CLAS C&C

Agenda – Part 2

Chair: Pamela Bedore

10.29.2019

**A. Approvals by the Chair**

**2019-291 CHEM 3195 Add Special Topic: Introduction to Wine Chemistry**

Wine Chemistry

Prof. Thomas Seery

University of Connecticut, Institute of Materials Science

Department of Chemistry and Polymer Program

Required text: Understanding Wine Chemistry, Waterhouse, Sacks and Jeffery

Week 1

Wine components: Water, Alcohol, Carbohydrates and Flavors

Week 2

Physical Properties and Impact on Flavor

Week 3

Sugars – sweet and sour influences

Week 4

Esters and alcohols – more than just ethanol

Week 5

Volatility and transesterification – how young wines change

Week 6

Minerals– Flavor and aroma impacts, provenance, terroir is not a dog breed

Week 7

Acids and Proteins

Week 8

Terpenes, Aldehydes

Week 9

Microbiology Guest Lectures – D. Benson

Week 10

Tannins- Flavonoids

Week 11

Sensation and Detection

Week 12

Taints and off-flavors

Weeks 13 and 14

Student Presentations

This course will provide an overview of Wine Chemistry. We will look at types of chemicals present in wines, their origin and kinetics as they vary with aging and their impact on flavor and aroma. Some physical properties and analytical measurements will also be covered. The course will be designed to provide a background to the aspiring wine connisseur in the importance of various chemical species in the finished products. From a chemical perspective, the winemaker must correlate knowledge from analytical chemistry (reverse engineering of a complex natural product mixture) to the real world experience of the wine consumer. The amazing sensitivity of the human palate to distinguish changes in composition that are practically undetectable to chemical analysis is an ongoing challenge. Analysis and understanding of wine composition nonetheless is crucial for quality control, and troubleshooting purposes.

Detailed Syllabus:

Week 1

Tuesday, Wine components: Water, Alcohol, Carbohydrates and Flavors

Wine is ~85-89% Water, and 9-13% Ethanol, as such, these chemicals dominate the physical properties of wine: freezing and boiling points, vapor pressure, density, and heat capacity. These properties determine conditions of storage, transport and packaging in addition to the feel and flavor experienced by consumers. Sugars and other saccharides impact flavor and elements of “mouthfeel”. Mouthfeel is a combination of viscosity, astringency (acidity), hydrophilicity (wetting) and heat transfer that is a term in the field to describe physical sensations that accompany drinking wine. Ethanol behaves as a surfactant in this regard but also affects the solubility of flavor and aroma components that may be less hydrophilic and are present in far smaller amounts

Thursday, Physical Properties and Impact on Flavor

Solubility and volatility in mixtures. Ethanol – flavor and contribution to

Week 2

Tuesday, Acids, Minerals and Proteins – Flavor and aroma impacts, provenance

Thursday, Alcohols, Esters, Terpenes, Aldehydes and Thiols – Quiz 1

Week 3

Tuesday, Phenols to Tannins

Thursday, Sensation and Detection

Week 4

Tuesday, Taints and off-flavors

Thursday, Exam

**2019-292 EEB 3895 Add Special Topic: Tropical Ecology**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13909 |
| **Request Proposer** | Garcia-Robledo |
| **Course Title** | Tropical Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Tropical Ecology |
| **Course Number** | 3895 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Carlos A Garcia-Robledo |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cag16109 |
| **Initiator Email** | [carlos.garcia-robledo@uconn.edu](mailto:carlos.garcia-robledo@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 24 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This course would be taught twice a week for 75 minutes per lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | BIOL 1108 or BIOL 1110 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 3895. Special Topics - Tropical Ecology Spring. Three credits. Prerequisite: BIOL 1108 or BIOL 1110. The high diversity of tropical regions inspired fundamental concepts in Ecology. This course explores the structure, composition and function of different tropical ecosystems. It also focuses on fundamental processes generating and maintaining biodiversity on Earth. The impact of human-driven global change is a general theme connecting theory, ecology and conservation. |
| **Reason for the course action** | The creation of this course provides educational opportunities for undergraduates in Tropical Ecology. |
| **Specify effect on other departments and overlap with existing courses** | The creation of this course will not affect other departments and will have only minimal overlap with other plant courses in the department. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Appreciate the vast diversity of tropical ecosystems 2. Understand the processes generating convergent ecosystems, morphologies and life histories in paleotropical and neotropical ecosystems 3. Understand the role of biotic and abiotic interactions in shaping tropical ecosystems 4. Understand and interpret fundamental ecological concepts using as examples tropical organisms 5. Understand the impact of human-driven global change on tropical ecosystems |
| **Describe course assessments** | Midterm exam, final exam, three interactive activities at UCONN living collections, student short presentations |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_2020\_Tropical\_Ecology.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163776&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb69ac4d6bd3543ae7dda08d758be3ea0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075446427450639&sdata=S8soo6pImqzyi5PwGa1jiWHj7x0se1uPiY3I48eSqhU%3D&reserved=0) | Syllabus\_2020\_Tropical\_Ecology.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carlos A Garcia-Robledo | 10/22/2019 - 07:54 | Submit |  | This is a special topics course proposal. Please let me know if a course action request is needed in this case, or if you need additional information. | | Ecology and Evolutionary Biology | Daniel i Bolnick | 10/24/2019 - 15:58 | Approve | 10/24/2019 | This is a first-time version of this Special Topics course, which the EEB C&C Committee approves. I will separately forward the Add Special Topics form, by email | |

**Tropical Ecology EEB 3895-41 Spring 2020**

**Lecture Monday, Wednesday 9:05 AM-10:20 AM**

**Website:** http://carlosgarciarobledo.org/

**Instructor:** Dr. Carlos Garcia-Robledo, Biopharm Rm 400A, 860-486-4395 and 860-486-0805. Office hours: 10 MWF and as available. Email: carlos.garcia-robledo@uconn.edu.

**Suggested Books:**

Ghazoul, J. and Sheil, D., 2010. *Tropical rain forest ecology, diversity, and conservation* (No. 577.34 G4).

Moran, R.C., 1998. A Neotropical companion: An introduction to the animals, plants, and ecosystems of the New World tropics. *Ecology*, *79*(3), pp.1122-1124.

Osborne, P.L., 2000. *Tropical ecosystems and ecological concepts*. Cambridge University Press.

Richards, P.W. and Watling, R., 1997. *The tropical rain forest: an ecological study*. Cambridge: Cambridge University Press.

**Grading:** 1000 points

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| --- | --- |
| Midterms (100 pts each ) | 200 pts |
| Final | 175 pts |
| Current and weird events in the tropics  (5min mini-presentation) | 25 pts |
| Biodiversity collection activities (50 points each) | 150 pts |
| Participation | 50 pts |
| Total | 600 pts |

Course Procedures and Policies

**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 [Student Conduct Code](http://guide.uconn.edu/audit-compliance-ethics/code-of-conduct/).

**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) within the first two weeks of the semester.

**Cell phone policy**

Cell phones may not be used during class or during exams. If you reasonably expect the possibility of an emergency contact during class, please let me know and set your phone to vibrate

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| **Lecture** | **Date** | **Lecture** | **Reading**  **(5 min mini-discussion for primary literature)** |
| 1 | Wed, January 22 | Introduction - why study tropical ecology |  |
| 2 | Mo, January 27 | Tropical ecosystems 1 | Yates et al. 2000 |
| 3 | Wed, January 29 | Tropical ecosystems 2 | Olson et al. 2001 |
| 4 | Mo, February 3 | Paleoecology and biogeography of tropical forests | Ghazoul & Sheil - Ch 6 |
| 5 | Wed, February 5 | Light environments in tropical forests |  |
| 6 | Mo, February 10 | Soils, hydrology and nutrient cycles |  |
| 7 | Wed, February 12 | Disturbance and dynamics | Ghazoul & Sheil - Ch 11 |
| 8 | Mo, February 17 | The diversity of life 1 - The great unseen and the world is green |  |
|  | Wed, February 19 | **Midterm I** |  |
| 9 | Mo, February 24 | Biodiversity collections activity 1 - plant defenses |  |
| 10 | Wed, February 26 | The diversity of life 2 - The little and big things that rule the world - insects and vertebrates | Erwin 1982  Garcia-Robledo et al. accepted |
| 11 | Mo, March 2 | Global biodiversity patterns | Ghazoul & Sheil  Chapter 8 pg 155-170 |
| 12 | Wed, March 4 | Biodiversity hypotheses: explaining the patterns | Ghazoul & Sheil  Chapter 8 pages 170 -177 |
| 13 | Mo, March 9 | Living on the edge - adaptations to extreme tropical environments |  |
| 14 | Wed, March 11 | Interactions - Herbivory -herbivore perspective |  |
|  | **March 16 - 18** | Spring Recess |  |
| 15 | Mo, March 23 | Interactions - Herbivory -plant perspective | Ghazoul & Sheil - Ch 12  Coley P.D. et al. 1985 |
| 16 | Wed, March 25 | Interactions - Parasitism and parasitoidism | Ghazoul & Sheil - Ch 13 |
|  | Mo, March 30 | Midterm II |  |
| 17 | Wed, April 1 | Interactions - Pollination 1 |  |
| 18 | Mo, April 6 | Interactions - Pollination 2 |  |
| 19 | Wed, April 8 | Biodiversity collections activity 2 - pollination syndromes |  |
| 20 | Mo, April 13 | Interactions - Seed dispersal 1 |  |
| 21 | Wed, April 15 | Interactions - Seed dispersal 2 |  |
| 22 | Mo, April 20 | Biodiversity collections activity 3 - seed dispersal |  |
| 23 | Wed, April 22 | Deforestation and reforestation | Ghazoul & Sheil - Ch 14 |
| 24 | Mo, April 27 | Using and conserving tropical forests - non-timber products | Ghazoul & Sheil - Ch 14 |
| 25 | Wed, April 29 | Tropical forests and global change |  |
|  | TBA | **Final Exam** |  |

**Supplemental Readings**:

Supplementary readings will be posted weekly.

Armbruster W.S. & Baldwin B.G. Switch from specialized to generalized pollination. Nature 394:632. 1998.

Blackburn, T. M. 2004. Method in macroecology. Basic and Applied Ecology **5**:401-412.

Briskin, D. P. 2000. Medicinal plants and phytomedicines. Linking plant biochemistry and physiology to human health. Plant Physiology **124**:507-514.

Coley, P. D. 1998. Possible effects of climate change on plant/herbivore interactions in moist tropical forests. Climate Change **39**:315-328.

Cragg, G. M., M. R. Boyd, J. H. Cardellina II, D. J. Newman, K. M. Snader, and T. G. McCloud. 1994. Ethnobotany and drug discovery: the experience of the US National Cancer Institute. Pages 178-193 *in* Ethnobotany and the search for new drugs. John Wiley and Sons, New York.

Dyer, L. A., M. S. Singer, J. T. Lill, J. O. Stireman, G. L. Gentry, R. J. Marquis, R. E. Ricklefs, H. F. Greeney, D. L. WAGNER, H. C. Morais, I. R. Diniz, T. A. Kursar, and P. D. Coley. 2007. Host specificity of Lepidoptera in tropical and temperate forests. Nature **448**:696-6U9.

Dyer, L. A., D. K. Letourneau, C. D. Dodson, M. A. Tobler, J. O. Stireman, and A. Hsu. 2004. Ecological causes and consequences of variation in defensive chemistry of a Neotropical shrub. Ecology **85**:2795-2803.

Gilbert, L. E., and J. T. Smiley. 1978. Determinants of local diversity in phytophagous insects: host specialists in tropical environments. Pages 89-104 *in* L. A. Mound, and N. Waloff editors. Diversity of insect faunas. Blackwell, Oxford.

Gorelick, R. 2001. Did insect pollination cause increased seed plant diversity? Biological Journal of the Linnean Society **74**:407-427.

Harrington, R., I. Woiwod, and T. Sparks. 1999. Climate change and trophic interactions. TREE **14**:146-149.

Holdridge L. R., W. C. Grenke, W. H. Hatheway, T. Liang, and J. A. Tosi. 1971. Forest environments in tropical life zones. Pergamon, London.

Huston M. A. 1994. Biological Diversity. Cambridge University Press, Cambridge.

Hay, M. E., J. D. Parker, D. E. Burkepile, C. C. Caudill, A. E. Wilson, Z. P. Hallinan, and A. D. Chequer. 2004. Mutualisms and aquatic community structure: The enemy of my enemy is my friend. Annual Review of Ecology Evolution and Systematics **35**:175-197.

Mittelbach, G. G., D. W. Schemske, H. V. Cornell, A. P. Allen, J. M. Brown, M. B. Bush, S. P. Harrison, A. H. Hurlbert, N. Knowlton, H. A. Lessios, C. M. McCain, A. R. McCune, L. A. McDade, M. A. McPeek, T. J. Near, T. D. Price, R. E. Ricklefs, K. Roy, D. F. Sax, D. Schluter, J. M. Sobel, and M. Turelli. 2007. Evolution and the latitudinal diversity gradient: speciation, extinction and biogeography. Ecology Letters **10**:315-331.

Novotny, V., Y. Basset, J. Auga, W. Boen, C. Dal, P. Drozd, M. Kasbal, B. Isua, R. Kutil, M. Manumbor, and K. Molem. 1999. Predation risk for herbivorous insects on tropical vegetation: A search for enemy-free space and time. Australian Journal of Ecology **24**:477-483.

Oksanen, L. 1988. Ecosystem organization: mutualism and cybernetics or plain darwinian struggle for existence? American Naturalist **131**:424-444.

Rahbek, C. 1997. The relationship among area, elevation, and regional species richness in neotropical birds. American Naturalist **149**:875-902.

Rohde, K. 1992. Latitudinal gradients in species diversity: the search for the primary cause. Oikos **65**:514-527.

Sevenet, T. 1997. Tropical plants and bioactive natural substances. Acta Botanica Gallica **144**:449-462.

Singer, M. S., and J. O. Stireman. 2005. The tri-trophic niche concept and adaptive radiation of phytophagous insects. Ecology Letters **8**:1247-1255.

Stireman, J. O., L. A. Dyer, D. H. Janzen, M. S. Singer, J. T. Li, R. J. Marquis, R. E. Ricklefs, G. L. Gentry, W. Hallwachs, P. D. Coley, J. A. Barone, H. F. Greeney, H. Connahs, P. Barbosa, H. C. Morais, and I. R. Diniz. 2005. Climatic unpredictability and parasitism of caterpillars: Implications of global warming. Proceedings of the National Academy of Sciences of the United States of America **102**:17384-17387.

Stork, N. E. 2007. Biodiversity - World of insects. Nature **448**:657-658.

Terborgh, J. 1992. Maintenance of diversity in tropical forests. Biotropica **24**:283-292.

Van Bael, S. A., and J. D. Brawn. 2005. The direct and indirect effects of insectivory by birds in two contrasting Neotropical forests (vol 143, pg 106, 2005). Oecologia **145**:658-668.

Vitousek, P. M., H. A. Mooney, J. Lubchenco, and J. M. Melillo. 1997. Human domination of Earth's ecosystems. Science **277**:494-499.

Wright, S. J. 2002. Plant diversity in tropical forests: a review of mechanisms of species coexistence. Oecologia **130**:1-14.

Young A. M. 1982. Population biology of tropical insects. Plenum Press, New York.

**2019-293 GSCI 4995 Add Special Topic: The Human Epoch: Living in the Anthropocene**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: October 23, 2019

2. Semester and year this 1095 course will be offered: Spring 2020

3. Department: Geosciences

4. Course number and title proposed: GSCI 4995. The Human Epoch: Living in the Anthropocene

5. Number of Credits: 3

6. Instructor: Robert M. Thorson

7. Instructor's position: Professor

8. Has this topic been offered before? No.

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

10. Short description: This lecture/hybrid course meeting for two 75 minute periods per week will deal with the newly recognized human epoch, the Anthropocene, during which humans have become the dominant earthly agency. Defining this new geological epoch frames contemporary environmental issues like sustainability, resource use, extinctions, waste disposal, and climate change in a novel way by treating them as part of a whole-earth system, and by placing them in their proper chronologic perspective.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: This was approved in April 2019 as a regular course.

Department Faculty: This was approved April 2019 as a regular course.

14. Principal Contact Person: Robert M. Thorson, 860-428-1681, robert.thorson@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.

See attached sample syllabus

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

Spring Semester, 2020 (Proposed)

***Time and Place***

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

***Instructor***

Robert M. Thorson, Professor of Geology

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

Office : Beach Hall 237

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

***Overview***

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

Contemporary environmental issues like sustainability, resource use, extinctions, waste disposal, and climate change are best seen from a whole-earth perspective. And from this vantage, humanity has become the dominant agency shaping the surface of the planet, requiring the definition of a new geological epoch, the Anthropocene. Understanding this epoch provides a new way for exploring the interaction between earthly and human processes and understanding the potency of our impacts. A good example includes the relationship humans have with a common rock called limestone. In the past, we inhabited caverns formed in limestone landscapes. Today, we quarry it for building stone, burn it to make concrete, grind it to lime agricultural fields, ruin it with acid rain, and appreciate it's aesthetic contribution to scenery. By the end of the course, students will know how the earth actually works, how its environments were created, and how their lives influence the planet every day.

The entire course will be administered through HuskyCT.

***Course Learning Objectives***

To understand the ….

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

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

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

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

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

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

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

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

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

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

11. Environmental thinking from an Anthropocene perspective

***Schedule***

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

Week Topic

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

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

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

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

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

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

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

**8** MIDTERM EXAM

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

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

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

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

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

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

**15** FINAL EXAM

***Student Responsibilities***

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

***Course Grading***

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

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

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

**2019-294 PP 5397 Add Special Topic: Contract Management**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: October 22, 2019

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

3. Department: Public Policy

4. Course number and title proposed: PP 5397 Special Topics in Public Policy: Contract Management

5. Number of Credits: 3

6. Instructor: Kathleen Brennan

7. Instructor's position: Deputy Commissioner, CT Dept. of Social Services

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

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:

The purpose of this course is to introduce students to the principles of contract formulation and administration in public procurement. The growing significance of contracting out and outsourcing in the public sector requires the availability of procurement specialists that are educated and comfortable with best practices in procurement activities from the identification of the need through the close out of contact activities. Students will learn about best practices for effective contracting relationships between the public and private and nonprofit sectors.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Catherine Guarino

959-200-3753

catherine.guarino@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.

**Statement of Instructor Qualifications and Relevant Experience**

Kathleen Brennan,Deputy Commissioner, CT Dept. of Social Services

#### EDUCATION

B.A. Political Science and Philosophy, State University of New York at Binghamton  
Juris Doctor, Vermont Law School

EXPERIENCE

Kathy is a twenty-two year veteran of the State of Connecticut, Department of Social Services, currently serving as Deputy Commissioner since her 2011 appointment by Commissioner Roderick L. Bremby.  DSS, as Connecticut’s health and human services agency, serves about 1 million residents of all ages in all 169 cities and towns, supporting the basic needs of children, families and individuals, including older adults and persons with disabilities.  With service partners, DSS provides health care coverage, food and nutrition assistance, financial assistance, child support services, energy aid, independent living services, social work services, protective services for the elderly, home-heating aid, and additional vital assistance.

Kathy currently oversees the Department’s Division of Health Services, the Office of Child Support Services including the Fatherhood Program, Office of Community Services, Social Work Services and the Office of Quality Assurance.  She has played a key role in the state’s implementation of various initiatives and represents the Department before the General Assembly, on boards and commissions.

Kathy has also served as the Division Director for contract procurement, administration and purchasing and continues to provide guidance and serve as a subject matter expert.  Kathy actively promotes fair, reasonable and consistent contracting practices and has served as the co-chair of the Contract Procurement and Administration Workgroup of the Governor’s Cabinet on Nonprofit Health and Human Services, working collaboratively with human service providers to identify and implement best practices in state contracting.

**2019-295 PP 5397 Add Special Topic: Performance Management and Accountability**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: October 22, 2019

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

3. Department: Public Policy

4. Course number and title proposed: PP 5397 Special Topics in Public Policy: Performance Management and Accountability

5. Number of Credits: 3

6. Instructor: Ronald Shack

7. Instructor's position: Managing Director, Charter Oak Group, LLC

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

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

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

10. Short description:

This course will focus on the practical aspects of performance management and accountability. We will start with the basic question: “Why measure performance?” and explore performance management as one aspect of management. We will then move on to examine different performance frameworks. From there, we will learn the different components of the performance measurement development process, including:

* measurement development
* operationalization
* data collection
* data compilation
* various aspects of reporting (including how reporting performance measures for management and stakeholders differ, and practical ways to develop performance dashboards)
* basic performance diagnostic and problem-solving techniques
* linking performance, budgeting and planning
* cost measurement and performance management
* performance based contracting and performance monitoring
* how performance measurement supports program evaluation
* performance measurement and data democracy

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Catherine Guarino

959-200-3753

catherine.guarino@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.

**Statement of Instructor Qualifications and Relevant Experience**

Ronald Shack, Managing Director, Charter Oak Group, LLC

#### EDUCATION

Ph.D, University of Connecticut, Political Science

EXPERIENCE

Ron Schack is Managing Director of [Charter Oak Group, LLC.](https://www.charteroakgroup.com/), which provides decision support services to organizations that address specific public policy or service delivery issues. Ron holds a doctoral degree in Political Science from the University of Connecticut. His areas of expertise include public budgeting, resource allocation modeling, revenue forecasting, structural equation modeling, activity-based costing, performance measurement development, and multi-mode program evaluation.

Prior to co-founding the Charter Oak Group, LLC in 2000, Ron managed the performance measurement unit of the Connecticut Department of Labor. He has published articles on performance management in Public Administration Review and PA Times, and often presents at state and national conferences on performance measurement issues. Ron consults to federal, state, and local agencies on performance management, problem-solving, program evaluation and decision support issues.  Over the years, Ron has taught managerial statistics, research methods, program evaluation and public budgeting and financial management, most recently at Trinity College in Hartford.

Some of Dr. Schack’s recent projects include: an evaluation of a US DOJ Project Safe Neighborhoods project in New Haven and Bridgeport; a data analysis of 6 years of Hartford Summer Youth Employment data; developing an integrated approach to data collection and analysis of CT Project Longevity; creation of a population and system metrics report for the CT Juvenile Justice System, and acting as facilitator and analyst for the Hartford Data Collaborative.  Over a 10-year period, Dr. Schack also provided technical assistance to the CT General Assembly Appropriations Committee in applying Results-Based Accountability (RBA) to the CT State Budget Process.  Ron also provides on-going technical assistance to the USDOL Older Worker Program in developing their performance measurement and goal setting approach.

Dr. Schack recently completed a book, *Confessions of a Data Scientist—Or Warrior Priest? Lessons from 25 Years of Data Science, Performance Measurement, and Decision Support***.**

**B. New Business**

**2019-296 COGS Revise Major (guest: Bernard Grela)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: October 14, 2019

2. Department or Program: Cognitive Science

3. Title of Major: Cognitive Science

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

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

5. Nature of change: add courses to the plan of study for the major.

# Existing Catalog Description of Major

# Cognitive Science

[Course descriptions](https://catalog.uconn.edu/cogs/)

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, communication sciences/disorders, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

### General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

#### Core Courses (16 credits)

[COGS 2201](https://catalog.uconn.edu/COGS/#2201), [3584](https://catalog.uconn.edu/COGS/#3584) and four of the following courses: [ANTH 3250](https://catalog.uconn.edu/ANTH/#3250); [CSE 4705](https://catalog.uconn.edu/CSE/#4705); [LING 2010Q](https://catalog.uconn.edu/LING/#2010Q); [PHIL 3250/W](https://catalog.uconn.edu/PHIL/#3250); [PSYC 2501](https://catalog.uconn.edu/PSYC/#2501); [SLHS 4245/W](https://catalog.uconn.edu/SLHS/#4245)

#### Research Courses (6 credits)

**Statistics** (one of the following for at least 3 credits): [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q) (Calculus level).

**Research Methods** (one of the following for at least 3 credits): [ANTH 3004](https://catalog.uconn.edu/ANTH/#3004) (if elected for 3 credits); [LING 3110](https://catalog.uconn.edu/LING/#3110); [PSYC 3250/W](https://catalog.uconn.edu/PSYC/#3250), [3251/W](https://catalog.uconn.edu/PSYC/#3251), [3253](https://catalog.uconn.edu/PSYC/#3253), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552)

#### Formal Systems Courses (3 credits)

* [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W), [2500](https://catalog.uconn.edu/CSE/#2500), [3500](https://catalog.uconn.edu/CSE/#3500)a, [3502](https://catalog.uconn.edu/CSE/#3502)a, [3802](https://catalog.uconn.edu/CSE/#3802);
* [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q)a, [3410Q](https://catalog.uconn.edu/LING/#3410Q)a, [3511Q](https://catalog.uconn.edu/LING/#3511Q)a;
* [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230);
* [PHIL 2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214)

#### Advanced Courses (12 credits)

Must include courses from at least three departments. Can include core courses not needed to satisfy the core course requirement.

* [ANTH 3200](https://catalog.uconn.edu/ANTH/#3200), [3405](https://catalog.uconn.edu/ANTH/#3405); [CSE 3500](https://catalog.uconn.edu/CSE/#3500)a, [3502](https://catalog.uconn.edu/CSE/#3502)a, [4095](https://catalog.uconn.edu/CSE/#4095);
* [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q)a, [3410Q](https://catalog.uconn.edu/LING/#3410Q)a, [3511Q](https://catalog.uconn.edu/LING/#3511Q)a; [3610W](https://catalog.uconn.edu/LING/#3610W);
* [PHIL 2208/W](https://catalog.uconn.edu/PHIL/#2208), [2210/W](https://catalog.uconn.edu/PHIL/#2210), [2212/W](https://catalog.uconn.edu/PHIL/#2212), [3241](https://catalog.uconn.edu/PHIL/#3241), [3247/W](https://catalog.uconn.edu/PHIL/#3247), [3249W](https://catalog.uconn.edu/PHIL/#3249W), [3256/W](https://catalog.uconn.edu/PHIL/#3256);
* [PNB 3251](https://catalog.uconn.edu/PNB/#3251);
* [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2208](https://catalog.uconn.edu/PSYC/#2208), [2209](https://catalog.uconn.edu/PSYC/#2209), [2400](https://catalog.uconn.edu/PSYC/#2400), [2500](https://catalog.uconn.edu/PSYC/#2500), [3100/W](https://catalog.uconn.edu/PSYC/#3100), [3440](https://catalog.uconn.edu/PSYC/#3440), [3470/W](https://catalog.uconn.edu/PSYC/#3470)b, [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501), [3502](https://catalog.uconn.edu/PSYC/#3502);
* [SLHS 2203](https://catalog.uconn.edu/SLHS/#2203), [2204](https://catalog.uconn.edu/SLHS/#2204), [4123](https://catalog.uconn.edu/SLHS/#4123), [4254/W](https://catalog.uconn.edu/SLHS/#4254)

#### Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: [CSE 3500](https://catalog.uconn.edu/CSE/#3500), [3502](https://catalog.uconn.edu/CSE/#3502); [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q), [3410Q](https://catalog.uconn.edu/LING/#3410Q), [3511Q](https://catalog.uconn.edu/LING/#3511Q). In this event, two electives are required.

b [PSYC 3470](https://catalog.uconn.edu/PSYC/#3470) is a variable topics course and may only be counted toward the major with advisors’ approval.

### Competency and Writing Requirements

The exit requirements for information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

# Proposed Catalog Description of Major

# Cognitive Science

[Course descriptions](https://catalog.uconn.edu/cogs/)

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, communication sciences/disorders, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

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A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

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#### Research Courses (6 credits)

**Statistics** (one of the following for at least 3 credits): [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q) (Calculus level).

**Research Methods** (one of the following for at least 3 credits): [ANTH 3004](https://catalog.uconn.edu/ANTH/#3004) (if elected for 3 credits); [LING 3110](https://catalog.uconn.edu/LING/#3110); [PSYC 3250/W](https://catalog.uconn.edu/PSYC/#3250), [3251/W](https://catalog.uconn.edu/PSYC/#3251), [3253](https://catalog.uconn.edu/PSYC/#3253), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552)

#### Formal Systems Courses (3 credits)

* [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W), [2500](https://catalog.uconn.edu/CSE/#2500), [3500](https://catalog.uconn.edu/CSE/#3500)a, [3502](https://catalog.uconn.edu/CSE/#3502)a, [3802](https://catalog.uconn.edu/CSE/#3802);
* LING 3000Q a, [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q)a, [3410Q](https://catalog.uconn.edu/LING/#3410Q)a, [3511Q](https://catalog.uconn.edu/LING/#3511Q)a;
* [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230);
* [PHIL 2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214)

#### Advanced Courses (12 credits)

Must include courses from at least three departments. Can include core courses not needed to satisfy the core course requirement.

* [ANTH 3200](https://catalog.uconn.edu/ANTH/#3200), [3405](https://catalog.uconn.edu/ANTH/#3405); [CSE 3500](https://catalog.uconn.edu/CSE/#3500)a, [3502](https://catalog.uconn.edu/CSE/#3502)a, [4095](https://catalog.uconn.edu/CSE/#4095);
* LING 3000Q a, [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q)a, [3410Q](https://catalog.uconn.edu/LING/#3410Q)a, [3511Q](https://catalog.uconn.edu/LING/#3511Q)a; [3610W](https://catalog.uconn.edu/LING/#3610W);
* [PHIL 2208/W](https://catalog.uconn.edu/PHIL/#2208), [2210/W](https://catalog.uconn.edu/PHIL/#2210), [2212/W](https://catalog.uconn.edu/PHIL/#2212), [3241](https://catalog.uconn.edu/PHIL/#3241), [3247/W](https://catalog.uconn.edu/PHIL/#3247), [3249W](https://catalog.uconn.edu/PHIL/#3249W), [3256/W](https://catalog.uconn.edu/PHIL/#3256);
* [PNB 3251](https://catalog.uconn.edu/PNB/#3251);
* [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2208](https://catalog.uconn.edu/PSYC/#2208), [2209](https://catalog.uconn.edu/PSYC/#2209), [2400](https://catalog.uconn.edu/PSYC/#2400), [2500](https://catalog.uconn.edu/PSYC/#2500), [3100/W](https://catalog.uconn.edu/PSYC/#3100), 3270, [3440](https://catalog.uconn.edu/PSYC/#3440), [3470/W](https://catalog.uconn.edu/PSYC/#3470)b, [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501), [3502](https://catalog.uconn.edu/PSYC/#3502);
* [SLHS 2203](https://catalog.uconn.edu/SLHS/#2203), [2204](https://catalog.uconn.edu/SLHS/#2204), [4123](https://catalog.uconn.edu/SLHS/#4123), [4254/W](https://catalog.uconn.edu/SLHS/#4254), 4376

#### Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

a The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: [CSE 3500](https://catalog.uconn.edu/CSE/#3500), [3502](https://catalog.uconn.edu/CSE/#3502); [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q), [3410Q](https://catalog.uconn.edu/LING/#3410Q), [3511Q](https://catalog.uconn.edu/LING/#3511Q). In this event, two electives are required.

b [PSYC 3470](https://catalog.uconn.edu/PSYC/#3470) is a variable topics course and may only be counted toward the major with advisors’ approval.

### Competency and Writing Requirements

The exit requirements for information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

# Justification

1. Reasons for changing the major: adding courses to “Formal Systems” (LING 3000Q) and “Advanced” (LING 300Q, PSYC 3270, & SLHS 4376) requirements for students.

2. Effects on students: Will provide students with more options in course selection for the major.

3. Effects on other departments: May increase enrollment for students in the classes. The instructors for the courses are on the COGS Steering Committee and have approved the inclusion of COGS students (majors and minors) in the courses.

4. Effects on regional campuses: None as the COGS major is not offered on regional campuses.

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

    Department Curriculum Committee: October 7, 2019

    Department Faculty: October 7, 2019

6. Name, Phone Number, and e-mail address of principal contact person: Bernard Grela, 6-3394, Bernard.grela@uconn.edu

Course Descriptions for new courses to be added to the COGS Major and Minor

LING 3000Q – Introduction to Computational Linguistics (3 credits)

Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation.

PSYC 3270 – Current Topics in Behavioral Neuroscience (3 credits)

Selected topics vary with each offering (e.g., The Neurobiology of Memory and Decision-Making, Sensory Coding and Decoding, Animal Models of Basal Ganglia Dysfunction, Animal Models of Developmental Disorders). With a change in topic, course may be repeated for credit.

SLHS 4376 – Language Impairments and Literacy (3 credits)

A research seminar covering the theories, assessment, and treatment of children with reading disabilities from a language-based perspective.

**2019-297 COGS Revise Minor (guest: Bernard Grela)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: October 14, 2019

2. Department or Program: Cognitive Science

3. Title of Minor: Cognitive Science

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

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

5. Nature of change: add course options to the minor to give students more flexibility in completing the minor.

# Existing Catalog Description of Minor

# Cognitive Science Minor

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology; Linguistics; Artificial Intelligence; Anthropology; Speech, Language and Hearing Sciences; Neuroscience; and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

### Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. [COGS 2201](https://catalog.uconn.edu/COGS/#2201) is required, plus four additional courses coming from at least three areas (A through F). No more than two courses may be counted from any one department.

1. Cognition: [ANTH 3250](https://catalog.uconn.edu/ANTH/#3250); [CSE 4705](https://catalog.uconn.edu/CSE/#4705); [PHIL 3247/W](https://catalog.uconn.edu/PHIL/#3247), [3250/W](https://catalog.uconn.edu/PHIL/#3250); [PSYC 2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501)
2. Language: [LING 3610W](https://catalog.uconn.edu/LING/#3610W); [LING 2010Q](https://catalog.uconn.edu/LING/#2010Q); [PHIL 3241](https://catalog.uconn.edu/PHIL/#3241); [PSYC 3500](https://catalog.uconn.edu/PSYC/#3500)
3. Perception: [PHIL 3256/W](https://catalog.uconn.edu/PHIL/#3256); [PSYC 3501](https://catalog.uconn.edu/PSYC/#3501), [3502](https://catalog.uconn.edu/PSYC/#3502)
4. Development: [PSYC 2400](https://catalog.uconn.edu/PSYC/#2400); [PSYC 3470/W](https://catalog.uconn.edu/PSYC/#3470) or [SLHS 2204](https://catalog.uconn.edu/SLHS/#2204); [SLHS 4254/W](https://catalog.uconn.edu/SLHS/#4254)
5. Neuroscience: [PHIL 3249W](https://catalog.uconn.edu/PHIL/#3249W); [PNB 3251](https://catalog.uconn.edu/PNB/#3251); [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200); [SLHS 4245W](https://catalog.uconn.edu/SLHS/#4245W)
6. Formal Systems: [CSE 2500](https://catalog.uconn.edu/CSE/#2500), [3502](https://catalog.uconn.edu/CSE/#3502); [LING 3310Q](https://catalog.uconn.edu/LING/#3310Q), [3410Q](https://catalog.uconn.edu/LING/#3410Q), [3511Q](https://catalog.uconn.edu/LING/#3511Q); [PHIL 2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214)

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. William Snyder, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 350.

# Proposed Catalog Description of Minor

# Cognitive Science Minor

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology; Linguistics; Artificial Intelligence; Anthropology; Speech, Language and Hearing Sciences; Neuroscience; and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

### Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 2000-level or above. [COGS 2201](https://catalog.uconn.edu/COGS/#2201) is required, plus four additional courses coming from at least three areas (A through F). No more than two courses may be counted from any one department.

1. Cognition: [ANTH 3250](https://catalog.uconn.edu/ANTH/#3250); [CSE 4705](https://catalog.uconn.edu/CSE/#4705); [PHIL 3247/W](https://catalog.uconn.edu/PHIL/#3247), [3250/W](https://catalog.uconn.edu/PHIL/#3250); [PSYC 2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501)
2. Language: [LING 3610W](https://catalog.uconn.edu/LING/#3610W), [2010Q](https://catalog.uconn.edu/LING/#2010Q); [PHIL 3241](https://catalog.uconn.edu/PHIL/#3241); [PSYC 3500](https://catalog.uconn.edu/PSYC/#3500)
3. Perception: [PHIL 3256/W](https://catalog.uconn.edu/PHIL/#3256); [PSYC 3501](https://catalog.uconn.edu/PSYC/#3501), [3502](https://catalog.uconn.edu/PSYC/#3502)
4. Development: [PSYC 2400](https://catalog.uconn.edu/PSYC/#2400), [3470/W](https://catalog.uconn.edu/PSYC/#3470) or [SLHS 2204](https://catalog.uconn.edu/SLHS/#2204), [4254/W](https://catalog.uconn.edu/SLHS/#4254), 4376
5. Neuroscience: [PHIL 3249W](https://catalog.uconn.edu/PHIL/#3249W); [PNB 3251](https://catalog.uconn.edu/PNB/#3251); [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), 3270; [SLHS 4245W](https://catalog.uconn.edu/SLHS/#4245W)
6. Formal Systems: [CSE 2500](https://catalog.uconn.edu/CSE/#2500), [3502](https://catalog.uconn.edu/CSE/#3502); [LING 3000Q, 3310Q](https://catalog.uconn.edu/LING/#3310Q), [3410Q](https://catalog.uconn.edu/LING/#3410Q), [3511Q](https://catalog.uconn.edu/LING/#3511Q); [PHIL 2211Q](https://catalog.uconn.edu/PHIL/#2211Q), [3214](https://catalog.uconn.edu/PHIL/#3214)

The minor is offered by the College of Liberal Arts and Sciences. For the Cognitive Science minor, contact Prof. William Snyder, Director of Undergraduate Studies in Cognitive Science, Oak Hall, Room 350.

# Justification

1. Reasons for changing the minor: adding course options in the areas of D. Development, E. Neuroscience, and F. Formal systems.

2. Effects on students: More flexibility in the minor

3. Effects on other departments: May increase enrollment for students in the classes. The instructors for the courses are on the COGS Steering Committee and have approved the inclusion of COGS students (majors and minors) in the courses.

