CLAS C&C

Agenda – Part 2

Chair: Pamela Bedore

11.12.2019

**A. Approvals by the Chair**

2019-388 LCL 6295 Add Factotum Course: Special Topics

2019-389 LCL 6298 Add Factotum Course: Variable Topics

2019-390 LCL 6299 Add Factotum Course: Independent Study

2019-391 MCB 3895 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing

2019-392 MCB 5896 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing

2019-393 WGSS 3595 Add Special Topic: Sexing (Geo)Politics

**B. New Business**

2019-394 AAAS/ENGL/JAPN 2305 Add Course (guest: Yohei Igarashi) (G) (S)

2019-395 PHYS 6710 Add Course (guest: Jonathan Trump)

2019-396 CHIN 3230 Revise Course (G) (S)

2019-397 HEJS 1001 Revise Course (G) (S)

2019-398 HEJS 1002 Revise Course (G) (S)

2019-399 HEJS 1003 Revise Course (S)

2019-400 HEJS 1004 Revise Course (S)

2019-401 SPAN Revise Minor

2019-402 FREN 5306 Drop Course

2019-403 FREN 5321 Revise Course

2019-404 FREN 5332 Revise Course

2019-405 FREN 5334 Revise Course

2019-406 FREN 5357 Revise Course

2019-407 FREN 5372 Revise Course

2019-408 FREN 5375 Revise Course

2019-409 FREN 5407 Revise Course

2019-410 AAAS/HIST 3841 Revise Course (S)

**ADDITIONAL MATERIALS:**

**2019-388 LCL 6295 Add Factotum Course: Special Topics**

**2019-389 LCL 6298 Add Factotum Course: Variable Topics**

**2019-390 LCL 6299 Add Factotum Course: Independent Study**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx85’ or ‘xx95’): 6295 Special Topics

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

 (choose one) \_\_\_ : \_\_\_ credits

\_\_\_ : From \_\_1\_ to \_3\_ credits

5. Prerequisites: \_\_X\_ : By arrangement

 (check all that apply) \_\_\_ : Open only with consent of instructor

 \_\_\_ : Open to sophomores/juniors of higher (choose one)

 \_\_\_ : Prerequisites and recommended preparation vary

 \_\_\_ : Course list:

6. Repeatability: \_\_X\_ : With a change in content, may be repeated for credit.

 (check all that apply) \_\_\_ : Up to a maximum of \_\_6\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx88’ or ‘xx98’): 6298 Variable Topics

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: Prerequisites and recommended preparation vary

 (check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

 \_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

 \_\_2\_ : Up to a maximum of \_\_6\_ credits

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

 \_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

 (check all that apply) granted before the student’s departure.

 \_\_\_ : Open to sophomores/juniors of higher (choose one)

 \_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

 \_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

 (For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’): 6299 Independent Study

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

 \_\_1-3\_ : Up to a maximum of \_6\_\_

5. Prerequisites: \_X\_\_Open only with consent of instructor

 (check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

 \_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

 \_\_2\_ : Up to a maximum of \_6\_\_ credits

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: 11.6.2019

    Department Faculty: 11.6.2019

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

Jennifer Terni Jennifer.terni@uconn.edu and Jacqueline Loss jacqueline.loss@uconn.edu

**2019-391 MCB 3895 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing**

**2019-392 MCB 5896 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing**



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

Last revised: September 24, 2013

1. Date of this proposal: 10/17/2019

2. Semester and year this 3895 course will be offered: Spring 2020

3. Department: MCB

4. Course number and title proposed: 3895/5896 Fundamentals of Light Microscopy and Digital Image Processing

5. Number of Credits: 3

6. Instructor: Aoife Heaslip

7. Instructor's position: Assistant Professor

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: Comprehensive introduction to microscopy including light and epifluorescence microscopes; confocal and super-resolution techniques; and digital imaging and digital image processing.

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: 10/25/19

Department Faculty:  11/1/19

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

Aoife Heaslip

860 486 5733

Aoife.heaslip@uconn.edu

**Supporting Documents**

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

**MCB 3895/5896**

**Fundamentals of Light Microscopy and Digital Image Processing Syllabus**

Lecture: Tu/Th 11-12:15

**Instructor**:

Dr. Aoife Heaslip, TLS 406, x6-5733, aoife.heaslip@uconn.edu

**Credits:** 3

**Office Hours:** By arrangement- contact instructor as outlined above.

**Textbook:** None

**Course Description and Rationale.**

Designed to give students a comprehensive introduction to light microscopy and digital imaging. The course will consist of interrelated lectures, discussion of primary literature research articles and tutorials for image processing and data presentation.

**Learning Objectives:**

We will cover the following topics:

1. Basic concepts of light and fluorescence microscopy
2. Principles behind various fluorescence microscopy techniques including epifluorescence, confocal, total internal reflectance microscopy (TIRF), 2-photon, light-sheet.
3. Immunocytochemistry: Fluorescent probes and proteins; fixation protocols and the advantages and disadvantages of each.
4. Digital Imaging and image processing.
5. Principles of super-resolution techniques including localization microscopy (STORM/PALM), structured illumination (SIM) and stimulated emission depletion microscopy (STED).
6. Exploration of primary literature research articles with a strong microscopy component

**Grading:** Grades will be based on the following

Weekly take-home quizzes 40%

Final exam 30%

Student presentations 20%

Class participation 10%

**HuskyCT:** A variety of materials will be made available on the course website at HuskyCT  [(https://learn.uconn.edu).](http://huskyct.uconn.edu.) Students should make extensive use of this resource. The website will host lecture notes, scientific articles pertinent to the course and take-home quizzes.

**Academic Misconduct:** I encourage discussion of course material both inside and outside class time. The more you talk about a topic the better you will understand it. However, all written assignments, lab reports, quizzes and microscopy images submitted for grading MUST BE YOUR OWN. Academic misconduct in any form is in violation of the UConn Student Conduct Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on assignments, plagiarism, lying about a conflict with the time scheduled for an exam, etc. Depending on the act, a student could receive an F grade on the test, F grade for the course, or could be suspended or expelled.

**2019-393 WGSS 3595 Add Special Topic: Sexing (Geo)Politics**



**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 28, 2019

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

3. Department: WGSS

4. Course number and title proposed: WGSS 5395 Sexing (Geo) Politics

5. Number of Credits: 3

6. Instructor: Debanuj Dasgupta

7. Instructor's position:Assistant Professor WGSS/Geography

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

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

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

10. Short description: Sexual Orientation, Gender Identity, Expression, and Sex Characteristics (SOGIESC) rights have emerged in the past few decades as a vital area for human rights and transnational activism. Within disciplinary feminist and queer studies, scholarship from Central Europe, Asia, and African nations has challenged the Anglo-American centrism of Queer and Transgender studies. This course will examine the foundational tenets of queer and transgender studies as it emerges in US and UK universities, while challenging a “west to the rest” teleology of these fields. We will read scholarship from and about South Asia, East Asia, and African nations in order to understand how human rights, queer and transgender scholarship can contribute toward questions about borders, geopolitics, digital culture/ humanities, supra-national institutions and their role in promoting/importing SOGIESC/LGBTQ/ human rights frameworks.

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: September 17, 2019

Department Faculty: September 19, 2019

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

Debanuj Dasgupta: Debanuj.dasgupta@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.

**Sexing (Geo) Politics**

**Women’s, Gender, and Sexuality Studies**

**5395**

Dr. Debanuj DasGupta

Assistant Professor of Geography &

Women’s, Gender, and Sexuality Studies

Office Hours: Wednesdays 3:30-6:30

Beach Hall, WGSS Conference Room

**Course Overview**

***Sexing (Geo) Politics***

**WGSS 5395**

**Spring, 2020**

**Prof. Debanuj DasGupta**

**Wednesday, 3:30-6:30**



Sexual Orientation, Gender Identity, Expression, and Sex Characteristics (SOGIESC) rights have emerged in the past few decades as a vital area for human rights and transnational activism. Within disciplinary feminist and queer studies, scholarship from Central Europe, Asia, and African nations has challenged the Anglo-American centrism of Queer and Transgender studies. This course will examine the foundational tenets of queer and transgender studies as it emerges in US and UK universities, while challenging a “west to the rest” teleology of these fields. We will read scholarship from and about South Asia, East Asia, and African nations in order to understand how human rights, queer and transgender scholarship can contribute toward questions about borders, geopolitics, digital culture/ humanities, supra-national institutions and their role in promoting/importing SOGIESC/LGBTQ/ human rights frameworks.

