.
8. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of [SPAN 3240W](https://catalog.uconn.edu/SPAN/#3240W) or [4200W](https://catalog.uconn.edu/SPAN/#4200W).

# Justification

1. Reasons for changing the major: This rigorous preparation in Technical Spanish over three semester will allow those studying in the Engineering Spanish Program to count this preparation towards their Major.

2. Effects on students: The three credits of the course will count towards the major for students completing the Engineering Spanish Program in Valencia, Spain

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 19, 2019

    Department Faculty:

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

**2019-276 CHEM 1127Q Revise Course (G) (S)**

**2019-277 CHEM 1128Q Revise Course (G) (S)**

**2019-278 CHEM 1137Q Revise Course (G) (S)**

**2019-279 CHEM 1138Q Revise Course (G) (S)**

**2019-280 CHEM 1147Q Revise Course (G) (S)**

**2019-281 CHEM 1148Q Revise Course (G) (S)**

**2019-282 CHEM 3563 Revise Course**

**2019-283 CHEM 3564 Revise Course**

**2019-276 CHEM 1127Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1127Q. General Chemistry

Four credits each semester. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 1122 will receive only 2 credits for CHEM 1127Q but 4 credits will be used for calculating the GPA. CHEM 1127 is not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q; CHEM 1128Q is not open to students who have passed CHEM 1126Q or 1138Q or 1148Q.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Quantitative measurements illustrating the laws of chemical combination in the first semester lab. CA 3-LAB.

*Proposed Copy:*

CHEM 1127Q. General Chemistry I

Four credits. Three class periods and one 3-hour laboratory period. Not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. CA 3-LAB.

**2019-277 CHEM 1128Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1128Q. General Chemistry

Four credits each semester. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 1122 will receive only 2 credits for CHEM 1127Q but 4 credits will be used for calculating the GPA. CHEM 1127 is not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q; CHEM 1128Q is not open to students who have passed CHEM 1126Q or 1138Q or 1148Q.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and qualitative reactions of the common cations and anions in the second semester lab. CA 3-LAB.

*Proposed Copy:*

CHEM 1128Q. General Chemistry II

Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 1127Q, CHEM 1137Q, or CHEM 1147Q. Not open to students who have passed CHEM 1126Q or 1138Q or 1148Q.

Equilibrium, thermodynamics, nuclear chemistry and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. CA 3-LAB.

**2019-278 CHEM 1137Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1137Q. Enhanced General Chemistry

Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry. Prerequisite or corequisite: MATH 1125Q or 1131Q; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q, or CHEM 1127Q-1128Q or CHEM 1147Q-1148Q.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. CA 3-LAB.

*Proposed Copy:*

CHEM 1137Q. Enhanced General Chemistry I

Four credits. Three class periods and one 3-hour laboratory period. Primarily for majors in chemistry and related disciplines. Can be used as an alternate wherever CHEM 1127Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q or 1127Q or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. CA 3-LAB.

**2019-279 CHEM 1138Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1138Q. Enhanced General Chemistry

Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry. Prerequisite or corequisite: MATH 1125Q or 1131Q; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q, or CHEM 1127Q-1128Q or CHEM 1147Q-1148Q.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. CA 3-LAB.

*Proposed Copy:*

CHEM 1138Q. Enhanced General Chemistry II

Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 1127Q, CHEM 1137Q, or CHEM 1147Q. Not open to students who have passed CHEM 1126Q or 1128Q or 1148Q. Can be used as an alternate wherever 1128Q is listed as a prerequisite.

Equilibrium, thermodynamics, nuclear chemistry and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. CA 3-LAB.

**2019-280 CHEM 1147Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1147Q. Honors General Chemistry

(Honors Course.) Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1125Q or 1131Q; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1127Q-1128Q, or CHEM 1124Q-1125Q-1126Q or 1137Q-1138Q.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors students may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. CA 3-LAB.

*Proposed Copy:*

CHEM 1147Q. Honors General Chemistry I

(Honors Course.) Four credits. Three class periods and one 3-hour laboratory period. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. Can be used as an alternate wherever CHEM 1127Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q or 1127Q or 1137Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. CA 3-LAB.

**2019-281 CHEM 1148Q Revise Course (G) (S)**

*Current Copy:*

CHEM 1148Q. Honors General Chemistry

(Honors Course.) Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1125Q or 1131Q; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1127Q-1128Q, or CHEM 1124Q-1125Q-1126Q, or CHEM 1137Q-1138Q.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors students may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. CA 3-LAB.

*Proposed Copy:*

CHEM 1148Q. Honors General Chemistry II

(Honors Course.) Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 1147Q; or consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. Not open to students who have passed CHEM 1126Q or 1128Q or 1138Q. Can be used as an alternate wherever 1128Q is listed as a prerequisite.

Equilibrium, thermodynamics, nuclear chemistry and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. CA 3-LAB.

**2019-282 CHEM 3563 Revise Course**

*Current Copy:*

CHEM 3563. Physical Chemistry

Four credits. Prerequisites: CHEM 1126 or 1128 or 1138 or 1148; PHYS 1230 or 1402 or 1502 or 1602; MATH 2110 or 2130.

A study of gases, liquids, solids, solutions, and thermodynamics.

*Proposed Copy:*

CHEM 3563. Physical Chemistry I

Four credits. Prerequisite: CHEM 1126Q or 1128Q or 1138Q or 1148Q; PHYS 1230 or 1402Q or 1502Q or 1602Q; MATH 2110Q or 2130Q.

A study of gases, liquids, solids, solutions, and thermodynamics.