4. Effects on regional campuses: None as the COGS major is not offered on regional campuses.

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

    Department Curriculum Committee: Cognitive Science

    Department Faculty: Cognitive Science

6. Name, Phone Number, and e-mail address of principal contact person: Bernard Grela, 6-3394, Bernard.grela@uconn.edu

**2019-298 ENGL 1007 Add Course (guests: Lisa Blansett) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-10738 |
| **Request Proposer** | Blansett |
| **Course Title** | Seminar in Writing and Multimodal Composition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Seminar in Writing and Multimodal Composition |
| **Course Number** | 1007 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Lisa A Blansett |
| **Initiator Department** | English |
| **Initiator NetId** | lab08021 |
| **Initiator Email** | [lisa.blansett@uconn.edu](mailto:lisa.blansett@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 120 |
| **Number of Students per Section** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Discussion and writing workshops. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007 and 1008. |
| **Corequisites** | ENGL 1008 |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Eventually taught through Early College Experience, in Connecticut high schools. The regional campuses and ECE sites will develop their own rollout timeline depending on (for the ECE sites) curricular frameworks and district requirements. The Regional Campus Coordinators and the Coordinators of ECE will provide the primary guidance on the transition to ENGL 1007-1008 model as each context is different. The timing of the transition will be best suited to those who know the most about their individual contexts. For at least five years, ENGL 1010 and 1011 will continue "on the books," although the Storrs campus will make a full transition to ENGL 1007-1008 over the 2020-2021 academic year. |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL 1007. Seminar in Writing and Multimodal Composition Three credits. Prerequisite: Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007 and 1008. Corequisite: ENGL 1008. Introduction to college composition through multiple technologies. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. |
| **Reason for the course action** | ENGL 1007 (Seminar in Writing and Multimodal Composition) and ENGL 1008 (Studio in Writing and Multimodal Composition) are the result of a three-year period of planning and research. These linked courses have been designed to update the first-year writing curriculum to include multiple forms of communication in preparation for college work and beyond. In addition to introducing students to college-level writing, the new courses prepare students for working within increasingly multimodal contexts, which will include developing critical reception and and introduction to production skills in text, video, audio, photography, and graphics. The seminar (1007) itself takes students through an inquiry-driven curriculum that requires deep and sustained engagement with texts, ideas, and problems within a framework of scholarly methodologies that transfer into their personal and professional lives. The studio (1008) allows students and instructors to experiment with and apply the cognitive, creative, and technical skills needed for effective communication in a range of modes and through a number of traditional and emergent technologies. These new courses are also designed to bring the first-year writing program within the standard meeting schedule. |
| **Specify effect on other departments and overlap with existing courses** | No overlap with existing courses except as additional means of fulfilling the General Education "first-year writing" requirement (1010, 1011, 2011, and 1007+1008). |
| **Please provide a brief description of course goals and learning objectives** | Students will develop inquiries through deep and sustained engagement with texts, ideas, and problems within a framework of scholarly methodologies that transfer to their everyday lives. The curriculum is organized around five "course moves," broadly conceived as the methods, activities, and processes writers use to produce texts. These include "Collecting & Curating," "Engaging," "Contextualizing," "Theorizing," and "Circulating." Writing through multiple technologies incorporates both traditional forms of rhetoric and writing as well as critical approaches to contemporary technologies. Students will investigate the possibilities and limitations of contemporary technologies while also selecting and using contemporary modes of communication in line with purpose, audience, and message. By the end of the co-curricular courses (1007-1008), students will be able to: • Practice composing and writing as creative acts of inquiry and discovery through written, aural, visual, video, gestural, and spatial texts • Identify and analyze conventions of disciplinary writing • Discover analyze, and engage with others’ ideas in productive ways through complex texts • Approach, assess, and use texts to analyze, interpret, reconsider, and develop new ideas • Formulate strategies for the conceptual, investigative, practical, and reflective work of writing • Assess the context and mode of technology used to compose • Employ the principles of universal design to make texts accessible and legible to the widest possible audience |
| **Describe course assessments** | Three to four major projects that include a researched essay, an episode of a podcast, a gallery collection, a presentation, a "concept in 60 seconds" video. All projects include multiple modes of making meaning. Moreover, all projects develop out of multiple smaller assignments, which include writing, working with images, working with sound, working with video. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL 1007 SAMPLE (2).pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163156&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb7e9cab19708444548f708d75822c12e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074778615678173&sdata=jlYt%2BEY18hofLBs45OmwmrMc8h0oBEOiav0bDl0yHEI%3D&reserved=0) | ENGL 1007 SAMPLE (2).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Lisa A Blansett | 01/28/2019 - 12:16 | Submit |  | approved by CUWI 9.18.2019 | | English | Evelyn B Tribble | 10/23/2019 - 16:39 | Approve | 10/23/2019 | Approved at English Department meeting, 23 October 2019. | |

**2019-299 ENGL 1008 Add Course (guests: Lisa Blansett) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13108 |
| **Request Proposer** | Blansett |
| **Course Title** | Studio for the Seminar in Writing & Multimodal Composition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Studio for the Seminar in Writing & Multimodal Composition |
| **Course Number** | 1008 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Lisa A Blansett |
| **Initiator Department** | English |
| **Initiator NetId** | lab08021 |
| **Initiator Email** | [lisa.blansett@uconn.edu](mailto:lisa.blansett@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Discussion |
| **Number of Sections** | 75 |
| **Number of Students per Section** | 32 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Workshop and skills studio. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None. |
| **Corequisites** | ENGL 1007 |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | The work developed in this studio is submitted for evaluation/grading in the ENGL 1007 course to which this studio is attached. Skills modules students complete prior to studio time are via HuskyCT and are "self-badging." Students submit artifacts each session of the studio. Individual instructors set policies on participation. |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Eventually, the course will also be taught in Early College Experience (ECE) courses taught in Connecticut High Schools. See 1007 description for rollout at campuses. |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL 1008. Studio for the Seminar in Writing & Multimodal Composition. One credit. Corequisite: ENGL 1007. Grading basis: S/U Introduces students to multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first century contexts. Students begin to design a digital portfolio to showcase artifacts they create and skills-based micro-credentials they earn in coursework. |
| **Reason for the course action** | ENGL 1007 (Seminar in Writing and Multimodal Composition) and ENGL 1008 (Studio in Writing and Multimodal Composition) are the result of a three-year period of planning and research. These linked courses have been designed to update the first-year writing curriculum to include multiple forms of communication in preparation for college work and beyond. In addition to introducing students to college-level writing, the new courses prepare students for working within increasingly multimodal contexts, which will include developing critical reception and learning introductory level production skills in text, video, audio, photography, and graphics. The studio (1008) allows students and instructors to experiment with and apply the cognitive, creative, and technical skills needed for effective communication in a range of modes and through a number of traditional and emergent technologies. Students will also design a digital portfolio to archive their work and showcase their skills throughout their college careers. |
| **Specify effect on other departments and overlap with existing courses** | No overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | At the end of the course, students will be able to 1. Adapt design processes to different rhetorical situations, modes, and audiences 2. Approach accessibility as a key element of rhetorical design 3. Experiment with diverse ways of writing and diverse writing technologies 4. See writing as collaborative, and develop skills for negotiating collaborative work 5. Assess the limits and possibilities of both technologies, developing information and digital literacies. 6. Manage digital presence as an author and content creator by tracing texts’ circulation inside and outside the studio Modes of Learning A. Collaboration B. Experimentation C. Rhetorical Design D. Universal Design E. Digital & Information Literacy |
| **Describe course assessments** | Students will complete multiple skills-based modules that tutor skills in rhetorical knowledge, visual design, audio manipulation, as well as information and digital literacies. The modules are assessed objectively through HuskyCT assessment tools. Modules prepare the students to work on their multimodal classroom projects in a multimodal environment taught using studio pedagogy. All completed work generated in the studio is submitted to the co-curricular course, Seminar in Writing & Multimodal Composition (ENGL 1007) for instructor's evaluation, although students submit in-process work and reflections at each |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Descriptions of HuskyCT Online Modules.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159872&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C79bad4b36ddc4a63d16308d758224f0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074776689283637&sdata=yIOPP5LpOh6pH8NzT99qG%2BZEIYAaGD9H4z3bYlKoqzk%3D&reserved=0) | Descriptions of HuskyCT Online Modules.docx | Other | | [FYW Digital Literacies\_ Engagement, Technology and Tools.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159921&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C79bad4b36ddc4a63d16308d758224f0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074776689283637&sdata=JoT3MLRLrOgLJr58CHZdIldlZ3eI760%2BIAQlW0H14Dc%3D&reserved=0) | FYW Digital Literacies\_ Engagement, Technology and Tools.docx | Other | | [Book Lawrence Studio Syllabus Fall 2019.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F160117&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C79bad4b36ddc4a63d16308d758224f0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074776689293628&sdata=5XvsegJ81bEl3H0LhzsIu0Er3BU60Xn69NSurpeSE0Y%3D&reserved=0) | Book Lawrence Studio Syllabus Fall 2019.pdf | Syllabus | | [ENGL-1008-23.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163672&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C79bad4b36ddc4a63d16308d758224f0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074776689293628&sdata=4XZmIj0FNX1E4b5bH2Bwl450oQmdvQHH%2FisAzgRPon0%3D&reserved=0) | ENGL-1008-23.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Lisa A Blansett | 09/03/2019 - 13:41 | Submit |  | approved by CUWI 9.18.2019 | | English | Evelyn B Tribble | 10/23/2019 - 16:44 | Approve | 10/23/2019 | Approved at Department meeting, 23 October 2019. | |

**Descriptions of HuskyCT Online Modules**

***Writing with Images***

In this module you will practice writing with images. While you may have incorporated images into your writing projects in the past, this module is distinct in its focus on using images rhetorically.

In this module, you will:

* Develop strategies to search for open source images
* Learn how to create appropriate citations and attributions
* Understand the value of making images accessible with alt-text and captions
* Learn the principles of visual design
* Learn how to edit images in PowerPoint or Pixlr

Throughout the module you will complete short tasks that give you an opportunity to practice what you're learning. A task might ask you to reflect on how you search for images, or it might be a short quiz to test your comprehension of the material in the module. Tasks are clearly marked in folders labeled "Task" or "Tasks." You will need to complete each task in order to receive your "Writing with Images" badge at the end of the module.

***Pixlr and PowerPoint Tutorial***

In this part of the module are tutorials for two image editing programs, PowerPoint and Pixlr.

**You are not required to complete both tutorials.** Choose the tutorial that best suits your composing needs.

* [Pixlr](https://pixlr.com/editor/) is a free, online photo editor with similar capabilities as Adobe Photoshop, but with a few less functions.
* Most of us are familiar with Microsoft PowerPoint as a slideshow/presentation software. However, PowerPoint’s image-editing tools are actually quite powerful and can be used to clean up and remix pictures as well as create posters, collages, comics, and maps. It is not as precise as Pixlr, and does not have as many editing options.

***Soundwriting***

In this module, you will practice soundwriting. Soundwriting refers to the act of composing with sound. For example, you are soundwriting when you compose a podcast or a soundscape.

In this module, you will:

* Learn where to find open-source sound files (e.g., sound effects, music tracks, voices)
* Practice citing sound files
* Learn how to edit sound in Audacity, a free sound editing program
* Consider the rhetorical dimensions of sound

Throughout the module you will complete short tasks that give you an opportunity to practice what you're learning. A task might ask you to reflect on the rhetorical power of sound, or it might be a short quiz to test your comprehension of the material in the module. Tasks are clearly marked in folders labeled "Task" or "Tasks." You will need to complete each task in order to receive your "Soundwriting" badge at the end of the module.

***Audacity Tutorial***

Sounds can be created or collected (which you learned how to do in the first part of this module). But after that, they can also be edited. Sound editing software is what allows us to move from simply recording sounds to writing with sound. This module will help you learn how to shape sound assets toward a rhetorical purpose.

The best way to learn about the rhetorical affordances of sound editing is to start doing it. Let’s get started!

**At the end of this tutorial, you will submit a brief, edited track.** It may be easiest to mirror each step of the tutorial as you progress through it so you're ready to submit at the end.

***Video Writing***

In this module, you will:

* Learn where to go to collect video, sound, and image assets
* Practice file management for your various video, sound, and image assets
* Identify different kinds of shots for recording video
* Develop a vocabulary for describing kinds of film edits (a.k.a. cuts)

Throughout the module you will complete short tasks that give you an opportunity to practice what you're learning. A task might ask you to collect open source video assets, or it might be a short quiz to test your comprehension of the material in the module. Tasks are clearly marked in folders labeled "Task" or "Tasks." You will need to complete each task in order to receive your "Video Writing" badge at the end of the module.

***iMovie and Lightworks Tutorials***

In this part of the module are tutorials for two video editing programs, iMovie and Lightworks.

**You are not required to complete both tutorials**. Choose the tutorial that best suits the technology you already have. Lightworks is a free video editing software that is compatible with both Mac and PC. (Click [download](https://www.lwks.com/index.php?option=com_lwks&view=download&Itemid=206) to get Lightworks on your computer.) If you're using a Mac, you may already have iMovie preloaded to your laptop.

It's important to have some sense of how you want to communicate your ideas to your audience via video. Will you need to utilize an L cut to have audio continue with a different film clip or image? Will you want to incorporate a montage? It's also likely that what you want to say and how you want to say it will change as you begin to edit and discover the affordances and limitations of this technology. However, some idea of what you want to do will help you make the best use of the tutorial.

If you've already collected and curated some assets for a video project, you should use those as you follow along with the tutorial. However, if you're still at the beginning of a video project, you're welcome to use the assets you collected and captured in the Video Writing module.

We recommend that, as you advance through your chosen tutorial, follow along on your computer in iMovie or Lightworks. **At the end of the tutorial, you will be asked to upload a short video in which you practiced the skills demonstrated in the tutorial.**

***Web Design***

In this module, you will:

* Design your website with accessibility in mind
* Practice storyboarding or wireframing your website design
* Learn about the principles of visual design for the web
* Practice remixing other writing projects to host on your website

Throughout the module you will complete short tasks that give you an opportunity to practice what you're learning. A task might ask you to storyboard your website, or it might be a short quiz to test your comprehension of the material in the module. Tasks are clearly marked in folders labeled "Task" or "Tasks." You will need to complete each task in order to receive your "Web Design" badge at the end of the module.

***Adobe Spark, Wix, and WordPress Tutorials***

In this module, you will learn the technical skills required for creating and publishing your website. The module begins by summarizing the strengths and weaknesses of each suggested web design platform (Wix, Wordpress, and Adobe Spark) in order to help you determine the best platform for your project. **You don't have to complete every section of this module.** Instead, skip to the platform you want to focus on and complete those sections.

***Presentation Design***

In this module, you will learn how to use several presentation software: Google Slides, Powerpoint, Piktochart, and Canva. Presentations remix information and arguments visually and aurally for audiences. In contrast to a print-based texts, like an essay, presentations engage with audiences through several modes simultaneously, which requires composers to carefully think through the interaction between spoken and written words, images, and sounds. Depending on the kind of presentation, too, composers may have to consider whether their audience will be physically present, such as when using Powerpoint to present to a class, or more detached, like in an Infographic found on a bulletin board in the library.

You will have the opportunity to think through these composing choices, and more, using one or more of the above outlined software for your presentation assignments. These tutorials are not intended to be comprehensive. For example, this module will not focus on the speaking aspects of presenting, but will focus more on how to use the software for your communicative goals and in conjunction with speaking. By the end of this module, you should be able to:

* Gather the assets you need for your presentation
* Cite your sources
* Select text from research and curate it in your presentation

***Canva, Piktochart, and GoogleSlides Tutorials***

In this section, you will learn the technical skills required for composing using different presentation design programs available to you. The module begins by summarizing the strengths and weaknesses of each suggested presentation design platforms (Canva,Piktochart, and Google Slides) in order to help you decide which platform is best for your project. **You don't have to complete every section of this module.** Instead, skip to the platform you want to focus on and complete those sections.

**2019-300 STAT 5415 Revise Course (guest: Dipak Dey)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13763 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Mathematical Statistics for Data Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Mathematical Statistics for Data Science |
| **Course Number** | 5415 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just changing the name of this course |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to graduate students in Statistics, others with permission (RG814). |
| **Corequisites** | none |
| **Recommended Preparation** | Basic Statistics |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5415. Advanced Statistical Methods 3.00 credits Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Discrete and continuous random variables, exponential family, joint and conditional distributions, order statistics, statistical inference: point estimation, confidence interval estimation, and hypothesis testing. |
| **Provide proposed title and complete course catalog copy** | 5415. Mathematical Statistics for Data Science 3.00 credits Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Discrete and continuous random variables, exponential family, joint and conditional distributions, order statistics, statistical inference: point estimation, confidence interval estimation, and hypothesis testing. |
| **Reason for the course action** | This is a one semester course that is designed to provide necessary statistical theory for students in fields related to data science. Our current mathematical statistics courses are a sequence of two courses that take two semesters. They are designed for graduate students majored in statistics, and emphasize underlying on mathematical/statistical principles. The proposed course focuses on conceptual understanding of statistical methods. |
| **Specify effect on other departments and overlap with existing courses** | The proposed change has been reviewed and accepted by three departments of the CLAS: Economics, Mathematics and Geography. |
| **Please provide a brief description of course goals and learning objectives** | This course provides an overview of statistical theory commonly applied in the field of data science. At the end of the course, students should be able to understand discrete and continuous random variables, exponential family, joint and conditional distributions, order statistics and statistical inference. |
| **Describe course assessments** | Homework, quizzes and exams |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [mathStat-syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163497&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cac13c5f98d224d8cce5a08d758e454b4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075610004855873&sdata=XjuRSfqYGzx9Y5FMqwDIu4C6aA4Y%2FnTI%2Bkuj7Zjarnc%3D&reserved=0) | mathStat-syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 10/06/2019 - 23:45 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:37 | Approve | 10/23/2019 | NONE | |

**2019-301 STAT 5405 Add Course (guest: Dipak Dey)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13767 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Applied Statistics for Data Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Applied Statistics for Data Science |
| **Course Number** | 5405 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Lectures |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Introductory course in mathematical statistics and regression analysis. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT 5405. Applied Statistics for Data Science Three credits. Prerequisites: Introductory course in mathematical statistics and regression analysis. Instructor consent required.  Statistics essential for data science incorporating descriptive statistics; integrative numerical description and visualization of data; graphical methods for determining and comparing distributions of data; data-driven statistical inference of one-sample, two-sample, and k-sample problems; linear regression; and non-linear regression. |
| **Reason for the course action** | This is a one semester course that is designed to provide necessary applied statistical methods for students in fields related to data science. Our current applied statistics courses are a sequence of two courses that take two semesters. They are designed for graduate students majored in statistics, and emphasize underlying on mathematical/statistical principles. The proposed course focuses on conceptual understanding and practical applied data analysis and visualizations. |
| **Specify effect on other departments and overlap with existing courses** | The proposed course has been reviewed and accepted by three departments of the CLAS: Economics, Mathematics and Geography. |
| **Please provide a brief description of course goals and learning objectives** | This course provides an overview of statistical techniques commonly applied in the field of data science. At the end of the course, students should be able to apply descriptive and visualization methods for exploratory data analysis; perform one-, two-, and k-sample analyses and inference using parametric and nonparametric methods; and implement linear regression analysis and generalized linear regression analysis. |
| **Describe course assessments** | Homework, quizzes, exams, and a course project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AppliedStatSyllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162560&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc64ccbb25db54132408d08d758e1b1e4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075598746146988&sdata=cLMxQ%2BdAIY89IkeCLzqehzUdEOwCb1JKdHEFDUEcBzY%3D&reserved=0) | AppliedStatSyllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 10/07/2019 - 22:45 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:54 | Approve | 10/23/2019 | none | |

**2019-302 STAT/BIST 5125 Add Course (guest: Dipak Dey)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13766 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Computing for Statistical Data Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | Course content will always be appropriate for both subjects. |
| **Course Title** | Computing for Statistical Data Science |
| **Course Number** | 5125 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Instructional Pattern: Lectures, computer labs, and student projects |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Introductory course in mathematical and applied statistics; introductory course in programming. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is an advanced graduate course for students enrolled in a master degree in Statistics or an equivalent quantitative field. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5125. Computing for Statistical Data Science Three credits. Prerequisites: Introductory course in mathematical and applied statistics; introductory course in programming; or instructor consent. Principles and practice of statistical computing in data science: data structure, data programming, data visualization, simulation, resampling methods, distributed computing, and project management tools. |
| **Reason for the course action** | Meet the increasing demand for computing for data science and handling big data. |
| **Specify effect on other departments and overlap with existing courses** | The proposed course has been reviewed and accepted by three departments of the CLAS: Economics, Mathematics and Geography. |
| **Please provide a brief description of course goals and learning objectives** | The course will provide a broad overview of principles and practices in statistical programming for data scientists. It will cover practical computational tools such as data acquisition and management, advanced visualization methods, text mining, cluster computing, methods for analyzing the visualizing multivariate and tensor data, and working collaboratively with other developers. It will also cover statistical methods for data science such as regression models, dealing with dependent data (e.g. time-series, clustered data), and resampling and simulation methods. The course will also emphasize how to convey results from these methods effectively to people with little or no background in statistics. Students who complete the course successfully will be proficient in current statistical computing languages, data management methods, and working in a distributed and collaborative development environment. |
| **Describe course assessments** | Weekly homework, final project and in-class presentation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [compDataSci-syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162557&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd33096538a4c476f01ed08d758e2c7a3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075603352883641&sdata=SHe89tZF2OmaShAlUiIBWswDHWX0g7%2F4nUWWXVAe0CE%3D&reserved=0) | compDataSci-syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 10/07/2019 - 22:34 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:52 | Approve | 10/23/2019 | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:53 | Approve | 10/23/2019 | none | |

**2019-303 STAT/BIST 5915 Add Course (guest: Dipak Dey)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13765 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Statistical Data Science in Action |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | Course content will always be appropriate for both subjects. |
| **Course Title** | Statistical Data Science in Action |
| **Course Number** | 5915 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Lectures; student presentations. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | STAT 5405 or instructor consent |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5915. Statistical Data Science in Action. Three credits. Prerequisites: STAT 5405 or instructor consent. Real-world statistical data science practice: problem formulation; integration of statistics, computing, and domain knowledge; collaboration; communication; reproducibility; project management. |
| **Reason for the course action** | Statisticians play a major role in the arena of data science, but students have little chance facing the constantly-evolving real world challenges. Hands-on experience with a full cycle data science project from the real world in a learning-by-doing environment is much-needed. |
| **Specify effect on other departments and overlap with existing courses** | The proposed course has been reviewed and accepted by three departments of the CLAS: Economics, Mathematics and Geography. |
| **Please provide a brief description of course goals and learning objectives** | Prepare students to meet the real world data science challenges through a learning-by-doing environment. Students get hands-on, full cycle experience on a real world data science project, including problem formulation, literature review, data preparation, data manipulation, data analysis, model diagnosis, model selection, and project report. In addition to methodological and computational skills, students also gain soft skills such as collaboration, communication, and project management. |
| **Describe course assessments** | Topic presentations; progressive project development; project report; and project presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [dataSciAction-syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163500&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd010b897fdaf44357bae08d758e31902%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075604762336405&sdata=r7tUmlucE9oDSjtepR%2BKf18sgJfK0gdjStsopld%2F22s%3D&reserved=0) | dataSciAction-syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 10/07/2019 - 22:05 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:47 | Approve | 10/23/2019 | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:47 | Approve | 10/23/2019 | none | |

**2019-304 STAT/BIST 6615 Add Course (guest: Dipak Dey)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13764 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Statistical Learning and Optimization |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | Course content will always be appropriate for both subjects |
| **Course Title** | Statistical Learning and Optimization |
| **Course Number** | 6615 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Victor Hugo Lachos Davila |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vid09002 |
| **Initiator Email** | [hlachos@uconn.edu](mailto:hlachos@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Lectures; student presentations |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Prerequisites: STAT5485, STAT5125, or equivalent. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 6615. Statistical Learning and Optimization. Three Credits. Prerequisites: STAT5485, STAT5125, or equivalent. Computationally intensive statistical learning methods with optimization techniques: classification, discriminant analysis, (generalized) additive models, boosting, regression trees, regularized regression, principle components, support vector machines, (deep) neural networks. |
| **Reason for the course action** | Statistical learning methods are very popular among hot fields like data science, machine learning, and artificial intelligence in this "big data" era. People with statistical learning skills are in high demand. |
| **Specify effect on other departments and overlap with existing courses** | None. The course focuses on the theoretical and computational aspects of various learning methods. It requires graduate level mathematical statistics and regression as the prerequisites. Moreover, the proposed course has been reviewed and accepted by three departments of the CLAS: Economics, Mathematics and Geography. |
| **Please provide a brief description of course goals and learning objectives** | Prepare students with modern statistical learning methods that are frequently used in data science and machine learning. Due to the explosive increase in computing power, highly computational data analytic methods, or "statistical learning" methods, have been and are currently being developed. The course aims to go far beyond the classical statistical methods to meet many of today's data challenges. The course covers a wide variety of statistical approaches and students get the chance to apply them to real data from fields as diverse as business, biomedical sciences, social sciences, and sports. At the end of this course, students should have a good grasp of how all of these methods work and be able to apply them in real situations. |
| **Describe course assessments** | Homework assignments, project presentation and report. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [statLearn-syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162551&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C09687a9a870c4cf2595208d758e3b0de%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075607251489735&sdata=wPvsuFg9QzPSr5Xu83OSGDNClGy%2BIrkOhlQ08TiErj0%3D&reserved=0) | statLearn-syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 10/07/2019 - 21:57 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:45 | Approve | 10/23/2019 | none | | Statistics | Victor Hugo Lachos Davila | 10/23/2019 - 14:45 | Approve | 10/23/2019 | none | |

**2019-305 GEOG 1302E Revise Course (guest: Andy Jolly-Ballantine) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13906 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | GIS Modeling of Environmental Change |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | GIS Modeling of Environmental Change |
| **Course Number** | 1302 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are only making a change to the course to add the Environmental Literacy designation, but the content of the class will largely remain the same as before. |

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| **CONTACT INFO** | |
| **Initiator Name** | John A Jolly-Ballantine |
| **Initiator Department** | Geography |
| **Initiator NetId** | jcb08002 |
| **Initiator Email** | [john-andrew.ballantine@uconn.edu](mailto:john-andrew.ballantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 3 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture and Lab |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Freshman,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?** | Yes |
| **Other restrictions** | We reserve approximately 25% of the seats for Freshmen and ACES students until summer enrollment is completed. This enables us to create a more diverse population in the class and prevents the course from being filled with juniors and seniors who are only seeking a requirement to be filled. We would be happy to lift this restriction if the dean's office would offer more TA support to allow to accommodate every student who wanted to take the class. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | The only instructors who are able to teach this class at this point are at Storrs, Avery Point, and Hartford. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 1302. GIS Modeling of Environmental Change 4.00 credits Prerequisites: None. Grading Basis: Graded An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using Global Positioning System technology and aerial photographs, collect field data on various environmental systems, and build and test a Geographical Information System-based environmental model. CA 3-LAB. |
| **Provide proposed title and complete course catalog copy** | GEOG 1302E. GIS Modeling of Environmental Change 4.00 credits Prerequisites: None. Grading Basis: Graded An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using Global Positioning System technology and aerial photographs, collect field data on various environmental systems, and build and test a Geographical Information System-based environmental model. CA 3-LAB. |
| **Reason for the course action** | We would like to add the Environmental Literacy "E" designation to this class. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students completing this class will develop: • An appreciation for the natural conditions and forces leading to the ever-changing environment around us • An understanding of the spatial nature of these processes • An understanding of basic techniques that scientists use to identify and measure these processes • Knowledge of the life-long hobbies and activities that many people develop from engaging with nature • The ability to gather, analyze, synthesize, and present information about the environment |
| **Describe course assessments** | Two exams on in-class material include multiple choice, fill-in-the-blank, short answer, and problem solving questions. An outdoor, practical exam acts as the course final exam and has the students demonstrating hands-on knowledge of the techniques used in lab sessions. Weekly lab assignments make up the bulk of the grade. A written report and oral presentation on a category of organism found in our local environment are a part of the participation grade. |
| **General Education Goals** | GIS Modeling of Environmental Change strives to meet the standards of General Education classes in the following ways: 1) become articulate: Students regularly participate in discussion with one another and are asked to share findings with the rest of the class. Students also have an oral presentation in the field about a class of organism (with three local species examples) that they have researched 2) acquire intellectual breadth and versatility: Students explore the scientific method through understanding the many approaches different scientists have used in exploring the natural world around us. Reading about and discussing different scientists from different time periods and cultural traditions provides students with a view of many approaches to problem solving. 3) acquire critical judgment: Students explore important, current topics in science, like flooding and watershed analysis, and examine arguments on both sides of the issue and which arguments follow the scientific method in their approach and which are motivated by other factors. 4) acquire moral sensitivity: Students examine issues, such as agriculture, where government policies and subsidies create disproportional advantages and disadvantages to different types of farmers. 5) acquire awareness of their era and society: In studying science, students learn how scientific expertise is portrayed in today's media and how special interests cast doubt upon scientific findings. Students learn about how each topic is relevant to them in lab through studies of issues like the weather and water pollution. 6) acquire consciousness of the diversity of human culture and experience: This is harder to directly address in a class about the natural world, but in discussing the physical world as a whole, diverse environments and the ways different human cultures use and co-exist with those environments are topics that are discussed. 7) acquire a working understanding of the processes by which they can continue to acquire and use knowledge: As a class about science, the ways in which the scientific method is used to better understand the world, verify findings, and inform decisions is constantly revisited. |
| **Content Area: Science and Technology (Lab)** | GIS Modeling of Environmental Change has been a CA-3L class since its inception more than a decade ago and is built to fit the criteria of this content area in the following ways: 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods: As an interdisciplinary science exploring many facets of the local envrionment, GIS Modeling of Environmental Change touches on many contemporary bodies of knowledge and utilizes many methods special to Geography such as Geographic Information Systems (GIS) and remote sensing. Current issues of relevance to the students in this class include mapping, orienteering, mapping with a GPS, understanding weather, hydrology (water resources and pollution), soils and agriculture, forest cover and disturbance, human land use, and watershed analysis. 2. 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: The scientific method is presented from the outset and constantly applied to how we understand different facets of the Earth system in issues like agriculture and water pollution. The students are expected to develop a critical understanding of how to identify the relevant facts where controversy is manufactured, how to critically think about scientific problems and their implications for society, and how to appreciate the ways in which the scientific method has been applied to develop our current understanding of our natural world and push the boundaries of our understanding in cutting-edge research. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions: Although much of the material is settled science, it is always important to expose the students to current research in these fields, whether that be work done at UConn by professors in this area (e.g. the current and historic importance of stone walls), interesting findings on specific topics like using GPS technology for personal edification and enjoyment, or high profile work being done at a national level to further our understanding of the natural world. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society: As mentioned in point 3, current examples of interesting and current research are used to stimulate discussion and interest in further exploring science. Online discussion threads are used to encourage students to talk about their own observations of the world and what they have found in the media. This is also a lab science class so the bulk of the material is focused on applying knowledge in a hands-on fashion outside in the field "lab" environment and in analyzing data inside in the GIS lab environment. |
| **Environmental Literacy** | The purpose of this proposal is to add the Environmental Literacy designation to GIS Modeling of Environmental Change. We request this designation because this class fits the requirements of E classes in the following ways: 1) theories, observations, or models of how humans impact the health and well-being of the natural world: As a CA-3L class, GEOG 2300 constantly discusses theories, observations, and models of the natural world and there are many ways in which the class discusses the role of humans in impacting the world through pollution, erosion, agriculture, mapping, changes in biogeography, weather, etc. 2) theories, observations, or models of how the natural world affects human health and well-being: The converse of point 1 is also a major feature in this class as we discuss the many scales of impacts from extreme weather, flooding, soil health, forest disturbance, etc. 3) public policies, legal frameworks, and/or other social systems that affect the environment: In discussing the ways in which humans impact and are impacted by natural processes, it is necessary to consider how policy, media, popular culture, and special interests influence our perceptions of the environment and therefore our impact on the environment. The labs in this class contain a component of analyzing the bigger picture of the measurements they are making in the natural environment. For instance, the hydrology lab asks students to examine water pollution in the stream that comes out of Mirror Lake and how UConn policies and infrastructure might be influencing the water chemistry from Mirror Lake. 4) moral and/or ethical dimensions regarding the environment: As mentioned in the general education section, many negative human interactions with the environment disproportionately affect disadvantaged communities that are less resilient to those impacts. Students are asked to consider and discuss the implications of how legal frameworks, marginalization of some communities, and lack of empowerment of some groups further exacerbates impacts of environmental harms. 5) cultural, creative, or artistic representations of human-environment interactions: The cultural aspects of our environment are less a focus of this class, but they still appear as readings about the beauty of a handful of soil used in agriculture, the importance of Autumn foliage to the identity (and economy) of New England, etc. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GISenvchangeF19syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163514&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C64d3b19152a849b8cf6508d75957c1b9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637076105756020846&sdata=qR9oAOdlObR%2F5l4nPVXNgZ5N2GRv7kUJj4zqyuwWudM%3D&reserved=0) | GISenvchangeF19syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John A Jolly-Ballantine | 10/21/2019 - 23:37 | Submit |  | This proposal is being submitted to add the Environmental Literacy designation to GEOG 1302: GIS Modeling of Environmental Change. | | Geography | Carol Atkinson-Palombo | 10/23/2019 - 12:02 | Approve | 12/5/2018 | All EL courses were approved as a batch by both the Department C&C and the faculty as a whole at the last faculty meeting of 2018. | |

**GIS Modeling of Environmental Change**

**Geography 1302: Fall, 2019**

**Meet your Professor**

Andy Jolly-Ballantine Office Hours: Monday 11:15-12:15

E-mail: andy.ballantine@uconn.edu Friday 9:00-10:00

Office: AUST 432 or by appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

We will also have a teaching assistant who will be leading two of the labs.

Ji Won Suh E-mail: ji.suh@uconn.edu

Office: AUST 418 Office Hours: Tuesday, Thursday 10:00-11:00

**What is this Class?**

Catalog description: An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using Global Positioning System technology and aerial photographs, collect field data on various environmental systems, and build and test a Geographical Information System-based environmental model.

My objectives for this class are that you will leave with:

* An appreciation for the natural conditions and forces leading to the ever-changing environment around us
* An understanding of the spatial nature of these processes
* An understanding of basic techniques that scientists use to identify and measure these processes
* Knowledge of the life-long hobbies and activities that many people develop from engaging with nature
* The ability to gather, analyze, synthesize, and present information about the environment

**Class Times and Locations**

Class lecture will meet Monday, Wednesday and Friday from 10:10-11:00 in Bousfield A106.

Class lab will meet on Wednesday 12:20-3:10; Thursday 12:20-3:10; or Friday from 12:20 – 3:10 in AUST 446.

Many of the lab sessions will be spent outside at varying locations. The weather can be fickle and different weeks will have varying degrees of focus on the outdoors, so outdoor locations will be announced at least one class ahead and posted online. In case of planned outdoor classes being challenged by inclement weather, I will post the change of class location on Husky CT as soon as possible, but certainly by 9 AM on the morning of the lab. When indoors for labs, we will meet in AUST 446, unless otherwise specified.

**Be Prepared!**

Working outside is fun and beautiful, but you also need to be prepared for being in a natural setting. Be prepared for:

* sun (a hat and sun screen)
* cold (appropriate clothing for being outside up to three hours)
* rain (a waterproof rain coat and decent shoes)
* walking some distance (have sturdy, closed-toe shoes)
* unfriendly plants (your textbook is an identification guide, so use it! Learn to recognize poison ivy and avoid it)
* biters (bug repellant might be a good idea)
* ticks (deer ticks can carry Lyme Disease which you really don’t want to get. When we are going to be outside anywhere away from the main part of campus, I recommend wearing long pants and socks long enough that you can tuck the pant cuffs in. It is preferable to wear light colors so it is easier to see ticks. Yes, we will look like dorks, but we will look like dorks together and that is better than getting debilitating arthritis at the age of 19. Within a few hours after class, examine your body for ticks. I will provide a helpful fact sheet of information on ticks.)

I will not force you to be outside during a downpour, but a drizzle is fair game. Basically, if our pants are getting soggy and we can’t write well, we will head back inside.

**Required Readings and Equipment**

Because of the field-oriented nature of this class, there is no comprehensive textbook. However, there are two Required Texts. I hope you will find uses for these wonderful books well after this class, graduation, and the time when all of your other textbooks are no longer in your life.

**Required Texts:**

* *The Audubon Field Guide to New England*
* *Reading the Forested Landscape* by Tom Wessels

**Additional Required Readings**: I will post additional readings on Husky CT that are relevant to our discussions.

**Required Equipment:**

* A field notebook or clipboard with water-resistant cover. A notebook should preferably have sturdy pages for wet days (we will go in if it is really raining). You can get a waterproof notebook, but these are hard to write on so make sure you get an appropriate pen or pencil to go with it. A regular notebook should be sufficient.
* A waterproof ink pen for outside writing should things get wet
* A pencil for some mapping exercises that should not be done in pen
* Protractor (a simple, 6” plastic one is fine, preferably with a ruler on the flat side)
* Clear, plastic ruler (ok if you use the one on your protractor, but ruler is better)

All required books and equipment should be available in the bookstore. We will have some protractors and rulers in the lab, but I recommend having your own so you don’t have to compete for them with you neighbors and so you can continue your labs at home if you need to.

**Some Useful Items**

A good deal of the labs will be spent exploring and measuring in the field. I will be presenting some information while we are outside and you will be making measurements and observations. Here are some items I recommend for the outside portion of the labs:

* A waterproof rain coat
* Sturdy shoes or boots for walking in the woods
* Long socks for tick protection
* Sun screen and/or a hat
* Bug repellant

**Course Requirements**

**How to thrive in the GEOG 1302 class environment**

**GRADING BREAKDOWN:**

Class Participation: 20%

Lab/Field Assignments: 50%

Exams: 30%

**CLASS PARTICIPATION (20% of grade)**

There is a lot to talk about when it comes to exploring the world around us and I won’t be doing all of the talking. I want to hear your voice and for you to share your ideas with the rest of the class. Two of the goals of general education program are for students to become articulate and acquire intellectual breadth and versatility. Your voice and expertise in your presentations work toward these goals. Part of your grade is based upon your participation (for which your presence is required). The class participation grade of 20% will be based on a presentation, and your engagement in class discussion.

**Presentation and write-up (10% of total grade)**

Each of you will pick a topic from a list I provide to present to the class for ~5-10 minutes during one of our sessions. You will also provide me with a brief write-up toward the beginning of the semester with your resources and main ideas (further instructions will be provided in class). Many of these topics will involve learning about a particular type of organism or natural phenomenon and showing the class what you have learned. The Audubon Field Guide to New England will be a good place to start with these presentations, but I expect you to dig deeper to learn more about the role of your topic in the natural environment and how it is relevant to human society. I expect you to be the “class expert” on your topic and we may turn to you during the semester when questions about your topic arise. Please consult with me during office hours for ideas on materials and how to approach your topic. All presentations will take place outside at a site pertinent to your topic.

**Attendance and Class Discussion (10% of total grade)**

Discussion during lectures and active participation in the field and lab exercises are essential components of this class. I will be keeping track of how actively you are contributing to class discussions and taking note of days when you are particularly involved (bonus) or listless (not so good, but at least you made it). Because this class is centered on discussion and participating in field or lab activities, I expect you to attend every class. If you need to miss a class for any reason, please inform me by e-mail at least 24 hours in advance. If you are sick and must miss class, let me know as early as possible. A part of this grade will include a piece about the book, Reading the Forested Landscape as it pertains to our local landscape.

**LAB ASSIGNMENTS (50% of total grade)**

The bulk of the work in this class is related to the lab assignments. During lab, you will work with a group to accomplish the activities and data collection. During and after class, I expect you to *individually* answer some questions related to the assignment and any associated readings. Labs will be graded based on your answers to the questions. I will only mark whether answers are correct or incorrect on the lab itself, but you are welcome to meet with me if you have further questions. The assignment write-up is due during lab during lab period the week after the assignment (see schedule below). There are eleven labs and a couple of smaller assignments that will count toward your lab grade. The lowest of your lab grades will be dropped.

**EXAMS (30% of total grade)**

**Practical Exam (15% of total grade)**

There will be one practical exam where I will test your field mapping and measuring skills as an individual. This exam will be held during the last week of October or early in November once you have learned all of the appropriate field skills. Before the exam, we will hold an optional review session to review the field measuring material, provide a few sample questions, and answer any questions you may have. This exam is effectively the final exam so there will be no exam during the finals period.

**Lecture Material Exams (7.5% each of total grade)**

There will be two exams that cover material presented in lectures and student presentations. Before the exam, we will hold an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

**HUSKYCT:** I will be using HuskyCT for distributing materials, making announcements, receiving electronic copies of assignments, posting grades, etc. I will post grades before returning graded materials to you. Please keep track of your grade and come to me within one week of my returning the assignment if you have questions on your grades.

**POLICIES AND EXPECTATIONS:** I expect everyone to attend all lectures and labs. The best way to do poorly in this class is to not receive the information I am presenting and to not turn in your assignments on time. If an assignment is turned in late, there will be a 5% percent grade penalty each day, starting at the beginning of class. Labs turned in more than one week late will be given no credit unless you have consulted with me about your circumstances. Technical excuses for late labs *will not* be accepted (e.g., “lost my usb drive,” “forgot to save,” “a virus ate my homework”). I expect that you are backing up your work.

**Make up or early exams:** Make up exams and early exams are not permitted except in special

circumstances. These special circumstances (e.g., severe illness or death in the family) *must* be arranged ahead and documented.

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about your place in the environment, not pressure you into regurgitating facts. But if there is any improperly copied material or student cheating, I will follow the established University disciplinary procedures outlined in the student handbook at <http://www.une.edu/studentlife/handbook/>. Note that although some labs will be done as groups, **you must do, and turn in, your own work**. Any case of copying will be given a 0 to both the copier and the person whose work was copied.

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or the TA, or see me before class if you have any questions about course topics or assignments
2. Attend Discussion/Review sessions before the exams
3. Check out UCONN Connects Student Services which offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
4. Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at http://www.csd.uconn.edu/

**Tentative Schedule**

**O** = Be prepared for outside work **F** = Bring your field guide

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| **Dates** | **Topics** | **Assignments Due** |
| M 8/26 | Introduction: What is this Class? Helpful Precautions |  |
| W 8/28 | Asking questions and the scientific method |  |
| 8/28, 8/29 & 8/30 | LAB: Question Walk and An Introduction to Your Surroundings | **O F** |
| F 8/30 | The Big Here Quiz and your environment | Read Syllabus; **Big Here Quiz Due** |
| M 9/2 | Labor Day Holiday: No class |  |
| W 9/4 | Getting lost and finding your way home: compasses, mapping, and orienteering | **Presentation Topic Preferences Due** |
| 9/4, 9/5 & 9/6 | LAB: Compass Mapping | **O** |
| F 9/6 | Mapping field data and using scale |  |
| M 9/9 | Projecting points and mapping with a compass |  |
| W 9/11 | How to Find Yourself: Global Positioning Systems (GPS) |  |
| 9/11, 9/12 & 9/13 | LAB: GPS | **OF, Compass Mapping Lab Due** |
| F 9/13 | More GPS |  |
| M 9/16 | Using topographic maps | **T** |
| W 9/18 | Topography and Location | **T** |
| 9/18, 9/19, & 9/20 | LAB: GPS and Compass | **OF**  **GPS Lab Due** |
| F 9/20 | Clouds and Weather – Identification of What’s Up  There |  |
| M 9/23 | The water cycle goes round and round: Weather systems and precipitation |  |
| W 9/25 | Let’s talk about the weather some more |  |
| 9/25, 9/26, & 9/27 | LAB: Meteorology | **OF, GPS & Compass Lab Due** |
| F 9/27 | The water cycle goes round and round – Water on and under the ground |  |
| M 9/30 | The water cycle |  |
| W 10/2 | Water Quality |  |
| 10/2, 10/3, & 10/4 | LAB: Hydrology | **O**  **Meteorology Lab Due** |
| F 10/4 | Water Quality, Dirt, the Ecstatic Skin of the Earth |  |
| M 10/7 | Properties of soils |  |
| W 10/9 | Soil processes |  |
| 10/9, 10/10, & 10/11 | LAB: Soils | **O**  **Hydrology Lab Due** |
| F 10/11 | Exam 1 review; Diagnostic Characteristics of Soils |  |
| M 10/14 | **EXAM 1** | **EXAM 1** |
| W 10/16 | The Forested Landscape; Disturbance and succession |  |
| 10/16, 10/17, & 10/18 | LAB: Vegetation Cover Mapping | **OF**  **Soil Lab Due** |
| F 10/18 | Vegetation patterns |  |
| M 10/21 | Practical exam review |  |
| W 10/23 | Basics of computer mapping |  |
| 10/23, 10/24 & 10/25 | **LAB: Practical Exam** | **OF (T if Topo. Map Lab has been done)** |
| F 10/25 | Introduction to GIS |  |
| M 10/28 | People in the natural landscape: Land use and land cover change | **Vegetation Mapping Lab Due** |
| W 10/30 | New England land use history |  |
| 10/30, 10/31 & 11/1 | LAB: Land use and land cover change mapping | **OF** |
| F 11/1 | Stone Walls |  |
| M 11/4 | Museum of Natural History |  |
| W 11/6 | Catch-up class |  |
| 11/6, 11/7 & 11/8 | Topographic Map Interpretation Lab (if not used for rain) | **T, Land Use and Land Cover Change Lab Due** |
| F 11/8 | Uses of GIS and cartographic design |  |
| M 11/11 | Stone wall video & exercise |  |
| W 11/13 | Principles of Geographic Information Systems |  |
| 11/13, 11/14, & 11/15 | LAB: GIS Basics in Connecticut | **Topo. Map Lab Due** |
| F 11/15 | Fun with maps |  |
| M 11/18 | Spatial data and natural resources |  |
| W 11/20 | Aerial Photography |  |
| 11/20, 11/21, & 11/22 | LAB: GIS and Air Photo Interpretation |  |
| F 11/22 | Spatial presentation and synthesis of environmental data |  |
| 11/25 – 11/29 | Thanksgiving Break | **Mmmmm, Tofurky** |
| M 12/2 | Watershed Analysis | **GIS Labs Due** |
| W 12/4 | Exam Review, Grade your professor |  |
| 12/4, 12/5 & 12/6 | LAB: Data Synthesis and Interpretation of Environmental Change Lab |  |
| F 12/6 | **EXAM 2**  **Happy Holidays!** | **Data Synthesis and Interpretation of Environmental Change Lab Due** |
|  | There will be no final at the end of the semester. Your practical exam will act as your final. |  |

Note that in case of inclement weather before November, the topographic map lab will be substituted for the lab that could not occur due to bad weather. The GIS Basics lab may also work this way. The date of the practical exam will also be dependent on possible rain days. I will announce changes to the syllabus at that time.