Themes addressed will include:

* How to do sexuality studies in the “post truth” era?
* Queering migration, detention, and border politics
* The rise of the global right and the paradoxes of sexuality politics
* Digital cultures, digital spaces and queer/trans politics
* Sexuality, international relations and human rights
* Queer/Trans methods and methodologies

**Required Texts:**

1. *The Politics of Love in Myanmar: LGBT Mobilization and Human Rights as a Way of Life* Lynette Chua
2. *Mobile Subjects:* Aren Aizura
3. *Queer International Relations:* *Sovereignty, Sexuality, and the Will To Knowledge:* Cynthia Weber
4. *Going Stealth: Transgender Politics and US Surveillance Practices:* Toby Beauchamp
5. *Queering Digital India: Activisms, Identities and Subjectivities;* Debanuj DasGupta & Rohit DasGupta
6. *Unruly Visions:* Gayatri Gopinath
7. *The Security Archipelago:* Paul Amar
8. *History of Sexuality Volume 1:* Michel Foucault
9. *Queer Marxisms in Two China:* Petrus Liu

In addition to this, I recommend keeping a copy of “Queer theory,” by Anne Marie Jagose available throughout the semester.

Key theorists such as Foucault, Judith Butler, and other readings will be available on HuskyCT.

**Course Requirements:**

*Class participation* **(20 points)**

Everyone is encouraged to participate in class. We will discuss ground-rules at the first class collectively. These rules will be posted on HuskyCT for the rest of the class. I believe ground-rules will allow all of us (including the instructor) to share in a safer environment.

Class participation will be elicited in the following three ways;

1. Open ended questions and free flow of thoughts related to the texts. (10 points)
2. During each subsection, students are required to hand in 1 page summary of key ideas, and 3 key questions. You will bring your summary and questions to class in order to lead our discussions (10)

*Practice Your Pitch* (10 points)

Twice during the semester, each student will prepare and deliver an elevator pitch. Each pitch is 2 minutes. You will deliver the pitch, and then receive feedback from your peers and deliver the pitch again. This activity will be done twice in the semester by each student.

***Final Project Draft (20) and Submission (50)***

The final project will vary as per the individual student’s need. You might prepare a detailed literature review and produce a 8000 word review article with the aim of publishing it in a targeted journal. Some students might be developing their proposal, or a single author article, or a dissertation chapter. The readings and the themes might be helpful in developing your writing. In which case, you will produce a 20 page article or chapter. The draft is due before Spring break. The final paper is due at the end of the semester.

**Schedule of Readings:**

**Week 1: What is Queer about Queer Studies Now?**

Eng, Halberstam and Munoz; Aberrations in Black: Introduction; Sexuality and Human Rights: Anne Hellum; Freedom with Violence: Chandan Reddy (Introduction).

**Week 2: Sexuality and International Relations**

Cynthia Weber

**Week 3: Sexuality and Migration**

Aren Aizura, Eithne Luibheid, Karma Chavez, Debanuj DasGupta

**Week 4: Theoretical Contours**

History of Sexuality; Judith Butler (Select Portions); Birth of Biopolitcs (selected portions)

**Week 5: Theoretical Contours**

Foucault: Society Must Be Defended (Select Portions); *Going Stealth*.

**Week 6: Queering Human Rights**

Lynette Chua; Yogyakarta + 10: Michael O’Flaherty.

**Week 7: Queering Diaspora/ Artistic Visions**

Gayatri Gopinath

**Week 8: Queering National Security**

Paul Amar

**Week 9: Thinking about the East**

Petrus Liu

**Week 10: Hindutva, Nationalism, Digital Spaces**

DasGupta & DasGupta

**Week 11: Queer Methods**

Kath Browne & Bakshi; Gadelha, Feliciantonio & DasGupta

**Week 12: Trans/ing Human Rights?**

Critique of ‘sexual orientation’ and ‘gender identity’ in human rights discourse: global queer politics beyond the human rights discourse: Matthew Waites.

**2019-394 AAAS/ENGL/JAPN 2305 Add Course (guest: Yohei Igarashi) (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-12026 |
| **Request Proposer** | Igarashi |
| **Course Title** | Modern Japanese Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > Return > English > Return > English > AAAS > Return > English > AAAS > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Subject Area #2** | AAAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AAAS |
| **Course Subject Area #3** | JAPN |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | The course's subject, modern Japanese literature (read in English translation), is inextricable from Japanese and Asian studies.  |
| **Course Title** | Modern Japanese Literature |
| **Course Number** | 2305 |
| **Will this use an existing course number?** | No |

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

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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 B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Course Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 36 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures with time for 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 |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Staffing unavailable at other campuses. |
| **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 2305. Modern Japanese Literature (also offered as AAAS 2305 and JAPN 2305) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Japanese literature across genres from the 1868 to the present, studied in English translation. CA1 (B). CA4-INT. |
| **Reason for the course action** | There is no existing course focused on the rich traditions and innovations of Japanese literature of any era. This proposed course focused on the modern era (post-1868-) for historical accessibility, although the course would also read older folktales.  |
| **Specify effect on other departments and overlap with existing courses** | I see only positive effects from having a course like this cross-listed with CLCS and AASI. There are no overlapping courses in the undergraduate catalog.  |
| **Please provide a brief description of course goals and learning objectives** | This course surveys major works of modern Japanese literature from 1868 through the late twentieth century. All readings are in English translation. Reading novels primarily, but also selected poems, folk tales, and short stories, this course considers the following questions: how Japanese literary works responded to industrialization, war, occupation and reconstruction, and other momentous twentieth-century historical developments; gender and other social norms of modern Japan, with a focus on notions of work; generic-medial interactions between folklore, traditional literary forms, the visual arts, manga, periodical writing, television, and film. |
| **Describe course assessments** | Assignments include three papers, a brief presentation, a midterm, and a final.  |
| **General Education Goals** | A course on modern Japanese literature would help students acquire "intellectual breadth and versatility" and "consciousness of the diversity of human culture and experience" by introducing them to a different country's imaginative writing and its relation to that country's culture, history, and society.  |
| **Content Area: Arts and Humanities** | The course has a historical focus on the modern era in Japan, takes "cultural or symbolic representation as an explicit subject of study" (literature), and is designed to foster the "comprehension and appreciation of literary art forms.  |
| **Content Area: Diversity and Multiculturalism (International)** | By virtue of its topic -- the modern literature of Japan -- this course emphasizes "that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity" specific to Japanese culture. Moreover, this course, by studying literary works in their socio-historical milieu and as responses to literary and artistic forms, underscores that "interpretive systems and/or social structures are cultural creations" but also that "cultural creations" (like literary art) are intertwined with social structures and interpretive systems.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Modern Japanese Literature CAR Syllabus 10-8-2019.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162594&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfd1b489df3694f97651108d75fc53c0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637083173033904274&sdata=7ki5uyPbbJdzBx0%2BusJRYA40gYJp%2BsPSUPuSzjZEQQo%3D&reserved=0) | Modern Japanese Literature CAR Syllabus 10-8-2019.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Yohei Igarashi | 04/05/2019 - 12:10 | Submit |  | I have not yet reached out to AASI and CLCS, but I think this course would be a great class to cross-list with those departments. Unless they don't want to -- that would be fine by me too. I did not suggest a cross-listing with JAPN since that program seems focused on language instruction and does not appear to offer other kinds of courses.  |
| English | Clare C King'oo | 04/20/2019 - 11:23 | Return | 4/20/2019 | Returning to Prof. Igarashi for revisions, as discussed. CCK. |
| Return | Yohei Igarashi | 09/03/2019 - 10:29 | Resubmit |  | I'm resubmitting this for C&C's review. Per discussion with Clare King'oo, I've made this a 2000-level course (rather than 3000-level) and seek to cross-list it with AASI.  |
| English | Evelyn B Tribble | 10/07/2019 - 19:29 | Return |  | Approved by Department C & C for departmental review and submission to the CLAS committee. Returned to Prof. Igarashi for some minor edits -- EBT  |
| Return | Yohei Igarashi | 10/08/2019 - 10:29 | Resubmit |  | I'm resubmitting this after having made minor edits. - YI |
| English | Evelyn B Tribble | 10/23/2019 - 16:33 | Approve | 10/23/2019 | Approved at the English Department meeting, 10/23/19.  |
| AAAS | Cathy Schlund-Vials | 10/25/2019 - 16:48 | Return |  | I am no longer the director of the Asian and Asian American Studies Institute (the request should go to Jason Oliver Chang, who is the Institute's current director).  |
| Return | Cheryl D Galli | 10/28/2019 - 10:53 | Resubmit |  | Removed Cathy Schlund-Vials as approver for AAAS - C Galli |
| English | Cheryl D Galli | 10/28/2019 - 10:54 | Approve | 10/7/2019 | Please see original approval from Evelyn Tribble - C Galli |
| AAAS | Jason Chang | 10/28/2019 - 12:48 | Approve | 10/28/2019 | AAASI approves of this cross-listing and plans to include the course in the Asian Studies minor plan of study. |
| Literatures, Cultures and Languages | Jennifer Terni | 11/01/2019 - 16:14 | Approve | 11/1/2019 | This course has been vetted and discussed within LCL and we enthusiastically support it. |