**2019-283 CHEM 3564 Revise Course**

*Current Copy:*

CHEM 3564. Physical Chemistry

Four credits. Prerequisites: CHEM 3563 or CHEG 3112; MATH 2410 or 2420.

A study of kinetics, atomic and molecular theory and spectroscopy.

*Proposed Copy:*

CHEM 3564. Physical Chemistry II

Four credits. Prerequisite: CHEM 3563 or CHEG 3112; MATH 2410Q or 2420Q.

A study of kinetics, atomic and molecular theory and spectroscopy.

**2019-284 MATH 2010Q Revise Course (G) (S)**

**2019-285 MATH 2011Q Revise Course (G) (S)**

**2019-286 MATH 2141Q Revise Course (G) (S)**

**2019-287 MATH 2142Q Revise Course (G) (S)**

**2019-288 MATH 2143Q Revise Course (G) (S)**

**2019-289 MATH 2144Q Revise Course (G) (S)**

**2019-284 MATH 2010Q Revise Course (G) (S)**

*Current Copy:*

2010Q. Fundamentals of Algebra and Geometry

Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.

Development of the number system with applications to elementary number theory and analytic geometry.

*Proposed Copy:*

2010Q. Fundamentals of Algebra and Geometry

Three credits. Prerequisites: PSYC 1100; three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education, or by consent of instructor. Not open to students who have passed MATH 2011.

Grading basis: Graded

Development of the number system with applications to elementary number theory and analytic geometry. May not be counted in any of the major groups described in the Mathematics Departmental listing.

**2019-285 MATH 2011Q Revise Course (G) (S)**

*Current Copy:*

2011Q. Fundamentals of Algebra and Geometry

Three credits each semester. Prerequisite: PSYC 1100 and three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.

Development of the number system with applications to elementary number theory and analytic geometry.

*Proposed Copy:*

2011Q. Fundamentals of Algebra and Geometry

Three credits. Prerequisite: MATH 2010.

Grading basis: Graded

This course is a continuation of Math 2010 furthering the treatment of elementary number theory and analytic geometry. May not be counted in any of the major groups described in the Mathematics Departmental listing.

**2019-286 MATH 2141Q Revise Course (G) (S)**

*Current Copy:*

2141Q. Advanced Calculus I

Both semesters. Four credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131Q or 1151Q to fulfill any requirement satisfied by MATH 1131Q or 1151Q. MATH 2142Q may be used in place of MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q or 2710. May be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

*Proposed Copy:*

2141Q. Advanced Calculus I  
Four credits. May be taken for honors credit, but open to any qualified student. Prerequisites: A year of calculus (that may be included in high school) and permission of instructor. May be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151. Cannot be taken for credit after passing 2142.  
Grading basis: Graded  
  
A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

**2019-287 MATH 2142Q Revise Course (G) (S)**

*Current Copy:*

2142Q. Advanced Calculus II Both semesters. Four credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131Q or 1151Q to fulfill any requirement satisfied by MATH 1131Q or 1151Q. MATH 2142Q may be used in place of MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q or 2710.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

*Proposed Copy:*   
2142Q. Advanced Calculus II  
Four credits. May be taken for honors credit, but open to any qualified student. Prerequisite: MATH 2141Q. Cannot be taken for credit after passing MATH 2110 (or 2130), 2143, 2210 or 2410 (or 2420). May be used in place of MATH 1132, 1152 or 2710 to fulfill any requirement satisfied by MATH 1132, 1152 or 2710.   
Grading basis: Graded  
  
The continuation of the rigorous treatment of the mathematics underlying the main results of one variable calculus. Basic properties of vectors and vector valued functions.

**2019-288 MATH 2143Q Revise Course (G) (S)**

*Current Copy:*

2143Q. Advanced Calculus III

Both semesters. Four credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q. MATH 2144Q may be used in place of MATH 2410Q, MATH 2420Q, or MATH 2210Q to fulfill any requirement satisfied by MATH 2410Q, MATH 2420Q, or MATH 2210Q.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

*Proposed Copy:*   
2143Q. Advanced Calculus III  
Four credits. May be taken for honors credit, but open to any qualified student. Prerequisite: MATH 2142Q. Cannot be taken for credit after passing MATH 2110 (or 2130), 2144, 2210 or 2410 (or 2420). May be used in place of MATH 2110 to fulfill any requirement satisfied by MATH 2110.  
Grading basis: Graded  
  
A rigorous treatment of advanced topics in calculus including vector spaces and their applications in multivariable calculus.

**2019-289 MATH 2144Q Revise Course (G) (S)**

*Current Copy:*

2144Q. Advanced Calculus IV

Both semesters. Four credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q. MATH 2144Q may be used in place of MATH 2410Q, MATH 2420Q, or MATH 2210Q to fulfill any requirement satisfied by MATH 2410Q, MATH 2420Q, or MATH 2210Q. MATH 2144 may be used in place of MATH 2410, MATH 2420 or MATH 2210 to fulfill any requirement satisfied by MATH 2410, MATH 2420 or MATH 2210.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

*Proposed Copy:*   
2144Q. Advanced Calculus IV  
Four credits. May be taken for honors credit, but open to any qualified student. Prerequisite: MATH 2143Q. Cannot be taken for credit after passing MATH 2110 (or 2130), 2210 or 2410 (or 2420). May be used in place of MATH 2210 or 2410 to fulfill any requirement satisfied by MATH 2210 or 2410.  
Grading basis: Graded  
  
The continuation of the rigorous treatment of advanced topics in multivariable calculus, vector spaces and systems of differential equations.