**2019-306 GEOG 2300E Revise Course (guest: Andy Jolly-Ballantine) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13905 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | Introduction to Physical Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Introduction to Physical Geography |
| **Course Number** | 2300 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are only making a change to the course to add the Environmental Literacy designation, but the content of the class will largely remain the same as before. |

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| **CONTACT INFO** | |
| **Initiator Name** | John A Jolly-Ballantine |
| **Initiator Department** | Geography |
| **Initiator NetId** | jcb08002 |
| **Initiator Email** | [john-andrew.ballantine@uconn.edu](mailto:john-andrew.ballantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** | 128 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Cannot be taken for credits after passing GEOG 4300. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | Geography does not have the faculty to teach this at all campuses. It is occasionally taught at Hartford and Stamford by an adjunct faculty member and irregularly taught at Avery Point. We do teach it online every summer. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 2300. Introduction to Physical Geography 3.00 credits Prerequisites: Cannot be taken for credits after passing GEOG 4300. Grading Basis: Graded The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography. CA 3. |
| **Provide proposed title and complete course catalog copy** | GEOG 2300E. Introduction to Physical Geography 3.00 credits Prerequisites: Cannot be taken for credits after passing GEOG 4300. Grading Basis: Graded The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis on the basic concepts and theories of physical geography. CA 3. |
| **Reason for the course action** | We would like to add the Environmental Literacy "E" designation to this class. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | COURSE GOALS/LEARNING OBJECTIVES After this class, students will be able to: 1. Understand the Earth’s physical landforms and the processes that shape them 2. Appreciate how climate, organisms, tectonics, human activity, and time shape landscapes 3. Learn how soils, climate, and culture create the conditions for different forms of food production around the world 4. Recognize the ways in which humans impact the environment and are influenced by it 5. Become familiar with methods and tools scientist use 6. Understand the links between the different physical systems across the varied parts of the world |
| **Describe course assessments** | Students are assessed by mixed multiple choice and short answer exams, short quizzes, weekly assignments relating the material to their lives, and participation in the class through iClicker/REEF assessments. |
| **General Education Goals** | Introduction to Physical Geography strives to meet the standards of General Education classes in the following ways: 1) become articulate: Students regularly participate in discussion with one another and are asked to share findings with the rest of the class 2) acquire intellectual breadth and versatility: Students explore the scientific method through understanding the many approaches different scientists have used in exploring the natural world around us. Reading about and discussing different scientists from different time periods and cultural traditions provides students with a view of many approaches to problem solving. 3) acquire critical judgment: Students explore important, current topics in science, like climate change, and examine arguments on both sides of the issue and which arguments follow the scientific method in their approach and which are motivated by other factors. 4) acquire moral sensitivity: Students examine issues, such as natural disasters, where extreme events disproportionately impact disadvantaged communities that have less ability to recover from these impacts. 5) acquire awareness of their era and society: In studying science, students learn how scientific expertise is portrayed in today's media and how special interests cast doubt upon scientific findings. Students learn about technology they use relate to principles learned in class like whether microwave radiation from microwave ovens or cell phones can harm them. 6) acquire consciousness of the diversity of human culture and experience: This is harder to directly address in a class about the natural world, but in discussing the physical world as a whole, diverse environments and the ways different human cultures use and co-exist with those environments are topics that are discussed. 7) acquire a working understanding of the processes by which they can continue to acquire and use knowledge: As a class about science, the ways in which the scientific method is used to better understand the world, verify findings, and inform decisions is constantly revisited. |
| **Content Area: Science and Technology (non-Lab)** | Introduction to Physical Geography has been a CA-3 class for many years and is built to fit the criteria of this content area in the following ways: 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods: As an interdisciplinary science exploring many facets of the Earth system, Physical Geography touches on many contemporary bodies of knowledge and utilizes man methods special to Geography such as Geographic Information Systems (GIS) and remote sensing. Current and traditional issues in physical geography include understanding the seasons and radiation, climate change, weather, hydrology (water resources and flooding), landscape change (e.g. erosion and shifting rivers), changes in our oceans, tectonics, and patterns of organisms around the planet. 2. 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: The scientific method is presented from the outset and constantly applied to how we understand different facets of the Earth system in issues like climate change and flooding. The students are expected to develop a critical understanding of how to identify the relevant facts where controversy is manufactured, how to critically think about scientific problems and their implications for society, and how to appreciate the ways in which the scientific method has been applied to develop our current understanding of our natural world and push the boundaries of our understanding in cutting-edge research. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions: Although much of the material is settled science, it is always important to expose the students to current research in these fields, whether that be work done at UConn by professors in this area, interesting findings on specific topics like the biogeography of animal migration, or high profile work being done at a national level to further our understanding of the natural world. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society: As mentioned in point 3, current examples of interesting and current research are used to stimulate discussion and interest in further exploring science. Online discussion threads are used to encourage students to talk about their own observations of the world and what they have found in the media. |
| **Environmental Literacy** | The purpose of this proposal is to add the Environmental Literacy designation to Introduction to Physical Geography. We request this designation because Physical Geography fits the requirements of E classes in the following ways: 1) theories, observations, or models of how humans impact the health and well-being of the natural world: As a CA-3 class, GEOG 2300 constantly discusses theories, observations, and models of the natural world and there are many ways in which the class discusses the role of humans in impacting the world through pollution, erosion, changes in biogeography, climate change, etc. 2) theories, observations, or models of how the natural world affects human health and well-being: The converse of point 1 is also a major feature in this class as we discuss the many scales of impacts from climate change, extreme weather, flooding, mass movements of the earth, volcanic and earthquake hazards, etc. 3) public policies, legal frameworks, and/or other social systems that affect the environment: In discussing the ways in which humans impact and are impacted by natural processes, it is necessary to consider how policy, media, popular culture, and special interests influence our perceptions of the environment and therefore our impact on the environment. The activities of this class ask students to examine their relationship to the world around in terms of carbon footprint, water use, waste, etc. 4) moral and/or ethical dimensions regarding the environment: As mentioned in the general education section, many negative human interactions with the environment disproportionately affect disadvantaged communities that are less resilient to those impacts. Students are asked to consider and discuss the implications of how legal frameworks, marginalization of some communities, and lack of empowerment of some groups further exacerbates impacts of environmental harms. 5) cultural, creative, or artistic representations of human-environment interactions: The cultural aspects of our environment are less a focus of this class, but they still appear as poetry about the aesthetic importance of wind or the famous painting of the Connecticut River Oxbow in MA as an example of fluvial processes. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PhysGeogSyllabus19\_nopages.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163502&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9d64bb64471445b9db6c08d759523a49%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637076082006934096&sdata=djCVRTyBGfYFf8OAAOJL0R653FvuG0rEqu0vHywaDl4%3D&reserved=0) | PhysGeogSyllabus19\_nopages.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John A Jolly-Ballantine | 10/21/2019 - 22:36 | Submit |  | This proposal seeks to add the Environmental Literacy designation to GEOG 2300: Introduction to Physical Geography. | | Geography | Carol Atkinson-Palombo | 10/23/2019 - 12:03 | Approve | 12/5/2018 | All EL courses were approved as a batch by both the Department C&C and the faculty as a whole at the last faculty meeting of 2018. | |

**Introduction to Physical Geography**

**Geography 2300: Spring, 2019**



If the Earth is warming, why do we often have such cold winters?

Is it better to drink bottled water or tap water?

If thousands of rubber duckies were dropped into the Pacific Ocean, where would they go?

Why are earthquakes in Connecticut so minor when earthquakes in places like California and Japan can be devastating?

The physical world around you affects you and you change it through your actions. In this class, we will explore our physical world, the role it plays in our daily lives, and our role in changing it. Throughout this class, and your life, you should ask questions of yourself, of experts, and of sources including the many resources available in the textbook and online. First some basic questions you may have:

**WHO?**

Instructor: Dr. Andrew Jolly-Ballantine (Andy) Office: AUST 432

E-mail: [andy.ballantine@uconn.edu](mailto:andy.ballantine@uconn.edu) Office Hours: Monday and Friday, 11-12 and by appointment

TA: Sungmin Jang Office: AUST 418

E-Mail: sungmin.jang@uconn.edu Office Hours: Wednesday 1-2, Friday 2-3

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

**WHAT?**

According to the catalog: “The physical elements and processes of the lithosphere, hydrosphere and atmosphere are considered in relation to one another and to the distribution of the world's environments. Emphasis will be on the basic concepts and theories of physical geography.”

In short, by the end of this class you will have a basic understanding of the workings of the physical world around you and your relationship to the physical world; you should be able to answer some practical questions about how physical geography impacts your life. You may wonder why you would get a worse summer sunburn in Patagonia than Bar Harbor, ME, where to plant your strawberries, or how to decipher the Science section of the New York Times over your Sunday morning coffee. This class should provide you with useful tips for your life and the background understanding of how our physical environment works.

**WHERE?** AUST 105

**WHEN?** Monday, Wednesday, and Friday 10:10-11:00

**BEYOND LECTURE**

I have chosen a textbook that covers most of the material quite well (it omits oceans so I will provide supplemental material) and has an abundance of online resources to help you understand the material and study for exams. I move through a lot of material in lecture, so if there is anything you don’t catch the first time, use the book to reinforce your knowledge or come and talk with us. Please read the text and readings before the class session on the topic. Not all of the readings will be covered in lecture, but will supplement the in-class presentation. Please feel **free** to ask questions about any reading material that is unclear.

**Required Text:** *Introducing Physical Geography 6th. ed.* by Strahler (Available through the bookstore or online). You may use the 5th. Edition with two cautions: 1) You will need to figure out the appropriate page numbers based on the topics in the schedule. 2) The textbook has some excellent online resources that could help you. I suspect these will be unavailable to you if you use the earlier edition.

**Additional Required Readings**: I will assign a few additional readings over the course of the semester, and place these on HuskyCT. These readings will be announced in class and can be found in the announcements section for this class on HuskyCT.

**Readings of Interest:** I have a scoop.it site at which you can find pieces I find interesting on any number of topics related to this class and other areas of interest to me. I might point you toward some of these on occasion or you can browse them on your own. You should be able to find my material by searching scoop.it for Andy Jolly-Ballantine.

**GRADING**

**Exams (15% each)**

There will be three in-class exams to cover material presented in class and in the readings. If you do not do as well as you would like on any of the three exams, there will be an optional comprehensive final exam during the final exam period. The grade on **the optional comprehensive final will replace your lowest score of the other three exams** if your comprehensive final grade is higher. If it is lower, it will not affect your grade. This comprehensive exam will alternatively serve as a makeup for one missed exam. Because the comprehensive exam serves as a make-up, there will be no make-up exams during the semester for any reason. Please let me know within 24 hours if you miss an exam. **You can only make up one exam** in this way. Exams will include multiple choice questions and may include an optional essay question.

Before each exam, there will be an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

**In-Class Participation Assignments (20% of grade)**

The best way to learn the material is for you to be present and paying attention to the presented material, but also for you to be a part of the discussions that occur in class. On most days in class, we will have sample questions, questions on material from the book, polls, and discussions that will be important for participation. I will be using online polling as a tool to facilitate many of these in-class questions and exercises. You will need to get an ap for this and bring a device (phone, tablet, laptop) to participate. If you do not have a device, you can borrow iPads and laptops from the library. Your responses will be recorded during the class to give us live updates of how the class is answering, but I will also keep answers anonymous where appropriate. Your participation each day will be aggregated to produce an overall participation grade which should be updated at least once a week. Please get the ap and sign up by the second week of the semester.

**Take-Home and In-Class Assignments (35% of grade)**

Over the course of the semester, I will be providing you with small assignments related to the material we are discussing. These should be informative, fun and useful for you. Some of these assignments will involve some work outside of class which you will then bring to class. Your assignment grade will be based on the number of assignments you turn in and how thoroughly you complete them. For each assignment you will receive a Y (full credit of 100%), a Y+ (extra credit of 105% for being especially thorough and thoughtful), a Y– (75% credit for an incomplete assignment), or no credit. You can miss one assignment without adversely affecting your grade. Turning in all of the assignments and receiving a check for each will earn you extra credit. Late assignments will **not** be accepted unless you have notified us in advance and received approval.

**Grading Summary**

Exams 1,2,3: 15% each

In-Class Participation Assignments 20%

Take-Home Assignments 35%

Grades will be posted on HuskyCT as soon as they have been completed. Note that 55% of the grade for this class is assignments and participation. In other words, participating in all of the classes and doing all of the assignments gets you most of the way to a passing grade so even poor performance on the exams can still mean a good overall class grade. Conversely, if you don’t attend class and/or do the assignments, you will get a bad grade in this class, no matter how well you do on the exams. For grade cutoffs, I use the following cutoffs and I do not round up or down:

92-100 = A, 90-91.9 = A-

88-89.9 = B+, 82-87.9 = B, 80-81.9 = B-

78-79.9 = C+, 72-77.9 = C, 70-71.9 = C-

68-69.9 = D+, 62-67.9 = D, 60-61.9 = D-

**POLICIES AND EXPECTATIONS:** We encourage everyone to attend all class sessions as there will be participation assignments on most days. Homework assignments will be turned in or posted to HuskyCT by the beginning of class. Most homework assignments will have a full week to complete so **late assignments will not be accepted.** If you are sick and cannot get an overnight assignment to class, e-mail the assignment to the TA before the beginning of the class during which the assignment is due. You will receive a full Y grade if you can produce a doctor’s note (or other appropriate, official proof of absence) when you return to class, or a Y– if you only send the completed assignment.

I will be using HuskyCT to post grades, post readings and assignment-related materials, and make announcements about changes. I will make all announcements in class as well. You are responsible for readings, assignments and announcements on HuskyCT and I expect you to check HuskyCT, especially if you have missed a class. We also expect you to check HuskyCT for your grades on assignments. If you find a grade has not been posted, please give us at least a week from when the assignment was due to grade it, but let us know by three weeks after the due date of the assignment. After that, we will not be able to look it up.

Winter is upon us so we will follow established university guidelines regarding snow closures. If campus is closed, class will not be held. See alert.uconn.edu or call (860) 486-3768 to check for closure information. Any assignment due on a canceled class day, including exams, will be due the next class period.

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to avoid this possibility. But if there is any improperly copied material or student cheating, I will give all students involved in copying 0 credit, whether you were copied from or did the copying. For cases of cheating, I will follow the established university disciplinary procedures outlined in the student code at http://community.uconn.edu/the-student-code/

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. **Help!** We are always happy to help you with any questions you have about the class. Please take advantage of office hours to talk with us. You can also set up an appointment to meet with me or Karen outside of office hours. Feel free to catch us before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the environment.
2. **Discussion/Review sessions** will be held before exams
3. **UCONN connects student services** offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
4. **Special requests**: Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at http://www.csd.uconn.edu/

**Tentative Schedule**

The order of lectures and reading assignments may change and will be announced at least one class ahead of the change in class. I will provide page numbers of readings in the book with at least a week notice.

**DATE TOPIC**  W 1/23 Introductions & Your Brain

F 1/25 How We Learn and the Scientific Method

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M 1/28 Systems

W 1/30 The Shape of the Earth

F 2/1 Earth’s Revolution and the Seasons

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M 2/4 Radiation

W 2/6 Energy Balance and Temperature

F 2/8 Temperature

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M 2/11 Climate Change Evidence

W 2/13 Greenhouse Gases

F 2/15 Climate Models

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M 2/18 The Greenhouse Bathtub and Radiative Feedbacks

W 2/20 Climate Impacts and Policy

F 2/22 Atmospheric Pressure and Circulation

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M 2/25 Why Winds Whirl Worldwide: Coriolis & Geostrophic Winds

W 2/27 Humidity and Precipitation

**F 3/1**  **Exam 1**

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M 3/4 Air Masses and Fronts

W 3/6 Weather Maps

F 3/8 The Hydrologic Cycle 1: Evaporation and Infiltration

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M 3/11 The Hydrologic Cycle 2: Rivers

W 3/13 Surface Waters

F 3/15 Ground Water and Water Resources

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3/18, 20, 22 **SPRING BREAK**

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M 3/25 Erosion and Weathering

W 3/27 Fluvial Processes

F 3/29 Oceans and Human Impacts

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M 4/1 Ocean Properties

W 4/3 Ocean Fluxes

**F 4/5 EXAM 2**

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M 4/8Ocean Circulation & Tides

W 4/10 Ocean Waves

F 4/12 Earth’s Structure & Plate Tectonics

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M 4/15 Plate Boundaries and Earthquakes

W 4/17 Igneous Rocks and Volcanoes

F 4/19 Metamorphic and Sedimentary Rocks

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M 4/22 Biomes

W 4/24 Ecosystems & Food Webs

F 4/26 Biogeography 1

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M4/29 Biogeography 2

W 5/1Wrap-up, Final Assignment, and Evaluations

**F 5/3 EXAM 3**

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**? 5/? Optional Comprehensive Final Exam**

We look forward to a fun and informative class about our relationship with the physical world around us. We welcome your questions and comments at any time during the semester.

**2019-307 GEOG 3410E       Revise Course (guest: Andy Jolly-Ballantine) (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13642 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | Human Modifications of Natural Environments |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Human Modifications of Natural Environments |
| **Course Number** | 3410 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am revising the existing course and keeping its number. |

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| **CONTACT INFO** | |
| **Initiator Name** | John A Jolly-Ballantine |
| **Initiator Department** | Geography |
| **Initiator NetId** | jcb08002 |
| **Initiator Email** | [john-andrew.ballantine@uconn.edu](mailto:john-andrew.ballantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Discussion |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The instructor is at Storrs and there is currently no plan to offer it as a distance-learning option. If faculty at other campuses are willing to teach it, it could be offered there. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 3410. Human Modifications of Natural Environments 3.00 credits Prerequisites: None. Grading Basis: Graded A geographical and historical interpretation of the changing relationships between culture and environment. Emphasis on the modifications of the biophysical environment by preagricultural, agricultural and urban societies in Europe, southwest Asia, and North America. |
| **Provide proposed title and complete course catalog copy** | GEOG 3410E. Human Modifications of Natural Environments 3.00 credits Prerequisites: None. Grading Basis: Graded A geographical and historical interpretation of the changing relationships between culture and environment. Emphasis on the modifications of the natural environment by preagricultural, agricultural and urban societies. |
| **Reason for the course action** | The basic text change just removes the emphasis on particular regions as examples from all over the world are provided. The main reason for the course action is to add E designation. |
| **Specify effect on other departments and overlap with existing courses** | There is a class in EEB that has been added recently which has some overlap with this class. We are working with EEB to modify GEOG 3410 to create a better sequence with its counterpart in EEB, but that will happen next year. |
| **Please provide a brief description of course goals and learning objectives** | 1) Understand the basic natural systems of the Earth that humans influence 2) Understand many of the ways in which human modifications have negatively impacted Earth’s natural systems throughout human history to the present day 3) Understand positive ways in which humans have modified natural systems 4) Know about some of the current actions humans are taking to improve the world around them 5) Understand how the environment may change in the future as a result of human modifications and understand the basis upon which those predictions are made |
| **Describe course assessments** | The course includes two in-class exams and a final exam. Each exam is made up of a mix of multiple choice, fill-in-the-blank (terminology), short answer, and problem solving questions. Weekly reading assignments vary from journal articles to environmental reports by governments agencies and non-profits to informational materials online to fragments of textbook chapters. There are several case studies, based on researching literature on specific environmental topics. There is generally a homework assignment for each sections of class, designed to use data to explore an environmental topic. Students can choose between a service learning project with the GrowWindham community garden in Willimantic or doing a poster project exploring the environmental life cycle of a product. |
| **General Education Goals** | Geography 3410 addresses the overall goals of General Education as follows: - Become articulate -- Students present results of research related to case studies and their service learning or poster project to the whole class. Regular discussion amongst the students and on a whole-class level is also an important part of articulating the environmental challenges that are discussed in class. - Acquire intellectual breadth and versatility -- The topic of Human Modifications of Natural Environments requires a multi-disciplinary perspective on how human social processes and economic drivers impact the natural world and how the natural world affects human societies at all levels. I incorporate many viewpoints, as well as academic areas of thought from anthropology to sociology to human rights to nutrition to agriculture to ecology to geoscience, etc. - Acquire critical judgment -- Some environmental problems don't lend themselves to easy solutions and their portrayal in the media makes this even more confusing. We use class discussion and case study research projects to focus in on how these environmental problems affect different aspects of society. Developing the critical thinking skills to assess where to find reputable information, how to assess misinformation, and how to dive below the surface of complex problems is critical to this class. - Acquire moral sensitivity -- Many of the ways in which environmental problems affect human societies are disproportionate in their impacts to different communities. The students discuss the moral implications of their own lifestyles through activities on how they use resources. We also explore how disenfranchised communities (whether because of race, poverty, immigration status, etc.) are disroportionately impacted by environmental harms and that environmental solutions can't be successful without a thoughtful addressing of the issues of environmental justice. - Acquire awareness of their era and society -- Modern environmental problems like water shortages, water pollution, air pollution, food production, energy, waste, and climate change are discussed in this class. How different environmental problems are addressed is very much a part of our modern society and our future depends on the way the students approach bringing awareness of these issues to the broader world. - Acquire consciousness of the diversity of human culture and experience -- Issues of environmental justice are always a part of this class. The class explores how different cultures have dealt with environmental change throughout human history (e.g. native american uses of the land from pre-European contact to the present). Examples from around the world are used to illustrate significant problems and illustrate how diverse cultures approach these problems (e.g. water pollution in major rivers in India vs. Italy). - Acquire a working understanding of the processes by which they can continue to acquire and use knowledge -- Researching the most current knowledge is a major aspect of several case study projects and the poster project on product life cycles or the service learning project. By learning how to acquire information on current environmental issues, the students gain the skills to acquire and use knowledge. |
| **Environmental Literacy** | The main purpose of this proposal is to add E designation to GEOG 3410. The E designation is appropriate because of the following ways in which the class meets the goals of the Environmental Literacy requirements: - Theories, observations, or models of how humans impact the health and well-being of the natural world -- As implied by the course title, every section of this class is focused on understanding the ways in which humans modify or impact the health and well-being of the natural world. Throughout the class, I use examples that demonstrate the theories, observations, and models of how the world is changing as a result of human actions and the students do research to further explore the role of humans in the environment. - Theories, observations, or models of how the natural world affects human health and well-being -- Just as human impacts on the world around them are at the core of this class, the converse is essential to this material. The ways in which climate change, air pollution, water scarcity, floods, etc. impact human societies, and disproportionately impact those who are disadvantaged in society, are all essential elements of this class. - Public policies, legal frameworks, and/or other social systems that affect the environment -- The impacts of human on the environment, and vice versa, can't be explored without considering the ways in which humans try to use policy and social action to mitigate (or enhance in some cases) their impact on the world around them. Throughout the class, we consider the role of social movements like the students striking for climate change awareness, as well as policies that shape our impacts on the environment like the Montreal Protocol on ozone, or the Clean Water Act. - Moral and/or ethical dimensions regarding the environment -- Through discussion and readings, we examine the role of humans in environmental change and what our individual and collective responsibilities are. Some of the best discussions spring from examination of our own impacts and our frustrations with the blindness of policy-makers to the clear implications of science. - Cultural, creative, or artistic representations of human-environment interactions -- Where possible, art and literature related to environmental change are incorporated into class. This happens both with the student poster or service learning projects, but also in the presented material on how we perceive the environment. For instance, I discuss environmental art from cave paintings to the Hudson River School, to modern photographic essays and nature writing. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HumanImpactsSyllabus19.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161999&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C919f60ef5bda42c2f95108d74feb3ec4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637065744101589251&sdata=yCd2VcTWjMV8dA1Afpp7pfwUuG6LXN2AF4d9oQDAdUA%3D&reserved=0) | HumanImpactsSyllabus19.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John A Jolly-Ballantine | 10/01/2019 - 12:41 | Submit |  | This proposal requests and addition of the Environmental Literacy designation to GEOG 3410 and also slightly modifies the catalog copy. | | Geography | Carol Atkinson-Palombo | 10/12/2019 - 16:37 | Approve | 11/7/2018 | Departmental C&C Committee and Department approval given for a suite of EL courses in December 2018. | |

**HUMAN MODIFICATIONS OF THE NATURAL ENVIRONMENT**

**Geography 3410: Spring, 2019**

**Western wild fires causes billions of dollars in damage!**

**Global warming is causing sea level rise!**

**Tourism in the Caribbean plummets because of coral reef die-off!**

**Your food is full of toxic chemicals!**

Sometimes it seems like it is impossible to look at the news without seeing some new disaster that humanity has inflicted upon the planet. In an equally valid sense, we as humans have brought order to aspects of the world around us; learned to harness the power of nature to feed and clothe ourselves; and created complex infrastructures of energy, transportation, and habitation. Humans have been modifying the environment, for better or worse, since before the first flint struck a spark into fire tens of thousands of years ago.

**WELCOME TO THIS LOOK AT OUR ENVIRONMENT!** We can all make a difference in the environment, and this course will help you understand the human footprint and what we can do to lessen the negatives and enhance the positives for the environment. We will have a variety of activities in and out of class, from lecture and discussions to activities and videos and a service learning project. Please let me know whenever you have questions and suggestions. This is OUR course. Speaking of questions, here are some basic questions you may be asking yourself:

**WHO?**

Instructor: Dr. Andrew Jolly-Ballantine (Andy) Office: AUST 432

E-mail: [andy.ballantine@uconn.edu](mailto:andy.ballantine@uconn.edu) Office Hours: Monday & Friday: 11-12

Or by appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

I will have a TA assisting me with some aspects of grading, but you should ask me if you have any questions.

**WHAT?**

Catalog description: “A geographical and historical interpretation of the changing relationships between culture and environment.  Emphasis on the modifications of the biophysical environment by pre-agricultural, agricultural and urban societies in Europe, southwest Asia, and North America.”

We will investigate how humans have influenced environmental systems throughout history by focusing successively on examples from the atmosphere, the hydrosphere, the lithosphere, and the biosphere. We will use a global context where possible, but the regions described in the catalog will play a particularly important role.

My goal is to have you come out of the course with a clear understanding of the human imprint on the environment and things that can be done to reduce negative impacts. By the end of this class, you should:

1. Understand the basic natural systems of the Earth that humans influence
2. Understand many of the ways in which human modifications have negatively impacted Earth’s natural systems throughout human history to the present day
3. Understand positive ways in which humans have modified natural systems
4. Know about some of the current actions humans are taking to improve the world around them
5. Understand how the environment may change in the future as a result of human modifications and understand the basis upon which those predictions are made

**WHERE?** Austin 434

**WHEN?** Monday, Wednesday, Friday 1:25-2:15

**BEYOND LECTURE**

**Readings**: There is no required text, but I will hand out selections from several books and journal articles that are relevant to our discussions. These readings will be covered in class discussions and on the exams. I hope these selections will inspire you to find the full book and read it when you have time.

I have a scoop.it site at which you can find pieces I find interesting on any number of topics related to this class and other areas of interest to me. I might point you toward some of these on occasion or you can browse them on your own. You should be able to find my material by searching scoop.it for Andy Jolly-Ballantine.

**Course Requirements**

How to thrive in the GEOG 3410 class environment

**GRADING**

**Exams (Total: 40% of grade—12.5% for 2 exams plus 15% for comprehensive final exam.)**

There will be two in-class exams to cover material presented in class (including videos and posters), labs, and readings. The comprehensive final exam will be held during the scheduled final exam period and will cover all material presented during the course of the class, including poster presentations. Exams will include multiple choice, fill-in the blank, short answer/essay questions, and possibly a longer environmental scenario question.

Before each exam, I will hold an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

Missed Exams: I hope that none of you has an illness or tragedy so severe that you must miss an exam. I am not looking for excuses, but if you miss an exam, you must let me know within **24 hours** and we must schedule a makeup **within a week**. The make-up will consist of several long essays and/or problems related to the material on the missed exam. You may only make up one of the two exams in this fashion and there is no make-up for the final exam.

**Assignments (25% of grade)**

Over the course of the semester, I will be providing you with small assignments related to the material we are discussing. These should be informative, fun, and useful for you. Some of these assignments will involve some work outside of class which you will then bring to class. Other assignments will be related to in-class activities. You **must** be present in class to receive credit for any assignment. Your assignment grade will be based on the number of assignments you turn in and how thoroughly you complete them. For each assignment you will receive a check (full credit), a check – (half credit), or no credit. You can miss one assignment without adversely affecting your grade. If you are sick and must turn in an overnight assignment outside of class, you can e-mail it to me by the beginning of class. Turning in all of the assignments and receiving a check for each will earn you extra credit. Late assignments will **not** be accepted.

**Case Studies (15% of grade)**

Over the course of the semester we will apply the general concepts we are using in class to a few specific local cases, relevant to campus or the region. Each case will be examined through individual research, small group discussion and problem solving, and whole class discussion. The case study grade will consist of both in-class activities and reflections.

**Group Poster Presentations (15% of grade)**

I will be dividing the class into groups of 4-5 to more fully explore a particular case where humans have impacted the environment. You and your group will research your topic and create a poster related to this topic that will be presented at one of two poster sessions near the end of the semester. I will be asking each member of the group to provide a reference list indicating which material they found during research. I will also take time during the poster session to ask each of you specific questions to determine your contribution to and familiarity with the topic. More information on this assignment will be provided as we begin working on the posters.

**Service Projects (5% of grade)**

We are all a part of our shared environment and our actions make a difference. As part of this class, I want you to get out and DO something to improve the world around us. This could be any activity that improves the environment or informs others about the environment and should last at least **three** hours. I mention some possibilities below and will continue mentioning possibilities during the semester. Please come to me with additional ideas you may have. There are a lot of ways you can take part and I encourage you to go beyond this assignment to consistently volunteer your time on environmentally related activities. You will need to complete the *Service Learning Contract* at the end of this syllabus and have the supervisor of your service learning experience sign and date it. You will also write a one page reflection piece about your project. I will provide more details on this a few weeks into the semester. If you want to do a project where there would not be a supervisor to sign and date, please see me ahead of time.

Some Suggestions:

* Present environmental material to an elementary school classroom
* Work with a group on a roadside cleanup project (there is often a lot of trash along roadways after the snow melts)
* Volunteer during an Earth Day event (Earth Day is April 22 and there are often festivals associated with it that need volunteers)
* Volunteer for a coastal cleanup at your favorite beach
* Coordinate a recycling drive or educational program for your dorm, department, favorite campus organization, etc.
* Help to clear trails in the UCONN forest with the Soil and Water Conservation Society, Outing Club, etc.
* Do a river clean-up with your local canoe or kayak organization
* Work with a community garden

**EXTENDED SERVICE PROJECT**

As an alternative to the short, service learning project, you may participate in a more extended service project where we will work with the GrowWindham Community Garden to build a community garden. This exciting project will involve interaction with community members and learning many aspects of starting a new community garden. By participating in this project, you will sign up for one credit of internship (Geography 4090) which will be above and beyond the credits for the class. You will be expected to work with the garden for 42 hours, do pre- and post-reflection papers, and engage in regular check-ins on the progress of the project. This project will replace the 3 hour service project.

**GRADING:**

Exams 1 and 2: 12.5% each

Assignments: 25%

Case Study Materials 15%

Poster Projects: 15%

Service Project: 5%

Final Exam: 15%

Grades will be posted on HuskyCT as soon as they are completed.

For grading, I do not round and I use 2% as my cutoff for – and + grades. In other words, 80-81.99 = B-, 82-87.99 is B, and 88-89.99 is B+.

**POLICIES AND EXPECTATIONS:**

We encourage everyone to attend all class sessions. Material from class sessions will be tested through periodic activities turned in for the small assignment grade and exams. Assignments will be turned in at the beginning of class or at some point during class following related class discussion. Late assignments will **not** be accepted. If you are sick and cannot get an overnight assignment to class, e-mail the assignment to me before the beginning of the class during which the assignment is due. You will receive a full check if you can produce a doctor’s note (or other appropriate, official proof of absence) when you return to class, or a check – if you only send the completed assignment.

I will be using HuskyCT to post grades, post readings and assignment-related materials, and make announcements about changes. I will make all announcements in class as well. You are responsible for readings, assignments and announcements on HuskyCT and I expect you to check HuskyCT, especially if you have missed a class. We also expect you to check HuskyCT for your grades on assignments. If you find a grade has not been posted, please give us at least a week from when the assignment was due to grade it, but let us know by three weeks after the due date of the assignment. After that, we will not be able to look it up.

Winter is upon us so we will follow established university guidelines regarding snow closures. If campus is closed, class will not be held. See alert.uconn.edu or call (860) 486-3768 to check for closure information. Anything due on a cancelled class day, including exams, will be due the next class period.

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to avoid this possibility. But if there is any improperly copied material or student cheating, I will count the material from all parties (copied or copied from) as 0. I will follow the established university disciplinary procedures outlined in the student code at http://community.uconn.edu/the-student-code/

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. **Talk to me!** I am always happy to help you with any questions you have about the class. Please take advantage of office hours to talk with me. You can also set up an appointment to meet with me. Feel free to catch me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment. You can also contact the TA if I am not around and he may be able to help.
2. **Discussion/Review sessions** will be held before exams
3. **UCONN Connects student services** offers a comprehensive array of academic support services including tutoring and writing help. Look them up at http://web.uconn.edu/uconnconnects/default.htm
4. **Special Requests:** Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

**Tentative Schedule**

The order of lectures and reading assignments is subject to change. Any change will be announced at least one class ahead of the change in class and on HuskyCT.

**DATE TOPIC ASSIGNMENT**

W 1/23 Introduction

F 1/25 The GrowWindham Community Garden

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M 1/28 The Ascent of Humankind

W 1/30 The Broad Scale Revolution

F 2/1 Guns, Germs, and Steel

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M 2/4 The Atmosphere and Radiation

W 2/6 Counter-Radiation and the Greenhouse Effect

F 2/8 Evidence of Climate Change

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M 2/11 Poster Research (bring laptop if possible)

W 2/13 Greenhouse Gases

F 2/15 Climate Modeling and the Bathtub Model

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M 2/18 Effects of Climate Change

W 2/20 Climate Policy

F 2/22 Air Pollution 1: Primary and Secondary Pollution

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M 2/25 Air Pollution 2: Controlling Air Pollution, Exam Review

W 2/27 Air Pollution 3: Aerosols and Haze

**F 3/1 EXAM 1**

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M 3/4 Air Pollution 4: Acid Deposition and Indoor Pollution

W 3/6 The Hydrologic Cycle

F 3/8 Surface Water **Poster Research and Annotated Bibliography DUE**

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M 3/11 Ground Water and Aquatic Ecosystems

W 3/13 Water Resource Problems

F 3/15 Water Management and Conservation

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**3/18, 20, 22 SPRING BREAK**

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M 3/25 Types of Water Pollution

W 3/27 Groundwater and Ocean Pollution

F 3/29 Water Treatment and Regulations

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M 4/1 Human Impacts on Oceans

W 4/3 Human Impacts on Oceans 2

F 4/5 Solutions to Marine Impacts

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M 4/8 Waste and Disposal, Exam Review

**W 4/10 EXAM 2**

F 4/12 Reducing Waste

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M 4/15 Fossil Fuel Energy

W 4/17 Renewable Energy **Final Posters DUE**

F 4/19 World Food Issues

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M 4/22 Community Garden Service Project Presentations

W 4/24 Poster Presentations Part 1

F 4/26 Poster Presentations Part 2

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M 4/29 Green Revolutions and Genetic Modification

W 5/1 Agricultural Problems

F 5/3 Urbanization and Sustainability

**? 5/? Final Exam Service Projects DUE**

**2019-308 SCFS Revise Minor (guest: Andy Jolly-Ballantine)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: October 22, 2019

2. Department or Program: EVST

3. Title of Minor: Sustainable Community Food Systems

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

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

5. Nature of change: Add EVST 4000W as fulfilling the capstone writing class requirement of the minor and change the seminar from GEOG 4098 to GEOG 4095 to conform with the numbering currently used.

# Existing Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W).
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4098](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

# Proposed Catalog Description of Minor

The Sustainable Community Food Systems (SCFS) minor provides an in-depth exploration of food systems through performing an intensive summer work experience and fall internship (six credits), and reflecting on the practice of working in a sustainable community food system. Farm experience through working at the Spring Valley Student Farm (or another approved farm) is required and residence at the farm for at least a summer is encouraged.

**Requirements**

The minor consists of 18 credits as follows:

* An elective course in social dimensions of food resources that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [ARE 3260](https://catalog.uconn.edu/ARE/#3260), [4438](https://catalog.uconn.edu/ARE/#4438); [NRE 3265](https://catalog.uconn.edu/NRE/#3265); [NUSC 3230](https://catalog.uconn.edu/NUSC/#3230); [SOCI 2705](https://catalog.uconn.edu/SOCI/#2705).
* A capstone writing class: [GEOG 4000W](https://catalog.uconn.edu/GEOG/#4000W) or EVST 4000W.
* A capstone seminar in Sustainable Community Food Systems: [GEOG 4095](https://catalog.uconn.edu/GEOG/#4098).
* Six credits of an internship class in a department appropriate to the SCFS minor.
* One elective class from the College of Agriculture, Health and Natural Resources, related to sustainable food production that complements the student’s plan of study, as approved by the students’ SCFS adviser. Options include: [SPSS 2100](https://catalog.uconn.edu/SPSS/#2100), [2500](https://catalog.uconn.edu/SPSS/#2500), and [3610](https://catalog.uconn.edu/SPSS/#3610).

This minor is offered by the Environmental Studies program (EVST), and is offered jointly by the College of Liberal Arts and Sciences and the College of Agriculture, Health and Natural Resources.

# Justification

1. Reasons for changing the minor: Because the minor is offered by Environmental Studies, it makes sense for the EVST capstone writing class to be offered as the capstone writing experience, in addition to the capstone seminar in Geography. This addition avoids students majoring in EVST and getting the minor in SCFS needing to take both EVST 4000W and GEOG 4000W which have similar approaches (research, communication, career development, etc.), but tailored to their respective majors.

The Sustainable Community Food Systems seminar is being changed from GEOG 4098 to GEOG 4095 to conform with the course numbering it has been given thus far.

2. Effects on students: This change adds more flexibility to their program.

3. Effects on other departments: None since any EVST students would have to take EVST 4000W anyway.

4. Effects on regional campuses: None

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

    Department Curriculum Committee:

    Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu

**2019-309 HIST 1200            Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13644 |
| **Request Proposer** | Gouwens |
| **Course Title** | World History, 1200-1800 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | World History, 1200-1800 |
| **Course Number** | 1200 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth V Gouwens |
| **Initiator Department** | History |
| **Initiator NetId** | kvg02001 |
| **Initiator Email** | [kenneth.gouwens@uconn.edu](mailto:kenneth.gouwens@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |
| **Environmental Literacy** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 75 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture combined with instructor-led discussion |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 1200: World History, 1200-1800 Three credits. A global approach to human history, 1200CE to 1800CE, emphasizing political, intellectual, economic, and social interactions among peoples with diverse cultures, ideas, and values. CA1 (C). CA4-INT. |
| **Reason for the course action** | HIST 1200 will be the first survey of Premodern World History ever taught at UConn. It may complement but will in no way conflict with HIST 1201 (Modern World History), which as currently taught begins its coverage in the 19th Century. Nationwide, over the past three decades, student interest has shifted dramatically away from Europe-specific surveys and toward courses that are global in scope. Two-semester sequences on World History (with courses listed and taught independently of each other) are regularly offered at many institutions, including at our (obviously far smaller) neighbor institution, Eastern Connecticut State University. An introductory course with no prerequisites, HIST 1200 should prove an attractive option for students seeking to understand the centuries of East/West interaction and global exchange from which the modern world has emerged. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Beyond instilling knowledge of events, institutions, and people on a global scale, the course will require that students (a) explore and appreciate in comparative context a multiplicity of human experiences around the globe, 1200-1800; (b) analyze the nature and consequences of encounters between societies in different parts of the globe; and (c) become skilled in evaluating historical evidence and sensitive to how it is invoked today to support agendas both within and beyond the academic community. The course does not seek to be comprehensive (an unrealistic goal in any case), but instead has as its chief learning outcome for students to enhance their understanding of several major multicultural interactions (e.g., in the westward expansion of the Mongol Empire, the Columbian Exchange, and on international trade routes including the Silk Road and the Atlantic Triangle) that have played crucial roles in shaping the world in which we live. |
| **Describe course assessments** | The class will meet three times a week, consisting overall of two-thirds lecture and one-third discussion. The grade will be based upon effective preparation for and participation in discussion, and performance on examinations. While tests will include short-answer sections aimed at promoting geographical and chronological literacy, they will consist mostly of two kinds of essays: (1) Systematic, thesis-driven responses to questions that require the spanning of cultures; and (2) explications of passages of text or visual images, drawn from assignments. In my experience explication has proven particularly effective in prompting students to read closely--understanding nuance and recognizing not only arguments but also internal contradictions--and to situate a document historically. While a textbook will be used, it will receive far less emphasis than a reader of primary sources specially prepared for the course by the instructor. Its readings will be accompanied by questions designed to facilitate analysis. |
| **General Education Goals** | This course is designed to guide to students to become critical thinkers with an ability to evaluate the reliability and deployment of evidence from past centuries. Attention will be given to the variety of ways in which historians today evaluate evidence and weave narratives from it. Rather than trying to cover everything (which would inevitably result in shallowness), the course centers on a select group of historically consequential interactions of distinct cultures, e.g., in the fourteenth century, the interconnections of trade, political conquest, and disease that accompanied the westward expansion of the Mongol Empire; in the sixteenth century, the encounter of Spaniards with Aztecs in Mexico; the development later that century of the triangular trade among Europe, Africa, and the New World that enabled the rise of chattel slavery; and in the seventeenth century, the encounter of Eastern and Western religions in Mughal India. Both in content and in approach, this course will enhance students' consciousness of the diversity of human culture and experience, and of the extent to which past interactions have helped to shape our world today. |
| **Content Area: Arts and Humanities** | Like History 1300 and 1400, which the present instructor has taught at various points for decades now, this course pays close attention to how cultures, ideas, and values have changed over time. While its emphasis is on written sources and the development and use of maps, attention is also given to nonverbal cultural production including figurative art, music, and patterns of social interaction in particular urban and rural spaces. |
| **Content Area: Diversity and Multiculturalism (International)** | By design, this course requires that students learn about several influential cultures around the globe and explore the dynamics of their interactions, which ranged from military engagement and political domination/submission, to religious proselytizing and syncretism, to multi-directional artistic influences, to the exchange of ideas (or ascendancy of particular ideas) about how humans relate to the material world (methods of farming, ways to structure a city's social space, styles of dress, conceptions of how to embellish one's appearance, etc.). The course does not seek to valorize any one culture over another, but instead to highlight both commonalities and distinct aspects of particular civilizations whose interaction over recent centuries has fundamentally shaped our world today. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST 1200 draft syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162029&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4b3fc314a0c74894d5e708d7565d5957%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072831239104337&sdata=mdvWKyGuqum63oNF%2BAqgWAmnwFR4NEMbHjq6cjouxvs%3D&reserved=0) | HIST 1200 draft syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth V Gouwens | 10/01/2019 - 17:39 | Submit |  | It is anticipated that a range of History Department professors will offer this course in different semesters. The attached syllabus is a general one: it emphasizes the learning outcomes that will be common to all who teach HIST 1200. Upon request, I would be happy to prepare a detailed syllabus to exemplify how I might teach the course when I first do so. | | History | Matthew G McKenzie | 10/16/2019 - 18:39 | Approve | 10/16/2019 | Approved by departmental C&C process. | |

# History 1200: World History, 1200–1800

***Description***

This course takes a global approach to human history, 1200–1800CE, emphasizing the ways that interactions among peoples with diverse cultures, ideas, and values have given rise to political, intellectual, economic, and social developments of lasting historical significance.