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### Modern Japanese Literature

Fall 2020: ENGL 2305/AAAS 2305/JAPN 2305 | Class Meetings: TBA

Professor Yohei Igarashi | yohei.igarashi@uconn.edu

Office Hours: TBA

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**Course Description**

This course surveys major works of modern Japanese literature from 1868 through the late twentieth century. All readings are in English translation. Reading novels primarily, but also selected poems, folk tales, and short stories, this course considers the following questions: how Japanese literary works responded to literary tradition and momentous twentieth-century historical developments like industrialization, war, occupation and reconstruction; how writers registered gender and other social norms of modern Japan; how best to understand the generic-medial interactions between modern literature, folklore, the visual arts, *manga*, periodical writing, television, and film. The class culminates in our month-long reading and puzzling over of Murakami Haruki’s epic novel, *1Q84*. Assignments include papers, a presentation, a midterm, and a final.

**Objectives**

Through the reading of primary texts from different genres as well as other works, and in conjunction with assignments, the course is designed to teach you the following:

● A working sense of the main authors, works, and genres associated with Japanese literature in the modern era;

● An understanding of how authors wrote in different genres of literary writing to register their own historical moments, respond to earlier writers and traditions, and interact with other artistic media;

● A broad introduction to modern Japanese culture through the lens of literary and related artistic media; and

● A deep familiarity with the literary conventions, styles, and techniques, of single epic work of literature (in this case, Murakami’s *1Q84*, but other works in different semesters).

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**Required Course Texts**

*Japanese Fairy Tales*, trans. & ed. Ozaki (Tuttle Classics 2018)

*The Penguin Book of Japanese Verse*, trans. & ed. Bownas (Penguin 2009)

Goto-Jones, *Modern Japan: A Very Short Introduction* (Oxford 2009)

Sōseki Natsume, *Sanshirō*, trans. Rubin (Penguin 2010)

Mishima Yukio, *Spring Snow*, trans. Gallagher, (Vintage 1990)

Abe Kobo, *The Woman in the Dunes*, trans. Saunders (Vintage 2001)

or *The Box Man*, trans. Saunders (Vintage 1991) [tbd]

Kawabata Yasunari, *The Sound of the Mountain*, trans. Seidensticker (Vintage 1970)

Yoshimoto Banana, *Kitchen*, trans. Backus (Grove 2006)

Murakami Haruki, *1Q84*, trans. Rubin and Gabriel (Knopf, 2011)

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**Evaluation**

1. *Participation, Preparation, and Professionalism* [30%]

You might think of this portion of your grade as: “Showing up to class with the readings, participating, trying.” You’re expected to read the assigned materials before each class to the best of your ability. Failure to bring the readings to class will result in deductions to this portion of your grade. There may be quizzes gauging your preparation, and your quiz scores will figure into this portion of your grade.

You’re also expected to be professional: please arrive to class on time and to stay until the end, do not engage in distracting behavior (e.g., texting during class, talking while your classmates or I am talking), and write me professional emails with a greeting (Hi, Hello, Dear, etc.) and sign-off (Best, Sincerely, Thanks, etc.).

**TIP**: When preparing for class, try to leave yourself enough time to read slowly while being attuned to your own reactions as a reader. Underline words, phrases, sentences, or passages that stand out to you because they are weird, confusing, difficult, memorable, inconsistent with other parts of the text, or reminiscent of something else we’ve read. (These subtle reactions are often the origins of good arguments.) Bring them up for discussion in class.

2. *Written Assignments* [30%]

There will be three written assignments: two shorter papers and a final paper. I’ll circulate guidelines for the assignments a couple of weeks before they are due.

3. *Presentation* [10%]

You’ll lead discussion during a class meeting. Details to come!

4. *Midterm and Final Exam* [30%]

The midterm exam (15%) will take place in class on week 7. I'll update the reading schedule with the date and time of the non-cumulative final exam (15%) as soon as the registrar’s office releases the final exam schedule.

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**Schedule of Readings**

**Week 1**

Tuesday: Preliminaries

Thursday: Selections from *Japanese Fairy Tales* and *The Penguin Book of Japanese Verse*

**Week 2**

Tuesday: Selections from *Japanese Fairy Tales* and *The Penguin Book of Japanese Verse*

Thursday: Selections from *Japanese Fairy Tales* and *The Penguin Book of Japanese Verse;* Sōseki, *Sanshirō*

**Week 3**

Tuesday: Sōseki, *Sanshirō*

Thursday: Sōseki, *Sanshirō*

**Week 4**

Tuesday: Goto-Jones, *Modern Japan: A Very Short Introduction* (Oxford 2009) and selected short stories

Thursday: Goto-Jones, *Modern Japan: A Very Short Introduction* (Oxford 2009) and selected short stories (distributed in previous class)

**Week 5**

Tuesday: Selections from Ibuse, *Black Rain* (distributed in previous class) and *The Penguin Book of Japanese Verse*

Thursday: Kawabata, *The Sound of the Mountain*

**Week 6**

Tuesday: Kawabata, *The Sound of the Mountain*

Thursday: Mishima, *Spring Snow*

**Week 7**

Tuesday: **Midterm Exam**

Thursday: Mishima, *Spring Snow*

**Week 8**

Tuesday: Mishima, *Spring Snow*

Thursday: Kobo, *The Woman in the Dunes* or *The Box Man* [tbd]

**Week 9**

Tuesday: *The Woman in the Dunes* or *The Box Man* [tbd]

Thursday: Selections from *The Penguin Book of Japanese Verse*

**Week 10**

Tuesday: Yoshimoto, *Kitchen*

Thursday: Selections from *The Penguin Book of Japanese Verse*

**Week 11**

Tuesday: Murakami, *1Q84*

Thursday: Murakami, *1Q84* and short presentations

**Week 12**

Tuesday: Murakami, *1Q84* and short presentations

Thursday: Murakami, *1Q84* and short presentations

**Week 13**

Tuesday: Murakami, *1Q84* and short presentations

Thursday: Murakami, *1Q84* and short presentations

**Week 14**

Tuesday: Murakami, *1Q84* and short presentations

Thursday: Murakami, *1Q84* and short presentations

**Course Guidelines and Resources**

*Attendance*. Attendance will be taken at the start of each class. After 2 unexcused absences, your *Participation, Preparation, and Professionalism* grade may be impacted, and a pattern of absences will significantly affect the participation portion of your grade. Consistent tardiness will also count as absences. If athletic obligations or religious observances require you to miss more than two class sessions, please let me know ASAP and we’ll come up with an alternative attendance policy which allows the approved absences, but zerounexcused absences.

*Plagiarism.* **Plagiarism is extremely serious academic misconduct, and results in the student failing the assignment and sometimes the course**. Here is an explanation about plagiarism from the UConn Student Code:

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting, and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations) . . . [or] presenting as one’s own the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. The appropriate academic consequence for serious offenses is generally considered to be failure in the course. For less serious offenses regarding small portions of the course work, failure for that portion is suggested with the requirement that the student repeat the work for no credit.

I am required to report all instances of academic misconduct to the university, which keeps records of each case. It is your responsibility to familiarize yourself with, and adhere to, the Student Code on matters of academic integrity. The university’s policies about Academic Integrity can be found on the university’s *Community Standards* page. If you have any questions about plagiarism, you can come talk to me.

*Academic Support and Disability Services*. If you feel you may need an accommodation due to a disability, please let me know at the start of the semester.  If you have not already done so, please also contact the Center for Students with Disabilities: (860) 486-2020 or Wilbur Cross Building, Room 204.

*Resources.* You may find useful, and I may direct you to *The UConn Writing Center* where writing tutors can help you with a paper’s focus, development, organization, clarity, or grammar. You can make your own appointments at <http://writingcenter.uconn.edu> or walk in without an appointment to the Center (in Babbidge Library, Level 1). Other important campus resources include *Counseling and Mental Health Services* at (860) 486-4705 or <http://counseling.uconn.edu>; the university’s “Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships” at <http://equity.uconn.edu>; and the university’s “Sexual Assault Reporting Policy” at [http://titleix.uconn.edu](http://titleix.uconn.edu/)

**Grading on Written Assignments**

**A** (100-90): A perfect or nearly perfect work (an A or A-) clearly reflects, and capitalizes on, a consistent engagement of the course material and preceding assignments, and demonstrates that the writer has pushed far beyond the obvious or merely interesting for the assignment in question. That is, the writer has taken great care to construct a strikingly original, thoughtful, and subtle paper, and taken great care to attend to his or her language, grammar, spelling, and essay structure.

**B** (89-80): Written work in the B range (B+, B, and B-) is very good or good, competent, and fulfills the assignment. Not always, but very often, it is clear that the B work did not think through a question or problem past its initial conclusion and into more compelling territory; in other words, the insights of a B paper can be understood as the starting point for the more sophisticated thinking undertaken for an A or A- paper. B+ papers can excel in certain areas, but are uneven or sloppy enough to prevent them from receiving an A-.

**C** (79-70): The work struggles to fulfill the assignment’s goals, even if it shows a fair amount of effort.

**D** (69-60): The work is incomplete and/or appears hastily written.

**F**:The work fails to meet the minimum level of expectations for the exercise or assignment.

**2019-395 PHYS 6710 Add Course (guest: Jonathan Trump)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 18-6727 |
| **Request Proposer** | Trump |
| **Course Title** | Stars and Compact Objects |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > 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** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Stars and Compact Objects |
| **Course Number** | 6710 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jonathan R Trump |
| **Initiator Department** | Physics |
| **Initiator NetId** | jot16106 |
| **Initiator Email** | jonathan.trump@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** | 2018 |
| **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** | 15 |
| **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?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty resources currently available only at Storrs, but course could be expanded to other campuses with Physics graduate students if resources become available. |
| **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** | PHYS 6710. Stars and Compact Objects Three credits. Not open for credit to students who have passed PHYS 4710. The structure and evolution of stars. Gravitational collapse, hydrostatic equilibrium, novae and shocks, and compact objects with degenerate matter. |
| **Reason for the course action** | This course is an elective for graduate students, and is part of the new astrophysics program being built at UConn. In addition to introducing new content not currently taught at UConn, the course would be instrumental in cultivating graduate students for astrophysics research. |
| **Specify effect on other departments and overlap with existing courses** | N/A - this new course covers subject matter not currently taught at UConn. |
| **Please provide a brief description of course goals and learning objectives** | PHYS 6710 covers the birth, evolution, and death of stars. The course will introduce topics of thermodynamics, radiative transfer, nuclear physics, quantum mechanics, and general relativity as needed to describe the various stages of stellar evolution. Grades will be evaluated by problem solving on homework sets and exams. Many of the homework problems will involve programming numerical solutions to stellar problems. The course is ultimately designed to prepare students with the basic “toolbox” of knowledge and skills for a future in astrophysics research involving stars and compact objects. |
| **Describe course assessments** | Homework sets and exams, focused on quantitative problem solving. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [6710syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F115052&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca6c79ae103e84ca10ab508d7632985e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637086902309486862&sdata=K6hC3CFFbAXbEp9TljYN80W4I5%2BFmsvzEoYSpEsGZZo%3D&reserved=0) | 6710syllabus.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jonathan R Trump | 03/01/2018 - 11:26 | Submit |  | Graduate version of (already approved) PHYS 4710. |
| Physics | Vernon F Cormier | 11/06/2019 - 17:43 | Approve | 11/6/2019 | This course had previously been approved last Spring 2019 along with a 4000 level cross listing for an undergrad version. We missed clicking on the approve action, not realizing it was a separate CAR document. VFCormier |

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Department of Physics

College of Liberal Arts & Sciences

**PHYS 6710 – Stars & Compact Objects**

***GENERAL COURSE INFORMATION***

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| --- | --- |
| Instructor: Prof. Jonathan Trump | Class Meeting Days: tbd |
| Office: GS 113D | Class Meeting Time: tbd |
| Email: jonathan.trump@uconn.edu | Class Location: tbd |
| Phone: 6-6310 |  |
| Office Hours: tbd |  |

***COURSE OBJECTIVES***

PHYS 6710 covers the birth, evolution, and death of stars. The story of stars begins from fragmentation, gravitational collapse, and protostar formation. Stars then spend most of their lives on the “main sequence” in a stable equilibrium of gravity and pressure governed by a set of differential equations. During this time stars also make most of the heavy elements of the Universe through a series of nuclear fusion reactions. Stars die when they run out of fuel for fusion, losing mass in stellar winds and shocks with a whimper as planetary nebulae, or with a bang as spectacular supernovae. The end products of stars are truly bizarre, dependent on quantum mechanics or, when that fails, singularities that rip holes in the fabric of space-time.

The course will introduce topics of thermodynamics, radiative transfer, nuclear physics, quantum mechanics, and general relativity as needed to describe the various stages of stellar evolution. Grades on will be evaluated by problem solving on homework sets and exams. Many of the homework problems will involve programming numerical solutions to stellar problems. The course is ultimately designed to prepare students with the basic “toolbox” of knowledge and skills for a future in astrophysics research involving stars and compact objects.

***COURSE MATERIALS***

* **REQUIRED - Stellar Structure and Evolution**, (O. R. Pols). Freely available online:

https://www.astro.ru.nl/~onnop/education/stev\_utrecht\_notes/

* **Optional - Stellar Structure and Evolution**, (Kippenhahn, Weigert, & Weiss). Same name, different book. A bit higher level / more detail than the free version above.
* **Optional - Principles of Stellar Evolution and Nucleosynthesis** (Clayton). Excellent for understanding nuclear reactions, not as great for everything else.

***SCHEDULE OF TOPICS*** (subject to change at instructor’s discretion)

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| --- | --- | --- |
| **Dates** | **Subject** | **Assignments / Exams** |
| Week 1 | Observations: the H-R Diagram |  |
| Week 2 | Intro to Stellar Structure | HW1 due |
| Week 3 | Equations of State of Stars |  |
| Week 4 | Energy Transport and Photon Diffusion | HW2 due |
| Week 5 | Opacity and the Eddington Limit |  |
| Week 6 | Energy Generation in Stars | HW3 due |
| Week 7 | Nuclear Reaction Rates |  |
| Week 8 | Building Stellar Models | Mid-Term Exam |
| Week 9 | Stellar Evolution | HW4 due |
| Week 10 | Protostars and Cloud Collapse |  |
| Week 11 | Giant Stars and Shell Burning | HW5 due |
| Week 12 | Death of Stars and Compact Objects |  |
| Week 13 | Supernovae | HW6 due |
| Week 14 | Black Holes and Active Galaxies | Final Exam |

***GRADING DISTRIBUTION***

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| **Grade Component** | **Weight** |
| Homeworks | 60% |
| Midterm Exam | 20% |
| Final Exam | 20% |
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| **Grading Scale (%)** |
| 93-100 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | D- |
| 77-79 | C+ | 0-59 | F |

***POLICY ON MISSED OR LATE ASSIGNMENTS***

Late homeworks will be given half credit until the assignment is graded and returned, and zero credit after that. Students should contact the instructor one week in advance to make up work associated with planned absences (like religious observances or extracurricular activities).

***GENERAL RULES OF CONDUCT***

Silence all cell phones when entering class. You may be asked to leave class for repeated distractions caused by electronic devices. You are welcome to use a laptop to take notes during lecture or labs, but are asked to avoid distractions to your fellow students.