***Objectives and Learning Outcomes***

Beyond instilling knowledge of events, institutions, and people on a global scale, the course requires that students:

(a) explore and appreciate in comparative context a multiplicity of human experiences around the globe, 1200-1800;

(b) analyze the nature and consequences of encounters among societies; and

(c) develop skill in evaluating historical evidence, and sensitivity to how it is invoked today to support agendas both within and beyond the academic community.

The course focuses on a series of interactions of civilizations, with attention both to commonalities and to what was distinctive about each. The **chief learning outcome** is for students to gain a sophisticated understanding of the integrity, complexity, and trajectory of a range of civilizations, and of how their interactions gave rise to developments of lasting historical significance.

***Evaluation***

The course grade will be based upon the following: (a) effective preparation for and participa­tion in discussions; and (b) performance on examinations, including at least one midterm and a final, each of which will require writing compelling responses to essay questions.

***Required Texts and Their Purposes***

The textbook, authored by leading historians, complements lectures in providing a framework for understanding the cultural interactions upon which the course focuses. The reader consists of primary sources assembled and edited by your instructor (visual sources will be made available via HuskyCT). Students’ active engagement with these sources—studying them carefully and analyzing them incisively, identifying their subtleties and internal logic—is crucially important to success in History 1200. It will also help them to develop interpretive skills that will be transferable to thinking critically in a variety of contexts throughout life.

***On Appreciating Cultures and their Interactions***

This course eschews triumphalist narratives that celebrate the rise to domination of any particular people. It seeks neither to lionize nor to demonize either victors or victims. Instead, it promotes thoughtful engagement with a variety of cultures *on their own terms*, seeking to understand why they believed and acted as they did, rather than passing judgment (whether favorable or unfavorable) on a culture as a whole. A nuanced understanding of individual cultures is crucial to interpreting both the dynamics and the consequences of their interactions.

**2019-310 HIST 2222E         Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4998 |
| **Request Proposer** | Rozwadowski |
| **Course Title** | Global Environmental History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Global Environmental History |
| **Course Number** | 2222 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Helen M Rozwadowski |
| **Initiator Department** | History |
| **Initiator NetId** | hmr03003 |
| **Initiator Email** | [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **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** | The proposal is to offer this class in up to four different formats at multiple campuses. These formats would be: as a lecture course with a 35-person enrollment cap (regional campuses, Storrs); as a W seminar with a 19-person enrollment cap (regional campuses, Storrs); as a large lecture course with discussion sections (Storrs); or as a large lecture course with W discussion sections with 19-person enrollment caps (Storrs). |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 2222E. Global Environmental History Three credits. Transformations of the global environment since 1450: the effects of human practices and ideas, especially on energy, landscapes, and commodities. CA 1 (C). CA 4-INT |
| **Reason for the course action** | The environment is fundamental to the human experience. This course provides students with a foundation for understanding the historical origins of present environmental concerns. This is a particularly dynamic field within history and therefore an important area for expanding our offerings. At the same time, environmental studies is an increasingly popular major and area of inquiry on campus, and historical approaches are an essential contribution. We propose adding this at a 2000-level to strengthen choices in courses on environment and history for the general student population. This builds on existing slate of environmental courses: 2210 History of the Ocean, 3540 Environmental History of the Americas, and 3542 New England Environmental History. Together, this set of courses will strengthen the history major, provide more opportunities for environmental studies majors, and build a sequence of related courses. |
| **Specify effect on other departments and overlap with existing courses** | There is a lack of a humanities-based, historically-framed general overview of environmental issues for undergraduates of all majors. While there are environment-related classes across the social sciences and to a lesser extent in the humanities, there are very few humanities courses on the environment below the 3000 level. Most of the environmental offerings, especially in Geography, Anthropology, Political Science, and Philosophy, are understandably focused on present-day concerns. The environmental studies major requires students to take at least one environment-themed class in three areas: humanities, social sciences, and natural sciences. Discussions with colleagues have confirmed the significant shortage of humanities offerings for this major. There are faculty members at several regional campuses with expertise in environmental history, and we anticipate that the course will be offered immediately at some and eventually at all regional campuses. Existing environment-related classes in the humanities (list may not be exhaustive): ENGL 3240. American Nature Writing ENGL 3635. Literature and the Environment GERM 2400 The Environment in German Culture HIST 2210 History of the Ocean HIST 3540 American Environmental History HIST 3542 New England Environmental History PHIL 3216 Environmental Ethics Existing environment-related courses in the social sciences (list may not be exhaustive): ANTH 1010. Global Climate Change and Human Societies ARE 3434 Environmental and Resource Policy POLS 3239 Politics of the Environment and Development POLS/EVST 3412 Global Environmental Politics SOCI 2709W Society and Climate Change GEOG 1070 Natural Disasters and Environmental Change GEOG 2320 Climate Change: Current Geographic Issues GEOG 3350 Global Change, Local Action: A Geography of Environmentalism NRE 3000 Human Dimensions of Environmental Resources SOCI 2701 Sustainable Societies |
| **Please provide a brief description of course goals and learning objectives** | This course traces the global history of the environment from 1450 to the present through a series of linked case studies of how human practices and ideas have transformed energy, landscapes, and the production, circulation, and consumption of things, including commodities but also raw materials, ideas, microorganisms, and many other things. While the course will draw on scholarship from a range of disciplines, it will guide students in exploring the environment using the sources, questions, and methods of history. Larger course goals include developing an analysis of the origins and historical trajectory of contemporary environmental challenges, exploring shifting human ideas, policies, and practices towards the environment over time, and demonstrating why a humanistic and historical approach to the environment is so valuable for informed citizens of the world today. The proposal is to offer this class in up to four different formats at multiple campuses. These formats would be: as a lecture course with a 35-person enrollment cap (regional campuses, Storrs); as a W seminar with a 19-person enrollment cap (regional campuses, Storrs); as a large lecture course with discussion sections (Storrs); or as a large lecture course with W discussion sections with 19-person enrollment caps (Storrs). Course goals: ·Understand the importance of including the natural world in history. ·Discover that the human relationship with the environment dates to the deep past, continues to the present, and extends to the future. ·Appreciate that connections between people and the environment are inextricable and have influenced our lives and our globe. -Examine how the human relationship with the environment has changed due to urbanization and industrialization. ·Analyze how people have gained knowledge about the environment in culturally-specifics ways over time. ·Understand how human uses of the environment intersect with culture, imagination, and desire, as well as with politics and economics. Learning objectives -Understand the importance of including the natural world in history. -Gain an overview of global environmental history from European maritime expansion to the present. -Gain an appreciation for the specific utility of historical perspectives and methods in understanding environmental problems. -Become acquainted with the discipline of history, including its questions and methods. -Practice locating and analyzing primary sources. -Improve reading, critical thinking, communication, and analytical skills. |
| **Describe course assessments** | The course will require 40-60 pages of reading per week, a combination of primary sources, scholarly articles, and chapters from scholarly monographs. Assessment will be based on class participation (30%), essays (45%), and final exam (25%). Class participation will include weekly one-page responses to readings, in-class writing, and responses to two campus/community events on environmental themes. Students will chose 2 of 3 possible assignments for 5-page research-based essays on the course themes of energy, landscapes, and the production, circulation, and consumption of things. The final exam will be cumulative and a combination of short answers and essays. |
| **General Education Goals** | This course raises student awareness of the central importance of the natural world in human history and the profound impact of humans on the environment. A humanistic investigation of our historical relationship with the natural world equips students to grasp the economic and political importance of the environment and natural resources, to recognize our ethical responsibilities to this environment, and to explore the cultural dimensions of our knowledge and use of nature. Given the centrality of the environment in the 21st century -- consider food insecurity, human population growth, loss of biodiversity, overfishing, pollution, and global climate change -- it is imperative that we educate a generation of students who are equipped to understand the the environment broadly and in humanistic terms. |
| **Content Area: Arts and Humanities** | As important as it is to acknowledge and understand the diversity of human cultures, it is important, and increasingly urgent, to recognize the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in Area One by cultivating informed citizens with broad knowledge of the environment beyond that gained through the natural sciences, extending to include humanistic inquiry. The course challenges the widely-held assumption that nature exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the natural world and its resources. This course prompts students to examine how different cultures have perceived and used the environment differently while encouraging them also to seek global understanding as appropriate. |
| **Content Area: Diversity and Multiculturalism (International)** | This course contributes to Area 4-INT, Diversity and Multiculturalism, through exploration of the variety of human perceptions of the natural world. The central theme of our class is how the making of our global interconnected world also involved the transformation of relationships with the natural world. Students will learn how knowledge of nature and consequent use of natural resources differs among cultures. A particular focus of this class will be how colonial and imperial power was exercised over different peoples through control of resources. Our examination of global flows of resources will highlight different patterns of access and power across the world. Because colonial structures were so closely tied to resource extraction, struggles for national autonomy and decolonization also played out in struggles over resources and the natural world. A key theme running through this course will be the exploration of the social and natural dynamics involved in producing energy, landscapes, raw materials, and commodities. |
| **Environmental Literacy** | This course contributes to Environmental Literacy by introducing students to historical and ethical dimensions of the human relationship with the natural world. It leads students to investigate the length and character of human interactions with, and uses of, the natural world and its resources and guides them to an understanding of the historical origins of environmental challenges as well as instilling an awareness of differing attitudes toward nature and global resources among different cultures and across time. Reflection on global perspectives alongside the specificity of historical focus on particular times and places strengthens students’ understanding of complex environmental issues and contributes to an awareness of why a humanistic and historical approach to the environment is so critical for addressing global challenges. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Global Environmental History syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161411&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0ec732661e38418c6f9008d74063cd60%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637048669698295555&sdata=PBgsQu14%2BzgteEFX2IhP4UBip%2By2IzESBONA2QRXwz0%3D&reserved=0) | Global Environmental History syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Helen M Rozwadowski | 11/01/2017 - 12:31 | Submit |  | Respectfully submitted, Helen Rozwadowski | | History | Matthew G McKenzie | 09/23/2019 - 16:00 | Approve | 9/23/2019 | Approved by department | |

**HIST 2222: GLOBAL ENVIRONMENTAL HISTORY**

**DRAFT SYLLABUS, SEPTEMBER 2019**

**Instructor:**

**Email Address:**

**Office & Office Hours:**

**Office Phone Number:**

**Catalog description:**

Transformations of the global environment since 1450: the effects of human practices and ideas, especially on energy, landscapes, and the production, circulation, and consumption of things. CA 1, CA 4-INT, EL

**Course description:**

This course traces the global history of the environment from 1450 to the present through a series of linked case studies of how human practices and ideas have transformed energy, landscapes, and the production, circulation, and consumption of things. While the course will draw on scholarship from a range of disciplines, it will guide students in exploring the environment using the sources, questions, and methods of history. Larger course goals include developing an analysis of the origins and historical trajectory of contemporary environmental challenges; exploring shifting human ideas, policies, and practices towards the environment over time; and demonstrating why a humanistic and historical approach to the environment is so valuable for informed citizens of the world today.

**Learning objectives:**

The overall course objectives aim to ensure that students understand that

* what are today viewed as environmental problems have a long, varied history, and
* the resistance of environmental problems to quick-fix solutions has perennially inspired contestation but also acts of imagination.

Specifically, students should:

· Understand the importance of including the natural world in history

· Discover that the human relationship with the environment dates to the deep past, continues to the present, and extends to the future

· Gain an overview of global environmental history from the European conquest of the Americas to the present, beginning with 15th-16th century European maritime expansion and the oceans as the linkage connecting all continents in environmental exchange

· Appreciate that connections between people and the environment are inextricable, have tightened over time particularly in response to industrialization and modernization, and extend to many aspects of our lives and our globe

· Analyze how people have gained and employed knowledge about the environment in different ways at different times

· Understand how human uses of the environment have intersected with different realms of human experience, affording basic sustenance and economic growth, inspiring political intervention and contestation, and shaping cultural expression as the environment serves as a focal point for imagination and desire

· Become acquainted with the discipline of history, including its questions and methods

· Practice analyzing primary sources

· Improve reading, critical thinking, communication, and analytical skills

**Course assessment:**

Class participation (30%)

* Along with substantive contributions to classroom discussion, class participation will include weekly one-page responses to readings, in-class writing, and responses to two campus/community events on environmental themes.

Essays (40%)

* Two 5-page, research-based essays. There are three essay assignments related to the course themes of energy, landscapes, and the production, circulation, and consumption of things. Students will choose to write two essays out of the three possible assignments. See the class schedule for essay due dates.

Final exam (30%)

* The final exam will be cumulative and a combination of questions requiring short answers and essays.

**Students with disabilities:**

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the appropriate staff person in Student Services as soon as possible.

**Academic integrity**

As students at the University of Connecticut, you must follow the University's guidelines for academic integrity, available at [http://www.dosa.uconn.edu](http://www.dosa.uconn.edu/) under Student Resources. If any student has any questions about whether a particular behavior constitutes a violation of the guidelines, please contact the instructor.

**Class schedule**

**Week 1: Introduction**

What is environmental history, and why does it matter?

What kinds of broader narratives are out there? What are the big stories we tell ourselves about environmental/historical change? (The rest of the course will follow up with case studies that confirm or challenge these narratives.)

Rise of agriculture, industrialization, urbanization, consumption, "civilization"

The Anthropocene

Agency (Who are the actors? Individuals? States? The environment itself? Colonialism?

Capitalism? Where has environmental policy come from?)

Progress vs. Decline

READ: William Cronon, “A Place for Stories: Nature, History, and Narrative,” *Journal of*

*American History* 78 (1992), 1347-76

**PRODUCTION, CIRCULATION, AND CONSUMPTION OF THINGS**

**Week 2**

**Columbian Exchange -- Plants, Animals, & Disease**

READ: Alfred Crosby, *The Columbian Exchange* (2003 edition; orig. 1972), J.R. McNeill

"Foreword" (pp. xi-xiv) and chapter 5, "New World Foods and Old World

Demography" (pp. 165-207)

Marsha Weisiger, *Dreaming of Sheep in Navajo Country* (2009), chapter 3, "With Our

Sheep We Were Created," (pp. 63-78)

David S. Jones, *Rationalizing Epidemics* (2004), chapter 2, "Meanings of Depopulation"

(pp. 46-67)

**Week 3**

**Global Commodities (Sugar, Cotton, Coffee, etc.): Labor Regimes & Consumption**

READ: Bruce Robbins,. "Commodity Histories," *PMLA* 120, #2 (2005), 454-63

Sidney Mintz, *Sweetness and Power* (1985), 74-96

Sven Beckert, "Cotton and the Global Origins of Capitalism," *Journal of World History*

28 (Mar. 2017), 107-20

**Week 4**

**Improving on Nature?: Commodities and Science**

READ: John Soluri, *Banana Cultures* (2005), chapter 4, "Sigatoka, Science, and Control" (pp.

104-27), and chapter 7, "La Química" (pp. 193-215)

**Week 5**

**Birds, Whales, and People: The Environmental Politics of Migrating Species**

**DUE: ESSAY #1: Commodities Research Project**

Using one newspaper database (for example, "Early American Newspapers" or "Proquest Historical Newspapers"), trace one commodity over at least a fifty-year period. From what part of the world has this commodity come from, who has produced it, and who has consumed it? What were the significant changes in the patterns of production, consumption, and environmental impacts of this commodity in that time period? Craft a narrative, or story, about this commodity that has a clear thesis (main point) with the evidence (specific examples) supporting that thesis drawn from the newspaper articles you collected for your research. In footnotes, cite the name of each article in quotation marks, the newspaper title in italics, and the date of the article. At a minimum, the paper should draw on its material from at least ten newspaper articles.

**LANDSCAPES**

**Week 6**

Slash-and-Burn Extraction or Stewarding Resources (mining, agriculture, livestock)

READ: Richard Grove, “Indigenous knowledge and the significance of South-West India for Portuguese and Dutch constructions of tropical nature” in *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism 1600–1860* (1995), pp. 73-94.

Gregory T. Cushman, “The most valuable birds in the world,” in *Guano and the Opening of the Pacific World: A Global Ecological History* (New York: Cambridge University Press, 2017), pp. 167-204.

**Week 7**

Water: Oceans, Rivers, Deserts

READ: Diana K. Davis, “Imperialism and the desert blame game,” in *The Arid Lands: History, Power, Knowledge* (Cambridge: MIT Press, 2016), pp. 81-116.

Carmel Finley, “Imperialism” in *All the Boats on the Ocean: How Government Subsidies Led to Global Overfishing* (University of Chicago Press, 2017), pp. 190-212.

**Week 8**

Urbanization & Industrialization as World History

READ: Excerpts from John R. McNeill, “More People, Bigger Cities,” in *Something New Under the Sun: An Environmental History of the Twentieth-Century World* (W.W. Norton & Company, 2001), pp. 269-295.

**Week 9**

National Parks

READ: Bernhard Gissibl, "A Bavarian Serengeti: Space, Race and Time in the Entangled History of Nature Conservation in East Africa and Germany," in *Civilizing Nature: National Parks in Global Historical Perspective* (Oxford/New York: Berghahn Books, 2012), pp. 102-119.

Michael Lewis, "Globalizing Nature: National Parks, Tiger Reserves, and Biosphere Reserves in Independent India," in *Civilizing Nature: National Parks in Global Historical Perspective*, edited by Bernhard Gissibl, Sabine Höhler and Patrick Kupper (2012), pp. 199-213.

DUE: ESSAY #2: LOCAL LANDSCAPE STUDY

Think historically about the global imprints in a local setting, and write about a transformation of one local landscape (such as a dam, watershed, forest, city, highway, park, farm, coast, or campus). Base your history of this changed landscape on research in travel accounts, memoirs, scientific studies, newspapers, and/or other primary sources.

**ENERGY**

**Week 10**

**Biomass as Energy: Muscle, Food, Wood**

Paul Warde “The Hornmoldt Metabolism: Energy, Capital, and Time in an Early Modern German Household” in Forum: The Environmental History of Energy Transitions, *Environmental History* 24 (2019): 472-481. [from Forum]

Natale Zappia, “Revolutions in the Grass: Energy and Food Systems in Continental North America, 1763–1848,” *Environmental History* 21 (2016): 30–53.

Nick Cullather, “The Foreign Policy of the Calorie,” *American Historical Review* 112, no. 2 (2007): 337-364.

Nuno Luís Madureira, “Energy Transitions,” *Environment and Society* Portal, Virtual Exhibitions 2016, No. 2, <http://www.environmentandsociety.org/exhibitions/energy-transitions>

**Week 11**

**Transition to Fossil Fuels**

J. R. McNeill “Cheap Energy and Ecological Teleconnections of the Industrial Revolution, 1780–1920,” in Forum: The Environmental History of Energy Transitions, *Environmental History* 24 (2019): 492-503. [from Forum]

Germán Vergara, “How Coal Kept My Valley Green: Forest Conservation, State

Intervention, and the Transition to Fossil Fuels in Mexico,” *Environmental History* 23

(2018): 82–105.

Christopher F. Jones, “A Landscape of Energy Abundance: Anthracite Coal Canals and the Roots of American Fossil Fuel Dependence, 1820–1860,” *Environmental History* 15 (2010): 449-484.

Brian Black on the Iconography of Crude, *Environmental History*, 14 (3)(2009): 551–558. [Gallery]

**Week 12**

**Big Technologies: Dams and Nuclear Power**

Marc Landry, “Environmental Consequences of the Peace: The Great War, Dammed

Lakes, and Hydraulic History in the Eastern Alps,” *Environmental History* 20 (2015):

422–448.

Kate Brown, "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place,” *The American Historical Review* 106 (2001); 17-48.

Robert D. Lifset “Nuclear Power in America: The Story of a Failed Energy Transition,” in Forum: The Environmental History of Energy Transitions, *Environmental History* 24 (2019):

524-533. [from Forum]

**Week 13**

**Climate Change and Transition from Fossil Fuels?**

Geoffrey Parker, “Crisis and Catastrophe: The Global Crisis of the Seventeenth Century Reconsidered,” *The American Historical Review* 113 (Oct. 2008), 1053-79.

Jennifer Eaglin, “The Demise of the Brazilian Ethanol Program: Environmental and Economic Shocks, 1985–1990,” *Environmental History* 24 (2019): 104–129.

Claire Campbell, “‘Rising with the Tide of History’: The Age of Sail as Industrial Alibi,” *Papers in Canadian History and Environment,* No. 2 (May 2019): 1-37. DOI: dx.doi.org/10.25071/10315/36212

Robert M. Wilson, “Faces of the Climate Movement,” *Environmental History* 22 (2017): 128–139. [Gallery]

**Week 14**

**Imagined Futures to Make Sense of the Present**

DUE: ESSAY #3. Choose one of the excerpts provided of visions of imagined futures. These are all fictional projections, of course, but they reflect the concerns and hopes of the time periods in which they were written. Drawing upon the major themes of the course, assess the environmental realities, challenges, and dreams of the time period of your chosen excerpt relative to the present, looking for and analyzing examples of continuity and change.

Orson Wells, *Time Machine* (1895)

Charlotte Perkins Gilman, *Herland* (1915)

Arthur C. Clarke, *The Deep Range* (1959)

Harry Harrison, “Roommates” (1971) [short story he put together from excerpts from his book *Make Room, Make Room*]

Ernest Callenbach, *Ecotopia* (1975)

FINAL EXAM

**2019-311 HIST/AFRA/LLAS 2621     Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13783 |
| **Request Proposer** | McKenzie |
| **Course Title** | Cuba in Local and Global Perspective |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > Africana Studies Institute > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AFRA |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Africana Studies Institute |
| **Course Subject Area #3** | LLAS |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Latino and Latin American Studies |
| **Reason for Cross Listing** | This course satisfies requirements for the major and minor for History, Africana Studies, and Latino and Latin American Studies. |
| **Course Title** | Cuba in Local and Global Perspective |
| **Course Number** | 3621 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heather Parker |
| **Initiator Department** | History |
| **Initiator NetId** | hep12005 |
| **Initiator Email** | [heather.parker@uconn.edu](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 |

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

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Recommended preparation: HIST 3607, 3608, 3609, 3620 and 3635 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3621. Cuba in Local and Global Perspective Three credits. Recommended preparation: HIST 3607, 3608, 3609, 3620 and 3635. Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. |
| **Provide proposed title and complete course catalog copy** | HIST 2621. Cuba in Local and Global Perspective (Also offered as LLAS 2621 and AFRA 2621.) Three credits. Recommended preparation: HIST 3607, 3608, 3609, 3620 and 3635. Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism. |
| **Reason for the course action** | Change the course number from 3621 to 2621. 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. This course is also being cross-listed because its exploration of Cuba’s history, and role as a center of both Latino/a and Afro-Caribbean identities and culture, also support the LLAS and the AFRA programs. |
| **Specify effect on other departments and overlap with existing courses** | The only change will be the course number. Latino and Latin American Studies approved the change of number on 9/9/19 and Africana Studies approved the change of number on 9/17/19. |
| **Please provide a brief description of course goals and learning objectives** | Learning objectives By the end of the semester students should be versed in political and cultural movements initiated by and in relationship to, Cuba. Students should also be familiar with such theoretical frames as race, gender, class, and culture as powerful social constructions in Cuba and in the world—including their intersectionality and simultaneous uses in Cuban society. Students should have a strong sense of the discursive position occupied by its people in historical relationship to their various national states and societies, to the transnational, and to other Americas geographies. They should be able to articulate how the history of Cuba is critical to understanding the history of the Americas. This course is not limited to a comprehensive, solely national history. |
| **Describe course assessments** | Grading Structure -10 Quizzes: 10% (No makeup quizzes) -Newspaper article/Teach-In presentations: 20% -Mid-term: 20% Participation (consistent contribution to weekly discussion, creating positive learning environment, preparedness with reading and research on newspaper articles]): 25%\* -Final Exam: 25% Course Structure Throughout the semester we will read secondary literature as well as literary works including writings by Louis Pérez. Ada Ferrer, Robin Moore, Miguel Barnet, and Negritude and Afrocubanidad writers such as Nicolas Guillén. The course will include lecture and discussion sessions as well as student presentations, and film. The course will place emphasis on students' careful analysis of and thoughts on materials presented. Translated: you need to participate in classroom discussion. Among other requirements for the course are group "history corrective," group projects, weekly journaling, quizzes (be sure to take asap, the HUSKY CT practice quiz to make sure your computer is configured properly for the course quizzes, found on HUSKY CT), a mid-term exam, and a final exam. Students will work in teams to produce a "history corrective" project for presentation to their peers. This will require meetings and coordination outside of regular class sessions. The "history corrective" project requires student teams to examine a topic of Cuban history. Each team will examine an aspect of cultural and/or political movements of Cuba from Local (national) and possibly Global (international) perspective. They will conduct secondary research on their topic and present their findings and arguments to the class, paying special attention to the historical roots and development of their topic and its most widely recognized manifestations. Presentations must have visual, audio, and data text formats and should last 30 minutes. Class members not presenting should formulate/ask several questions based on the presentations, during the short presentation Q & A. You will receive more detailed instructions about both the final term paper and the group project. Final course grades will depend, in part, on students' class preparation and active participation in discussions that evolve from these student projects. For the history corrective you can use any sort of visual media supported by the smart classroom. You can use clips, for example, from the reserve videos or quotes or passages from the books on reserve if you have investigated these and they seem to have useful information/content for the history corrective presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST-3621-Pappademos.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162592&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C646dda673e9f498800e208d74fea869e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637065741011205080&sdata=CizyH%2Fa8s7AMiin9fch3X3b34NKgoaOzHt8n5jj8Jus%3D&reserved=0) | HIST-3621-Pappademos.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heather Parker | 10/08/2019 - 10:02 | 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 | 10/08/2019 - 10:32 | Approve | 10/8/2019 | Approved as per Departmental discussion in AY 18-19. | | Africana Studies Institute | Shawn Salvant | 10/09/2019 - 09:04 | Approve | 10/9/2019 | Approved with consent from ASI faculty | | Latino and Latin American Studies | Anne Gebelein | 10/11/2019 - 09:54 | Approve | 10/9/2019 | LLAS faculty were apprised of these changes to shift HIST courses from 3000 to 2000 and approve | |

**Cuba from Local and Global Perspective**

**History/Africana Studies Institute 3621**

**2:00 to 3:15, T/TH, Gentry 140  
Professor Pappademos**

**Office: Wood Hall #202, Office Hours: by appointment**

**(**Students please schedule appointments at <http://advapp.uconn.edu/>)

**Learning Contract**

The syllabus represents a contract between the professor and student. Your enrollment in the course symbolizes your acceptance of the terms set forth. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Husky CT. YOU MUST CHECK Husky CT REGULARLY FOR THE CURRENT, MOST UPDATED VERSION OF THE SYLLABUS.

**Course Content**

This course will examine major themes in the recent historical scholarship on Cuba. It will include the use of several, key topics and analytics from historical perspective including race, gender, class, religion, cultural movements and practices, slavery, and political economy and movements.

**Learning objectives**

By the end of the semester students should be versed in political and cultural movements initiated by and in relationship to, Cuba. Students should also be familiar with such theoretical frames as race, gender, class, and culture as powerful social constructions in Cuba and in the world—including their intersectionality and simultaneous uses in Cuban society. Students should have a strong sense of the discursive position occupied by its people in historical relationship to their various national states and societies, to the transnational, and to other Americas geographies. They should be able to articulate how the history of Cuba is critical to understanding the history of the Americas. This course is not limited to a comprehensive, solely national history.

Importantly, students are expected to have some measure of intellectual flexibility. That is, they should be open to new data, theories, and analytic frames. They will be asked to consider multiple viewpoints and conflicting values, and to imagine, analyze, and evaluate alternate positions on issues or solutions to problems. Students are not expected to change radically (although this is possible and welcome). Rather, they should undergo some measure of transformation in which they perceive historical questions in ways slightly different than they did previous to completing course work. Students should expect to be challenged, which may cause momentary frustration. This is generally a sign of growth.

**Instructor Responsibilities**

The instructor's responsibilities are to provide expert content, facilitate discussion, provide—as is pedagogically warranted—resources to aid students in becoming increasingly sophisticated learners, to intellectually counsel students, to maintain high standards of pedagogy, learning, and social interaction, and to facilitate a safe learning environment. Further, the instructor must consistently challenge students by providing individual and group, even collaborative tasks that enable students to learn new data, analytic perspectives, and theoretical complexity **from each other**. The instructor shall strive to encourage and achieve positive and affirming change in students' intellectual development.

**Student Responsibilities**

The very foundation of this course is built on student responsibility in the process of learning. Thus, students are central to the creation and maintenance of a safe learning environment, which means that they are evaluated according to whether they ask questions (no matter how "dumb" or "simple" they feel the question will be perceived) and participate without fear of making mistakes. As part of their course grade they should be prepared to participate in class—by reading and reflecting on the assigned materials, lectures, and comments of fellow students. They should be prepared to take notes during lecture and as they read assignments. They should review these notes before class in order to be prepared to speak in an informed way. This is a significant portion of the grade. **Class attendance alone is NOT sufficient engagement for a positive evaluation of your participation relating to the final course grade. Your contributions to class discussion must be *relevant*, consistent, frequent, and respectful throughout the semester.** Thus, a critical portion of this grade is tied to how students engage the materials and information presented in the course by participating in classroom discussion carefully, thoughtfully, and as often as possible, including engaging presented material and other students' discussion comments during class sessions.

Students are expected to turn in assignments on time and in a polished format in accordance with the minimum requirements. Any/all assignments must be turned in typed, in hard copy, and on time. **E-mail copies/attachments are not accepted unless requested by the instructor or unless given prior approval by the instructor.** An emailed version of a late paper will not be accepted—a hard copy must be put in the instructor's mailbox in the History Department in Wood Hall. All deadlines and requirements are firm. Late assignments are subject to substantial penalties. Thus, the first day an assignment is late 10% will be deducted from the assignment's final grade. For each day thereafter that an assignment is late a 5% grade penalty will result. No assignment will be accepted more than seven days after the initial due date. For example, a paper due on the 10th of the month will not be accepted after 5pm on the 17th of that month.

**To complete reading and other assignments throughout the semester you must make good use of time. For example, for the weeks that you have little or no reading due, use that/those weeks to make progress towards the history corrective projects, the final paper, or other weeks' reading assignments.**

Further, it is expected that students attend all class sessions, arrive on time, stay for the entire session, and steer clear of disruptions such as eating, leaving during class sessions, using cell phones, interrupting the instructor or fellow students, or holding private conversations. Students must inform the instructor before the start of class if they need to leave early, take an urgent phone call, or miss a class session. If a student must miss class they will not be excused unless they provide appropriate, verifiable documentation of their personal emergency, illness, etc. This constitutes appropriate participation. Be aware that participating *inappropriately* in the course will have a negative impact on your grade. Cases of significant or consistently inappropriate actions will be referred to the Office of Community Standards.

Further, UCONN students are held strictly to the university's anti-plagiarism rules. For more information on plagiarism and proper citation: <http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849>. Also, the University's policy on academic misconduct is included on the course Husky CT site.

**Extracurricular conflicts**

Students anticipating extracurricular conflicts should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.  For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

**Cellular phones, Laptops, Recording Devices, and Email**

**Cell Phones**

Please, NO cell phones, text messaging, or newspapers in class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class--and disrespectful to the instructor--to have students get up during class to receive phone calls or to have to lecture while a student is reading/sending a text message. If you have a particular emergency, please inform me before class that you will be expecting a call. Should you need to use the restroom you must leave your phone visible on your desk, otherwise you will not be permitted to leave the classroom. Please remember to do so, so that your leaving the classroom does not cause an unnecessary interruption. (If you do not own a phone, you might want to let the instructor know at the beginning of the semester.)

**Laptop Use**

Laptops are not permitted in this class, unless they are an accommodation given by the Center for Students with Disabilities (CSD). Likewise, students who need to record the lectures due to a CSD accommodation must submit notification in writing to the instructor. This applies only to audio recording. Video recording will not be permitted under any circumstances.

**Email**

If webct vista is used, students may be asked to send emails to the webct site only. If you e-mail me with any questions, I will respond as quickly as I can, sometimes within twenty-four hours.I will answer questions until 8:00 pm on the evenings before quizzes and exams.

Email is a tricky form of communication. Be aware that e-mail is PROFESSIONAL CORRESPONDANCE. Business standards apply. Please be sure to address emails to me by name. You can begin with "Dear Dr. Pappademos," or "Dear Professor Pappademos," "Hi Professor Pappademos," or, simply, "Professor Pappademos." When you write e-mails you are asking for someone's time and attention. You should be aware that most people consider impolite a written request for time and energy that doesn't actually address them by name. Always sign your name, since at times it is not clear who is writing to me – I receive dozens of e-mails on most days. Finally, for your own benefit you should get into the habit of making sure that your mail is written in full sentences and has correct punctuation and spelling. This is great practice for the real world, where your professional persona is in part defined by your e-mail professionalism.

Since e-mail is now the main communication vehicle through which teachers interact one-on-one with students, etiquette is very important. Receiving impolite, demanding, or terse messages ends up being very demoralizing in the long run, so please be careful how you phrase your messages. Adding a "Please" or "Thank You" at the end of an otherwise terse or demanding e-mail does not magically make it polite. Remember: in most cases if you ask nicely, people will go out of their way to help you. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Further, be aware that all emails are subject to scrutiny by the "Office of Community Standards" and any inappropriate emails will be routed to that office for review. Issues such as grades and criticism of fellow students are not discussed over email. You must make an office appointment with the Instructor or TA to discuss these matters. I will not discuss grades via email. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I simply will not answer messages that I consider impolite.

As mentioned above, worms and viruses make email attachments risky business thus I will not accept any written assignments via email. HuskyCT has a place to upload all assignments—unless otherwise stated. The window to upload these assignments is fixed. You will be unsuccessful if you attempt to turn in an assignment late. The window of time for on-time assignment submission on Husky CT will have closed. You will then have to send me an email specifying that you have a late assignment. Hard copies are acceptable in my box as long as they are timed and dated by office staff.

**Course Structure**

Throughout the semester we will read secondary literature as well as literary works including writings by Louis Pérez. Ada Ferrer, Robin Moore, Miguel Barnet, and Negritude and *Afrocubanidad* writers such as Nicolas Guillén. The course will include lecture and discussion sessions as well as student presentations, and film. The course will place emphasis on students' careful analysis of and thoughts on materials presented. Translated: you need to participate in classroom discussion. Among other requirements for the course are group "history corrective," group projects, weekly journaling, quizzes (be sure to take asap, the HUSKY CT practice quiz to make sure your computer is configured properly for the course quizzes, found on HUSKY CT), a mid-term exam, and a final exam.

Students will work in teams to produce a "history corrective" project for presentation to their peers. This will require meetings and coordination outside of regular class sessions.

The "history corrective" project requires student teams to examine a topic of Cuban history. Each team will examine an aspect of cultural and/or political movements of Cuba from Local (national) and possibly Global (international) perspective. They will conduct secondary research on their topic and present their findings and arguments to the class, paying special attention to the historical roots and development of their topic and its most widely recognized manifestations. Presentations must have visual, audio, and data text formats and should last 30 minutes. Class members not presenting should formulate/ask several questions based on the presentations, during the short presentation Q & A.

You will receive more detailed instructions about both the final term paper and the group project. Final course grades will depend, in part, on students' class preparation and active participation in discussions that evolve from these student projects. For the history corrective you can use any sort of visual media supported by the smart classroom. You can use clips, for example, from the reserve videos or quotes or passages from the books on reserve if you have investigated these and they seem to have useful information/content for the history corrective presentation.

**Grading Structure**

-10 Quizzes: 10% (No makeup quizzes)

-Newspaper article/Teach-In presentations: 20%

-Mid-term: 20%

Participation (consistent contribution to weekly discussion, creating positive learning environment, preparedness with reading and research on newspaper articles]): 25%\*

-Final Exam: 25%

**\**Class discussion is mandatory***. The course consists of lectures, student presentations, and class discussion so that students are active, participatory learners. As much as possible class meetings will be devoted to discussion. Students need to come to class well prepared to contribute answers, present questions, and enliven the discussion with intelligent remarks*.* Students who attend class regularly and actively participate will earn better grades than those who attend class infrequently and/or seldom participate in class discussion.I cannot emphasize enough the need to participate in class discussion. You must contribute in a manner relevant to the readings and topical discussion in order for your participation to have a positive impact on your final course evaluation and letter grade.

**Required Readings**

*Book Store*

Barnet, Miguel. *Biography of a Runaway Slave*

Moore, Robin, *Nationalizing Blackness*

*Electronic Course Reserves*

1. Ferrer, Ada "Rustic Men, Civilized Nation: Race, Culture, and Contention on the

Eve of Cuban Independence," *Hispanic American Historical Review*,78:4 (1998): 663-686.

1. Sued-Badillo, Jalil. "Facing up to Caribbean History," *American Antiquity* 57 No. 4 (Oct 1992): 599-607.
2. Palmer, Colin. "Defining and Studying the Modern African Diaspora" in *the Journal of Negro History*,Vol. 85, No. ½ (Winter-Spring, 2000): 27-32.
3. Laurent Dubois, *Haiti: the Aftershocks of History* (2012), Chapter 1, "Independence" (pgs. 15-51).
4. Reid-Vázquez. "Tensions of Race, Gender and Midwifery in Colonial Cuba."
5. Louis A. Perez, Jr, "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898," [*The Journal of American History*](http://www.jstor.org/action/showPublication?journalCode=jamericanhistory), Vol. 81, No. 2 (Sep., 1994): 493-517.
6. Louis A. Pérez, *On Becoming Cuban*, Chapters 4 and part of 5 (a.k.a. "points of contact, sources of possession").
7. Matt D. Childs, "'A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion" in *The Impact of Haitian Revolution on the Atlantic World*, by David Patrick (University of South Carolina Press, 2002).
8. Susan Eckstein and Lorena Barberia, "Grounding Immigrant Generations in History: Cuban Americans and Their Transnational Ties" The entity from which ERIC acquires the content, including journal, organization, and conference names, or by means of online submission from the author.*International Migration Review*, v.36, n.3 (Fall 2002): 799-837.
9. Melina Pappademos, *Black Political Activism and the Cuban Republic,* Chapter 6.
10. Elián González and Pedro Pan in *Cuba Reader*

*Digital Domestic News Sources via the Babbidge Site*

[*http://rdl.lib.uconn.edu/subjects/1983*](http://rdl.lib.uconn.edu/subjects/1983)

*Digital International and World News Sources*

1. International and World News Briefing BBC

2. News: U.S. and World News Headlines : NPR

3. <http://www.worldaffairsjournal.org>

4. Breaking News, Top News & Latest News Headlines | Reuters

5. Newser.com

6. *New York Times* (“World” and/or “International”)

7. *Newsday* BBC

Week 1: **Course Introduction**

Tuesday, January 16

**Review syllabus**

**In-class survey**

**What is the Caribbean?**

**What are "The Americas"?**

**Cuba-US history: what are the links?**

Week 1: **Indigenous Populations and the Building of Empire**

Thursday, January 18

**Lecture: The Encounter and Crown Social, Economic, and Political Systems**

**Due: Sued-Badillo, "Facing up to Caribbean History."**

**Pick Topics for Newspaper Presentation (and late-semester Teach-In)**

Week 2: **African Labor to Cuba and the Americas**

Tuesday, January 23

**Lecture: The Slave Trade, Middle Passage, and the African Diaspora**

**Due: Colin Palmer, "Defining and Studying the Modern African Diaspora"**

**Discussion**

Week 2: **The Nature of Slave Society**

Thursday, January 25

**Lecture: The Slave Trade, Middle Passage, and the African Diaspora**

Week 3: **Hierarchies of Significance in Slave Society**

Tuesday, January 30

**Lecture: Elites, Slaves, and Free Blacks in Spanish Caribbean Societies**

**Due: Michelle Reid-Vázquez, "Tensions of Race, Gender and Midwifery in Colonial Cuba.**

Newspaper Brief Presentations (3 to 5 minutes)

**Week 3: Slave Resistance and the Evolution of the Haitian Revolution**

Thursday, February 1

**Lecture: The Haitian Revolution I**

Newspaper Brief Presentations (3 to 5 minutes)

Week 4: **Slave Resistance and the Meaning of the Haitian Revolution**

Tuesday, February 6

**Lecture: The Haitian Revolution II**

**Due:** Laurent Dubois, "Independence," (chap 1) in *Haiti: The Aftershocks of History* (2012)

Newspaper Brief Presentations (3 to 5 minutes)

Week 4: **The Impact of the Haitian Revolution (Class Does Not Meet)**

Thursday, February 8

**Due: Matt D. Childs, "'A Black French General Arrived to Conquer the Island': Images of the Haitian Revolution in Cuba's 1812 Aponte Rebellion."**

**Discussion**

Newspaper Brief Presentations (3 to 5 minutes)

Week 5: **Interpreting History, Interrogating the Narrative: Oral History Method**

Tuesday, February 13

**Lecture: Researching Cuban history, Marisol Ramos (ph: 6-2734) HBL Classroom 2**

**Oral History Lecture and Exercise**

Week 5: Oral Histories

Thursday, February 15

**Due: Esteban Montejo/Miguel Barnet, *Biography of a Runaway Slave*, entire book**

Week 6: Draft Essay for Midterm Due (No Class) by 5pm

Tuesday, February 20—MIDTERM CANCELLED.

Week 6: **National Independence and Identity in Cuba**

Thursday, February 22

GUEST SPEAKER: DOCUMENTARIAN JERI RICE

Week 7: **National Independence and US Involvement**

Tuesday, February 27

**Due: Ferrer, Ada "Rustic Men, Civilized Nation," and Louis A. Perez, Jr, "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898.**

**Discussion**

Newspaper Brief Presentations (3 to 5 minutes)

Week 7: **Neo-colonialism, Culture, and National Identity**

Thursday, March 1

**Short Lecture: The Spanish-Cuban-Puerto Rican-Philippine-American War**

**In-class exercise: Primary documents Monroe Doctrine, Oostend Manifesto, Teller and Platt Amendments, Jones Act, and US-Dominican Convention**

**Discussion**

Newspaper Brief Presentations (3 to 5 minutes)

Week 8: Reading Primary Documents

Tuesday, March 6

**In-class exercise: Primary documents Monroe Doctrine, Oostend Manifesto, Teller and Platt Amendments, Jones Act, and US-Dominican Convention**

Due: Louis A. Pérez, *On Becoming Cuban*, Chapters 4 and part of 5 (Listed as "[Points of Contact Sources of Conflict" & "Sources of Possession"](http://reserves.lib.uconn.edu/lrt/terms/1108/classes/35351/items/11531)")

Week 8: **US cultural impact on Cuba in the Republican Period**

Thursday, March 8

Images of Empire in the Early Twentieth Century

Week 9: No Class (Spring Break)

March 13 and March 15

**Week 10: Conduct Research/Prepare Outline of Final Teach-In Project (No Class)**

Tuesday, March 20

Outline incudes:

1. Description\* of major concepts to be covered
2. Description of your overarching thesis/framework for the project)
3. Description of the exercise(s) to be conducted with students
4. Description of discussion questions to be provided to students
5. A clear statement of your intended goals for the Teach-In:
   1. What do you want to convey to students and why do you believe the concepts/information are important?
   2. What should students know after your Teach-In ("By the end of this Teach-In Session, students will know...")
   3. How do your Teach-In info/discussion/exercises relate to students' contemporary lives?

**\*Each "Description" should be as long as you need it to be but not shorter than 2 sentences and not longer than 6 sentences.**

Week 10: **Race, Gender, and Nation in the Political Sphere**

Thursday, March 22

**Lecture: Racial Politics and the Use of Blackness in National Identity in Cuba**

**Due: Robin Moore, *Nationalizing Blackness*, chaps 2, 3, 4, 5**

**Due:** **M Pappademos, *Black Political Activism and the Cuban Republic*, ch 6 (170-222)**.

Newspaper Brief Presentations (3 to 5 minutes)

Due: Outline due for Teach-In Project

Week 11: **The feminist movement in Cuba**

Tuesday, March 27

**Due: K. Lynn Stoner, *From the House to the Streets*, chaps 6 & 7**

Newspaper Brief Presentations (3 to 5 minutes)

Week 11: **The Cuban Revolution I**

Thursday, March 29

**Lecture: The Preconditions of Revolution**

Newspaper Brief Presentations (3 to 5 minutes)

Week 12: **The Cuban Revolution II**

Tuesday, April 3

Newspaper Brief Presentations (3 to 5 minutes)

Week 12: **The Cuban Revolution III**

Thursday, April 5

**Short Lecture: The Cuban Revolution: Origins, Course, Legacy**

**Due: Reading on the Cuban Revolution, T.B.A.**

Newspaper Brief Presentations (3 to 5 minutes)

Week 13: **The Cuban Revolution III: 3rd World Internationalism**

Tuesday, April 10

**Cuba in Africa, Ché Guevara, OSPAAAL, and the Cuban Poster Movement**

**Discussion**

Week 13: **Gender and Politics in Cuba (Class Does Not Meet)**

Thursday, April 12

*Portrait of Teresa*

Reading Due: “The Family Code” (on Husky CT, in “Course Documents”)

Week 14: **Politics and** **Cuban Immigration to the United States**

Tuesday, April 17

**Brief Lecture**

**Due: Eckstein/Barberia, "Grounding Immigrant Generations in History" The entity from which ERIC acquires the content, including journal, organization, and conference names, or by means of online submission from the author.**

Teach-In Presentation (30 minutes)

Week 14: Thursday April 19 **(Class Does Not Meet)**

**Film: *Miami-Havana***

**Discussion**

Week 15**: Politics and Cuban Immigration to the United States II**

Tuesday, April 24

**The Case of Elián González**

**Due: Elián González, and Operación/Operation Pedro Pan in *Cuba Reader***

**(Listed on Husky CT as "Various on Cuban Emigration/Immigration")**

**Discussion**

Teach-In Presentation (30 minutes)

Week 15: Elián in the News

Thursday, April 26

**Film: *Saving Elian***

**Course Wrap-up**

**2019-312 ENGL 2640/W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13582 |
| **Request Proposer** | Semenza |
| **Course Title** | Studies in Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Return > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Studies in Film |
| **Course Number** | 2640/W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Gregory M Semenza |
| **Initiator Department** | English |
| **Initiator NetId** | gms02007 |
| **Initiator Email** | [gregory.semenza@uconn.edu](mailto:gregory.semenza@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 3 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | A combination of lectures and discussions |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. |
| **Corequisites** | NONE |
| **Recommended Preparation** | NONE |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL 2640. Studies in Film Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. May be repeated for credit with a change of topic to a maximum of six credits. Exploration of focused topics in film. Course content varies by section. ENGL 2640W. Studies in Film Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. May be repeated for credit with a change of topic to a maximum of six credits. |
| **Reason for the course action** | The English Department regularly offers a variety of film classes, taught by multiple instructors, that need to be listed under special topics and advanced studies topic. This means that English majors, especially younger ones, do not have adequate opportunities to take many such courses, and that Film Studies minors do not even know how much English contributes to Film Studies at UConn. The proposed course will have the effect of unifying department faculty who teach film, and making their courses more visible for a larger number of students. |
| **Specify effect on other departments and overlap with existing courses** | Film minors have to take two interdisciplinary film courses, currently offered by such departments as : AAAS/ENGL; CLCS; CAMS; COMM/LLAS; COMM/LLAS; ENGL; DRAM/HEJS/HRTS; ILCS; JOUR; LLAS; POLS; POLS; and WGSS. The proposed course gives these students another option and enhances the visibility of the English Department's courses. The Film Studies Minor coordinator, Jackie Loss, is excited to add courses from English to the current list of eligible courses. |
| **Please provide a brief description of course goals and learning objectives** | A student successfully completing this course should be able to 1) Intelligently discuss individual films and focused topics related to film form, culture, and history; 2) Write clearly and persuasively about such films and focused topics; 3) engage critical conversations about film form, culture, and history. |
| **Describe course assessments** | These will vary from instructor to instructor, but all sections will include substantial weekly readings, one or two exams, and papers requiring in-depth analytical and argumentative work. Weekly assignments will rotate between readings focused on the specific film topic and viewings of the films themselves. In ALL cases where film viewings are required, students will be responsible for watching the films and preparing themselves for in-class discussions about them (i.e., films will not be screened in class). |
| **General Education Goals** | The proposed course meets all seven purposes of the overall General Education requirement. In demanding students to engage focused topics in film through written essays and class discussions, it trains them to become "more articulate." They gain "intellectual breadth and versatility" by studying the development of a vital and influential artistic tradition. Whereas their engagements of films will help them to "acquire critical judgment," the course's focus on a diverse range of historical and international films and film topics helps them to "acquire moral sensitivity" and "consciousness of the diversity of human culture and experience." An understanding of film's role as perhaps the most popular and influential of twentieth- and twenty-first-century art forms enhances student "awareness of their era and society." Finally, the course's assessment formats, which highlight analysis, critical thinking, and written skills, all serve to help students' "understanding of the processes by which they can continue to acquire and use knowledge." |
| **Content Area: Arts and Humanities** | Regarding the specific content area requirements, the proposed course addresses directly the requirement that all such courses "appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following: Investigations and historical/critical analyses of human experience Inquiries into philosophical and/or political theory; Investigations into cultural or symbolic representation as an explicit subject of study; Comprehension and appreciation of written, visual, multi-modal and/or performing art forms; Creation or reenactment of artistic works culminating in individual or group publication, production or performance." |
| **Writing Competency** | The W version of the course offers students excellent opportunities to hone their analytical skills through in-depth engagements of both secondary historical texts and films. Regular draft-writing assignments encourage students to "think through writing" as they grapple with various secondary and cinematic texts. Formal writing will require students to make well-informed arguments about these texts. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The course will require a minimum of 15 pages of polished, revised writing (the exact breakdown will vary by instructor, but the course will generally require 4-6 formal papers). The syllabus will include inform students that they must pass the “W” component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Studies in Film.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163080&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C90a6826d44af45207a6408d7582353f1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074781077382654&sdata=bShrC7%2BbGK8UXtsBe4cCzGHupzLIzH2wSFt88cV0T%2BE%3D&reserved=0) | Studies in Film.docx | Syllabus | | [Studies in Film W Syllabus .docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163081&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C90a6826d44af45207a6408d7582353f1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637074781077392653&sdata=Bwm8gmj2cftQmQ6nnsv682weT8Y75yj%2FxCuZMz4Hx6I%3D&reserved=0) | Studies in Film W Syllabus .docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Gregory M Semenza | 09/27/2019 - 14:14 | Submit |  | Having consulted with Clare King'oo about the proposed course, I am submitting this CAR for English 2628: Topics in Film. | | English | Evelyn B Tribble | 10/07/2019 - 19:31 | Return |  | Approved by Department C & C for departmental review and submission to the CLAS committee. Returned to Prof. Semenza for some minor edits -- EBT | | Return | Gregory M Semenza | 10/14/2019 - 13:58 | Resubmit |  | Consulted further with Dept. C&C and Pam Bedore | | English | Evelyn B Tribble | 10/23/2019 - 16:32 | Approve | 10/23/2019 | Approved by the English department, 23 October 2019 | |

English 2640W: Studies in Film

**Documentary Film and the Question of Truth**

#### Tuesdays and Thursdays 11:00-12:15

#### Arjona 139

## Professor: Greg Colón Semenza

**Office**: 213 Austin **Office Hours**: Monday: 12-1:30; Thursday: 1:00-2:30

**Phone**: (Office) 486-4762 **Email**: semenza@uconn.edu

**COURSE DESCRIPTION**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2016 Word of the Year (Oxford Dictionaries): Post-Truth**

****Patricia Aufderheide remarks eloquently

that “documentaries are *about* real life;

they are not real life.” Following logically, we might ask whether documentaries have more to do with truth,

*per se*, or the ways we construct and consume *stories* about the truth. Furthermore, to what degree has the indecipherability of differences between fiction and non-fiction stories in our current media landscape—our inability to know how close we actually are to the truth—exacerbated ideological divisions that cause us to interpret the same realities in dramatically different ways?

In this class, we will use the art form of documentary film to explore these and other questions about truth and reality in art, media, and forms of representation (such as our writings) more generally. Studying a mix of about 12 classic and recent documentaries, often in comparison with non-filmic meditations on truth, we’ll celebrate the complexities of these beautiful films and delve deeply into the philosophical and aesthetic questions they inspire.

**REQUIRED TEXTS**

1. Sheila Curran Bernard, *Documentary Storytelling: Creative Nonfiction on Screen* (4th ed.)

2. Bill Nichols, *Introduction to Documentary* (3rd ed.)

3. “Course Packet” on HuskyCT (Blackboard)

**List of Required Films and Screening Options:** All required films are available on a variety of streaming platforms, including iTunes, Amazon, Hulu, Instant Video, Netflix, and FilmStruck. Amazon Instant Video tends to be convenient because there isn't any subscription necessary, and all the docs can be rented for about $2.99. Please note that Interlibrary Loan is a remarkably useful department of our library system. If you prefer DVDs at home, you should request them through ILL about a week prior to your planned viewing time. Our library’s permanent DVD collection also contains all of these films, which can be borrowed on 3-hour loans. Note that several of the films are available on YouTube. While in certain cases, the quality of the YouTube upload will be excellent, in many others it will not be adequate for a film class viewing. It is recommended that you view all films *as films*, watching them in the screen format chosen by their creators, on as large a screen as you can manage to view them on, and in as distraction-free an environment as you can create.

On four occasions this semester, I will screen required films on campus at night. I strongly encourage you to attend these screenings, which will help us to reproduce a more authentic cinematic experience that will inform our discussions and analysis of the documentary film. The screening times are listed on the Class Schedule below.

*Amy* (Asif Kapadia; 2015).

*Bowling for Columbine* (Michael Moore; 2002)

*Cameraperson* (Kirsten Johnson; 2016).

*Close-Up* (Abbas Kiarostami; 1990).

*League of Denial: The NFL’s Concussion Crisis* (Michael Kirk; 2013).

*Gimme Shelter* (Albert and David Maysles; 1970).

*Leviathan* (Lucien Castaing-Taylor and Verena Paravel; 2012).

*Stories We Tell* (Sarah Polley; 2012).

*The Act of Killing* (Joshua Oppenheimer; 2012).

*The Gleaners and I* (Agnès Varda; 2000).

*The Thin Blue Line* (Errol Morris; 1989).

*Tower* (Keith Maitland; 2016).

In-Class

*In Search of the Edge* (short; Scott Barrie; 1990)

*Man with a Movie Camera* (Dziga Vertov; 1929)

*Night and Fog* (Alan Resnais; 1956)

**ASSIGNMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Class Grade: (Attendance, Preparation, Participation , etc.) 20%

2. Quizzes (10-14 “pop” reading/viewing quizzes) 10%

3. Screening Journal Papers (4 X 600 words) 30%

4. Criticism Journal Papers (2 X 750 words) 20%

5. Final Research Paper (1500 words with annotated bibliography) 20%

**Grading Scale:**

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

**OFFICE HOURS & COMMUNICATION:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will hold office hours in 213 Austin at the times listed above. Please come by to introduce yourself, ask any questions you might have, discuss future or current assignments, or seek instruction on specific problems with which you are wrestling. I am always happy to chat with students outside of class about what they’re reading, thinking, and wondering, so don’t be shy.

**email:** I do, of course, encourage professional communication through email. During the week, I will make it a point to check my email at least once a day. On weekends, I may not check email until Sunday night.

**CLASS POLICIES:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Participation:** 20%of your final grade will be based on class preparation and participation. The class participation grade refers to your involvement in class discussions, group work, office conferences, and your attendance record, general level of preparation, and completion of all assignments on time **(late assignments will be penalized a full letter grade for each calendar day they are late [for example, an A will become a B, etc.]).** Preparation encompasses the timely completion of homework and in-class assignments, and the thorough reading of all assigned texts prior to the class in which they are to be discussed. Note that I do not take “participation” simply to mean “talking a lot,” though your in-class comments and questions will certainly be a substantial part of the equation; if you feel shy or reticent about talking in class, you should make it a point to see me early in the semester so that we might discuss other strategies for registering your participation in the class.

**A Note on Electronics and Professionalism:** Please turn off all cell phones and other devices before class begins; note that, barring an official university request, and with the exception noted below, I do not allow laptops in class. For a recent summary of research on the negative impact of electronics in higher education learning environments, see the following article: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>. EXCEPTION: You may bring a laptop or e-reader to class on those days we will be discussing secondary readings posted on HuskyCT; you may use those devices during our discussions of those particular readings only. See Course Schedule for information about these allowances.

**Plagiarism**: Plagiarism can be defined very generally as the practice of offering words, facts, or the ideas of another person as your own in any academic exercise. It goes without saying that you are responsible for citing any words or ideas that you borrow. Plagiarism demonstrates contempt for your instructor, peers, and the purposes of liberal education. If you are caught plagiarizing, the case will be immediately referred to UConn’s Director of Community Standards Should it be determined that you’ve deliberately violated the Student Code, there is a high likelihood of your failing the course, and the University may see fit to pursue other disciplinary actions against you. If you are uncertain as to what constitutes plagiarism, please consult the English Department’s policies guide or see me outside of class.

**Professor’s Statement on Intellectual Property, etc.:** My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression, and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use.The recording of my lectures is not authorized unless, ahead of time, we make exceptional arrangements. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Students with Disabilities:** The English Department is committed to making educational opportunities available to all students. In order for faculty members to properly address the needs of students who have disabilities, it is necessary that those students approach their instructors as soon as the semester starts, preferably the first day of class. Also, contact the Center for Students with Disabilities as soon as possible. The CSD is located in 201 Wilbur Cross and can be reached at 860-486-2020.

**University Writing Center:** I strongly encourage you to take advantage of the University’s Writing Center. It is a place where you can receive free help with your writing. Writers are invited to bring in any writing project, at any stage. Tutors do not edit or proofread, but they do help writers identify weak areas and work with them to improve. (Located in CLAS 159 and the Learning Resource Center in Homer Babbidge Library).

**CLASS SCHEDULE**

January 16 Tuesday Introduction to Class; discuss syllabus.

January 18 Thursday Introduction to Documentary. Read Bill Nichols, “How Can We

Define Documentary Film,” 1-28; read Bill Nichols, “The

Domain of Documentary” (HuskyCT).

January 23 Tuesday Film #1: Discuss *Tower* (Keith Maitland; 2016).

January 25 Thursday Read Bill Nichols, “The Fact of Realism and the Fiction of

Objectivity” (HuskyCT); continue discussion of *Tower*.

January 30 Tuesday Read Aidan White, “FAKE NEWS: Facebook and Matters of Fact

in the Post-Truth Era” (HuskyCT); read Farhad Manjoo, “How the

Internet Is Loosening Our Grip on the Truth” (HuskyCT).

February 1 Thursday Introduction to Film as Visual Art: Film Shots/Editing. [No

readings for today; read ahead for next week].

February 6 Tuesday Introduction to Documentary Storytelling. Read Sheila Curran

Bernard, “Introduction,” 1-16 and “Understanding Story,” 19-119.

**\*Last possible date to turn in Criticism Journal Paper 1.**

February 8 Thursday Film #2: Discuss *Stories We Tell* (Sarah Polley; 2012).

February 13 Tuesday Continue discussion of *Stories We Tell*.

February 15 Thursday Read Richard Lanham, *Revising Prose* (selections on HuskyCT);

In-class screening and discussion of *Night and Fog* (Resnais;

1956).

February 20 Tuesday Film #3: Discuss *The Thin Blue Line* (Errol Morris; 1989); read

Linda Williams, “Mirrors without Memories: Truth, History, and

the New Documentary” (HuskyCT).

February 22 Thursday Documentary Storytelling (continued). Read Sheila Curran

Bernard, “Working with Story,” 123-230.

**\*Public Screening: *Gimme Shelter* (7 PM Location TBA)**

February 27 Tuesday Film #4: Discuss *Gimme Shelter* (Albert and David Maysles;

1970).

March 1 Thursday Film #5: Discuss *Amy* (Asif Kapadia; 2015).

March 6 Tuesday Film #6: Discuss *The Gleaners and I* (Agnès Varda; 2000).

\***Last possible date to turn in Screening Journal Paper 2.**

March 8 Thursday Read Bill Nichols, “How Can We Differentiate among

Documentary Models and Modes?” 104-131; read Bill Nichols,

“How Can We Describe the Observational, Participatory, and

Performative Modes?” 132-158.

March 13 Tuesday SPRING RECESS

March 15 Thursday SPRING RECESS

March 20 Tuesday Read Bill Nichols, “How Can We Differentiate among

Documentary Models and Modes?” 104-131; “Why Are Ethical

Issues Central to Documentary Filmmaking?" 29-47; “How Have

Documentaries Addressed Social and Political Issues?” 159-193.

March 22 Thursday Film #7: Discuss *Frontline: League of Denial: The NFL’s*

*Concussion Crisis* (Michael Kirk; 2013).

**\*Public Screening: *The Act of Killing* (7 PM Location TBA)**

March 27 Tuesday Film #8: *The Act of Killing* (Joshua Oppenheimer; 2012).

March 29 Thursday Read Nick Fraser, “*The Act of Killing*: don’t give an Oscar to this

Snuff Movie” along with reader comments (HuskyCT); read

Lawrence L. Langer, “Pre-Empting the Holocaust” (HuskyCT)*.*

**\*Screening: *Bowling for Columbine*  (7 PM Location TBA)**

April 3 Tuesday Film #9: Discuss *Bowling for Columbine* (Michael Moore; 2002).

April 5 Thursday Continue discussion of *Bowling for Columbine.* Read Jill

Godmilow, “Kill the Documentary As We Know It” (HuskyCT);

Read H. Frankfurt, “On Bullshit” (HuskyCT).

**\*Last possible date to turn in a Criticism Journal paper**

April 10 Tuesday Alternate Media: Discuss *Serial* (podcast), Season 1, Episodes 1-6.

April 12 Thursday Alternate Media: Discuss *Serial* (podcast), Season 1, Episodes 6-

12.

April 17 Tuesday Film # 10: Discuss *Cameraperson* (Kirsten Johnson; 2016).

**\*Screening: *Leviathan*  (7 PM Location TBA)**

**\*\*Final Examination Question Distributed**

April 19 Thursday Film #11: Discuss *Leviathan* (Lucien Castaing-Taylor and Verena

Paravel; 2012).

April 24 Tuesday Film #12 (alternate media?): Discuss *Close-Up* (Abbas Kiarostami;

1990).

**\*Last possible date to turn in a Screening Journal paper**

April 26 Thursday Course Wrap-up

May 2 Wednesday **Final Paper Due.**

**2019-313 ENGL 3640/W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13567 |
| **Request Proposer** | Semenza |
| **Course Title** | British Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Return > English > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | British Film |
| **Course Number** | 3640/W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Gregory M Semenza |
| **Initiator Department** | English |
| **Initiator NetId** | gms02007 |
| **Initiator Email** | [gregory.semenza@uconn.edu](mailto:gregory.semenza@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Course Components** | Lecture |
| **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 |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Limitations on numbers of students in film minor and English away from Storrs, and number of teachers qualified to teach it |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL. 3640. British Film 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011. Grading Basis: Graded British film from 1895 to the present. ENGL 3640W. British Film 3.00 credits. Prerequisite: ENGL 1010 or 1011 or 2011. |
| **Reason for the course action** | The English Department has, for many years, been teaching many classes in film--many under the title "Literature and Other Disciplines" (English 3621) and others as special topics and capstone courses. In spite of this significant contribution to film studies at the University, our courses do not feature adequately in the Film Studies Minor rotation and--because they do not run with any regularity--do not serve enough of our students in the major. An additional feature of the course is its useful focus on cultural and historical material that overlaps with our British literature course offerings. The department has at least two faculty members who could teach this course regularly. |
| **Specify effect on other departments and overlap with existing courses** | The course is conceived as parallel to other departments' national cinema courses--all of which count towards the Film Studies minor, and many of which are Content One courses for the General Education requirement. These courses include the follow "National Cinemas" options: ARAB 3771; CHIN 3270, 3282; CLCS 3211, 3293\*\*\*; DRAM 4151; FREN 3223\*, 3226\*\*; GERM 3261W, 3264W\*\*; ILCS 3259\*; ILCS 3260W\*\*; SPAN 3250\*\*, 3251\*, 3252, 3254\*\*. Two interdisciplinary courses: AAAS/ENGL 3212; CLCS 3201, 3293\*\*\*; CAMS 3245; COMM/LLAS 4320; COMM/LLAS 4470; ENGL 3621; DRAM/HEJS/HRTS 2203; ILCS 3258W; JOUR 2010; LLAS 3575; POLS 3426; POLS 3822; WGSS 3217, 3253/W. The course is distinct from these courses because of its focus on British cinema specifically, and it has been discussed with the Film Studies Minor coordinator, who is eager to see it added to the catalogue. |
| **Please provide a brief description of course goals and learning objectives** | The course traces the long and colorful history of British film since the invention of the cinema around 1895 until the present day. One of the original powers of the global film industry—along with the US, Germany, France, and Italy—the British cinema experienced serious decline in the early years of World War I. Although, according to some film historians, it has never fully recovered, the British filmmaking industry has been at the forefront of numerous historical innovations and developments, serving important roles in the rise of documentary film, wartime propaganda film, cinematic realism, and the evolution of the horror film, heritage film, franchise film, and especially film adaptations of literature—to mention only a few key examples. Through all these changes, the British film industry has always been linked closely to Hollywood, serving not only a training ground for directorial and acting talent (from Charlie Chaplin to Alfred Hitchcock to Ridley Scott and Emma Thompson), but also as an important site and collaborator in an increasingly multinational film industry (from The Bridge on the River Kwai to Star Wars to the Hairy Potter franchise). The course will consider all of these contributions within the context of questions about Britishness itself. Given the violent forces that forged the British union since the Middle Ages, ideas of Britishness have always had an intensely constructed, political quality which certain powerful interests wished to portray as permanent and consensual. But from the vantage point of 2019, the artificial nature of this project is much more apparent and seems on the verge of flying apart. The recent Scottish vote for independence was the logical extension of the politics of devolution dating back at least to 1920, when Home Rule in Northern Ireland was implemented and a parliament was established a year later. The politics of devolution are at this moment putting “English” identity under extreme pressure—and then there’s the ongoing national controversy surrounding Brexit. The course will therefore consider the ever-changing definitions of what constitutes “Britishness” in order to truly understand the history and culture of British film. |
| **Describe course assessments** | The course will be best approached using a combination of assessment formats, mainly short to medium-sized essays that promote in-depth analytical work and both midterm and/or final examinations to test student comprehension and critical thinking. Weekly assignments will rotate between readings focused on the history and culture of British Film and viewings of the films themselves. In ALL cases where film viewings are required, students will be responsible for watching the films and preparing themselves for in-class discussions about them (i.e., films will not be screened in class). |
| **General Education Goals** | The proposed course meets all seven purposes of the overall General Education requirement. In demanding students to engage the history of British film deeply through written essays and class discussions, it trains them to become "more articulate." They gain "intellectual breadth and versatility" by studying the development of a vital and enduring British artistic tradition. Whereas their engagements of the films will help them to "acquire critical judgment," the course's focus on how British cinema tests concepts of British identity helps them to "acquire moral sensitivity" and "consciousness of the diversity of human culture and experience." The overlap of this artistic tradition with American cultural art forms and institutions, as well as their engagement of contemporary issues such as Brexit and gender inequality, among others, enhances student "awareness of their era and society." Finally, the course's assessment formats, which highlight analysis, critical thinking, and written skills, all serve to help students' "understanding of the processes by which they can continue to acquire and use knowledge." |
| **Content Area: Arts and Humanities** | Regarding the specific content area requirements, the proposed course addresses directly the requirement that all such courses "appropriate to this category must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in at least one of the following: Investigations and historical/critical analyses of human experience Inquiries into philosophical and/or political theory; Investigations into cultural or symbolic representation as an explicit subject of study; Comprehension and appreciation of written, visual, multi-modal and/or performing art forms; Creation or reenactment of artistic works culminating in individual or group publication, production or performance." |
| **Writing Competency** | The W version of the course offers students excellent opportunities to hone their analytical skills through in-depth engagements of both secondary historical texts and films. Regular draft-writing assignments encourage students to "think through writing" as they grapple with various secondary and cinematic texts. Formal writing will require students to make well-informed arguments about these texts. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The course will require a minimum of 15 pages of polished, revised writing (the exact breakdown will vary by instructor, but the course will generally require 4-6 formal papers). The syllabus will include inform students that they must pass the “W” component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [British Film Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163082&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9ea0c1fa7c81493a0a8808d758e13902%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075596668594005&sdata=81VoUrlkNsv5GEjuw6rs99rw3NeBIl5bR5JyFzBJbzA%3D&reserved=0) | British Film Syllabus.docx | Syllabus | | [British Film W Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163083&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9ea0c1fa7c81493a0a8808d758e13902%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075596668594005&sdata=oxsfjpRGGqSFaG%2Fv7u%2Bnrb7nQPeT1mzJW8eigcHwty4%3D&reserved=0) | British Film W Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Gregory M Semenza | 09/27/2019 - 11:30 | Submit |  | After consultation with Clare Costley King'oo, I am submitting a proposal to add W and non-W versions of ENGL 3620: British Film. | | English | Evelyn B Tribble | 10/07/2019 - 19:31 | Return |  | Approved by Department C & C for departmental review and submission to the CLAS committee. Returned to Prof. Semenza for some minor edits -- EBT | | Return | Gregory M Semenza | 10/14/2019 - 14:01 | Resubmit |  | Consulted further with Dept. C&C and Pam Bedore | | English | Evelyn B Tribble | 10/23/2019 - 16:31 | Approve | 10/23/2019 | Approved by the English department, 23 October. | |

**British Film**

English 3640

Professor: Greg Colón Semenza Office: 213 Austin

Office Hours: Phone: (Office) 860-486-4762

email: [semenza@uconn.edu](mailto:semenza@uconn.edu)

**COURSE DESCRIPTION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

In this course, we will trace the long and colorful history of British film since the invention of the cinema around 1895 until the present day. One of the original powers of the global film industry—along with the US, Germany, France, and Italy—the British cinema experienced serious decline in the early years of World War I. Although, according to some film historians, it has never fully recovered, the British filmmaking industry has been at the forefront of numerous historical innovations and developments, serving important roles in the rise of documentary film, wartime propaganda film, cinematic realism, and the evolution of the horror film, heritage film, franchise film, and especially film adaptations of literature—to mention only a few key examples. Through all these changes, the British film industry has always been linked closely to Hollywood, serving not only a training ground for directorial and acting talent (from Charlie Chaplin to Alfred Hitchcock to Ridley Scott and Emma Thompson), but also as an important site and collaborator in an increasingly multinational film industry (from *The Bridge on the River Kwai* to *Star Wars* to the *Harry Potter* franchise).

The course will consider all of these contributions within the context of questions about Britishness itself. Given the violent forces that forged the British union since the Middle Ages, ideas of Britishness have always had an intensely constructed, political quality which certain powerful interests wished to portray as permanent and consensual. But from the vantage point of 2019, the artificial nature of this project is much more apparent and seems on the verge of flying apart. The recent Scottish vote for independence was the logical extension of the politics of devolution dating back at least to 1920, when Home Rule in Northern Ireland was implemented and a parliament was established a year later. The politics of devolution are at this moment putting “English” identity under extreme pressure—and then there’s the ongoing national nightmare unfolding around Brexit. In this course, we will need to think, therefore, as much about ever-changing definitions of what constitutes “British” in order to truly understand the history and culture of British film.

**TEXTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

David Bordwell and Kristin Thompson, *Film History*

Readings on HuskyCT (see course schedule)

**Films:** In addition to the book you are required to purchase, you will be responsible for watching many films. All of the films (see Course Schedule) are available at the library, through ILL, and on a variety of streaming platforms such as iTunes, Hulu, YouTube, Amazon Instant Video, and Netflix.

**ASSIGNMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Participation 20%

2. Unannounced Reading Quizzes (approx. 10) 15%

3. 4 Film Analyses (750-1000 words each) 30%

5. Final Comprehensive Exam 30%

**Grading Scale:**

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

**OFFICE HOURS & COMMUNICATION:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Participation:** 20%of your final grade will be based on class preparation and participation. The class participation grade refers to your involvement in class discussions, group work, office conferences, and your attendance record, general level of preparation, and completion of all assignments on time **(late assignments will be penalized a full letter grade for each calendar day they are late [for example, an A will become a B, etc.]).** Preparation encompasses the timely completion of homework and in-class assignments, and the thorough reading of all assigned texts prior to the class in which they are to be discussed. Note that I do not take “participation” simply to mean “talking a lot,” though your in-class comments and questions will certainly be a substantial part of the equation; if you feel shy or reticent about talking in class, you should make it a point to see me early in the semester so that we might discuss other strategies for registering your participation in the class.

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**Professor’s Statement on Intellectual Property, etc.:** My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression, and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use.The recording of my lectures is not authorized unless, ahead of time, we make exceptional arrangements. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Students with Disabilities:** The English Department is committed to making educational opportunities available to all students. In order for faculty members to properly address the needs of students who have disabilities, it is necessary that those students approach their instructors as soon as the semester starts, preferably the first day of class. Also, contact the Center for Students with Disabilities as soon as possible. The CSD is located in 201 Wilbur Cross and can be reached at 860-486-2020.

**University Writing Center:** I strongly encourage you to take advantage of the University’s Writing Center. It is a place where you can receive free help with your writing. Writers are invited to bring in any writing project, at any stage. Tutors do not edit or proofread, but they do help writers identify weak areas and work with them to improve. (Located in CLAS 159 and the Learning Resource Center in Homer Babbidge Library).

**COURSE SCHEDULE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Week 1 T Introduction to course; introduction to syllabus

Th Read Bordwell and Thompson, “The Invention and Early Years of the

Cinema, 1880s-1904”

Week 2 T Discuss Selection short films by Cecil Hepworth and R.W. Paul

Th Read Bordwell and Thompson, “The International Expansion of the

Cinema” and “The Rise of National Cinemas”

Week 3 T Exporting British Talent: Discuss Chaplin, Short Films

Th Read Bordwell and Thompson, “The Development of Sound Cinema”

Week 4 T Exporting British Talent: Discuss Hitchcock’s *The 39 Steps* (1935)

Th Britain’s Cinematic Golden Age: World War II and Beyond

Week 5 T The Rise of British Documentary: Spotlight on John Grierson

Th The Rise of British Documentary: Fast Forward: Discuss Asif Kapadia’s

*Amy* (2015)

Week 6 T Propaganda Masterpieces: Read excerpts from James Chapman, *The*

*British at War*

Th Discuss Powell and Pressburger’s *The Life and Death of Colonel Blimp*

(1943)

Week 7 T Spotlight on David Lean: *Brief Encounter* (1945)

Th Spotlight on Carol Reed: *The Third Man* (1949)

Week 8 T Ealing Comedies; Discuss *The Lavender Hill Mob* (1951)

Th Read Bordwell and Thompson, “The Postwar Era: 1945-1960

Week 9 T International Collaborations: The Case of Lean’s *Lawrence of Arabia*

(1962)

Th International Collaborations: The Case of James Bond

Week 10 T Hammer Horror: Discuss Terence Fisher’s *The Curse of Frankenstein*

(1957)

Th British Kitchen Sink Cinema: Discuss Tony Richardson’s *Look Back in*

*Anger* (1959)

Week 11 T Read Bordwell and Thompson, “Contemporary Cinema Since the 1960s”

Th Discuss Stanley Kubrick’s *A Clockwork Orange* (1971)

Week 12 T Discuss Terry Jones’s *Monty Python’s* *Life of Brian* (1979)

Week 13 T Read Bordwell and Thompson, “Cinema and the Age of Electronic

Media”

Th Discuss Merchant-Ivory’s *A Room with a View* (1985)

Week 14 T Discuss Stephen Frears’s *My Beautiful Laundrette* (1985)

Th Discuss Andrea Arnold’s *Fish Tank* (2009)

Final Comprehensive Exam

**British Cinema**

English 3640W

Professor: Greg Colón Semenza Office: 213 Austin

Office Hours: Phone: (Office) 860-486-4762

email: [semenza@uconn.edu](mailto:semenza@uconn.edu)

**COURSE DESCRIPTION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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This is a W course. Regular draft-writing assignments will help you to think through your writing as you grapple with various secondary and cinematic texts. Formal writing assignments will help you to make well-informed arguments about these texts. Primary modes of writing instruction will include in-class writing workshops, individual and/or group conferences, peer review, written feedback from the instructor, and formal student reflection. The culmination of your work will be a Final Research Paper (8 to 10 pages in length, excluding bibliography), citing *at least* 8 legitimate scholarly sources. Note that you must pass the “W” component of the course in order to pass the course.

**TEXTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. Participation (including peer workshops) 15%

2. Unannounced Reading Quizzes (approx. 10) 10%

3. 3 (revisable) Film Analyses (500-750 words each) 30%

4. Final Research Project proposal (500-750 words) 15%

4. Final Research Project (8-10 pages, excluding bibliography) 30%

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|  |  |  |
| --- | --- | --- |
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**A Note on Electronics and Professionalism:** Please turn off all cell phones and other devices before class begins; note that, barring an official university request, and with the exception noted below, I do not allow laptops in class. For a recent summary of research on the negative impact of electronics in higher education learning environments, see the following article: <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>. EXCEPTION: You may bring a laptop or e-reader to class on those days we will be discussing secondary readings posted on HuskyCT; you may use those devices during our discussions of those particular readings only. See Course Schedule for information about these allowances.

**Plagiarism**: Plagiarism can be defined very generally as the practice of offering words, facts, or the ideas of another person as your own in any academic exercise. It goes without saying that you are responsible for citing any words or ideas that you borrow. Plagiarism demonstrates contempt for your instructor, peers, and the purposes of liberal education. If you are caught plagiarizing, the case will be immediately referred to UConn’s Director of Community Standards Should it be determined that you’ve deliberately violated the Student Code, there is a high likelihood of your failing the course, and the University may see fit to pursue other disciplinary actions against you. If you are uncertain as to what constitutes plagiarism, please consult the English Department’s policies guide or see me outside of class.

**Professor’s Statement on Intellectual Property, etc.:** My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression, and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use.The recording of my lectures is not authorized unless, ahead of time, we make exceptional arrangements. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Students with Disabilities:** The English Department is committed to making educational opportunities available to all students. In order for faculty members to properly address the needs of students who have disabilities, it is necessary that those students approach their instructors as soon as the semester starts, preferably the first day of class. Also, contact the Center for Students with Disabilities as soon as possible. The CSD is located in 201 Wilbur Cross and can be reached at 860-486-2020.

**University Writing Center:** I strongly encourage you to take advantage of the University’s Writing Center. It is a place where you can receive free help with your writing. Writers are invited to bring in any writing project, at any stage. Tutors do not edit or proofread, but they do help writers identify weak areas and work with them to improve. (Located in CLAS 159 and the Learning Resource Center in Homer Babbidge Library).