Group work is accepted for homework assignments. Clearly label the names of everyone who contributed to collaborative assignments. Academic honesty is a fundamental tenet of education: academic work depends on respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as your own is a serious offense and will not be tolerated. This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. If you have questions about academic integrity or intellectual property, you should consult with your instructor.  Additionally, see UConn’s guidelines for academic integrity:

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

All lectures, notes, handouts, and displays are copyrighted by state and federal law. You are welcome to take notes and share them with other students in the class. You are not authorized to share course materials outside our class, and are expressly forbidden from commercial use of course materials.

***POLICY AGAINST DISCRIMINATION AND HARASSMENT***

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

The 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 Bldg Room 204, 860-486-2020, or <http://csd.uconn.edu/>.

**2019-396 CHIN 3230 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13986 |
| **Request Proposer** | Yang |
| **Course Title** | Language and Identity in Greater China |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CHIN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Language and Identity in Greater China |
| **Course Number** | 3230 |
| **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** | Chunsheng Yang |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | chy13003 |
| **Initiator Email** | chunsheng.yang@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 B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** | 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?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | CHIN 3230. Language & Identity in Greater China 3.00 credits. Prerequisites: None. Grading Basis: Graded Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | CHIN 3230. Language & Identity in Greater China 3.00 credits. Prerequisites: None. Grading Basis: Graded Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 1 and CA 4-INT. |
| **Reason for the course action** | This is an existing course and Area -4 international has already been approved. I am only requesting adding Area-1 to the course. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: After taking this course, students are expected to: 1. Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity; 2. Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use; 3. Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender; 4.Think about, write and present an argument related to the analysis of language and its relation to other social and ethnic issues.  |
| **Describe course assessments** | Course Evaluation: 1. Preparation & participation: 50 points; 2. Response assignments: 200 points; 3. Lead two discussions: 100 points; 4. Final project: 250 points (Research proposal: 10%; Outline: 10%; Final paper: 80%)  |
| **General Education Goals** | As the attached course syllabus shows, this course covers a wide range of issues related to language and identity in Greater China.The course will not only provide a history of the Chinese language, it will also examine issues related to national language policy, bilingualism and bi-cultural identity, and language shift and attrition in Greater China. Students will gain a good understanding of how language, identity, and national policy and many other factors interact with and shape each other. The course meets the following overall goals of the general education: 1. To become articulate about issues related to language and identity; 2. to acquire critical judgment in understanding the many factors shaping one's linguistic repertories; 3. to acquire consciousness of the diversity of human culture and experience.  |
| **Content Area: Arts and Humanities** | Language and identity are two important aspects of any culture. This course meets the following criteria of Area 1 category of general education: 1. Investigations and historical/critical analyses of human experience: by focusing on language, culture and identity in greater China, the course introduces to students language change, interaction between language use, speaker identity and national policy in greater China, and helps students understand the complicated relationships between language and identity. In the process it fosters critical thinking about related issues such as people's responses to national language policy and language reform as well as the language rights of minority group. 2. Investigations into cultural or symbolic representation as an explicit subject of study: the course investigates how people negotiate their identity through their language use, attitudes towards language, and language (re)appropriations.  |
| **Content Area: Diversity and Multiculturalism (International)** | Already approved for Area-4 (international) |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [language and identity syllabus\_CA1y.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164213&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C60545911f4c04e99dc0208d7616b56c3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637084985978739320&sdata=%2FEFUEY2gvHAd7Au3W6%2F5FEm2E3W4zbk3vBYg8BOopxo%3D&reserved=0) | language and identity syllabus\_CA1y.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Chunsheng Yang | 10/28/2019 - 09:59 | Submit |  | This course has already been approved for CA-4(international). This request is only for CA-1. |
| Literatures, Cultures and Languages | Jennifer Terni | 11/01/2019 - 16:25 | Return | 11/1/2019 | Please complete the Arts & Humanities Criterion and Description Box for CA1 designation.  |
| Return | Chunsheng Yang | 11/01/2019 - 22:51 | Resubmit |  | I have added justifications for adding Area -1 to the course.  |
| Literatures, Cultures and Languages | Jennifer Terni | 11/04/2019 - 13:57 | Approve | 11/4/2019 | Vetted and approved |

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UConn 2019 Spring Semester

**Chinese 3230: Language and Identity in Greater China**

Time: M W F 11:15-12:05 PM Room: Oak Hall 201

Instructor: Dr. Chunsheng Yang (杨Yáng老师) Office: Oak Hall 204

Email: chunsheng.yang@uconn.edu Phone: 860-486-9240

Office Hour: Monday & Wednesday 1:00 – 2:00 pm or by appointment

**Course Description:**

This course will examine the ways in which language contributes to shaping social, cultural, and ethnic identities in contemporary China. Topics will include the role of language in Chinese culture, the linguistic indexing of socio-economic class, dialects and regional language variation, the impacts of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition. We will also explore the emergence of new forms of language as influenced by modern technologies and reflect on the possible future developments.

Based on the study of contemporary China, students will develop a broad theoretical understanding of the multiple ways in which language and identity are intertwined. In addition, they will emerge with an increased appreciation of the issues and challenges facing contemporary Chinese society today.

**Course Objectives:**

After taking this course, students are expected to:

* Explain, and argue for, the ways in which language expresses deference, power, solidarity and identity;
* Be equipped with the vocabulary and knowledge to make comments on specific cases of identity construction in language use;
* Work in a group to discuss the different ways in which language can be analyzed in terms of power, solidarity, identity, gender;
* Think about, write and present an argument related to the analysis of language and its relation to other social and ethnic issues.

**Course Materials:**

No textbooks will be used. Instead, articles, book chapters, and movies will be used as course materials. Go to HuskyCT to download the required readings and read them before class. Reading before class is required. You also need to bring the readings to class either on computers or in hard copy.

**Course Evaluation:**

1. Attendance, preparation & participation: 50 points;
2. Response assignments: 200 points;
3. Lead two discussions: 100 points;
4. Final project: 250 points (Research proposal: 10%; Outline: 10%; Final paper: 80%)

Attendance, preparation & participation: You are expected to attend class and actively participate in the discussions. You are allowed no more than two absences without a written excuse (doctor’s note or the dean’s email). You are expected to complete the assigned readings BEFORE each class.

Four response assignments:

There will be four response assignments over the semester. For each assignment, you are to write a 250-300 word short response. The questions will be distributed a week in advance.

Lead two class discussions:

You will have two opportunities to lead two class discussions. For each discussion, you should first present the main points/issues of the assigned reading (do not worry about the technical aspects, such as the statistics and jargons), and prepare 6-8 questions for discussion. You are encouraged to use PowerPoint slides or handouts. You will be graded for the clarity in the presentation and the engagement in the discussion.

Final project:

You can choose to work individually or in groups (maximally 3 in a group), depending on the topic of your project. **Your final project can be a research paper** on any aspect of Chinese, its dialects or the comparison between Chinese and English (8-10 pages, double space). Some topics you can consider include:

1. The status of English in China;
2. The nature of Chinese writing;
3. Chinese internet language, as compared to English;
4. Some interesting features of Chinese grammar;
5. About Chinese writing (nv shu “women’s writing”, Dongba scripts, etc. );
6. The change of Chinese lexicon (i.e., “xiaojie”, “tongzhi”);
7. Language attitude towards Chinese or Chinese-accented English on the American campus;
8. Chinese second language learners’ attitude and motivation;
9. Chinese undergraduate/graduate students’ language use and code-switching between English and Chinese;
10. Chinese as a “lingua franca”;
11. The changes of the depiction of Chinese people/Chinese language in Hollywood movies;
12. The borrowing of Chinese words in English (i.e., “kowtow”, “yin-yang”, etc.)

…

You may want to do research on your chosen topic in the library or the online journal database. Do not rely on google only, unless the search findings link you to academic journals/books, etc.

**Another option for the final project** is to prepare a documentary video on one aspect of Chinese language, dialects or any issue that we touch upon over the semester. This had better be a group project.

You need to submit: a. a project proposal (10%); b. an outline for the project (10%); c. the final project in both the hardcopy/digital copy (80%).

Note all the assignments, proposal, outline and final project should be submitted on time. No late submission is acceptable unless prior permission from the instructor is obtained.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at [http://policy.uconn.edu/?p=2884](https://exchange.uconn.edu/owa/redir.aspx?C=C3_V6zvuykCUdVfSzaS-tMDxm57EBtII5GUm29Veyn8rDn7_MUvB7fH_naz3tOCHigppYNRQ98I.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2884).