**COURSE SCHEDULE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Week 1 T Introduction to course; introduction to syllabus

Th Read Bordwell and Thompson, “The Invention and Early Years of the

Cinema, 1880s-1904”

Week 2 T Discuss Selection short films by Cecil Hepworth and R.W. Paul

Th Read Bordwell and Thompson, “The International Expansion of the

Cinema” and “The Rise of National Cinemas”

Week 3 T Exporting British Talent: Discuss Chaplin, Short Films

Th Read Bordwell and Thompson, “The Development of Sound Cinema”

Week 4 T Exporting British Talent: Discuss Hitchcock’s *The 39 Steps* (1935)

Th Britain’s Cinematic Golden Age: World War II and Beyond

Week 5 T The Rise of British Documentary: Spotlight on John Grierson

Th The Rise of British Documentary: Fast Forward: Discuss Asif Kapadia’s

*Amy* (2015)

Week 6 T Propaganda Masterpieces: Read excerpts from James Chapman, *The*

*British at War*

Th Discuss Powell and Pressburger’s *The Life and Death of Colonel Blimp*

(1943)

Week 7 T Spotlight on David Lean: *Brief Encounter* (1945)

Th Spotlight on Carol Reed: *The Third Man* (1949)

Week 8 T Ealing Comedies; Discuss *The Lavender Hill Mob* (1951)

Th Read Bordwell and Thompson, “The Postwar Era: 1945-1960

Week 9 T International Collaborations: The Case of Lean’s *Lawrence of Arabia*

(1962)

Th International Collaborations: The Case of James Bond

Week 10 T Hammer Horror: Discuss Terence Fisher’s *The Curse of Frankenstein*

(1957)

Th British Kitchen Sink Cinema: Discuss Tony Richardson’s *Look Back in*

*Anger* (1959)

Week 11 T Read Bordwell and Thompson, “Contemporary Cinema Since the 1960s”

Th Discuss Stanley Kubrick’s *A Clockwork Orange* (1971)

Week 12 T Discuss Terry Jones’s *Monty Python’s* *Life of Brian* (1979)

Week 13 T Read Bordwell and Thompson, “Cinema and the Age of Electronic

Media”

Th Discuss Merchant-Ivory’s *A Room with a View* (1985)

Week 14 T Discuss Stephen Frears’s *My Beautiful Laundrette* (1985)

Th Discuss Andrea Arnold’s *Fish Tank* (2009)

**2019-314 GEOG 4001W Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13945 |
| **Request Proposer** | Zhang |
| **Course Title** | Writing in Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geography > College of Liberal Arts and Sciences > Return > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Writing in Geography |
| **Course Number** | 4001W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Minor modifications to the existing description |

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| **CONTACT INFO** | |
| **Initiator Name** | Carol Atkinson-Palombo |
| **Initiator Department** | Geography |
| **Initiator NetId** | caa07006 |
| **Initiator Email** | [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Zhang |
| **Proposer First Name** | Chuanrong |
| **Select a Person** | chz08006 |
| **Proposer NetId** | chz08006 |
| **Proposer Phone** | +1 860 486 2196 |
| **Proposer Email** | [chuanrong.zhang@uconn.edu](mailto:chuanrong.zhang@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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 |
| **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** | 1 |
| **Instructional Pattern** | As needed |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | One Geography course at the 2000 level or higher; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | One Geography course at the 3000 level or higher. |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is this course open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | Any GEOG 3000-level course or higher. |
| **List courses that cannot be taken concurrently** | None |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4001W. Writing in Geography 1.00 credits Prerequisites: One Geography course at the 2000 level or higher; ENGL 1010 or 1011 or 2011; open to junior or higher Geography majors. Corequisite: One Geography course at the 3000 level or higher. Grading Basis: Graded Techniques for, and practice in, research, writing, citation, and data presentation in geography. |
| **Provide proposed title and complete course catalog copy** | 4001W. Writing in Geography 1.00 credits Prerequisites: One Geography course at the 2000 level or higher; ENGL 1010 or 1011 or 2011; open to junior or higher Geography and GIS majors. Corequisite: One Geography course at the 3000 level or higher. Grading Basis: Graded Techniques for, and practice in, research, writing, citation, and data presentation in geography. |
| **Reason for the course action** | To ensure that the capstone is open to majors in the newly created GIS program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Remains unchanged. |
| **Describe course assessments** | Minimum 15 page writing requirement, per W course requirements. |
| **General Education Goals** | Minimum 15 pages of written work subject to review. |
| **Writing Competency** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOGCapstoneSyllabus19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163671&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C75f2e817db5d4f59ee4c08d759a8dafd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637076454069069599&sdata=u0tDavBwYA9u3u8jkjnYbWGlCbNgL9C3VWKXzhOx21c%3D&reserved=0) | GEOGCapstoneSyllabus19.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Carol Atkinson-Palombo | 10/23/2019 - 12:40 | Submit |  | Approved by the Department C&C.f | | Geography | Carol Atkinson-Palombo | 10/23/2019 - 16:43 | Approve | 10/2/2019 | Approved by faculty on 10/2/19. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/25/2019 - 10:09 | Return |  | Returning to proposer to click "yes" on is this a gen ed course (W) and fill in all related fields. PB. | | Return | Carol Atkinson-Palombo | 10/25/2019 - 14:40 | Resubmit |  | Indicated W course that needs gen ed review. | | Geography | Carol Atkinson-Palombo | 10/25/2019 - 15:10 | Approve | 10/2/2019 | Approved | |

**2019-315 JOUR 2065          Add Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11659 |
| **Request Proposer** | Smith |
| **Course Title** | Mobile Storytelling |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Journalism > UICC > Return > Journalism > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | Mobile Storytelling |
| **Course Number** | 2065 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Steven G Smith |
| **Initiator Department** | Journalism |
| **Initiator NetId** | sgs13003 |
| **Initiator Email** | [steven.g.smith@uconn.edu](mailto:steven.g.smith@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | There is no JOURN major at regional campuses so demand varies. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | JOUR 2065. Mobile Storytelling Three credits. Prerequisite or Corequisite: JOUR 1002. Open to sophomores or higher. Entry-level photojournalism course that develops aesthetic and technical skills for storytelling using mobile equipment such as smart phones. |
| **Reason for the course action** | New communication technologies have made visual and audio storytelling increasingly important. The ability to communicate instantly to vast audiences requires specialized expertise not just in the tools used, but also in the aesthetic and ethical aspects of using these technologies. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives 1. Develop skills in aesthetics and visual principles. 2. Develop an understanding of how to assess and critique visual communication. 3. Understand how to create engaging visuals that communicate content. 4. Understand the importance of ethics in journalistic visual storytelling. 5. Develop an understanding and appreciation of high-quality visual journalism. 6. Develop basic skills in creating a photographic essay/picture story for multimedia. 7. Understand and develop basic picture-editing skills. 8. Develop entry-level audio skills for multimedia. 9. Develop entry-level video-capture skills. |
| **Describe course assessments** | This course will have weekly, graded visual journalism assignments and a final portfolio of work. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus Mobile Storytelling.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161569&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5cfb8d6eb38d46ee584108d7476066e3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637056351675513199&sdata=TbV24BZApDAgXJ7%2BPEy%2FBvk%2BRyjsyu8Y3DEoN6wpMn4%3D&reserved=0) | Syllabus Mobile Storytelling.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Steven G Smith | 03/14/2019 - 11:18 | Submit |  | Let me know if you have any questions. | | Journalism | Maureen E Croteau | 09/25/2019 - 15:13 | Approve | 3/6/2019 | Approved by department committee. | | UICC | Cheryl D Galli | 09/26/2019 - 07:25 | Return | 9/26/2019 | Returning to correct form. UNIV was erroneously indicated. C. Galli to resubmit, noting department approval. | | Return | Cheryl D Galli | 09/26/2019 - 07:27 | Resubmit |  | Resubmitting to correct workflow | | Journalism | Cheryl D Galli | 09/26/2019 - 07:28 | Approve | 3/6/2019 | Approved by JOUR committee. Please see M Croteau previous approval. | |

**Journalism** Course title: **Mobile Storytelling**

Course section number: JOUR 3098-004

Three-credit course

**Associate Professor Steven G. Smith** Phone (860) 486-6845

Oak Hall, Office #454

E-mail: steven.g.smith@uconn.edu

**Lecture** 5:00-6:15 p.m., Tuesday, Thursday Oak Hall 473

**Office Hours** Thursday 11:00-1:00 Additional office hours by appointment.

**Textbook** A variety of assigned readings, (epub approx. $12)

**Course Requirements** Required: Smart phone, free Dropbox account

Inexpensive apps, (approx. $15) Recommended: External hard drive

**Course Description**

Images are an essential form of communication for today’s storytellers. This course helps students develop a sophisticated approach to this form of communication. This course is considered an entry-level course on photography and photojournalism. An emphasis will be placed on developing the aesthetic and technical skills necessary for today’s storytellers. The smartphone will be our common tool of choice in this course.

**Course Objectives**

Specific student learning objectives have been identified for the course. After concluding this course, students should be able to meet the following general course objectives:

1. Develop skills in aesthetics and visual principles.
2. Develop an understanding of how to assess and critique visual communication.
3. Understand how to create engaging visuals that communicate content.
4. Understand the importance of ethics in journalistic visual storytelling.
5. Develop an understanding and appreciation of high-quality visual journalism.
6. Develop basic skills in creating a photographic essay/picture story for multimedia.
7. Understand and develop basic picture-editing skills.
8. Develop entry-level audio skills for multimedia.
9. Develop entry-level video-capture skills.

**Evaluation Methods and Class Management**

Grade Requirements

A 93-100 B+ 88-89 C+ 78-79 D+ 68-69 F 59 and below

A- 90-92 B 83-87 C 73-77 D 63-67

B- 80-82 C- 70-72 D- 60-62

**Participation: (20% of grade)**

Students in this course are encouraged and expected to demonstrate the ability to discuss and assess work, communicate how work demonstrates application of visual principles, and to use classroom concepts, terminology of the discipline and historical reference in these discussions. Comments made in class discussions and during critiques are expected to be articulate, respectful and constructive. Free discussion, inquiry and expression are encouraged in class, but students must act in accordance with commonly accepted standards of academic conduct.

**Attendance**

Students in the visual journalism courses are required to attend all classes. However, emergencies and illnesses do occur. When you are truly ill, and especially when you are contagious, it would be better if you didn’t attend class. It is your responsibility to e-mail me on such occasions. Unexcused absences will result in a grade reduction. Absences beyond three will lower your grade one letter for each absence. The grade reduction would be due to lack of class participation.

**Visual Assignments: (60% of grade)**

Assessment of visual journalism assignments is based on criteria selected by the instructor from the course rubric for visual assignments\*. Please see the attached grading rubric as an example for visual assignments.

Any homework assignments given will be averaged, and this average will count as one visual assignment.

**Final Portfolio: (20% of grade)**

**Quizzes**

Any quizzes will be averaged and count as a visual assignment.

**Policy on late work** (Department Policy)

We look at deadlines as deadlines, which means that we don’t accept late work. The only exceptions are the same ones you would have at a workplace. If there is some reason the student absolutely cannot complete the work on time (sick, stranded at an airport, etc.), then he or she needs to notify the instructor **BEFORE** the deadline and request an extension. Proof may be requested. It is unacceptable to not turn in an assignment. A zero grade can easily cause you to fail this course or, at a minimum, reduce your grade significantly.

**Redoing Assignments**

• Redoing assignments is for the purpose of improving your grade and learning the objectives of the assignment.

• Only two assignments per class may be redone in a semester. The midterm and final projects cannot be redone.

• An assignment must be redone **within one week** of receiving your grade.

• A caption can also be redone or appended. The new caption is worth a maximum of 5 pts.

**Snow Days**

If the class is canceled due to severe weather, please make sure to check your university email for any updates on assignment work.

**Students with Disabilities**

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

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

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

More information is available at <http://policy.uconn.edu/?p=2884>.

**Sexual Assault Reporting Policy**

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

More information is available at <http://sexualviolence.uconn.edu/>.

**Diversity Statement:**

The Journalism Department’s mission statement states that one of our goals is to help “students to hear, understand and tell the stories of people whose circumstances or backgrounds are unlike their own."

In keeping with this spirit, I desire to provide an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience diversity as we focus on issues surrounding visual interpretations of gender, race, religion, and multicultural groups. Please take advantage of these opportunities in your work, but also, learn from the information and ideas shared by your classmates.

“A university is a place where the universality of the human experience manifests itself.”

– Albert Einstein

“In this class, you will have the chance to indicate the name that you prefer to be called and, if you choose, the pronouns by which you would like to be addressed. I will do my best to address and refer to all students accordingly and to support classmates in doing so as well.”

– Eberly Center, Diversity Statement

**Grading standards for written work** (based on department policy)

**Academic integrity** (department and university policy)

Please review the revised Student Code located at: http://www.community.uconn.edu/student\_code.html. Note in particular the sections on cheating and plagiarism in Appendix A: Academic Integrity in Undergraduate Education and Research http://www.community.uconn.edu/student\_code\_appendixa.html.

Academic misconduct is taken seriously at UConn. For journalists, plagiarism is enough to end a job and often a career. We take it very seriously in this department. Students who are found to have committed plagiarism or other forms of cheating usually are given a failing grade for the course, not the assignment. As journalists, faculty members are adept at exactly the kind of research needed to reveal plagiarism. Please consider this fair warning.

The Office of the Dean of Student Affairs provides this **description of Academic Misconduct:**

**Academic misconduct** includes but is not limited to:

• Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor. Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research

• Plagiarism

• Doing academic work for another student

• Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors

• Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

**Additional Notices:**

Students should be prepared to spend additional time during the open lab times to complete assignments.

Photographic textbooks may contain images or a discussion on subjects that some students may feel are controversial, such as extreme violence or nudity.

Images produced for the class may be retained by the instructor and used in the future as examples and promotions for the class and the University of Connecticut Journalism Department.

The instructor may alter any or all of this syllabus during the semester, as the learning environment requires.

As a journalist, we should be focusing on the community around us. In most cases, we should not be doing stories about our immediate families. In the public eye, this can be viewed as inappropriate and showing favoritism.

**Approximate Course Schedule**

**Section 1.** **Introduction**

Visual storytelling

**2. Aesthetics**

The fundamentals of composition

**3. Controlling the Camera**

Exposure and creativity

Motion and the still photographs

Software and ethics

**4. Two-Dimensions**

Creating the illusion of depth

**5. Quality of Light**

Understanding light

Color of light

**6. Color Theory**

Seeing color

Photographing color

**7.**  **Advanced Principles**

Gestalt psychology, juxtaposition, irony, moments

**8. Genre**

Photojournalism, art, documentary, street photography

**9. The Journalistic Portrait**

A portrait that tells a story

**10. The Stop Action Photograph**

Sports, news, street life, documentation

**11. Multiple Images**

Multimedia slideshows, sequences, picture stories, photo essay

Editing for story

**12. Audio and the Smart Phone**

Apps, mics and proximity

**13. Moving Pictures**

Time-Lapse, video, cinematography

**14. Final Project**

Create a portfolio of work. New images will be required. Deadline for project will be finals week.

Sample Grading Rubric

Course: Mobile Storytelling

Student’s Name: Assignment:

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|  | Advanced | Proficient | Competent | Substandard | Failing |
| **Assignment Objectives**  (Worth 50% of grade) 50 pts. |  |  |  |  |  |
| **Use of Aesthetics**  Visual Design 10 pts. |  |  |  |  |  |
| **Capture Technique**  Use of the Camera and Lens  10 pts. |  |  |  |  |  |
| **Caption/Metadata**  10 pts. |  |  |  |  |  |
| **Creativity/Originality**  Uniqueness of Idea  10 pts. |  |  |  |  |  |
| **Post-Processing Technique**  Software Applications  10 pts. |  |  |  |  |  |
| Did the assignment meet the deadlines?  Pass or Fail |  |  |  |  |  |
| Final Grade |  |  |  |  |  |

Additional Feedback:

If you would like additional feedback, please feel free to come see me during my office hours. Please be sure to bring all of your digital photographs from this assignment so that I can look at more of your work.

Notes:

**2019-316 MARN 1893        Add Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13630 |
| **Request Proposer** | Dierssen |
| **Course Title** | International Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | International Study |
| **Course Number** | 1893 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 1 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 1893. International Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: Consent of department head Grading Basis: Graded Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit. |
| **Reason for the course action** | The Department needs a 1000-level version of International Study |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | N/A |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [No Syllabus Required here.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161929&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C20f72916ad574860988b08d746a045eb%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637055526485711428&sdata=Yvi7uHdiZv%2F4Yk4WzFNHRNBYbbuucVQJ2TWNogApiXs%3D&reserved=0) | No Syllabus Required here.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 09/30/2019 - 11:55 | Submit |  | For Consideration | | Marine Sciences | Heidi M Dierssen | 09/30/2019 - 12:12 | Approve | 9/20/2019 | Approved by DMS | |

**2019-317 MARN 2002        Drop Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13296 |
| **Request Proposer** | Dierssen |
| **Course Title** | Marine Sciences I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Marine Sciences I |
| **Course Number** | 2002 |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | This is a course that was replaced by MARN 3002 in the Marine Sciences major |
| **Specify effect on other departments and overlap with existing courses** | None |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 09/13/2019 - 15:08 | Submit |  | Please delete this course from catalog. | | Marine Sciences | Heidi M Dierssen | 09/16/2019 - 11:10 | Approve | 9/6/2019 | Approved by the faculty | |

**2019-318 MARN 2893        Add Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13456 |
| **Request Proposer** | Dierssen |
| **Course Title** | International Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | International Studies |
| **Course Number** | 2893 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 1 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | N/A |

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

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 2893. International Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: Consent of department head Grading Basis: Graded Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit. |
| **Reason for the course action** | We do not have a 2000-level course and this is needed by the Department and by the International Studies program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Special topics in an international study program. |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [No Syllabus Required here.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161308&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Caaf257fc390d404facf708d746a06d66%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637055527152367404&sdata=lAV7lz03scyabw%2B3f9jeMot7QNMaIbM0EUSWS9McEj8%3D&reserved=0) | No Syllabus Required here.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 09/20/2019 - 15:50 | Submit |  | Draft | | Marine Sciences | Heidi M Dierssen | 09/30/2019 - 11:51 | Approve | 9/20/2019 | Approved by DMS | |

**2019-319 MARN 3893        Revise Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13631 |
| **Request Proposer** | Dierssen |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Foreign Study |
| **Course Number** | 3893 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 1 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3893. Foreign Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded Consent of Department Head required, preferably prior to the student's departure. With a change in content, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 3893. International Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: Consent of department head Grading Basis: Graded Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit. |
| **Reason for the course action** | To change the title and description to be consistent with the new 1893 and 2893 courses proposed. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | N/A |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [No Syllabus Required here.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161931&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C32657ebfedc14ebe392f08d746a0181b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637055525721886809&sdata=azeTCRiCwO%2Fmzs%2BNAKFk2o8dj6DYCVc%2BG%2BKkkV6ud6U%3D&reserved=0) | No Syllabus Required here.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 09/30/2019 - 12:00 | Submit |  | Ok | | Marine Sciences | Heidi M Dierssen | 09/30/2019 - 12:13 | Approve | 9/20/2019 | Approved by DMS | |

**2019-320 MARN 4210Q     Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13805 |
| **Request Proposer** | Dierssen |
| **Course Title** | Experimental Design in Marine Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Experimental Design in Marine Ecology |
| **Course Number** | 4210 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Q |
| **Environmental Literacy** | No |
| **Course Components** | Discussion,Laboratory,Lecture |
| **Enrollment Component** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 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. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | MARN 3001 or MARN 3014/EEB 3230 or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 4210Q. Experimental Design in Marine Ecology Three credits. Prerequisites: MARN 3001 or MARN 3014/EEB 3230 or instructor consent Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing. |
| **Reason for the course action** | This course has been taught as a special topics course previously and is in high demand by our majors to gain experience with statistical methods and R programming. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course, students 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. |
| **Describe course assessments** | 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. 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. 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. 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. |
| **General Education Goals** | This course meets the purposes of General Education by allowing students to gain breadth and awareness of how statistics can be used to evaluate the natural world around us. Students become articulate as to how quantitative techniques are necessary to navigate the modern world and how statistics can be and misused in data analysis. |
| **Quantitative Competency** | Mathematical reasoning and statistics are an integral part of Experimental Design in Marine Ecology. Students use mathematical formulas, functions, and basic algebraic concepts throughout the course to calculate and interpret measures of center and spread; variance partitioning and null hypothesis significance testing; performing linear regression, factorial ANOVA, and nested ANOVA (by-hand calculations); and validating/satisfying the assumptions of each analysis. Variance ratios and effect sizes are used throughout the course to highlight the impacts of the physical design of an experiment (e.g., replication, degrees of freedom) on the appropriate analysis (e.g., fixed vs. random effects) and interpretation of that experiment's results (e.g., biological 'significance' vs. statistical significance). Correct application of statistical software to more complex analyses (e.g., mixed model ANOVA) is validated through manual calculation of degrees of freedom. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN 4210\_ExpDesign\_Syllabus2020.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163157&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfcc3062821bc47e98a8908d75582641b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071890824551433&sdata=DzA44GuMn7fkwxbtNZvZuKrPYi4o4DsrmZUWGYiKOWg%3D&reserved=0) | MARN 4210\_ExpDesign\_Syllabus2020.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Heidi M Dierssen | 10/15/2019 - 15:08 | Submit |  | Approved by DMS and faculty | | Marine Sciences | Heidi M Dierssen | 10/16/2019 - 15:46 | Approve | 10/11/2019 | Approve | |

MARN 4210/5210

***Experimental Design in Marine Ecology***

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

**MARN 4210/5210.** Experimental Design in Marine Ecology

Prerequisites: MARN 3001 or MARN 3014/EEB 3230 or instructor consent

Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing.

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

**Format:** in person

**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:** This course introduces advanced undergraduates (MARN 4210) and beginning graduate students (MARN 5210) 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.

**Graduate Workshops (MARN 5210)**

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.

**2019-321 MARN 4893        Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13632 |
| **Request Proposer** | Dierssen |
| **Course Title** | Foreign Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Foreign Study |
| **Course Number** | 4893 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 1 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4893. Foreign Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded Credits and hours by arrangement up to a maximum of six credits. Prerequisite: Consent of department head required, preferably prior to the student's departure. With a change of content, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 4893. International Study 1.00 - 6.00 credits | May be repeated for credit. Prerequisites: Consent of department head Grading Basis: Graded Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit. |
| **Reason for the course action** | Change title and description to be consistent with the new proposed 1893 and 2893 |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | N/A |
| **Describe course assessments** | N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [No Syllabus Required here.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161932&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7a3dc37bbda44937d56208d7469fdf2b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637055524771041061&sdata=HKdCYPwMyBFO427PXPDTcWCugGQ%2Fvovog1s0j%2FnO7cs%3D&reserved=0) | No Syllabus Required here.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 09/30/2019 - 12:07 | Submit |  | Ok | | Marine Sciences | Heidi M Dierssen | 09/30/2019 - 12:14 | Approve | 9/20/2019 | Approved by DMS | |

**2019-322 MARN 5210        Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13806 |
| **Request Proposer** | Dierssen |
| **Course Title** | Experimental Design in Marine Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Experimental Design in Marine Ecology |
| **Course Number** | 5210 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Laboratory,Lecture |
| **Enrollment Component** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 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. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 5210. Experimental Design in Marine Ecology Three credits. Not open for credit to students who have passed MARN 4210Q.  Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing. |
| **Reason for the course action** | This course has been taught at special topics and is in high demand for the graduate students in the Oceanography program. It provides a foundation in experimental design and R software. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course, students 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. |
| **Describe course assessments** | 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. 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. Graduate Workshops (MARN 5210) 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. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN 4210\_ExpDesign\_Syllabus2020.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163159&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdbd2a3f34705490c8b7a08d75265b38d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637068469078482653&sdata=R%2F81qwmbQ9ckYUslG1dntui8waUzR5tLbbrWmGyUGsE%3D&reserved=0) | MARN 4210\_ExpDesign\_Syllabus2020.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 10/15/2019 - 16:49 | Submit |  | Approved by DMS faculty | | Marine Sciences | Heidi M Dierssen | 10/15/2019 - 17:45 | Approve | 10/11/2019 | Approved | |

MARN 4210/5210

***Experimental Design in Marine Ecology***

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

**MARN 4210/5210.** Experimental Design in Marine Ecology

Prerequisites: MARN 3001 or MARN 3014/EEB 3230 or instructor consent

Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing.

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

**Format:** in person

**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:** This course introduces advanced undergraduates (MARN 4210) and beginning graduate students (MARN 5210) 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.

**Graduate Workshops (MARN 5210)**

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.

**2019-323 PSYC 3104E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13925 |
| **Request Proposer** | Chrobak |
| **Course Title** | Environmental Psychology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > Return > Psychological Sciences > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Environmental Psychology |
| **Course Number** | 3104 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The revision is mainly to allow E-Environmental Designation |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | James J Chrobak |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | jjc02010 |
| **Initiator Email** | [james.chrobak@uconn.edu](mailto:james.chrobak@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hour lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | 1100 and 1101 or 1103 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Availability of faculty is largely limited to Hartford and perhaps Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3104. Environmental Psychology 3.00 credits Prerequisites: PSYC 2700. Grading Basis: Graded Reciprocal relationships between built and natural environments and human behavior. |
| **Provide proposed title and complete course catalog copy** | 3104E. Environmental Psychology 3.00 credits Prerequisites: PSYC 1100; PSYC 1101 or PSYC 1103 Grading Basis: Graded Reciprocal relationships between built and natural environments and human behavior. |
| **Reason for the course action** | Request to include as E-Environmental Literacy Gen Ed. Change of course prerequisites. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course focuses on how individuals’ behavior is affected by their physical environments (built and natural) and how environments in turn are affected by humans. We will focus on humans’ relation to “environments” at all scales of interaction: the level of an individual’s immediate space surrounding their body, at the social level—people interacting with each other within settings, and environments understood at the level of architecture, natural environments, and urban settings. We will discuss approaches that focus on either side of human-environment influence, discussing how environmental problems are caused by human behavior, and social psychological approaches to changing the attitudes and behaviors that induce such problems. We will have a visit from a woman who has worked for FEMA in a large number of natural disasters of the last year across this country. We will also discuss some of the most common areas of focus that environmental psychologists study, including issues such as proxemics (personal space), privacy, territoriality, and stressors particularly in urban settings. We will also discuss some specific topics involving urban settings including hosting a visit by a professor from Civil and Environmental Engineering. We will also discuss the design of city spaces by applying a relational approach that is uncommonly applied in this way: Gibson’s ecological approach and Barker’s ecobehavioral approach. |
| **Describe course assessments** | Course Grade: Your grade is based on three exams (20% each), two papers (10% each), and class engagement: completion of in-class /huskyct exercises (5%) and reading journal (15%). Exams: The exams will be primarily short answer and essay with occasional multiple choice; the final exam will emphasize the last third of the semester. Papers: Details about your papers will be provided in huskyct but in general: each paper will be a 5-6 page summary of 2 class projects you will be doing in the course. (These will be two of the following: analysis of current activities in a behavior setting, development of an intervention to change individual environment-relevant behavior, proposal of how a behavior setting could be improved). Class engagement: You cannot make up in-class or huskyct discussion postings; you must be in class at the time we do them/do huskyct postings by the deadlines (usually midnight before the class) to get credit; you can miss one assignment without losing points. To encourage you to do your reading in a timely fashion (i.e., at the time we begin discussing it in class), you will keep a reading journal that I will check at times during the semester (announced in advance). More details will be provided on-line. |
| **General Education Goals** | This course engages students in critical judgement, awareness of their environment including urban environments, personal space, territoriality and a working understanding of the how to engage that environment. Importantly the students are engaged in though and discussion with respect to architecture, natural environments and urban settings in relation to how humans interact and are affected by diverse environments. |
| **Environmental Literacy** | The course engage students on the dynamic interaction between humans and their environments (natural, architecture, urban) and explicitly presents different theoretical views (eg, Gibon and Barker). It directly adddresses public poly and engineering issues in relation to human environment interactions. cultural, creative, or artistic representations of human-environment interactions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PSYC 3104 syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163582&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1d26fd61186447c3207208d75959314d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637076111936301041&sdata=VTEqM%2B71eInsxmxaVH0%2BLH5dx6Bx21Ug5FVlPrG%2FQLA%3D&reserved=0) | PSYC 3104 syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | James J Chrobak | 10/22/2019 - 18:58 | Submit |  | Note this is an existing course that has approval from Psych C&C (10/16/2019) to be considered as E-Environmental Literacy Gen Ed | | Psychological Sciences | Robert A Henning | 10/23/2019 - 08:22 | Return |  | On second page of CAR, it should indicate this course is being considered for GE (in this case, Environmental Literacy). | | Return | James J Chrobak | 10/23/2019 - 11:08 | Resubmit |  | I have indicated Gen Ed status and explicated rationale for Gen Ed and Environmental Literacy | | Psychological Sciences | Robert A Henning | 10/23/2019 - 11:22 | Approve | 10/16/2019 | Approved for consideration by CLAS CC&C. | |

**2019-324 ECON 4326 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13965 |
| **Request Proposer** | Ray |
| **Course Title** | Operations Research for Benchmarking |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Operations Research for Benchmarking |
| **Course Number** | 4326 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Subhash C Ray |
| **Initiator Department** | Economics |
| **Initiator NetId** | scr02002 |
| **Initiator Email** | [subhash.ray@uconn.edu](mailto:subhash.ray@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Econ 2301 and either Econ 2201 or 2211Q |
| **Corequisites** | None |
| **Recommended Preparation** | Econ 2326 |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 4326. Operations Research for Benchmarking. 3.00 credits Prerequisites: ECON 2301; ECON 2201 or 2211Q. Recommended preparation: ECON 2326. Resource allocation decisions in complex organizations formulated as standard mathematical optimization problems that can be solved using Excel. Focus on the interface between Neoclassical Production Economics and Operations Research for performance evaluation by benchmarking. |
| **Reason for the course action** | This is a new course that students can take either as a second course following con 2326 (Operations Research) or directly if they have taken Econ 2201/2211Q and 2301. This will be particularly suitable for students enrolled in the new BS program in Economics. |
| **Specify effect on other departments and overlap with existing courses** | While a part of the course overlaps with Econ 2326 the mathematical rigor will be considerably higher. The course may be co-taught as Econ 5326 (designed for the MSQE program). However, for the 5000 level credit a student will be required to complete an individual project. |
| **Please provide a brief description of course goals and learning objectives** | In this course you will learn (for any decision making problem) • How to identify the choice variables (the values of which a decision maker can select), the constraints on these choices, and the objective function that is to be maximized (like profit) or minimized (like cost); • How to set up the decision making problem mathematically; • How to solve simple decision making problems geometrically; • How to program and solve the algebraic problem on Excel Solver; • How to interpret the results obtained from the optimal solution of the problem on Excel. • How to evaluate the performance of a decision making unit relative to its peers. |
| **Describe course assessments** | Midterm Final Case Study |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ 4326 Operations Research for Benchmarking.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163731&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8c443977c63143cfaa8c08d7595017f8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637076072841906072&sdata=cSonU2uePgnlUgAPI0vZrB3oylMiMPBbJEc7YK6Ai0c%3D&reserved=0) | Econ 4326 Operations Research for Benchmarking.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Subhash C Ray | 10/23/2019 - 21:10 | Submit |  | This semester the course is being offered as a special topics course. | | Economics | Richard N Langlois | 10/25/2019 - 09:12 | Approve | 9/6/2019 | Approved by the Department of Economics Undergraduate Committee and Department Faculty on 9/6/19. | |

**Econ 4326 Operations Research for Benchmarking**

**Spring 2020**

**Instructor: Subhash Ray**

**Office: OAK 324**

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

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

**Course Objectives**

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

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

 How to set up the decision making problem mathematically;

 How to solve simple decision making problems geometrically;

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

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

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

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

**Text Books:**

The course is organized in two parts. The required textbooks are

for part 1:

Hillier and Lieberman: *Introduction* *to* *Operations Research* (10th Edition)

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

for part 2:

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

*Operations Research*

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

**Prerequisites**:

Econ 2201 and Econ 2301 or their equivalent. Also, some familiarity with Matrix Algebra and with EXCEL is presumed.

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

Homework problems will be assigned for practice periodically covering topics from the different chapters. Although they will not count toward the course grade, solving the homework problems is essential for learning the material covered in the course.

**Case Study**

Every student will be required to participate in case studies as members of small groups.

**Office Hours**

I shall be available for office hours in my office at OAK 324 on **Mondays and Wednesdays between 3:00 to 4:00 pm** on a weekly basis or at some mutually convenient time by appointment (not on a weekly basis).

**Computer Software**

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

**Grading**

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

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

**Midterm: 30%**

**Final: 40%**

**Quiz: 15%**

**Case Study: 15%**

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

No accommodations can be made for travel plans already made.

**ACADEMIC INTEGRITY**

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

**Policy Against Discrimination, Harassment and Related Interpersonal Violence** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their

authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at equity.uconn.edu and titleix.uconn.edu.

**CLASSROOM BEHAVIOR**

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

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

Note:

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

**Course Outline:**

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

2. Geometric Solution of simple LP problems

3. Simplex Method; Artificial variables

4. Solving LP problems using the Excel Solver:

Product-mix Problem; Investment Portfolio Choice; Transportation; Diet/Blending Problem;

Multi period Cash Flow; Production and Inventory Planning

4. Duality in Linear Programming and Sensitivity Analysis

5. Network Problems:

Transshipment; Shortest Route Planning; Maximum Flow Problem

6. Integer Programming:

Branch and Bound Method;

Employee Scheduling; Capital Budgeting;

Fixed Charge Problem; Assignment Problem; Contract Award

7. Goal Programming and Multi Objective Linear programming

**Part 2**:

8. Benchmarking for Performance evaluation:

Data Envelopment Analysis (DEA)

9. Measuring Technical Efficiency: Output and Input oriented Measures

10. Cost and Profit Efficiency

11. Performance Evaluation with Undesirable Outputs: Pollution

**2019-346 MCB 5900           Add Course**

|  |  |
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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-12824 |
| **Request Proposer** | Graf |
| **Course Title** | Professional Writing and Communication Skills |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Professional Writing and Communication Skills |
| **Course Number** | 5900 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Joerg Graf |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jog02007 |
| **Initiator Email** | [joerg.graf@uconn.edu](mailto:joerg.graf@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 8 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | The class meets for 50 minutes once per week with lecture and discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | 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 only to MCB and MATH Professional Science Master's (PSM) students and MCB Professional Master's (PM) students. |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The instructor is present only at Storrs and the companion course that follows immediately this class is offered only at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 5900 Professional Writing and Communication Skills 1 credit. Open only to MCB and MATH Professional Science Master's (PSM) students and MCB Professional Master's (PM) students. Professional communication skills focused on jobs in industry. Hands-on practice in writing resumes and interviewing. |
| **Reason for the course action** | This class used to be taught as GRAD 5900 and we were asked by the Graduate School to offer it as an MCB class. |
| **Specify effect on other departments and overlap with existing courses** | none. |
| **Please provide a brief description of course goals and learning objectives** | Students are expected to acquire the skills necessary to communicate in industrial job settings, including resume writing, interviewing and elevator pitches. At the end of the class each student will have a resume and cover letter prepared. |
| **Describe course assessments** | 50% written assignments, 40% oral presentations, 10% class participation |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB 5900.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F159212&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0a9adc362cd94b9be0a308d7442daabd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637052835236515014&sdata=KgQ3tE2Gr64eVnzNxovLaRD6EWGESLxmZNj2hcpbnr4%3D&reserved=0) | MCB 5900.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Joerg Graf | 08/08/2019 - 12:20 | Submit |  | Hi Dave, please take a look and see what needs to be changed. Thank you, Joerg | | Molecular and Cell Biology | David A Knecht | 09/27/2019 - 11:20 | Approve | 9/6/2019 | approved by MCB C&C and Department 9-6-19 | |

MCB 5900-001

Professional Writing and Communication Skills

This is a required course for students in the Professional Science Master in Applied Genomics and Microbial Analysis. The class meets once a week for one hour. This time is dedicated to professional communication skills, with hands-on practice. Full attendance is required for course credit, except for excused absences.

Instructor: Professor Philip Yeagle

[philip.yeagle@uconn.edu](mailto:philip.yeagle@uconn.edu)

(860) 486-6296

Class time: Thursdays 4:00pm – 5:00 pm, Room 209 Beach Hall

Grading: 50% written assignments, 40% oral presentations, 10% class participation

No written exams

There will be written assignments for many class sessions, and multiple oral presentations during the semester.

Planned schedule of classes and assignments.

Aug 29 Introduction to class, assignments, and 2 minute oral introduction of you to class

Sept 5 Written analysis UConn website, 2 minute oral statement “why I should go to UConn”

Sept 12 Find a job at a company website – write description of job in one page

Sept 19 Oral minute: why does that company interest you? Written: email to company

Sept 26 Written: what I want in a job (one page)

Oct 3 Written: what do employers want in an employee? Oral minute: your “fit”

Oct 10 How to communicate with potential employers

Oct 17 Your marketing materials Written: your objective; your marketing plan

Oct 24 Cover letter, Resume

Oct 31 Written: sample cover letter and resume

Nov 7 Your Story, 2 oral minutes of your story

Nov 14 Your Story, 4 oral presentation

Nov 21 Mini-interviews ; revised sample cover letter and resume due

Dec 5 Mini-interviews

Policy

Assignments and answers to questions may be discussed with each other.  However, the use of another’s words as one’s own constitutes plagiarism and may result in a failing grade.  Please consult the UConn student policy for further details.

**2019-355 PP 5329               Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13336 |
| **Request Proposer** | Alkadry |
| **Course Title** | Nonprofit Advocacy, Government Relations, and Law |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Nonprofit Advocacy, Government Relations, and Law |
| **Course Number** | 5329 |
| **Will this use an existing course number?** | No |

|  |  |
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| **CONTACT INFO** | |
| **Initiator Name** | David G Garvey |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | dgg02001 |
| **Initiator Email** | [d.garvey@uconn.edu](mailto:d.garvey@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Online with student discussion posts and papers based on readings. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | PP5323 Leading and Governing Nonprofit Organizations |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | This is an online course as part of the nonprofit academic offering in the Department of Public Policy. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5329 Nonprofit Advocacy, Government Relations, and Law Three credits. Recommended Preparation: PP5323. Instructor consent required. Legal landscape of nonprofit organizations; theory and application of effective tactics and approaches to advocacy and government relations by nonprofit organizations. |
| **Reason for the course action** | Course covers an essential body of material to the nonprofit field not currently offered within the nonprofit academic offerings in the Department of Public Policy. |
| **Specify effect on other departments and overlap with existing courses** | None. This course is designed for individuals who currently work or intend to work in nonprofit organizations. It is open to students in the Master of Public Administration and Master of Public Policy programs as well as students in the online Nonprofit Management Graduate Certificate offered by the Department of Public Policy. To the best of our knowledge, there are no similar UConn courses targeting this population. |
| **Please provide a brief description of course goals and learning objectives** | 1) Comprehension of the legal landscape, rights and obligations in which nonprofit organizations operate in the United States, including key laws that have shaped the structure and action of advocacy for nonprofit organizations, their staff and board members today. 2) Comprehension of effective practices by nonprofit agencies to develop strong, healthy government relations. 3) Comprehension of effective client population advocacy strategies that support community voice, grass-roots action, and civil discourse with government and key community stakeholders. |
| **Describe course assessments** | \* Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. The discussion post must include citation from assigned readings or other outside readings to defend the argument). This will be followed by a response by each student to at least one fellow classmates original discussion post. ------------------------------------------------------ Paper Assignments/Projects As a majority of students are expected to be working nonprofit professionals, students will be encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit. The instructor will review all student recommendations to a "volunteering nonprofit" as to assure that the advice or deliverable given to the nonprofit is proper and sound. \* Paper One: Assess the advocacy operations of your nonprofit in regards to a specific client community issue to determine if the nonprofit (staff and board) are effectively using all advocacy actions legally allowed. The goal of this assignment is to assess whether the nonprofit is holding back on allowable and legal government advocacy for client communities due to misinformation of its legal options. \* Paper Two: Choose one goal of your nonprofit (multiple goals are allowed if they are strongly interrelated) and map out the government stakeholders (municipal, state and federal) that will have an impact on obtaining that goal. Provide a Likert scale assessment of the influence intensity of each individual agency or individual decision maker who are envisioned to have a strong influence on goal obtainment, along with a one paragraph narrative of why. With this data and based on course readings present a government relations strategy for engaging with these key government stakeholders that will advance the progress over the next year in your nonprofit achieving this goal. In addition, provide a long-range check list of annual engagement with these key government entities to keep ties strong and healthy. \* Paper Three: Choose one goal of your nonprofit (multiple goals are allowed if they are strongly interrelated). This may be the same goal as Paper Two. In this third paper and map out the key community stakeholders, including the client community, that will impact the obtainment of that goal. Provide a Likert scale assessment of the influence intensity of each stakeholder group envisioned to impact the obtainment of the goal, along with a one paragraph narrative of why. With this data and based on course readings present a stakeholder action plan. This plan should have a strong focus on giving power to client community voice and grass-roots action as appropriate to the issue and environment in which the goal is being pursued. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5329 Nonprofit Advocacy, Government Relations, and Law.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161087&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0485f3ecff6a4e6c92ba08d756601f4e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072843154442035&sdata=HGECK8bCeY7W11JMLakDZPqVMQQ6QFiD0bGsqjKh0Ww%3D&reserved=0) | PP5329 Nonprofit Advocacy, Government Relations, and Law.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David G Garvey | 09/16/2019 - 11:21 | Submit |  | This course curriculum was approved by the Department of Public Policy faculty vote on September 13, 2020. | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:33 | Approve | 9/13/2019 | approve | |

**PP 5329 Nonprofit Advocacy, Government Relations, and Law**

**Credits:** 3

**Format:** Online via HuskyCT

**Prerequisites:**  None

**Instructor:** Staff

**Course Description**

This course will provide students with a comprehension of the legal landscape, rights and obligations in which nonprofit organizations operate in the United States. A second pillar of the course is the examination of advocacy practices of nonprofits with government in support of its client communities, and the support of community voice and action in civil discourse and grass roots action with government and other stakeholders. The course will also review the legal and tax implications related to advocacy, lobbying, and political activity of nonprofit organizations.

**Course Learning Objectives**

Student will demonstrate a comprehension of:

1. The legal landscape, rights and obligations in which nonprofit organizations operate in the United States, including key laws that have shaped the structure and action of advocacy for nonprofit organizations, their staff and board members today.
2. Effective practices by nonprofit agencies to develop strong, healthy government relations.
3. Effective client population advocacy strategies that support community voice, grass-roots action, and civil discourse with government and key community stakeholders.

**Required Textbooks**

Hopkins, Bruce (2009) Starting and Managing a Nonprofit Organization: A Legal Guide, 7th Edition. Hoboken, NJ: John Wiley and Sons.

Kretzman, J. & Mcknight, J. (1993). Building Communities from Inside Out: A Path toward finding and mobilizing a Community’s Assets. Asset-Based Community Development Institute, Northwestern University.

**Other Key Readings**

Bass, Gary D., Arons, David F., Guinane, Kay, and Carter, Matthew. (2007). Seen But Not Heard: Strengthening Nonprofit Advocacy. Washington, D.C.: The Aspen Institute.

Berry, Jeffrey M. with David F. Arons (2005) A Voice for Nonprofits. Washington, D.C.: The Brookings Institution.

**Additional Readings**

Additional readings will be provided on HuskyCT within the reading folder of each individual session.

**Class Plan**

|  |  |
| --- | --- |
| **Module** | **Topic** |
| Overview of the Legal Landscape of Nonprofit Organizations | |
| Module 1 | Legal origins and frameworks of nonprofit organizations in the United States; including key laws that have shaped the structure and action of nonprofit organizations today—from service to advocacy. |
| Module 2 | Federal and state processes for creating a nonprofit and required key annual filings. |
| Module 3 | Oversight responsibilities of IRS and state Attorney Generals on nonprofit organizations, including financial scrutiny of nonprofits and implications for transparency and accountability. |
| Legal and Fiduciary Responsibilities | |
| Module 4 | Fiduciary and legal operation obligations of directors, trustees, officers of nonprofit and voluntary organizations; including but not limited to risk management, financial reporting and board level fiduciary roles. |
| Module 5 | Legal and tax implications related to charitable giving of tax-exempt nonprofit organizations. |
| Module 6 | Legal and tax implications related to commercial activities of tax-exempt nonprofit organizations. |
| Module 7 | Technology, privacy and security concerns of clients, donors and all stakeholders. |
| Advocacy | |
| Module 8 | Legal guidelines and tax implications related to advocacy, lobbying,  political activities of tax-exempt nonprofit organizations and their officers and staff. |
| Module 9 | Roles and strategies that nonprofit organizations can use to influence public policy at local, state and national levels; such as community organizing, association and movement building, public education, policy research, lobbying, and litigation. |

**Assignments**

**Weekly Discussion Posts**

Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. This will be followed by a response by each student to at least one fellow classmate’s original discussion post.

Consider discussion posts as mini papers; you are expected to research the topic using course readings (outside readings you have discovered are also encouraged) and post an original initial response and respond to a classmate’s post. Similar to reflective papers—observations, perspectives and arguments of your posts are expected to be supported (cited) by course readings, other researched readings or relevant personal professional experience. Lack of citation (author name, year) reduces the power of your argument. A citation summary (referenced materials) at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate’s post.

Average length of a typical initial discussion post is between 400-600 words (not including references) or whatever you need to make your point succinctly.

Your original discussion post is due on the Saturday at 11:59 pm EST of the session week. Your response to a classmate’s post is due on Sunday at 11:59 pm EST.

**Paper Assignments/Projects**

Students are encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit.

**Paper One**

Assess the advocacy operations of your nonprofit in regards to a specific client community issue to determine if the nonprofit (staff and board) are effectively using all advocacy actions legally allowed. The goal of this assignment is to assess whether the nonprofit is holding back on allowable and legal government advocacy for client communities due to misinformation of its legal options.

**Paper Two**

Choose one goal of your nonprofit (multiple goals are allowed if they are strongly interrelated) and map out the government stakeholders (municipal, state and federal) that will have an impact on obtaining that goal. Provide a Likert scale assessment of the influence intensity of each individual agency or individual decision maker who are envisioned to have a strong influence on goal obtainment, along with a one paragraph narrative of why. With this data and based on course readings present a government relations strategy for engaging with these key government stakeholders that will advance the progress over the next year in your nonprofit achieving this goal. In addition, provide a long-range check list of annual engagement with these key government entities to keep ties strong and healthy.

**Paper Three**

Choose one goal of your nonprofit (multiple goals are allowed if they are strongly interrelated). This may be the same goal as Paper Two. In this third paper and map out the key community stakeholders, including the client community, that will impact the obtainment of that goal. Provide a Likert scale assessment of the influence intensity of each stakeholder group envisioned to impact the obtainment of the goal, along with a one paragraph narrative of why. With this data and based on course readings present a stakeholder action plan. This plan should have a strong focus on giving power to client community voice and grass-roots action as appropriate to the issue and environment in which the goal is being pursued.

**Course Grading**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | | --- | --- | | **Course Components** | **Weight** | | **Discussions** (Post to assignment and response to peers) | 50% | | **Paper 1** | 15%\* | | **Paper 2** | 15%\* | | **Paper 3** | 20%\* | | **TOTAL** | **100%** |   \* Whichever paper grade is better will receive the 20%. |

You will notice that equal relevance is given to discussion and papers. That is because I equally value the work you do in your discussion posts as well as your papers. Please see discussion post requirements in the assignment section.

**Due Dates and Late Policy**

All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through HuskyCT Announcements.*

Please see assignment and discussion grading rubrics for late policies.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

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

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

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

**2019-356 PP 5335               Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13357 |
| **Request Proposer** | Alkadry |
| **Course Title** | Nonprofit Marketing and Stakeholder Communications |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Nonprofit Marketing and Stakeholder Communications |
| **Course Number** | 5335 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | David G Garvey |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | dgg02001 |
| **Initiator Email** | [d.garvey@uconn.edu](mailto:d.garvey@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Online with student discussion posts and papers based on readings. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | PP5323 Leading and Governing Nonprofit Organizations |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | This is an online course as part of the nonprofit academic offering in the Department of Public Policy. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5335 Nonprofit Marketing and Stakeholder Communications Three credits. Recommended Preparation: PP5323. Instructor consent required. Approaches for creating effective nonprofit stakeholder communications and marketing plans to promote the mission and service of the organizations. |
| **Reason for the course action** | Course covers an essential body of material to the nonprofit field not currently offered within the nonprofit academic offerings in the Department of Public Policy. |
| **Specify effect on other departments and overlap with existing courses** | None. This course is designed for individuals who currently work or intend to work in nonprofit organizations. It is open to students in the Master of Public Administration and Master of Public Policy programs as well as students in the online Nonprofit Management Graduate Certificate offered by the Department of Public Policy. To the best of our knowledge, there are no similar UConn courses targeting this population. |
| **Please provide a brief description of course goals and learning objectives** | 1) Comprehension of essential marketing theory and practice for promoting awareness and sustainable support for the work of a nonprofit organization. 2) Comprehension of stakeholder theory and its practice in a nonprofit agency context. 3) Comprehension and understanding of effective practices of bringing stakeholders, including client communities, in to the nonprofit strategic planning process. 4) The capacity to develop the core fundamentals of a marketing and stakeholder engagement plan that supports a chosen organizational strategic plan of a nonprofit. |
| **Describe course assessments** | \* Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. The discussion post must include citation from assigned readings or other outside readings to defend the argument). This will be followed by a response by each student to at least one fellow classmates original discussion post. ------------------------------------------------------ Paper Assignments/Projects As a majority of students are expected to be working nonprofit professionals, students will be encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit. The instructor will review all student recommendations to a "volunteering nonprofit" as to assure that the advice or deliverable given to the nonprofit is proper and sound. \* Paper One: Produce a market analysis of your nonprofit to identify its strong, weak, or need to be developed aspects of its program offerings and brand to its multiple client audiences. \* Paper Two: Produce a stakeholder engagement strategy that provides a pathway and process for stakeholders, especially your client communities, to have voice and influence on the creation of your nonprofit's organizational strategic plan. \* Paper Three: Produce a marketing and stakeholder communications plan for one program of your nonprofit that can be used for implementation. More than one goal is allowed for this project if they are strongly interrelated. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5335 Nonprofit Marketing and Stakeholder Communications.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161089&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3de99810a6704edcc1c208d75660931d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072845096917146&sdata=vnLNC6npw9rP5WcCFe%2Bl1rFDSPdaQlPplcobQAun300%3D&reserved=0) | PP5335 Nonprofit Marketing and Stakeholder Communications.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David G Garvey | 09/17/2019 - 12:17 | Submit |  | This course curriculum was approved by the Department of Public Policy faculty vote on September 13, 2019. | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:44 | Approve | 9/13/2019 | approve | |

**PP 5335 Nonprofit Marketing and Stakeholder Communications**

**Credits:** 3

**Format:** Online via HuskyCT

**Prerequisites:**  None

**Instructor:** Staff

**Course Description**

This course will provide the student with essential approaches to creating a nonprofit and stakeholder communications plan (marketing plan), that promotes the growth of the mission and work of the organization by incorporating its stakeholders (clients, donors and community) into its organizational culture and message. Nonprofit organizational marketing is about creating a brand, a value, evidence through data and word that defines and advances your organization’s mission and impact.

The student will learn organizational market theories, principles and techniques within a nonprofit context that intertwines with stakeholder theory practices. The student’s end goal is to develop a capacity to bring stakeholder engagement practices into the culture of the nonprofit: allowing for the creation of an organizational brand and message that is advocated by all of its key stakeholders.

**Course Learning Objectives**

Student will demonstrate a comprehension of:

1. Essential marketing theory and practice for promoting awareness and sustainable support for the work of a nonprofit organization.
2. Stakeholder theory and its practice in a nonprofit agency context.
3. Effective practices of bringing stakeholders, including client communities, into the nonprofit strategic planning process.
4. The core fundamentals and the capacity to develop a marketing and stakeholder engagement plan that supports a chosen organizational strategic plan of a nonprofit.

**Required Textbooks**

Wymer, W., Knowles,P. & Gomes, R. (2006). Nonprofit Marketing: Marketing Management for Charitable and Nongovernmental Organizations. San Francisco, Sage Publications.

Clampitt, P. (2017). Social Media Strategy: Tools for Professionals and Organizations. San Francisco, Sage Publications.

Harwood, R. & Creighton, J. (2009). The Organization First Approach: How Programs Crowd Out Community. Harwood Institute for Public Innovation. **(Provided in HuskyCT)**

**Additional Readings**

Additional readings will be provided on HuskyCT within the reading folder of each individual session.

**Class Plan**

|  |  |
| --- | --- |
| **Module** | **Topic** |
| Module 1 Why Do You Exist? | |
| Session 1 | Stakeholders First! Understanding What Your Organization Brings to the Community… and What It Does Not. |
| Session 2 | Assessment of Your Impact: The power of program evaluation data. |
| Session 3 | Nonprofit Market Analysis   * Product, Price, Place, Purpose…and the Competition * MacMillan Matrix: The SWOT of the Nonprofit Sector * Hedgehog Theory |
| Session 4 | Creating Your Brand |
| Module 2 Inviting the Community In | |
| Session 5 | Talking with Clients and Donors: Stakeholder theory and its effective use and function in the nonprofit context and in relation to marketing practice. |
| Session 6 | Asset Based Community Approach   * Inviting the Community to assess its needs as a partner. * Inviting the Community to assess your organizations impact. * Identifying community and organization roles moving forward. |
| Module 3 Creating a Marketing and Stakeholder Communication Plan | |
| Session 7 | Creating an Community Engagement Plan |
| Session 8 | Creating Your Brand |
| Session 9 | The Art of Story Telling |
| Session 10 | Creating Evangelists! Stakeholders as your advocates. |
| Module 4 Sustained Application | |
| Session  11-13 | Putting It All Together:   * Integrating all organization strategic goals within a marketing and stakeholder communication & engagement plan. * Theory of Change…Communicated |

**Assignments**

**Weekly Discussion Posts**

Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. This will be followed by a response by each student to at least one fellow classmate’s original discussion post.

Consider discussion posts as mini papers; you are expected to research the topic using course readings (outside readings you have discovered are also encouraged) and post an original initial response and respond to a classmate’s post. Similar to reflective papers—observations, perspectives and arguments of your posts are expected to be supported (cited) by course readings, other researched readings or relevant personal professional experience. Lack of citation (author name, year) reduces the power of your argument. A citation summary (referenced materials) at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate’s post.

Average length of a typical initial discussion post is between 400-600 words (not including references) or whatever you need to make your point succinctly.

Your original discussion post is due on the Saturday at 11:59 pm EST of the session week. Your response to a classmate’s post is due on Sunday at 11:59 pm EST.

**Paper Assignments/Projects**

Students are encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit.

**Paper Assignments/Projects**

**Paper One**

Produce a market analysis of your nonprofit to identify its strong, weak, or need to be developed aspects of its program offerings and brand to its multiple client audiences.

**Paper Two**

Produce a stakeholder engagement strategy that provides a pathway and process for stakeholders, especially your client communities, to have voice and influence on the creation of your nonprofit's organizational strategic plan.

**Paper Three**

Produce a marketing and stakeholder communications plan for one program of your nonprofit that can be used for implementation. More than one goal is allowed for this project if they are strongly interrelated.

**Course Grading**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | | --- | --- | | **Course Components** | **Weight** | | **Discussions** (Post to assignment and response to peers) | 50% | | **Paper 1** | 15% | | **Paper 2** | 15% | | **Paper 3** | 20% | | **TOTAL** | **100%** | |

You will notice that equal relevance is given to discussion and papers. That is because I equally value the work you do in your discussion posts as well as your papers. Please see discussion post requirements in the assignment section.

**Due Dates and Late Policy**

All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through HuskyCT Announcements.*

Please see assignment and discussion grading rubrics for late policies.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

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

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

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

**2019-357 PP 5336               Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13378 |
| **Request Proposer** | Alkadry |
| **Course Title** | Fund Development and Nonprofit Sustainability |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Fund Development and Nonprofit Sustainability |
| **Course Number** | 5336 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | David G Garvey |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | dgg02001 |
| **Initiator Email** | [d.garvey@uconn.edu](mailto:d.garvey@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** | Lecture |
| **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** | Online with student discussion posts and papers based on readings. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | PP5323 Leading and Governing Nonprofit Organizations |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | This is an online course as part of the nonprofit academic offering in the Department of Public Policy. |
| **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** | PP 5336 Fund Development and Nonprofit Sustainability Three credits. Recommended Preparation: PP5323. Instructor consent required. Core elements of developing a fund development (revenue) strategy for nonprofit organizations, including common revenue models, philanthropic models, and earned-income methods for funding organizational sustainability. |
| **Reason for the course action** | Course covers an essential body of material to the nonprofit field not currently offered within the nonprofit academic offerings in the Department of Public Policy. |
| **Specify effect on other departments and overlap with existing courses** | None. This course is designed for individuals who currently work or intend to work in nonprofit organizations. It is open to students in the Master of Public Administration and Master of Public Policy programs as well as students in the online Nonprofit Management Graduate Certificate offered by the Department of Public Policy. To the best of our knowledge, there are no similar UConn courses targeting this population. |
| **Please provide a brief description of course goals and learning objectives** | 1) Comprehension of the skill-set necessary to create a fund development revenue plan for a nonprofit that is a diverse portfolio of funding approaches to support the long-term sustainability of the nonprofit. 2) Comprehension of essential theories in the human motivation of giving, along with the nuance trends identified in research of varying demographic groups. 3) Comprehension of the strategies of key models of philanthropic giving; general fund raising, annual fund, major gift, capital, planned giving campaigns. 4) Comprehension of new approaches to revenue development, along with their pros and cons; such as earned-income enterprises, social media crowd funding, social impact bonds, and other emerging methods. |
| **Describe course assessments** | \* Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. The discussion post must include citation from assigned readings or other outside readings to defend the argument). This will be followed by a response by each student to at least one fellow classmates original discussion post. ------------------------------------------------------ Paper Assignments/Projects As a majority of students are expected to be working nonprofit professionals, students will be encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit. The instructor will review all student recommendations to a "volunteering nonprofit" as to assure that the advice or deliverable given to the nonprofit is proper and sound. \* Paper One: Provide an assessment of your nonprofit's current fund development plan in two parts. First, assess the strength and weakness of the diversity of revenue streams of the current strategy and why. Second, provide recommended adjustments (if needed) to the current plan along with providing rational of why. The changes if chosen may be adaptions to a tools percentage of reliance in the revenue portfolio and/or the adding of a new revenue method. If you chose to make no changes a strong rational should be provided. \* Proctored Exam: Examination to assess the students skill-set, as covered in our readings on revenue generating methods; including philanthropic giving (general fund raising, annual fund, major gift, capital, planned giving campaigns), along with earned-income enterprises, crowd funding, social impact bonds, and other emerging methods analyzed in the course. \* Final Project: Based on the needs of your nonprofit, create one new funding tool strategy. The strategy will include the rational for the use of the revenue method, general expectation of income over a three year period with a general rational, along with an operations plan for implementation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5336 Fund Development and Nonprofit Sustainablity.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161086&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C255ae79f10e64f53a12708d75660dfbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072846405238434&sdata=CimgRO0wegrmB8kcp83thQ60DmL4IkueMktY69gWktY%3D&reserved=0) | PP5336 Fund Development and Nonprofit Sustainablity.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David G Garvey | 09/17/2019 - 16:24 | Submit |  | This course curriculum was approved by the Department of Public Policy faculty vote on September 13, 2019. | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:45 | Approve | 9/13/2019 | approve | |

**PP 5336 Fund Development and Nonprofit Sustainability**

**Credits:** 3

**Format:** Online via HuskyCT

**Prerequisites:**  None

**Instructor:** Staff

**Course Description**

This course will provide the student with the important skills to address the key questions and practical applications of developing funding to support the financial requirements for nonprofits to meet their mission. Key to this learning objective will be the development of the skills needed to create a fund development plan that uses diverse funding strategies to meet nonprofits’ long term financial sustainability requirements. We will examine essential aspects of key philanthropic funding methods: general fundraising, annual fund, major gift, capital, planned giving campaigns, and the demographic dynamics of giving. The course will also investigate the growing usage of new revenue development methods; such on-line giving, earned-income enterprise, social impact bonds, and other developing methods of funding for organizational sustainability.

**Course Learning Objectives**

Student will demonstrate a comprehension of:

1. The skill-set necessary to create a fund development revenue plan for a nonprofit that is a diverse portfolio of funding approaches to support the long-term sustainability of the nonprofit.
2. Essential theories in the human motivation of giving, along with the nuance trends identified in research of varying demographic groups.
3. The strategies of key models of philanthropic giving; general fund raising, annual fund, major gift, capital, planned giving campaigns.
4. New approaches to revenue development, along with their pros and cons; such as earned-income enterprises, social media crowd funding, social impact bonds, and other emerging methods.

**Required Textbooks**

Worth, M. (2015). Fundraising:Principles and Practices. San Francisco, Sage Publications.

Ridley-Duff, R. & Bull, M. (2019). Understanding Social Enterprise: Theory and Practice, 3rd Edition. San Francisco, Sage Publications.

**Additional Readings**

Additional readings will be provided on HuskyCT within the reading folder of each individual session.

**Class Plan**

|  |  |
| --- | --- |
| **Module** | **Topic** |
| Fund Development | |
| Module 1 | History and function of philanthropic gifts, private and government grants as distinctive dimensions of funding the nonprofit sector.  Understanding the relationship between and among methods of fund development; including earned income, government funding, philanthropic gifts and grants as sources of revenue, and how each can influence fulfillment of an organization’s mission. |
| Module 2 | Essential components, financial data and budgeting goals, and key processes that are part of a creating a comprehensive fund development plan to meet the financial needs of a nonprofit. |
| Philanthropic Methods & Practices | |
| Module 3 | Ethical considerations of fundraising. |
| Module 4 | Motivations in giving, theory of fundraising and the fundraising process. |
| Module 5 | Interrelationship between services marketing and donor marketing and resultant uses of social media and other means for advancing philanthropic and mission outcome goals. |
| Module 6 | Essential Aspects of an Annual Fund Campaign |
| Module 7 | Essential Aspects of a Major Gift Campaign |
| Module 8 | Essential Aspects of a Capital Campaign |
| Module 9 | Essential Aspects of Planned Giving |
| Module 10 | The growing practice of on-line giving, the use of social media and crowdsourcing strategies. |
| Evolving Knowledge and Practices | |
| Module 11 | Understanding of generational and cultural differences in giving and implications for fundraising |
| Module 12 | Recent and emerging trends in sources of sector revenue, e.g., micro- enterprise, social enterprise and entrepreneurship, use of capital markets, and a critical examination of their use as a means for mission achievement |

**Assignments**

**Weekly Discussion Posts**

Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. This will be followed by a response by each student to at least one fellow classmate’s original discussion post.

Consider discussion posts as mini papers; you are expected to research the topic using course readings (outside readings you have discovered are also encouraged) and post an original initial response and respond to a classmate’s post. Similar to reflective papers—observations, perspectives and arguments of your posts are expected to be supported (cited) by course readings, other researched readings or relevant personal professional experience. Lack of citation (author name, year) reduces the power of your argument. A citation summary (referenced materials) at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate’s post.

Average length of a typical initial discussion post is between 400-600 words (not including references) or whatever you need to make your point succinctly.

Your original discussion post is due on the Saturday at 11:59 pm EST of the session week. Your response to a classmate’s post is due on Sunday at 11:59 pm EST.

**Paper Assignments/Projects**

Students are encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit.

**Paper, Exam & Project**

**Paper One**

Provide an assessment of your nonprofit's current fund development plan in two parts. First, assess the strength and weakness of the diversity of revenue streams of the current strategy and why. Second, provide recommended adjustments (if needed) to the current plan along with providing rational of why. The changes if chosen may be adaptions to a tools percentage of reliance in the revenue portfolio and/or the adding of a new revenue method. If you chose to make no changes a strong rational should be provided.

**Proctored Exam**

Examination to assess the students skill-set, as covered in our readings on revenue generating methods; including philanthropic giving (general fund raising, annual fund, major gift, capital, planned giving campaigns), along with earned-income enterprises, crowd funding, social impact bonds, and other emerging methods analyzed in the course.

**Final Project**

Based on the needs of your nonprofit, create one new funding tool strategy. The strategy will include the rational for the use of the revenue method, general expectation of income over a three year period with a general rational, along with an operations plan for implementation.

**Course Grading**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | | --- | --- | | **Course Components** | **Weight** | | **Discussions** (Post to assignment and response to peers) | 50% | | **Paper** | 15% | | **Exam** | 15% | | **Project** | 20% | | **TOTAL** | **100%** | |

You will notice that equal relevance is given to discussion and papers. That is because I equally value the work you do in your discussion posts as well as your papers. Please see discussion post requirements in the assignment section.

**Due Dates and Late Policy**

All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through HuskyCT Announcements.*

Please see assignment and discussion grading rubrics for late policies.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

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

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

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

**2019-359 PP 5389               Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13414 |
| **Request Proposer** | Dautrich |
| **Course Title** | Capstone on the Future of Survey Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Capstone on the Future of Survey Research |
| **Course Number** | 5389 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Course Components** |  |
| **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** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | permission of department |
| **Corequisites** | none |
| **Recommended Preparation** | Last or next to last semester of study in the MASR program |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,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?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PP 5389: Capstone on the Future of Survey Research Three credits. Restrictions: Permission of department. Grading Basis: Graded Capstone research on problems and opportunities in the survey research industry for students nearing completion of the Master of Arts in Survey Research program. |
| **Reason for the course action** | Adding a capstone course requirement for the MASR degree. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students engage in capstone research on problems and opportunities in the field of survey research. |
| **Describe course assessments** | Independent student research. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Capstone-syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161135&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C43859a01f88946bd54ac08d756633b92%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072856510257901&sdata=WHd0lp0FkGFi%2BqcqQHorZ3cICUBBRPzjdNEQhzW0w2c%3D&reserved=0) | Capstone-syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 14:35 | Submit |  | Add capstone course for MASR program | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:52 | Approve | 9/13/2019 | approve | |

**PP 5397: The Future of Survey Research - Syllabus**

LAST UPDATED: 08/19/2019

Course and Professor Information

**Course Title:** PP 5387 - Surveys for Market Research

**Prerequisites:** Admission to the Graduate Program in Survey Research or Public Administration

**Professor:** Ken Dautrich, Ph.D.

**Contact:**Please use the message function on the HuskyCT system to contact Professor Dautrich, or to set up an appointment to talk. He will check the HuskyCT messages at least once a day Monday through Friday during the semester.

Course Overview

After the 2016 presidential election, headlines around the world were blaring:  The polls failed us.  Not many months earlier in 2016 the headlines read how the polls failed to accurately project the Brexit vote in Britain.  These events led journalists, pollsters, market researchers and scholars to ask "what went wrong?"  Why are the methods of survey research failing us?  If polls can be so problematic in understanding the electorate, are they similarly providing inaccurate information in market research and  policy evaluation studies?

The disconnect between the pre-election polls and the actual election outcomes may be explained by examining a number of well-documented problems facing the survey research industry.  These problems include (1)  the dramatic transformation in the collection of survey data that has occurred over the last 15 years, from RDD telephone scientific samples to Internet data collection, (2) declining response rates, (3) competing methodologies and techniques, (4) privacy and security issues, (5) competition from "big data," (6) lack of data quality standards, (7) poor training among pollsters and professionals in scientific survey techniques,  and (8) pressures to lower the costs of conducting surveys.  To be sure, this is only the beginning of the list of challenges facing the industry.

At the same time the survey research industry is poised to grow if it effectively takes advantage of opportunities.  Technological advancements now allow for more cost-effective and faster methods to collect data.  Technology also allows for the collection of other data that may be collected and analyzed along with survey data, and "big data" sources may be used to supplement and refine insights from survey research projects.  The digital revolution, Internet and social media have transformed the ability to collect and organize all kinds of data, including survey data, and thus facilitating a wide variety of opportunities to improve the value and relevance of the survey research industry.

In this course, students will explore large problems facing survey research and professionals working in the industry.  In addition, students will seek out opportunities the might allow the industry to leap forward.

This course is for students who are nearing the end of their studies in the Graduate Program in Survey Research at UConn.  By now you should be familiar with many of the problems that you will explore in this course, and you should be aware of the opportunities for survey research as well.  Students will use this course to become expert in one major problem and one significant opportunity.  After a few weeks of discussion and reading on the state of the industry, each student will select one problem and one possible opportunity.  For the rest of the semester, students will (1) conduct a thorough literature review on their selected problem/opportunity, (2) interview experts in the profession who have special knowledge of the problem/opportunity, (3) lead class discussions of their findings, and prepare white papers to review what they find.  Along the way, students and the instructor will share insights, discuss findings, and bounce ideas off each other through the course discussion board.

The course is organized into 3 distinct modules.  Module 1 is weeks 1, 2 and 3 of the course when you will be introduced to the course, to each other, to readings that outline many of the problems facing survey research, and to possible opportunities for survey research.    Model 2 is weeks 4, 5, 6, 7 and 8 when you will conduct research on your selected "problem."  During this module you will prepare a thorough literature review of the problem, interview industry experts who will help you develop insights on the problem and how it might be addressed, lead a discussion of what you find with the class, and prepare a white paper offering advice on how the industry might address the problem.  Module 3 is weeks 9 through 14 when when you will conduct research on your selected "opportunity."  During this module you will prepare a thorough literature review, interview industry experts who will help you develop insights on achieving this opportunity, lead a discussion of what you find with the class, and prepare a white paper offering advice on how the industry might seize the opportunity.

Course Materials

1. **Required Books**: There are no required books or articles.  Rather, students will identify, review, and summarize the books and articles that have been published on the topics of their research.
2. **Resources**: In weeks 2 and 3, there are readings and other materials that student will access through the learning module in huskct.
3. **Learning Modules**: For each week of the course, there is a learning module, which describes the activities (assignments and discussion board sessions) for that week.

Course Requirements and Grading

            Final grades will be based on the following:

* **Discussion Board Participation** - Students will receive 3 grades for their participation in the discussion boards.  One grade is for your semester-long participation and will be worth 20 points.  A second grade is for your leadership of the discussion of your selected "problem" and is worth 10 points.  A third grade is for your leadership of the discussion of your selected "opportunity" and is worth 10 points.  The total number of points for your discussion board participation grades is 40 points.
* **Literature Reviews and Expert Interviews** - Students will prepare and submit 2 literature reviews/expert interview summaries.  Each is worth 20 points for a total of 40 points.
* **White Papers**- Students will prepare 2 white papers.  Each is worth 10 points, for a total of 20 points.

Weekly Topics and Outline

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Topic** | **Date Opens** | **Requirements** |  |
| Week 1: Introduction to Course | August 26 | \* Introductory Week 1 Lecture  \* Using HuskyCT \* Participate in Discussion |  |
| Week 2: Problems and Opportunities in Survey Research | September 27 | \* Readings:  read the materials available on the week 2 learning module  \* Participate in Weekly Discussion |  |
| Week 3: Students discuss their selected "problem" and "opportunity | September 9 | \* Participate in Weekly Discussion |  |
| Week 4: Student Research on Problems | September 16 | \* No Discussion Board |  |
| Week 5: Student Research on Problems | September 23 | \* No Discussion Board |  |
| Week 6: Group Discussion on Research progress | September 30 | \* Participate in Weekly Discussion |  |
| Week 7: Group Discussion on Expert Interviews | October 7 | \* LIT REVIEW/EXPERT INTERVIEW DUE \* Participate in Weekly Discussion |  |
| Week 8: Individual Student Presentations on "Problems" | October 14 | \*  Participate in weekly discussion board |  |
| Week 9: Student discussion of their selected "Opportunity" | October 13 | \* WHITE PAPERR #1 DUE  \* Participate in weekly discussion |  |
| Week 10:  Student Research on "opportunities" | October 28 | \* No Discussion board |  |
| Week 11: Student research on "opportunities | November 4 | \* No  Discussion board |  |
| Week 12: Group discussion on progress of research on "opportuities" | November 11 | \* Participate in Weekly Discussion. |  |
| Week 13: Thanksgiving Break | November 18 |  |  |
| Week 14: Individual Student Presentations on "Opportunities" | November 25 | \*LIT REVIEW/EXPERT PAPER #2 DUE  \* Participate in weekly discussion |  |
| Week 15: Wrap-up discussion | December 3 | \* WHITE PAPER #2 DUE  \* Participate in Weekly Discussion |  |

Student Responsibilities and Resources

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

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html), available at <http://www.community.uconn.edu/student_code.html>. Review and become familiar with these expectations. In particular, make sure you have read the section on [Academic Integrity in Graduate Education and Research](http://catalog.grad.uconn.edu/academicintegrity.html).

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

* [Plagiarism: How to Recognize it and How to Avoid it](http://www.lib.uconn.edu/instruction/tutorials/plagiarism.htm)

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

* Matriculated students should add or drop a course through [Peoplesoft](http://www.studentadmin.uconn.edu/index.html).

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

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

**Students with Disabilities**

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

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from http://www.blackboard.com/company/accessibility.aspx).

Software and Platform Requirments

* Word processing software
* [Adobe Flash Player](http://www.adobe.com/support/flashplayer/downloads.html) (Note: Please download the most recent version)
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Fast, reliable internet access
* [Mediasite Player Requirements](http://events.mediasite.com/Mediasite/Play/Help/Mediasite/OverviewFullVersion.htm) The lectures in this course use Mediasite technology.
* [Mediasite Technical Requirements](http://www.sonicfoundry.com/site-requirements) This page tests if your computer meets the minimum requirements to run the Mediasite Player.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, call the Digital Learning Center (LRC) at (860) 486-1187, or visit its online help at <http://dlc.uconn.edu/index.html>.

Minimum Technical Skills

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

* Use electronic mail (such as email) with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text or graphics.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.
* View Mediasite streaming files.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research](http://oir.uconn.edu/FacEv-Information.html).

**2019-327 HDFS 5320 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13926 |
| **Request Proposer** | Adamsons |
| **Course Title** | Special Issues in Family Development |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Special Issues in Family Development |
| **Course Number** | 5320 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | Duplicative of another course in our catalog. |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:43 | Submit |  | Approved by Dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:14 | Approve | 10/23/2019 | N/A | |

**2019-328 HDFS 5751 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13927 |
| **Request Proposer** | Adamsons |
| **Course Title** | Foundations of Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Foundations of Marriage and Family Therapy |
| **Course Number** | 5751 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:45 | Submit |  | Approved by Dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:14 | Approve | 10/23/2019 | N/A | |

**2019-329 HDFS 5752 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13928 |
| **Request Proposer** | Adamsons |
| **Course Title** | Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop 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** | Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy I |
| **Course Number** | 5752 |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

|  |
| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:47 | Submit |  | Approved by Dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:14 | Approve | 10/23/2019 | N/A | |

**2019-330 HDFS 5754 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13929 |
| **Request Proposer** | Adamsons |
| **Course Title** | Marriage Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop 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** | Marriage Therapy |
| **Course Number** | 5754 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:48 | Submit |  | Approved by dept 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:14 | Approve | 10/23/2019 | N/A | |

**2019-331 HDFS 5756 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13930 |
| **Request Proposer** | Adamsons |
| **Course Title** | Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Family Therapy |
| **Course Number** | 5756 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:50 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:13 | Approve | 10/23/2019 | N/A | |

**2019-332 HDFS 5757 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13931 |
| **Request Proposer** | Adamsons |
| **Course Title** | Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy II |
| **Course Number** | 5757 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:51 | Submit |  | Approved by dept 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:13 | Approve | 10/23/2019 | N/A | |

**2019-333 HDFS 5759 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13932 |
| **Request Proposer** | Adamsons |
| **Course Title** | Case Seminar in Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Case Seminar in Marriage and Family Therapy |
| **Course Number** | 5759 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:52 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:13 | Approve | 10/23/2019 | N/A | |

**2019-334 HDFS 5761 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13933 |
| **Request Proposer** | Adamsons |
| **Course Title** | Introduction to Clinical Practice and Professional Issues |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Introduction to Clinical Practice and Professional Issues |
| **Course Number** | 5761 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:53 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:12 | Approve | 10/23/2019 | N/A | |

**2019-335 HDFS 5763 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13934 |
| **Request Proposer** | Adamsons |
| **Course Title** | Individual Supervision in Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Individual Supervision in Marriage and Family Therapy |
| **Course Number** | 5763 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:58 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:12 | Approve | 10/23/2019 | N/A | |

**2019-336 HDFS 5764 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13935 |
| **Request Proposer** | Adamsons |
| **Course Title** | Clinical Assessment and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Clinical Assessment and Practice |
| **Course Number** | 5764 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 08:59 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:12 | Approve | 10/23/2019 | N/A | |

**2019-337 HDFS 5782 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13936 |
| **Request Proposer** | Adamsons |
| **Course Title** | Master's Practicum I in Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Master's Practicum I in Marriage and Family Therapy |
| **Course Number** | 5782 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:00 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:11 | Approve | 10/23/2019 | N/A | |

**2019-338 HDFS 5790 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13937 |
| **Request Proposer** | Adamsons |
| **Course Title** | Theories and World Views Informing Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Theories and World Views Informing Marriage and Family Therapy |
| **Course Number** | 5790 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:00 | Submit |  | Approved by dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:11 | Approve | 10/23/2019 | N/A | |

**2019-339 HDFS 5792 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13938 |
| **Request Proposer** | Adamsons |
| **Course Title** | Master's Practicum II in Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Master's Practicum II in Marriage and Family Therapy |
| **Course Number** | 5792 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:02 | Submit |  | Approved by Dept on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:11 | Approve | 10/23/2019 | N/A | |

**2019-340 HDFS 6720 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13940 |
| **Request Proposer** | Adamsons |
| **Course Title** | Family Therapy Supervision |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Family Therapy Supervision |
| **Course Number** | 6720 |

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| **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 |

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| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:04 | Submit |  | Approved by dept 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:10 | Approve | 10/23/2019 | N/A | |

**2019-341 HDFS 6730 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13941 |
| **Request Proposer** | Adamsons |
| **Course Title** | Advanced Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop 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** | Advanced Family Therapy |
| **Course Number** | 6730 |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

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| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:04 | Submit |  | Dept approved on 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:10 | Approve | 10/23/2019 | N/A | |

**2019-342 HDFS 6792 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13942 |
| **Request Proposer** | Adamsons |
| **Course Title** | Doctoral Practicum in Marriage and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop 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** | Doctoral Practicum in Marriage and Family Therapy |
| **Course Number** | 6792 |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

|  |
| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:05 | Submit |  | Approved by dept 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:09 | Approve | 10/23/2019 | N/A | |

**2019-343 HDFS 6895 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13943 |
| **Request Proposer** | Adamsons |
| **Course Title** | Internship in Marital and Family Therapy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop 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** | Internship in Marital and Family Therapy |
| **Course Number** | 6895 |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |

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| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | No longer have a program in Marriage and Family Therapy in HDFS |
| **Specify effect on other departments and overlap with existing courses** | N/A |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 10/23/2019 - 09:06 | Submit |  | Approved by dept 10/16/19 | | Human Development and Family Studies | Kari L Adamsons | 10/23/2019 - 09:09 | Approve | 10/23/2019 | N/A | |

**2019-325 GIS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 10/23/2019

2. Department or Program: Geography

3. Title of Major: GIS

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

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

5. Nature of change: Add course

# Existing Catalog Description of Major

**Geographic Information Science**

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

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

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

**Bachelor of Science or Bachelor of Arts**

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

**Major Requirements**

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

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

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

**Electives (15 credits)**

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

**GIScience Courses:**

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

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

**Human and Physical Geography Courses:**

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

**Related Courses (12 credits)**

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

**Remote Sensing Courses:**

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

**Computer Science and Engineering Courses:**

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

**Math and Statistics Courses:**

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

**Social Science Courses:**

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

**Natural Science Courses:**

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

**Economics Courses:**

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

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

# Proposed Catalog Description of Major

**Geographic Information Science**

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

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

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

**Bachelor of Science or Bachelor of Arts**

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

**Major Requirements**

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

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

GEOG [2500](https://catalog.uconn.edu/geog/#2500), [2505](https://catalog.uconn.edu/geog/#2505), [3510](https://catalog.uconn.edu/geog/#3510) or [3500Q](https://catalog.uconn.edu/geog/#3500Q), 3512 or [3530](https://catalog.uconn.edu/geog/#3530), and any GEOG W course at the 2000 level or above (1 or 3 credits).

**Electives (15 credits)**

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

**GIScience Courses:**

GEOG [2510](https://catalog.uconn.edu/geog/#2510), [3110](https://catalog.uconn.edu/geog/#3110), [3500Q](https://catalog.uconn.edu/geog/#3500)\*, [3505](https://catalog.uconn.edu/geog/#3505), [3510](https://catalog.uconn.edu/geog/#3510)\*, [3512](https://catalog.uconn.edu/geog/#3512)\*, 3530\*, [4130](https://catalog.uconn.edu/geog/#4130), [4230](https://catalog.uconn.edu/geog/#4230), [4515](https://catalog.uconn.edu/geog/#4515), [4516](https://catalog.uconn.edu/geog/#4516), [4518](https://catalog.uconn.edu/geog/#4518), 4519.

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

**Human and Physical Geography Courses:**

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

**Related Courses (12 credits)**

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

**Remote Sensing Courses:**

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

**Computer Science and Engineering Courses:**

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

**Math and Statistics Courses:**

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

**Social Science Courses:**

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

**Natural Science Courses:**

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

**Economics Courses:**

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

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

# Justification

1. Reasons for changing the major: Add one more option to the core courses and two newly developed courses to the GIScience offerings.

2. Effects on students: Increases their options for degree completion.

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: 10/1/19

    Department Faculty: 10/2/19

6. Name, Phone Number, and e-mail address of principal contact person: [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu); 860-486-3023.

**2019-326 GSCI                      Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: Sep 27, 2019

2. Department or Program: Geosciences

3. Title of Major: Geoscience

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (Spring, 2020 or on approval):

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

5. Nature of change:

We are moving from a well-structured, but undifferentiated major to a similarly structured three-track major that builds on recent faculty hires, helps geoscience students channel their course selections in their main area of interest, and helps potential students see the breadth of geoscience as a career.

The structure before and after the proposed change is: (1) a set of 1000-level introductory courses that are taken prior to the major, (2) a gateway course into the major (2500), (3) a menu of four fundamental courses (3010, 3020, 3030, 3040), (4) and a capstone course (4050W or 4996W). The change in structure is that we will now offer an additional menu of courses at the 3000-4000 level for students in two specialized tracks (Environmental and Atmosphere), while leaving the general (Earth) track open and flexible to the increasing growth and differentiation of the geosciences.

# Existing Catalog Description of Major

# Geoscience

[Course descriptions](https://catalog.uconn.edu/gsci/)

The major in Geoscience is designed for students interested in the science of the Earth, with special emphasis on environmental change over geologic time scales, natural hazards, rocks and fossils, planetary science, paleoclimate variability, surface processes, mountain building, and the link between Earth’s physicochemical conditions and the evolution of life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

### Requirements

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study:

1. [GSCI 2500](https://catalog.uconn.edu/GSCI/#2500)
2. All of the following core courses: [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010), [3020](https://catalog.uconn.edu/GSCI/#3020), [3030](https://catalog.uconn.edu/GSCI/#3030), [3040](https://catalog.uconn.edu/GSCI/#3040).
3. One of the following capstone courses: [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W), [4996W](https://catalog.uconn.edu/GSCI/#4996W)
4. At least 11 additional credits of 3000-level and 4000-level GSCI courses. No more than 3 credits can be from [GSCI 4989](https://catalog.uconn.edu/GSCI/#4989), [4990](https://catalog.uconn.edu/GSCI/#4990), [4991](https://catalog.uconn.edu/GSCI/#4991), [4999](https://catalog.uconn.edu/GSCI/#4999).
5. At least 12 credits at the 2000-level or above in related areas. The suitability of courses will be determined by the student’s advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing [GSCI 4050W](https://catalog.uconn.edu/GSCI/#4050W) or [GSCI 4996W](https://catalog.uconn.edu/GSCI/#4996W).

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

# Proposed Catalog Description of Major

**Geoscience**

Majors in Geoscience focus on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales. Interest areas include global change, climate adaptation, water resources, planetary science, tectonics, paleontology and evolution, natural hazards, mineral and energy resources, surface processes, geophysics, and paleoclimatology.

Students may obtain a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Science degree has three tracks.

**Bachelor of Science**

At least 30 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Science in Geoscience in addition to the College B.S. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

The requirements include GSCI 2500, one of the following capstone courses: GSCI 4050W or 4996W, and a concentration listed below. No more than 3 credits in the major can be from GSCI 4989, 4990, 4991, 4999.

**Earth Track**

I. All of the following core courses: GSCI 3010, 3030, 3040.  
II. At least 14 additional credits of Geoscience courses at the 3000 level and above.  
  
  
**Environment Track**  
I. All of the following core courses: GSCI 3020, 3030, 3040.  
II. Three courses chosen from GSCI 3710, 4130, 4150, 4210, 4230, 4430, 4710, 4720, 4735.

III. At least 5 additional credits of Geoscience courses at the 3000 level and above.  
  
**Atmosphere Track**  
I. The following core course: GSCI 3010.  
II. One of the following core courses: GSCI 3020, 3030, 3040.

III. Three courses chosen from 2800, 4150, 4230, 4430, 4810, 4850.

IV. At least 9 additional credits of Geoscience courses at the 3000 level and above.

**Bachelor of Arts**

At least 24 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Arts in Geoscience in addition to the College B.A. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

The requirements include the following.

I. GSCI 2500.  
II. Two of the following core courses: 3010, 3020, 3030, 3040.  
III. One of the following capstone courses: 4050W or 4996W.  
IV. At least 12 additional credits of Geoscience courses at the 2000 level and above. No more than 3 credits can be at the 2000 level. No more than 3 credits can be from GSCI 4989, 4990, 4991, 4999.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing GSCI 4050W or GSCI 4996W.

A minor in Geoscience is described in the Minors section.

# Justification

1. Reasons for changing the major:

Since it recently became a department, GSCI is now in control of its courses offerings, giving it the ability to offer more options to students with regard to course offerings. For example, the new department recently hired two atmospheric scientists who are developing courses in that growing area to serve students interested in climate change in the new "atmosphere" track. Additionally, our proposed changes for a 4-year B.S. degree with an "environment" track lays the groundwork for a planned 5th year MS program (4+1) in environmental geosciences to train students interested in geotechnical consulting jobs. Students not wanting to declare a special track will default to the Earth track, which is the typical route to graduate studies in geology. This remains largely unchanged

More specifically, our students have long wanted a designation in environmental geoscience, and we are finally able to do so by changing our core curriculum of four mandatory courses (3010, 3020, 3030, and 3040) in a menu of at least two, and often three of these four courses. Simultaneously, our students interested in paleoclimate no longer will need to take the same curricular path as all students. Our change from a mandated core to a flexible menu will also allow the faculty more flexibility in staffing because it allows us to move to an every-other-year rotation for these courses.

Before this change, the B.S. and B.A were identical within the geoscience department, differing only at the college level. At this stage we are increasing the flexibility of the B.A. for students interested in double-majoring, or steering their single geoscience major in a specific direction.

2. Effects on students:

Within the same credit load, they will have more flexibility in choosing their own path, and in branding themselves as a certain type of geoscientist. This will make many of them more satisfied.

3. Effects on other departments:

None. We are changing our major internally. We are not requiring any courses in any other departments.

4. Effects on regional campuses:

None that we know of. Our instruction at the regional campuses is strictly at the 1000 level, coming before the major.