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](https://exchange.uconn.edu/owa/redir.aspx?C=C3_V6zvuykCUdVfSzaS-tMDxm57EBtII5GUm29Veyn8rDn7_MUvB7fH_naz3tOCHigppYNRQ98I.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=C3_V6zvuykCUdVfSzaS-tMDxm57EBtII5GUm29Veyn8rDn7_MUvB7fH_naz3tOCHigppYNRQ98I.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  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.

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.  Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

Grading Scale

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

**Tentative Weekly Schedules (Subject to changes)**

**Week 1**: Syllabus & Introduction to language and identity

Edwards (2009): Chapter 2: Language, Individual, and Identity.

**Week 2**: Introduction to language and identity & Chinese languages

Edwards (2009): Chapter 4: Language, dialect, and identity;

Ramsey (1987): Chapters 1-2: The Languages of China.

**Week 3**: Identifying ourselves **(Response assignment 1)**

 Blum (1997): Naming practices and the power of words in China;

Edwards (2009): Chapter 3: Identifying ourselves.

**Week 4**: Written language, gender and ethnicity

Lecture on Chinese writing system;

Fan (1996): Language, gender and Chinese culture;

Zhao (1998): Nüshu: Chinese women’s characters;

Wong (2005): The reappropriation of *tongzhi*. (two presenters)

**Week 5:** Language and migrant/urban identity

 Lecture on Language and Social class;

Dong (2009): ‘Isn’t it enough to be a Chinese speaker’: Language ideology and migrant identity construction in a public primary school in Beijing;

Zhang (2005): A Chinese yuppie in Beijing: Phonological variation and the construction of a new professional identity; (two presenters)

Film screening & discussion: “Last Train Home” (2009).

**Week 6**: Perception of and attitudes towards language varieties/dialects **(Response assignment 2)**

Cargile (1997): Attitudes towards Chinese-accented Speech: An investigation in two contexts (optional);

Zhang (2013): The attitudes of Hong Kong students towards Hong Kong English and Mandarin-accented English;

Zhou (2001): The spread of Putonghu and language attitude changes in Shanghai and Guangzhou, China;

Yang (2014): Language attitude toward Northeastern Mandarin and PTH by young professionals.

**Week 7**: Language and identity in Taiwan

 Tse (2000): Language and a rising new identity in Taiwan;

Kuo (2007): Language as ideology: Analyzing quotations in Taiwanese news discourse;

Chang and Lu (2014): Language Stereotypes in Contemporary Taiwan: Evidence from an Experimental Study.

**Week 8**: Language and identity in Hong Kong (**Final project proposal due in class**)

Brewer (1999): Multiple identities and identity transition: Implications for Hong Kong;

 Tong, Hong, et al. (1999): Language as a carrier of social identity;

Gao (2012): Imagined community, identity, and Chinese language teaching in Hong Kong.

Week 9: Spring break! Have fun!

**Week 10**: Language maintenance and attrition among Chinese immigrants

Chow (1998): Chapter 11: Ethnicity and identity: What it means to be Asian American?

Luo and Wiseman (2000): Ethnic language maintenance among Chinese immigrant children in the United States;

Williams (2005): Fighting words and challenging expectations: Language alternation and social roles in a family dispute

Film screening & discussion: “Joy Luck Club”.

**Week 11**: English learning and learner identity in China **(Response assignment 3)**

Gao, Zhao, Cheng and Zhou (2007): Relationship between English learning motivation types and self-identity changes among Chinese students; (two presenters)

Pan and Block (2011): English as a “global language” in China: An investigation into learners’ and teachers’ language beliefs;

Film screening & discussion: “American Dream in China”

<http://www.letv.com/ptv/vplay/2038224.html>

**Week 12**: Chinese heritage language learning **(Final project outline due )**

Shi (2010): “What about me? I am not like Chinese But I am not like American”: Heritage language learning and identity of mixed-heritage adults; (two presenters)

He (2004): Identity construction in Chinese heritage language classes.

**Week 13**: Chinese as a (regional/global) lingua franca

 Dong (2010): The enregisterment of Putongua in practice;

 Li (2006): Chinese as a lingua franca in greater China;

 Plumb (?): Chinese as a lingua franca.

**Week 14**: Language and online identity (Response assignment 4)

Liu (2012): The use of Chinese dialects on the internet: language and local youth identity in urban China;

Liu and Tao (2009): Negotiating linguistic identities under globalization: Language use in contemporary China;

Yang (2007): Chinese internet language: A sociolinguistic analysis of adaptations of the Chinese writing system;

Hsieh et al. 2014. The interaction between Mandarin Chinese and English: Online **language** is changing contemporary Mandarin Chinese in **Taiwan.** (two presenters)

**Week 15**: Final project presentation and wrap-up

**Final project due, May 5th, Tuesday, in my mailbox, Oak 207**

***READINGS***

Blum, Susan D. 1997. Naming practices and power of words in China. *Language in Society* 26, 357-381.

Brewer, Marilynn B. 1999. Multiple identities and identity transition: Implications for Hong Kong. *International Journal of Intercultural Relation.*23, 2: 187-197.

Cargile, Aaron Castelan. 1997. *Journal of Language and Social Psychology.*16, 4: 434-443.

Chang, Yu-tzung, & Ju, Jie. 2014. Language Stereotypes in Contemporary Taiwan: Evidence from an Experimental Study. *Journal of East Asian Studies*, 14, 2: 211-248.

Chow, Claire S. 1998. Leaving Deep Water: The Lives of Asian American Women at the Crossroads of Two Cultures. (Chapter 11)

Dong, Jie. 2009. 'Isn’t it enough to be a Chinese speaker': Language ideology and migrant identity construction in a public primary school in Beijing. *Language & Communication* 29, 2, 115-126.

Dong, Jie. 2010. The enregisterment of Putonghua in practice. *Language and Communication*, 30: 265-275.

Edward, John. 2009. *Language and Identity*. New York: Cambridge University Press. (Chapters 2-4)

Fan, Carol C. 1996. Language, gender and Chinese culture. *International Journal of Politics, Culture and Society,* 10, 1, 95-114.

Gao, Fang. 2012. Imagined community, identity, and Chinese language teaching in Hong Kong. *Journal of Asian Pacific Communication*, 22, 1: 140-154.

Gao, Yihong, Yuan Zhao, Ying Cheng, & Yan Zhou. 2007. Relationship between English learning motivation types and self-identity changes among Chinese students. *TESOL Quarterly,*41, 1: 133-155.

Gunn, Edward M. 2006. *Rendering the Regional: Local Language in Contemporary Chinese Media*. Honolulu: University of Hawai'i Press. (Chapter 1)

He, Agnes Weiyun. 2006. Toward an identity theory of the development of Chinese as a heritage language. *Heritage Language Journal* 4, 1, 1-28.

Hsieh, Shelley Ching-yu, Mei-Rong Wang, & Meg Cheng-yi Wang. 2014. *Journal of Asian Pacific Communication*, 24,1: 113-133.

Kuo, Sai-hua. 2007. Language as ideology: Analyzing quotations in Taiwanese news discourse. *Journal of Asian Pacific Communication*, 17.2: 281-301.

Liu, Jin. 2012. The use of Chinese dialects on the internet: language and local youth identity in urban China. In Jin Lin and Hongyin Tao (eds.), *Chinese under Globalization: Emerging Trends in Language Use in China.* Singapore/London: World Scientific.

Liu, Jin, & Hongyin Tao. 2009. Negotiating linguistic identities under globalization: Language use in contemporary China. Harvard Asia Pacific Review, Vol. 10, Number 1, Spring, 7-10.

Luo, Shiow-Huey and Richard L. Wiseman. 2000. Ethnic language maintenance among Chinese immigrant children in the United States. *International Journal of Intercultural Relations* 24, 307-324.

Pan, Lin, & David Block. 2011. English as a “global language” in China: An investigation into learners’ and teachers’ language beliefs. *System*, 39: 391-402.

Ramsey, Robert S. 1987. The Languages of China. Princeton: Princeton University Press.(Chapters 1-2)

Shih, Sarah J. 2010. “What about me? I am not like Chinese But I am not like American”: Heritage language learning and identity of mixed-heritage adults. *Journal of Language, Identity, and Education*, 9: 203-219.

Tong, Yuk-Yue. 1999. Language use as a carrier of social identity. *International Journal of Intercultural Relation.*23, 2: 281-296.

Tse, John Kwock-Ping. 2000. Language and a rising new identity in Taiwan. *International Journal of Society and Language*, 143, 2000: 151-164.

Williams, Ashley M. 2005. Fighting words and challenging expectations: Language alternation and social roles in a family dispute. Journal of Pragmatics, 37: 317-328.

Wong, Andrew. 2005.The reappropriation of tongzhi. *Language in Society*, 34, 763-793.

Yang, Chunsheng. 2007. Chinese internet language: A sociolinguistic analysis of adaptations of the Chinese writing system. *Language @ internet*.

 <http://www.languageatinternet.de/articles/1142/>

Yang, Chunsheng. 2014. Language attitude toward Northeastern Mandarin and PTH by young professionals. *Chinese Language and Discourse,* 5, 2: 211-230.

Zhang, Donghui. 2004. Home language maintenance among second generation Chinese American children. *Working Papers in Educational Linguistics* 19, 2, 33-53.

Zhang, Qi. 2013. The attitudes of Hong Kong students towards Hong Kong English and Mandarin-accented English. *English Today*, 29, 2(114): 9-16.

Zhang, Qing. 2007. Cosmopolitanism and linguistic capital in China: Language, gender and the transition to a globalized market economy in Beijing. In McElhinny, Bonnie (ed.), *Words, Worlds and Material Girls: Language, Gender, Global Economies*. Berlin and New York: Mouton de Gruyter. Pp. 403-422.

Zhao, Liming. 1998.Nüshu: Chinese women's characters. International Journal of the Sociology of Language 129,127-137.

Zhou, Minglang. 2001. The spread of Putonghua and language attitude changes in Shanghai and Guangzhou, China. *Journal of Asian Pacific Communication,* 11, 2, 231-253.

**2019-397 HEJS 1001 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13131 |
| **Request Proposer** | Terni |
| **Course Title** | Modern Elementary Hebrew I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Modern Elementary Hebrew I |
| **Course Number** | 1001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hebrew |
| **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** | Second Language |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | Not open to students who have had three or more years of Hebrew in high school, except with instructor consent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | HEJS 1151. Elementary Modern Hebrew I 4.00 credits Prerequisites: Not open for credit to students who have had three of more years of Hebrew in high school. Grading Basis: Graded Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. |
| **Provide proposed title and complete course catalog copy** | HEJS 1001. Elementary Modern Hebrew I 4.00 credits Prerequisites: Not open for credit to students who have had three of more years of Hebrew in high school. May not be taken out of sequences after passing HEJS 1002, 1003, or 1004. Grading Basis: Graded Beginning with phonetic reading and cursive script, this course progresses to basic conjugations, simple syntax and vocabulary. Oral and written expression are fostered through videos, songs and exposure to Israeli culture. |
| **Reason for the course action** | Updating number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | To teach elementary Hebrew script and the basics of reading, writing, and speaking with attention to vocabulary-building and grammar. |
| **Describe course assessments** | Homework, reading, quizzes, oral quizzes and participation and final exam. |
| **General Education Goals** | By providing an introduction to Hebrew script, the grammar and vocabulary of elementary Hebrew and some elements of media and popular culture, this course will allow students to acquire intellectual breadth and entrée into the history, culture, and religious traditions of the Jewish People.  |
| **Writing Competency** | Not proposed as a W course |
| **Quantitative Competency** | Not proposed as a Q course |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Revised Syllabus HEJS 1151 2019 with chart.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164441&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3617b32a6a7f4d74027708d75fc448ff%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637083168951554562&sdata=A9QA1T6NSK8AvHyY8O%2BXXdD6KPVIfSy0nBrEWxQThvY%3D&reserved=0) | Revised Syllabus HEJS 1151 2019 with chart.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 09/03/2019 - 19:29 | Submit |  | CAR vetted |
| Literatures, Cultures and Languages | Jennifer Terni | 11/01/2019 - 16:15 | Approve | 11/1/2019 | Vetted and approved |

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University of Connecticut, Fall 2019

Office: 263 Oak Hall (Phone: 860-486-3279)

Office Hours: Tues. & Thurs. 12:30-1:30 or by appointment

E-Mail: SHERRY.SHAMASH @UCONN.EDU or SHRPSH513@Yahoo.com

**HEJS 1151: ELEMENTARY MODERN HEBREW**

**COURSE DESCRIPTION:** Beginning with phonetic reading and cursive script, this course progresses to basic conjugations, simple syntax and vocabulary.   Oral and written expression are fostered in the text book and through videos, songs and exposure to Israeli culture.

**LEARNING GOALS:** Upon completion of this course, students should be able to conduct simple conversations and write on an elementary level. They should recognize four of the seven Binyanim (Verb Patters) and feel comfortable reading from the text book without vowels.

*Hebrew is an accredited language at the University of Connecticut and can be used to fulfill the Language Requirement.*

**REQUIREMENTS**: Participation in class and the completion of assignments in a timely fashion are essential for language acquisition. Students are responsible for all material covered during class and in the textbook, as well as all information on the CDs for each lesson.

**Homework** will be assigned by chapter and should be turned in on the date listed on the “Homework Outline”.

**Tests and Quizzes** will be announced in advance and cannot be missed without valid reason and prior notice. In such cases a make-up will be arranged.

**Oral Practice is Imperative**! All pupils are expected to listen to the CDs for each lesson and complete any exercises assigned from them. All students are responsible for one ORAL PRESENTATION to the class, and two PRIVATE CONVERSATIONS with the instructor.

DATES FOR PRIVATE CONVERSATIONS: November 6, 13 & 20, 2019

DATE FOR ORAL PRESENTATIONS: December 4, 2019

 **GRADING: Scale:** A =92-100 B- = 80- 82 D+ = 67 - 69

 A- = 90 - 92 C+ = 77- 79 D = 63 - 66

 B+ = 87 - 89 C = 73 -76 D- = 60 – 62 B = 80 - 82

Each student will be evaluated on the basis of his/her scores on chapter tests, quizzes, oral presentation, private conversations, homework and classroom participation, broken down as follows:

* Each test counts as 1 grade (16%), but the final exam counts double (32%).
* Both the private conversations and the oral presentation will count as quizzes.
* Homework assignments will be averaged and count as two quizzes.
* All quizzes will be averaged and count as 2 grades (=to 2 tests) (32%)
* Classroom Participation will account for 4% of the final grade

Homework will be due on Thursdays unless otherwise specified.

*There will be no Hebrew classes on the following dates: October 1, 8,9, 15 & 22, 2019, in observance of the Jewish Holidays. However, these classes will be made up at a time agreed upon by the students and the instructor.*

**University Policies:**

**Policy Against Sexual Harassment & 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.

**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.

**Student Academic Misconduct:**

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

**Final Exam Policy:**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the[*Dean of Students*](http://dos.uconn.edu/). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Electronic Devices:**

Neither laptops nor cell phones are necessary during class, and their use is actually harmful to the students’ concentration and oral comprehension. Recent studies have shown that pupils who take notes by hand learn better, remember more, and achieve higher grades. They are also more likely to participate in classroom discussions, which are a key component of every Hebrew class. During exams, all cell phones must be placed on a central table in order to reduce distractions.