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

    Department Curriculum Committee: Monday, September 23, 2019

    Department Faculty: Friday, September 27, 2019

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

Robert M. Thorson, 860-428-1681, robert.thorson@uconn.edu

**2019-344 JOUR 3030          Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-11097 |
| **Request Proposer** | Macdonald |
| **Course Title** | The News Editor's Craft |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Journalism > 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** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | The News Editor's Craft |
| **Course Number** | 3030 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The request is to change the course title and catalog language to more accurately reflect how the course is most appropriately taught. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gail B Macdonald |
| **Initiator Department** | Journalism |
| **Initiator NetId** | gbm02002 |
| **Initiator Email** | [gail.macdonald@uconn.edu](mailto:gail.macdonald@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** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | J2000W |
| **Corequisites** | None |
| **Recommended Preparation** | J2001W |
| **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** | Currently, JOURN major only in 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** | JOUR 3030. Copy Editing Three credits. Prerequisites: JOUR 2000. Editing for grammar, style and content, headline writing, introduction to basic news design concepts. |
| **Provide proposed title and complete course catalog copy** | JOUR 3030. The News Editor's Craft Three credits. Prerequisite: JOUR 2000W. Recommended Preparation: JOUR 2001W. News value; information verification; editing for grammar, spelling, punctuation and style; content editing; headline writing; search engine optimization; handling visuals; building data visualizations; basic layout and design for print and digital platforms. |
| **Reason for the course action** | To update language to more accurately reflect editing role in contemporary newsrooms |
| **Specify effect on other departments and overlap with existing courses** | Course is currently taught and required for majors, so no impact |
| **Please provide a brief description of course goals and learning objectives** | Preparing students for the role of modern news editors: Editing for consistency of style and accuracy in punctuation, grammar and spelling. Honing news literacy and judgment; thinking independently; focusing on stories with impact; understanding audience to make more appropriate news choices Editing strategically; processes and strategies that improve product Editing across a spectrum: leads, writing engagingly, sense-making, good taste, ethics, legal issues, organization Accuracy and verification, fact-checking strategies and tools; photo and visual verification and tools Headline writing for print, the web, mobile and social media Layout and design for print, the web, mobile and social media; data visualization; photo editing Ensuring news is meaningful for a diverse audience |
| **Describe course assessments** | Final Exam that assesses all skills learned during the semester. Layout and design project for both web and print/e-reader Graded assignments for each category of skills |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [cop ed syllabus SP19.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145915&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb08be951e5cd4302aadf08d741eeb591%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637050365816689678&sdata=W6OwJxTh9wx3s0sCDTXWzCoihSDDUwqAFstWGusjeHs%3D&reserved=0) | cop ed syllabus SP19.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gail B Macdonald | 02/13/2019 - 14:17 | Submit |  | No further comments warranted | | Journalism | Maureen E Croteau | 09/25/2019 - 13:41 | Approve | 3/6/2019 | This updates course description to reflect evolution of the course that responded to changing media and technology. | |

**Copy Editing**

Journalism 3030, Section 1

Spring 2019

12:30 p.m. to 1:45 p.m., Tuesdays and Thursdays, Oak Hall 472

**Gail B. MacDonald**

**gail.macdonald@uconn.edu**

**Oak Hall 456, (860) 486-9448**

Office hours: Wednesdays 9 a.m. to 10 a.m. and 11 a.m. to noon.

I also am happy to make appointments to meet with students at other times, or – drop by my office – my door is open when I’m on campus.

***“In a way, all literate people are copy editors, whether they be writers rewriting their own work or simply avid readers noticing a typo on a cereal box.”*** – from “Lapsing Into a Comma” by Bill Walsh, copy desk chief of The Washington Post business desk.

***“Writing is not like painting where you add. It is not what you put on the canvas that the reader sees. Writing is more like a sculpture where you remove, you eliminate in order to make the work visible. Even those pages you remove somehow remain.”*** - Elie Wiesel

**Overview/Goals**

Editors are the sculptors of the journalism world. They guide, chip away, smooth over, re-arrange. But they also create – in a sense sculpting as they design pages online and in print, write headlines, Facebook links and Twitter story promos and choose photos and videos.

They work largely behind the scenes to create what should be seen by the public as, if not a work of art, then at least a well-crafted, accurate, eye-pleasing news package that provides information a diverse and broad base of readers and viewers need to know to properly function in a democratic society. This is true no matter how news consumers receive the package, that is – across all media platforms.

Good editors provide valuable insight that improves writing. Even the most accomplished writers benefit from good editing.

Editors must think and be skilled on many levels, a fact that makes their jobs especially challenging. On the detail level, they read copy to ensure correct grammar, spelling and punctuation and consistency of style. On a broader level, they assess content, story organization, leads, ensure no questions remain unanswered, facts are checked and the story contains no potentially libelous or unethical references. They also must be creative and technologically savvy and be problem solvers who can learn and adapt to new and changing technologies. They write headlines to entice readers and that will bring their stories to the top of online searches. They choose and edit photos and videos, design print and web pages to be both aesthetically pleasing and functional. They choose stories, photos, slide shows and videos for the web, they Tweet and post FB updates. They decide which interactive features will keep web readers clicking.

Editing is not so much a skill as it is a way of thinking. Yes, skills and knowledge are part of the equation, but this course will strive to get students thinking more about the WHY of editing, than the HOW of editing.

Learning objectives and skills covered in this course:

Editing for consistency of Style and accuracy in punctuation, grammar and spelling

Honing news literacy and judgment; breaking out of the journalism pack; focusing on stories with impact; understanding audience to make more appropriate news choices

Editing strategically; processes and strategies that improve product

Editing across a spectrum: leads, writing engagingly, sense-making, good taste, ethics, legal issues, organization

Accuracy and verification, fact-checking strategies and tools; photo and visual verification and tools

Headline writing for print, the web, mobile and social media

Layout and design for print, the web, mobile and social media

Ensuring all news is relevant and meaningful for a diverse audience

**Texts**

OPTIONAL, but recommended: “Think Like an Editor,” by Steve and Emilie Davis

REQUIRED: “The Associated Press Stylebook” – a hard copy or subscribe to the web-based version (you’ll receive Style updates with this option) The Stylebook is also available on iTunes. Note – be cautious about Googling for Style information – it’s not always up-to-date.

Please, also use a dictionary and thesaurus

Also required: Regular consumption of “Grammar Girl” and perhaps other grammar-related podcasts, from which the grammar portion of the course will be derived.

**Grading Breakdown for Course**

Final layout/design project – 35 percent

Final Exam – 15 percent

Mini Project – double-graded and calculated with homework

50 percent – Homework and in-class assignments and class participation. One low homework/in-class assignment grade will be dropped. **However, zeroes earned for failing to hand in an assignment cannot be dropped.**

**Blackboard - Huskyct**

Assignments and deadlines, readings, communications, class presentations, grades and other pertinent items will be posted. Please get into the habit of looking at the course site on a regular basis.

**Additional Requirement – Building Blocks of Communication**

The journalism department requires students to demonstrate proficiency in the building blocks of communication – spelling, grammar, punctuation and style – by the time they exit this course. Students will accomplish this at their own pace (within a parameter) and on their own time via the Grammar Girl and other grammar podcasts.

Deadlines to complete the three main sections of this part of the course are listed on the week by week schedule. To be considered proficient, students must earn a score of **no lower than 130 out of a total possible 150 points** on each of three tests that will be posted. Students will have three opportunities to take each of the three section tests to earn this score.

***The test scores per se will not be part of the course grade, but can have a negative impact on the course grade. Those students who do not earn the proficient grade on each test can lose up to a full letter grade on their final course grade.***

Besides the assigned podcasts, there are many options and resources available to students to help review grammar, style, punctuation and spelling. Individual students can choose what works best for them. We also will have some in-class exercises and drills to help build mechanics skills.

**Final Project and Software Knowledge**

The final project accounts for 35 percent of the overall class grade. The project requires students to use all the skills learned over the semester. The projects will be described in more depth just before the class begins work on them. One essential to successful completion of them, however, is a basic knowledge of:

* Wordpress.org – If you think Wordpress is used only for blogging, take a look at many professional websites, including UCONN’s and you will see “powered by Wordpress.” Wordpress has become a common, powerful and versatile choice by those who design, build and maintain websites
* InDesign
* In addition, some knowledge of PhotoShop is helpful, but not necessary.

**Course Schedule**

***The reading assignments from the optional text help students prepare to successfully complete in-class and out-of-class exercises.***

***Thinking Like an Editor***

*Week One*

Jan. 22: Class Introduction/ News Judgment/possible baseline test

Jan. 24: News Judgment/Which news for what platform?/How and why we choose the top stories

Suggested Reading: Davis Chaps. 1 through 6

*Week Two*

Jan. 29: More on news judgment

Suggested Reading: Davis Chaps. 7 through 10

Jan. 31: Analyzing and editing leads

An editing checklist – review

*Week Three*

Feb. 5: Editing strategies/ leads and nut graphs

Suggested Reading: Davis Chaps. 11 through 15

Feb. 7: Editing Break one!

Suggested Reading: Davis Chaps. 16 through 22

Start working on Section I grammar tests – know what questions to ask, where you need help or review.

***Working Like an Editor***

*Week Four*

Feb. 12: Mechanics review session 1 with exercises; Story editing for multiple platforms

Suggested Reading: Davis Chaps. 23 through 27 and 32 through 37

Feb. 14: More editing practice and strategies, Editing Break two!

Test, Section I – grammar, spelling, punctuation, AP Style - must be successfully completed by 5 p.m. today

*Week Five*

Feb. 19: Information verification/fact checking

Suggested Reading: Davis Chaps. 28, 38, 46 and 47

Feb. 21: Information verification/fact checking

*Week Six*

Feb. 26: More verification/fact checking

Feb. 28: Headline writing-editing

Suggested Reading: Davis Chaps. 29 through 31; 39 and 40, 48

March 1: Midterm grades posted

*Week Seven – Exercises in the next weeks will be completed on InDesign and/or Wordpress*

March 5: Mechanics review session II with exercises

Suggested Reading: Davis Chaps. 41 and 42; 49 and 50

Be working on grammar Test Section II – need help? Review?

March 7: Headline writing/editing on deadline

*Week Eight*

March 12: Handling photos and graphics

Test Section II – grammar, punctuation, AP Style, spelling - must be successfully completed by 5 p.m. today

March 14: Handling photos and graphics – completing a photo layout page

Suggested Reading: Davis Chaps. 43 through 45.

SPRING BREAK!!

*Week Nine*

March 26: Handling photos and graphics; completing a data visualization and interactive map using news judgment

March 28: Layout and design for print and online - critiquing

*Week Ten*

April 2: Layout and Design; intro to InDesign with exercise

April 4: Layout and Design for print - critiquing

*Week Eleven*

April 9: Begin final project part 1

Be working on Section III grammar test – need help? Review?

April 11: Work on final project

*Week Twelve*

April 16: Final project part 1 due at end of class today

Section III Test – grammar, spelling, punctuation, AP Style - must be successfully completed by 5 p.m. today

April 18: Digital design and elements, introduction to Wordpress with exercise

*Week Thirteen*

April 23: Making digital decisions – project part 2 due at end of class today

April 25: Review of course/overview of learning,student insight; Editing Break!

*Week Fourteen*

April 30: Review and prep for final exam; course evaluations

May 2: Final editing break – may count as exam

**2019-345 JOUR Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: Oct. 7, 2019

2. Department or Program: Journalism Department

3. Title of Major: Journalism

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

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

5. Nature of change: Revising admissions requirements

# Existing Catalog Description of Major

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department’s internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete 27 credits in journalism at the 2000-level or above, including [JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030); the three credit portfolio sequence ([JOUR 2111](https://catalog.uconn.edu/JOUR/#2111), [3111](https://catalog.uconn.edu/JOUR/#3111), and [4111](https://catalog.uconn.edu/JOUR/#4111)) and one of the following courses: [JOUR 3000](https://catalog.uconn.edu/JOUR/#3000), [3012](https://catalog.uconn.edu/JOUR/#3012), [3013](https://catalog.uconn.edu/JOUR/#3013), [3041](https://catalog.uconn.edu/JOUR/#3041), [3045](https://catalog.uconn.edu/JOUR/#3045), [3046](https://catalog.uconn.edu/JOUR/#3046), [4035](https://catalog.uconn.edu/JOUR/#4035), or other advanced courses if accepted with the consent of the department. [JOUR 1002](https://catalog.uconn.edu/JOUR/#1002) is a prerequisite for [JOUR 3002](https://catalog.uconn.edu/JOUR/#3002).

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department’s core courses ([JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030)).

Journalism majors are advised to consult with their advisors about computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally. The [Journalism department website](http://journalism.uconn.edu/) lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester.

A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Student Resource Room, 457 Oak Hall.

Students must meet the following two requirements:

1. Successful completion of at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
2. Cumulative GPA of at least 2.8, or successful performance on a timed writing exercise administered by the department. Applicants taking the test must show mastery of the fundamental tools of writing, including spelling, grammar and syntax. The applicant’s academic record and goals also will be considered.

# Proposed Catalog Description of Major (Changes in red)

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department’s internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete 27 credits in journalism at the 2000-level or above, including [JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030); the three credit portfolio sequence ([JOUR 2111](https://catalog.uconn.edu/JOUR/#2111), [3111](https://catalog.uconn.edu/JOUR/#3111), and [4111](https://catalog.uconn.edu/JOUR/#4111)) and one of the following courses: [JOUR 3000](https://catalog.uconn.edu/JOUR/#3000), [3012](https://catalog.uconn.edu/JOUR/#3012), [3013](https://catalog.uconn.edu/JOUR/#3013), [3041](https://catalog.uconn.edu/JOUR/#3041), [3045](https://catalog.uconn.edu/JOUR/#3045), [3046](https://catalog.uconn.edu/JOUR/#3046), [4035](https://catalog.uconn.edu/JOUR/#4035), or other advanced courses if accepted with the consent of the department. [JOUR 1002](https://catalog.uconn.edu/JOUR/#1002) is a prerequisite for [JOUR 3002](https://catalog.uconn.edu/JOUR/#3002).

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department’s core courses ([JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030)).

Journalism majors are advised to consult with their advisors about computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally. The [Journalism department website](http://journalism.uconn.edu/) lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester.

A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Office, 468 Oak Hall.

Admission is limited to students who:

1. Have successfully completed at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
2. Have a cumulative GPA of at least 2.6 OR have a GPA below 2.6 and provide a personal essay that shows mastery of the fundamental tools of writing, including spelling, grammar and syntax. The applicant’s academic record and goals also will be considered.

# Justification

1. Reasons for changing the major: We want to encourage students to major in journalism. We can accommodate more students, so changing the GPA from 2.8 to 2.6 will not adversely affect the major. For students whose GPA is below the requirement, we have always allowed them to petition for admission by submitting a personal essay and taking a timed writing test. Our experience has been that we gain little or no additional information from the timed writing test.

2. Effects on students: This will make it easier for students to become majors.

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: Oct. 4, 2019

    Department Faculty: Oct. 4, 2019

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

Maureen Croteau, 860-486-1547, Journalism Department, 468 Oak Hall, U-1129

**2019-347 MCB 5910           Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13663 |
| **Request Proposer** | Daggett |
| **Course Title** | Responsible Conduct of Research |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Responsible Conduct of Research |
| **Course Number** | 5910 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Daggett |
| **Proposer First Name** | David |
| **Select a Person** | dfd09003 |
| **Proposer NetId** | dfd09003 |
| **Proposer Phone** | +1 860 486 2361 |
| **Proposer Email** | [david.daggett@uconn.edu](mailto:david.daggett@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** | 1 |
| **Instructional Pattern** | lecture/discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to graduate students in Molecular and Cell Biology, others by permission |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | The information presented in this course is a requirement for funded research and exposes students to issues surrounding ethics of research. Students are required to be exposed to the issues, but there is no need or requirement to grade the students. |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | No one has expressed interest in teaching it at other campuses, or they already teach their own version. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GRAD 5910. Responsible Conduct in Research One credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). The core principles pertaining to responsible conduct in research are covered through extensive use of case studies, along with readings and classroom instruction. Different sections of the course utilize case studies that emphasize discipline-specific issues. Satisfactory completion is based on participation in the discussions and completion of a case study presentation. |
| **Provide proposed title and complete course catalog copy** | MCB 5910. Responsible Conduct in Research One credit. Open to graduate students in MCB, others by permission. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Core principles pertaining to responsible conduct in research are covered through case studies, readings and classroom instruction. |
| **Reason for the course action** | This course has been taught as GRAD 5910 by an MCB faculty member for many years with most of the students coming from MCB. The change will allow the instructor to focus specifically on issues related to ethical research in MCB. |
| **Specify effect on other departments and overlap with existing courses** | none known |
| **Please provide a brief description of course goals and learning objectives** | Expose students to ethical issues surrounding biological and biomedical research with focus on historical cases of inappropriate activities. |
| **Describe course assessments** | Based on attendance, completion of assignments, participation and demonstration of a critical engagement with the course materials. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Daggett RCR Spring 2019 Syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162097&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfd07676ff6a44baf349f08d754a7cd5a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637070951990984847&sdata=nGElPNytOG5Sb0f08sn0%2F2fCwKkUo8J2Zpyws1muE4o%3D&reserved=0) | Daggett RCR Spring 2019 Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 10/02/2019 - 15:17 | Submit |  | Moving this course from GRAD 5910 to MCB 5910. GRAD 5910 will still exist in case anyone else wants to teach it. | | Molecular and Cell Biology | David A Knecht | 10/18/2019 - 14:37 | Approve | 10/11/2019 | MCB department approved at faculty meeting. | |

**2019-348 MCB 6000 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13665 |
| **Request Proposer** | Graf |
| **Course Title** | Rotations in MCB Laboratories |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Rotations in MCB Laboratories |
| **Course Number** | 6000 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** | laboratory research |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to PhD students in MCB |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | The students are spending time in 3 different research laboratories in order to find the best match of their research interests and a faculty member interested in taking on a new student. There is no reasonable basis or need for grade evaluation in this situation. |

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MCB 6000. Rotations in MCB Laboratories 1.00 credits Prerequisites: MCB Graduate Students Only Grading Basis: Satisfactory/Unsatisfactory Open only to students in MCB graduate programs with permission of the instructor. Provides entering graduate students with experience in three different laboratory settings during the first semester of graduate studies to assist with the selection of a research theme for their degree. Students are expected to participate in laboratory meetings, journal clubs, bench work, and other activities as defined by each of three host faculty members. Grading will be based on an aggregate of the performance in each of the host laboratories. Preference is given to students in the MCB doctoral program. |
| **Provide proposed title and complete course catalog copy** | MCB 6000. Rotations in MCB Laboratories 3.00 credits Open only to MCB PhD Students Grading Basis: Satisfactory/Unsatisfactory Provides entering PhD students with research experience in three different laboratory settings during the first semester of graduate studies to assist with the selection of a mentor for their degree. Students are expected to participate in laboratory meetings, journal clubs, bench work, and other activities as defined by each of three host faculty members. |
| **Reason for the course action** | The course is being revised from 1 credit to 3 credits to be more in line with the expectations of effort by graduate students doing rotations. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The goal of “Rotations in MCB Laboratories” is to expose incoming MCB Ph.D. students to three different MCB laboratories in a coordinated and formalized manner before selecting a major advisor and joining a lab. Students will spend approximately six to eight weeks in each lab. Each lab is run by a Principle Investigator (PI) who is faculty member of MCB with an appointment on the Graduate Faculty of the University of Connecticut. The students are expected to meet with the PI, perform a research project, participate in lab meetings and get to know the other lab members. During this time the student assesses if this PI, lab and research interest are a good fit and the PI assesses if this student is a valuable addition to their lab. |
| **Describe course assessments** | The grading is comprised of the three rotations (25% each) and the lecture component (25%). The PI during each of the three rotations determines if the grade is satisfactory or unsatisfactory. For the lecture component, participation in the discussions and exercises is evaluated. Failing two components will lead to an Unsatisfactory grade for the semester. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB6000 Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163643&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C16c68d6b43234b14aa1d08d758e5aaa0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637075615745624714&sdata=EOz%2BlVZCz4E40RoWWbUHKJIEML6LX1fl%2B%2BzCJ15HFgc%3D&reserved=0) | MCB6000 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 10/02/2019 - 17:15 | Submit |  | approved by MCB 10-11-19 | | Molecular and Cell Biology | David A Knecht | 10/23/2019 - 13:50 | Approve | 10/4/2019 | Approved by MCB C&C and MCB department | |

**Syllabus**

**MCB 6000 Rotations in MCB Laboratories (3 credits)**

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

**Instructor and office hours:**

Joerg Graf, BPB 409, [joerg.graf@uconn.edu](mailto:joerg.graf@uconn.edu) and office hours by appointment.

**Expectations:**

Students should discuss the expectations for the rotation with the PI (The Professor of the rotation lab). If students plan to be absent during the rotation, they should coordinate this activity with the PI. In addition to doing research, PIs typically expect students to participate in lab meetings, read scientific papers and present their work at the end of the rotation.

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

**Formal meetings in BPB 201 at 10:30 am.**

For several of the meetings listed below, a chapter is assigned for reading. Each lab has a copy of the book and you can read it in your lab. During these classes, we will discuss these chapters.

1. August 26th Chemical Safety Training

2. September 23th How to succeed in your Ph.D. program and Chapter 1: General Lab Organization and Procedures

3. October 7th Chapter 4: How to Set Up an Experiment

4. November 18th Chapter 5: Laboratory Notebooks

**Rotation periods:**

Rotation 1: August 26 – October 13th (7 weeks)

Rotation 2: October 14th – November 24th (6 weeks)

Rotation 3: November 25th – January 12th (7 weeks)

**Grading:**

The grading is comprised of the three rotations (25% each) and the lecture component (25%). The PI during each of the three rotations determines if the grade is satisfactory or unsatisfactory. For the lecture component, participation in the discussions and exercises is evaluated. Failing two components will lead to an Unsatisfactory grade for the semester.

**Assignments of rotations:**

For the first rotation students should visit the MCB website (mcb.uconn.edu) and learn about the research interests of the labs and contact potential PIs by e-mail. For rotations #2 and #3, students need to meet with the potential PIs before making their rotation choices. For each rotation student should submit by e-mail their preferred rotation choices, ranked from 1-4 (with 1 being the most preferred) to Dr. Graf by August 12th for rotation #1, by October 9th for rotation #2 and by November 18th for rotation #3.

**2019-349 PP 4031               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13412 |
| **Request Proposer** | Dautrich |
| **Course Title** | Financial Management for Public & Nonprofit Organizations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Financial Management for Public & Nonprofit Organizations |
| **Course Number** | 4031 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | open to juniors or higher or instructor permission |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 4031. Financial Management for Public & Nonprofit Organizations 3.00 credits Prerequisites: None. Grading Basis: Graded Management of financial resources in public service organizations. Topics include variance analysis, cost analysis, public sector and nonprofit accounting, financial statement analysis, and forecasting. |
| **Provide proposed title and complete course catalog copy** | PP 4031. Financial Management for Public & Nonprofit Organizations 3.00 credits Prerequisites: Open to juniors or higher or instructor permission Grading Basis: Graded Management of financial resources in public service organizations. Topics include variance analysis, cost analysis, public sector and nonprofit accounting, financial statement analysis, and forecasting. |
| **Reason for the course action** | restrict enrollment to juniors or higher |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Management of financial resources in public service organizations. Topics include variance analysis, cost analysis, public sector and nonprofit accounting, financial statement analysis, and forecasting. |
| **Describe course assessments** | exams, research paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Robbins PP 4031 Financial Management.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161132&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C592fe59bb5634a2d7f2308d754c786ef%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071088247324459&sdata=CdJYkfAVQv8iIzMGRArCJnrwnCzWFdmH9xPgC%2Fkfjps%3D&reserved=0) | Robbins PP 4031 Financial Management.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 14:17 | Submit |  | restrict enrollment for 4000 course | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:55 | Approve | 9/13/2019 | approve | |

**2019-350 PP 4032               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13413 |
| **Request Proposer** | Dautrich |
| **Course Title** | Capital Financing and Budgeting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Capital Financing and Budgeting |
| **Course Number** | 4032 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | open to juniors or higher or instructor permission |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 4032. Capital Financing and Budgeting 3.00 credits Prerequisites: None. Grading Basis: Graded An examination of the municipal bond market, capital budgeting techniques, and related public policy issues. |
| **Provide proposed title and complete course catalog copy** | 4032. Capital Financing and Budgeting 3.00 credits Prerequisites: Open to juniors or higher or instructor permission Grading Basis: Graded An examination of the municipal bond market, capital budgeting techniques, and related public policy issues. |
| **Reason for the course action** | restrict enrollements to junior or higher |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | An examination of the municipal bond market, capital budgeting techniques, and related public policy issues. |
| **Describe course assessments** | exams, research paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [simonsen PP4032.5317 capital finance and budgeting.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161133&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C68abb7e2b8ae4c0fa36508d754c73c47%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071086994215919&sdata=%2Fwv0otU1fEwtnrw9DyVpn%2FIijVZKZ64obmMXSOndok8%3D&reserved=0) | simonsen PP4032.5317 capital finance and budgeting.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 14:25 | Submit |  | restrict enrollment | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:56 | Approve | 9/13/2019 | approve | |

**2019-351 PP 4034               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13410 |
| **Request Proposer** | Dautrich |
| **Course Title** | Social Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Social Policy |
| **Course Number** | 4034 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | open to junior or higher or instructor permission |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 4034. Social Policy 3.00 credits Prerequisites: None. Grading Basis: Graded Examination of the concepts and principles of public policy analysis, with applications to important social issues. |
| **Provide proposed title and complete course catalog copy** | PP 4034. Social Policy 3.00 credits Prerequisites: open to junior or higher or instructor permission Grading Basis: Graded Examination of the concepts and principles of public policy analysis, with applications to important social issues. |
| **Reason for the course action** | restrict to junior or higher |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Examination of the concepts and principles of public policy analysis, with applications to important social issues. |
| **Describe course assessments** | exams, research paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Buckson-Dan-Social Policy PP 5344 & PP 4034-Fall 2015.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161130&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cab025c45ec1d45c494eb08d754c81ed2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071090801708742&sdata=1z%2FaUTYB%2BxGainfZrrWHd8fyFRt1QqC53McaVYaeWwc%3D&reserved=0) | Buckson-Dan-Social Policy PP 5344 & PP 4034-Fall 2015.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 14:04 | Submit |  | add enrollment restriction | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:53 | Approve | 9/13/2019 | approve | |

**2019-352 PP 4346               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13411 |
| **Request Proposer** | Dautrich |
| **Course Title** | Child and Family Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Child and Family Policy |
| **Course Number** | 4346 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | open to juniors or higher or instructor permission |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 4346. Child and Family Policy 3.00 credits Prerequisites: None. Grading Basis: Graded Theory and practice of child and family policy. Topics may include marriage and divorce, fertility, employment, and human capital. |
| **Provide proposed title and complete course catalog copy** | PP 4346. Child and Family Policy 3.00 credits Prerequisites: open to juniors or higher or instructor permission Grading Basis: Graded Theory and practice of child and family policy. Topics may include marriage and divorce, fertility, employment, and human capital. |
| **Reason for the course action** | restrict enrollment to junior or higher |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Theory and practice of child and family policy. Topics may include marriage and divorce, fertility, employment, and human capital. |
| **Describe course assessments** | exams, research paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Raissian\_PP5346\_4346\_Child and Family Policy\_Fall 2019.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161131&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb51625c22f09494b6cb308d754c7d78d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071089601921573&sdata=OODik4BVsdIFBYFZgv9GROEa1y7JAtgWQ5ILIxsfdcc%3D&reserved=0) | Raissian\_PP5346\_4346\_Child and Family Policy\_Fall 2019.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 14:11 | Submit |  | restrict enrollment for 4000 course | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:54 | Approve | 9/13/2019 | approve | |

**2019-353 PP 4365               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13409 |
| **Request Proposer** | Dautrich |
| **Course Title** | Human Resource Management |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Human Resource Management |
| **Course Number** | 4365 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth J Dautrich |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | kjd02005 |
| **Initiator Email** | [k.dautrich@uconn.edu](mailto:k.dautrich@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | open to juniors or high or with instructor permission |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 4365. Human Resource Management 3.00 credits Prerequisites: None. Grading Basis: Graded The structures, processes, and principles of human resource management in public service and examination of contemporary human resource policies and challenges. |
| **Provide proposed title and complete course catalog copy** | PP 4365. Human Resource Management 3.00 credits Prerequisites: Open to junior or higher or permission of instructor Grading Basis: Graded The structures, processes, and principles of human resource management in public service and examination of contemporary human resource policies and challenges. |
| **Reason for the course action** | add restriction |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The structures, processes, and principles of human resource management in public service and examination of contemporary human resource policies and challenges. |
| **Describe course assessments** | exams, research papers |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hatmaker PP 4365 HR Syllabus Spring 2018.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161128&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cac3581b9ce1749ba1a3208d754c94e79%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637071095890081981&sdata=TsouvzIcilipZVt5ego6L9XB1IYl%2Bp4if82AVbCnsy0%3D&reserved=0) | Hatmaker PP 4365 HR Syllabus Spring 2018.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth J Dautrich | 09/18/2019 - 13:51 | Submit |  | add enrollment restriction for 4000 level course | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:53 | Approve | 9/13/2019 | approve | |

**2019-354 PP 5324               Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13400 |
| **Request Proposer** | Alkadry |
| **Course Title** | Grant Writing and Government Contracting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Grant Writing and Government Contracting |
| **Course Number** | 5324 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We have kept the Grant Writing Content, but have removed the Fund Development content and replaced that with skills in Government Contracting. |

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| **CONTACT INFO** | |
| **Initiator Name** | David G Garvey |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | dgg02001 |
| **Initiator Email** | [d.garvey@uconn.edu](mailto:d.garvey@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** | Online |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | PP 5323 Leading and Governing Nonprofit Organizations |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 5324. Grant Writing and Fund Development for Nonprofit Organizations 3.00 credits Prerequisites: None. Grading Basis: Graded Core fundamentals of fund development and grant writing practices for nonprofit organizations. |
| **Provide proposed title and complete course catalog copy** | PP5324 Grant Writing and Government Contracting 3.00 credits  Grading Basis: Graded  Introduction to writing for private grants and government contracts. Includes responding to requests for proposals for government and nonprofit service provision as well as writing and managing a formal proposal preparation. |
| **Reason for the course action** | We have kept the Grant Writing Content, but have removed the Fund Development content and replaced that with skills in Government Contracting. |
| **Specify effect on other departments and overlap with existing courses** | None. This course is designed for individuals who currently work or intend to work in nonprofit organizations. It is open to students in the Master of Public Administration and Master of Public Policy programs as well as students in the online Nonprofit Management Graduate Certificate offered by the Department of Public Policy. To the best of our knowledge, there are no similar UConn courses targeting this population. |
| **Please provide a brief description of course goals and learning objectives** | Through completion of this course the student should be able to: 1. Effectively research private grant and government contracting opportunities. 2. Evaluate the pros and cons for a nonprofit to pursue or not pursue a government contract to provide services. 3. Assess the advantages and disadvantages of a nonprofit choosing to pursuit private grants and/or government contracts. 4. Effectively write a private grant submission 5. Effectively respond to a Government Request for Proposal (RFP) for the service provision 6. (Post RFP acceptance) Effectively manage the process and write a formal proposal for a government service provision contract. |
| **Describe course assessments** | \* Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. The discussion post must include citation from assigned readings or other outside readings to defend the argument). This will be followed by a response by each student to at least one fellow classmates original discussion post. ------------------------------------------------------ Paper Assignments/Projects As a majority of students are expected to be working nonprofit professionals, students will be encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit. The instructor will review all student recommendations to a "volunteering nonprofit" as to assure that the advice or deliverable given to the nonprofit is proper and sound. \* Paper One: For a program of your nonprofit, research the private grants and government RFPs that your program is eligible for and would advance the program's work. Provide a ranked assessment of potential opportunities to pursue with a solid rational for your recommendations. \* Project One: Chose a private grant to pursue. Explain your rational for why this is a match for the organization, client community and funder, and then write the grant proposal. \* Project Two: Chose a government contract of service provision to pursue. Explain your rational for why this is a match for the organization, client community and the government agency, and then write the proposal. Lastly, outline what steps and resources, including outcome measures, that will be required to submit a full proposal if your RFP submission was accepted to move forward to the full proposal round. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5324 Grant Writing and Government Contracting.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161129&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3f958dd0448142d9a28c08d75662a304%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072853951211700&sdata=9enUpmMQ6APbtUN%2Fnv3K3XcZXNccAxtbnkXTmoy%2BC1Y%3D&reserved=0) | PP5324 Grant Writing and Government Contracting.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David G Garvey | 09/18/2019 - 11:23 | Submit |  | This course curriculum was approved by the Department of Public Policy faculty vote on September 13, 2019. | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:46 | Approve | 9/13/2019 | approve | |

**PP 5324 Fund Development and Nonprofit Sustainability**

**Credits:** 3

**Format:** Online via HuskyCT

**Prerequisites:**  None

**Instructor:** Staff

**Course Description**

The course will provide the student with the skillset to research effectively for private grants and government service provision contracts that meet the needs of your nonprofit, your client community and the funder. Second, for the student to have the skillset to evaluate the pros and cons of all funding opportunities, with a special focus on the historic issues of government contracting. Third, for the student to have the skillset to write a private grant submission. Fourth, for the student to have the skillset to respond (write) effectively to a government request for proposal (RFP) to contract for nonprofit service provision. Fifth, for the student to have the skillset to write and manage a formal proposal if an RFP is accepted. In addition, the course focuses on the holistic organizational system approach to responding to grants and government contract RFPs, along with collaborative multi-agency collective strategies which can strengthen proposals and the impact of final deliverables.

**Course Learning Objectives**

Through completion of this course the student should be able to:

1. Effectively research private grant and government contracting opportunities.
2. Evaluate the pros and cons for a nonprofit to pursue or not pursue a government contract to provide services.
3. Assess the advantages and disadvantages of a nonprofit choosing to pursuit private grants and/or government contracts.
4. Effectively write a private grant submission.
5. Effectively respond to a Government Request for Proposal (RFP) for the service provision.
6. (Post RFP acceptance) Effectively manage the process and write a formal proposal for a government service provision contract.

**Required Textbooks**

Rodriguez-Heyman, Darian and Brenner, Laila, Nonprofit Fundraising 101: A Practical Guide with Easy to Implement Ideas and Tips from Industry Experts, published by Wiley 2016

Karsh, Ellen and Fox, Arlen Sue, The Only Grant-Writing Book You’ll Ever Need: Top Grant Writers and Grant Givers Share their Secrets – 4th Edition, published by Basic Books.

Boris, Elizabeth T. and C. Eugene Steuerle (Eds.). 2006. Nonprofits and Government: Collaboration and Conflict. Washington, D.C: Urban Institute Press. 2nd edition.

Pettijohn, S, Boris, E. & Farrell, M. (2014). National Study of Nonprofit-Government Contracts and Grants 2013: State Profiles, Washington DC. Urban Institute.

**Additional Readings**

Additional readings will be provided on HuskyCT within the reading folder of each individual session.

**Class Plan**

|  |  |
| --- | --- |
| **Module** | **Topic** |
| Module 1 Introduction | |
| Session 1 | The Grant Making Landscape: Its History and  Different Types and Sources of Private and Government Funding. |
| Session 2 | Understanding What Matters: Making your case for investment using program outcomes, financial and qualitative data to *tell your story*. |
| Module 2 Grant & Government RFP Research and Assessment | |
| Session 3 | Researching Grant and Government Contract Opportunities |
| Session 4 | Assessing Grant RFPs and the best Match   * Mission and Community Stakeholder Match * Your capacity to deliver and partners. * Understanding the finances and *costs* of grants; including overhead and other transactional costs |
| Module 3 Writing the Grant Proposal | |
| Session 5 | Writing letters of inquiry or intent. |
| Session 6 | The Grant Proposal: Introduction and Problem Statement |
| Session 7 | The Grant Proposal: Goals, Objectives and Outcomes |
| Session 8 | The Grant Proposal: Theory of Change and Methods |
| Session 9 | The Grant Proposal: Budget |
| Session 10 | The Grant Proposal: Evaluation Method Choice |
| Module 4 Government RFPs and Formal Government Proposals | |
| Session 11 | Writing a Government RFP submission |
| Session 12 | Key Fundamentals and Components of Formal Government Contracting Proposals |
| Session 13 | Essentials in Writing a Formal Government Contracting Proposal |
| Session 14 | Key Aspects In Managing a Government Contact Award |

**Assignments**

**Weekly Discussion Posts**

Weekly assignments will consist of discussion posts by the student to support or argue against position from the assigned weeks readings. This will be followed by a response by each student to at least one fellow classmate’s original discussion post.

Consider discussion posts as mini papers; you are expected to research the topic using course readings (outside readings you have discovered are also encouraged) and post an original initial response and respond to a classmate’s post. Similar to reflective papers—observations, perspectives and arguments of your posts are expected to be supported (cited) by course readings, other researched readings or relevant personal professional experience. Lack of citation (author name, year) reduces the power of your argument. A citation summary (referenced materials) at the end of your discussion is expected of each post; whether it is your original post or responding to a classmate’s post.

Average length of a typical initial discussion post is between 400-600 words (not including references) or whatever you need to make your point succinctly.

Your original discussion post is due on the Saturday at 11:59 pm EST of the session week. Your response to a classmate’s post is due on Sunday at 11:59 pm EST.

**Paper Assignments/Projects**

Students are encouraged to base all their major paper/project assignments on the operations and needs of their current nonprofit; allowing theory to meet practice. For those students who do not have a current relationship with a nonprofit a case study example will be provided or, as feasible, an operating nonprofit will volunteer their information for student use to fulfill their assignment and provide guidance to the nonprofit.

**Paper & Projects**

**Paper One**

For a program of your nonprofit, research the private grants and government RFPs that your program is eligible for and would advance the program's work. Provide a ranked assessment of potential opportunities to pursue with a solid rational for your recommendations.

**Project One:**

Chose a private grant to pursue. Explain your rational for why this is a match for the organization, client community and funder, and then write the grant proposal.

**Project Two**

Chose a government contract of service provision to pursue. Explain your rational for why this is a match for the organization, client community and the government agency, and then write the proposal. Lastly, outline what steps and resources, including outcome measures, that will be required to submit a full proposal if your RFP submission was accepted to move forward to the full proposal round.

**Course Grading**

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|  | |  |  | | --- | --- | | **Course Components** | **Weight** | | **Discussions** (Post to assignment and response to peers) | 50% | | **Paper** | 15% | | **Project One** | 15%\* | | **Project Two** | 20%\* | | **TOTAL** | **100%** |   \*Whichever project gets the higher grade will earn the 20% |

You will notice that equal relevance is given to discussion and papers. That is because I equally value the work you do in your discussion posts as well as your papers. Please see discussion post requirements in the assignment section.

**Due Dates and Late Policy**

All course due dates are identified in the Course Schedule in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. Emergencies or exceptional circumstances can be discussed. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through HuskyCT Announcements.*

Please see assignment and discussion grading rubrics for late policies.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

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

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

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

**2019-358 PP 5361               Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13415 |
| **Request Proposer** | Alkadry |
| **Course Title** | Theory and Management of Public Organizations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | Theory and Management of Public Organizations |
| **Course Number** | 5361 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The content of the course will remain the same. We are requesting to change "public organizations" to "public service organizations" in the title of the course to reflect that students in nonprofit management program complete this course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Catherine F Guarino |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | cfg08002 |
| **Initiator Email** | [catherine.guarino@uconn.edu](mailto:catherine.guarino@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Alkadry |
| **Proposer First Name** | Mohamad |
| **Select a Person** | moa17009 |
| **Proposer NetId** | moa17009 |
| **Proposer Phone** | +1 959 200 3858 |
| **Proposer Email** | [mohamad.alkadry@uconn.edu](mailto:mohamad.alkadry@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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** | lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,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?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 5361. Theory and Management of Public Organizations. Three credits. Core management and behavioral concepts to effectively lead a public organization. Topics include leadership, strategic planning, managing organizational performance, and organizational structure, culture and politics. |
| **Provide proposed title and complete course catalog copy** | PP 5361. Theory and Management of Public Service Organizations. Three credits. Core management and behavioral concepts to effectively lead a public organization. Topics include leadership, strategic planning, managing organizational performance, and organizational structure, culture and politics. |
| **Reason for the course action** | We wish to add "service" to the title of the course so that is encompasses nonprofit organizations. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | •Gain a more nuanced appreciation for the special challenges of public administration in the context of democracy. •Develop a deeper understanding of public organizations, why they exist, what they do, and how they work, and of the core functions of managing them. •Gain new insights about how current research and thinking can improve management strategies and approaches. •Become more adept at recognizing common organizational challenges and determining how to address them. •Improve your management knowledge, skills, and competencies, particularly the ability to communicate about complex organizational phenomena clearly. |
| **Describe course assessments** | \*5-minute memos at the beginning or end of class (10@3 points each): At the beginning or end of class you will be asked to write a short memo. During most classes you will be asked to either summarize the material you have read or ask you a question related to the material. During weeks we have a speaker I will ask you to write you memo on what you have gathered from the speaker and how it relates to the information you have read before class. You will have five minutes to write your memo -- you may handwrite your response and hand it in; or, you may use a laptop and email your memo to me before leaving class. Memos that are responsive to the question posed, basically coherent, and are grounded in the relevant course material will receive full credit. \*Book reviews (2 @ 10 points each): Select a book related to the course material and write a review of the book. The review should make clear why the book is relevant to the course, questions it raises and insights it provides on the coursework. Final Project (25 points – 18 points for the written assignment and 7 points for the in-class presentation): Identify a challenge faced in Public and/or Non-profit organizations or managers. You have broad latitude, but the topic must be relevant to the course material. It should be something that interests you. It may draw on your experience or touch on a challenge or part of the Field that you would like to pursue. Your project should build a case explaining why the topic is a problem, describe approaches to that problem and offer unique and insightful commentary to the issue. You will be asked to present your final project during one of the last two class sessions. \*In Class Participation (25 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sullivan\_PP5361\_Theory and Management of Public Organizations\_Fall 2019.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F161136&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8608b47c168c4fd7b53808d7565ed343%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637072837583429491&sdata=RGLrOR6h0x%2F8ElNGvP8r6auMGcIc1R80iYSgQm5rWhU%3D&reserved=0) | Sullivan\_PP5361\_Theory and Management of Public Organizations\_Fall 2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Catherine F Guarino | 09/18/2019 - 14:46 | Submit |  | This request is to replace "public" with "public service" in the title of the course. | | Public Policy | Kenneth J Dautrich | 10/17/2019 - 01:51 | Approve | 9/13/2019 | approve | |