**REQUIRED TEXTS:** Ivrit Min Ha-Hatchalah, Vol. I, Hayat, Yisraeli and Kobliner (Audio CDs for Volume One will be available on HUSKY CT)

**OPTIONAL TEXT:** 501 Hebrew Verbs, by Shmuel Bolotzky, and any good dictionary

**Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week**  | **ALPHABET UNITS****(1-7)**  | **EXERCISE**  | **PAGE**  | **HANDOUTS**  |
| 8/29  | Unit Aleph            | א׳ יחידה   13:                  |  p. 7  | עבודה דף  |
|   | Unit Bet                 | ב׳ יחידה   12 & 13         | p. 20  | Review 1 & 2  |
| 9/5         | Unit Gimmel (in colored box ) |  8  |  p. 30  | “This” &Masc. & Fem  |
| **Week**  | **ALPHABET UNITS** | **EXERCISE**  | **PAGE**  | **HANDOUTS**  |
|   |   ב +  א     | 16  | pp. 35-36  | Print to cursive  |
|   | ב  | 17  | p. 36  | עבודה דף  |
| 9/11       |   | 7  | p.46  | החזר דפי  |
|   |   | 11  | p. 51  | ב  |
|   |   | 16  | p. 54  |   |
|   |   | 18  | p. 55  |   |
| 9/17        | Unit Hey ה׳ יחידה   ב  | 7  | p.67  | Verb Review  |
| 9/19  | Quiz on Alphabet Units 1-4        |   |   | (׳ד-׳א)       |
|   |   | 9  | p. 68  | Vocabulary Review  |
|   |   | 13, 14  | p. 71  | countries  |
| 9/25  | Unit Vav       ו׳ יחידה                | 4  | p. 78  | Worksheet (unit 6)  |
|   |   | 5  | p. 78-79  |   |
|   | א  | 7  | p. 80  | Review 5 & 6  |
|   |   | 11  | p.82  |   חזרה דפי |
|   |   | 15  | p. 85  |   |
| 10/2      | Unit Zayin   ז׳ יחידה       | 1  | p. 90  |   |
| 10/3  | Quiz on Alphabet Units 5 & 6      |   |   |   |
|   | ג + ב  | 6  | p. 95  | Across- left to right)           |
|   | Pesek Zman Aleph     ב 2 & א  | 4   | p.101-102  |  Review sheets |
|   |   | 7, 8  | p.104  |   |
|   |   | 9  | p.105  |   |
|   | ג + א  | 15  | 107-108  |   |
|   |   | 17  | . 109  |  |

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| **Week**  | **CHAPTER** | **EXERCISE**  | **PAGE**  | **HANDOUTS**  |
| 10/10  | Test on Alphabet Units 1-7 October  10 |   2ב& 4ב |  114 &116 |   |
|   |   |  6ג & 7 |  117,119 |   |
| 10/15  |   שני שיעור |   5 א & ב |  127 |  Verb chart/ QUIZ 1&2 10/31 |
|   |   |  5ג & 6 ב |  128, 130 |  Numbers |
|   |   |  8 א& ב 9ב |  131-2, 133 |  Review of nouns and adjectives |
| 10/21  |  שלישי שיעור |  3ב |  141 |  Masc. & fem. numbers |
|   |   |  7 |  144 |  “This” as adjective- |
|   |   |  10 |  145 |   |
| 10/28  |  רביעי שיעור |  5, 6 ב & 7, 8 |  155, 157, 158 |  Practice with את,  |
|   |   |  9 ג & 11 |  159-60 |   |
|   |   |  13א |  161 |   |
| 11/4  |  חמישי שיעור |  3 א & ב 4&6 8 ב & ג 10 ג & ד |  167-8 168-9 172 175 | Practice with adverbs |
|  11/11 |  שישי שיעור |  2א & ב 3ב |   180-1  |  Verb Chart, practice with לי בא |
|  |   |  5ג & 10ב |   |   184, 187 TEST on Lessons 1-4 |
|   |  ב׳ זמן פסק  |  2, 6, 7, 8, 9 & 11 |   |  191, 194, 195, 196 197  |
|   |   |   |   |   |
| 11/18  |  שביעי שיעור  |  7- 2 א & ב 4ב 5ב 8 |  200, 201, 203 204 |  פעלים לוח |
|   |  ישמינ שיעור |  1ג, 2 ב & ג, 3ב & ג, 5ב, 8, 9ב | 209, 210, 211-2, 213, 215, 217 |   |
| 11/25  | Thanksgiving Break  | Thanksgiving Break  |  | Thanksgiving Break  |

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| **Week**  | **CHAPTERS** | **EXERCISE**  | **PAGE**  | **HANDOUTS**  |
| 12/2  |  חזרה |   |   |  Oral Presentations 12/4/19 |
|   |   |   |   |   |
|   |   |   |   |   |
| 12/9  | Final exam week  |   |   |   Optional review session – 12/9/19 |

**2019-398 HEJS 1002 Revise Course (G) (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14067 |
| **Request Proposer** | Terni |
| **Course Title** | Modern Elementary Hebrew II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Modern Elementary Hebrew II |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hebrew |
| **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** | Second Language |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4.00 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | HEJS 1001. Not open for credit to students who have had three or more years of Hebrew in high school except by instructor consent.  |
| **Corequisites** | none |
| **Recommended Preparation** | HEJS 1001 or equivalent. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Specialized instructor knowledge |
| **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** | 1152. Elementary Modern Hebrew II 4.00 credits. Prerequisites: HEJS 1151. Not open to students who have had three or more years of Hebrew in high school, except with departmental consent. Grading Basis: Graded. Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. |
| **Provide proposed title and complete course catalog copy** | 1002. Elementary Modern Hebrew II 4.00 Credits. Prerequisites. HEJS 1001. Not open to students who have had three or more years of Hebrew in high school. May not be taken out of sequence after passing HEJS 1003 or 1004. More complex grammatical structures including the construct state, verb patterns and more advanced vocabulary. Oral and written expression through videos and popular culture. |
| **Reason for the course action** | Updating number and reviewing the description of hyphenated courses at the request of the Registrar. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach elementary Hebrew script and the basics of reading, writing, and speaking with attention to vocabulary-building and grammar. |
| **Describe course assessments** | Homework, reading, quizzes, oral quizzes and participation and final exam. |
| **General Education Goals** | By providing an introduction to Hebrew script, the grammar and vocabulary of elementary Hebrew and some elements of media and popular culture, this course will allow students to acquire intellectual breadth and entrée into the history, culture, and religious traditions of the Jewish People.  |
| **Writing Competency** | Not proposed as a W course |
| **Quantitative Competency** | Not proposed as a Q course |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [HEJS 1002 Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164514&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C112ee9e3ae7d4cdc871d08d7616dd7ba%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637084996709813249&sdata=cZCoa2RgUsy%2BD7U7Su0eWMDKaZsgSmgMToYfgsJQsUA%3D&reserved=0) | HEJS 1002 Syllabus.docx | Syllabus |

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

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 11/01/2019 - 15:43 | Submit |  |  |
| Draft | Jennifer Terni | 11/01/2019 - 15:43 | Submit |  | CAR vetted and approved with consent of section and instructor. |
| Literatures, Cultures and Languages | Jennifer Terni | 11/04/2019 - 13:58 | Approve | 11/4/2019 | Vetted and approved  |

 |

University of Connecticut, Spring 2020Sherry Porter ShamashOffice: 263 Oak Hall (Phone: 860-486- 3279) Office Hours: Tues. & Thus. 12:30- 1:30 or by apt.

E-Mail: Sherry.Shamash@UCONN.edu

 **HEJS 1002: ELEMENTARY MODERN HEBREW**

**COURSE DESCRIPTION:** This semester introduces more complex grammatical structures including: the construct state (סמיכות), the verb patterns והתפעל הפעיל and all the numbers in both feminine and masculine. We will also begin to learn prepositional pronouns, (including their use in showing possession), parts of the body, colors and two patterns of past tense verbs.

**LEARNING GOALS**: Upon completion of this course, students should be able to conduct conversations on a more confident level about the mail, the weather, weddings and topics on contemporary Israeli culture. All numbers, including cardinal and ordinal, should be familiar and the ability to write coherent sentences in correct grammar will be expanded.

  *Hebrew is an accredited language at the University of Connecticut and*

 *can be used to fulfill the Language Requirement!*

**REQUIREMENTS**: Participation in class and the completion of assignments in a timely fashion are essential for language acquisition. Students are responsible for all material covered in the class and the Text Book, as well as all information on the CDs for each lesson.Homework from the Text Book is listed on the next page of this syllabus, and additional worksheets will be assigned class by class and must be turned in on time! All tests will be announced in advance and cannot be missed without valid reason and prior notice. In such cases a make-up will be arranged. Quizzes will be given approximately once every two weeks and cannot be missed without prior consultation with the instructor. **ORAL PRACTICE IS IMPERATIVE!** All pupils are expected to listen to the CDs for each lesson and complete any exercises assigned from them.All students are responsible for one Oral Presentation and two Private Conversations with the instructor. There will be no classes on April 8, 9, 15 & 16, 2020, due to the Jewish holiday of Passover.

DATES FOR PRIVATE CONVERSATIONS: Feb. 17 & 19 and March 2 & 4DATE FOR ORAL PRESENTATIONS: April 29, 2020 For the Oral Presentation this semester, each pupil will tell a story to the class which should last from 3-5 minutes. If words are used which are new to the class, they should be written either on the board or in a hand-out. Visuals and fluency of expression will enhance each presentation.

  **GRADING: Scale:** A =92-100 B- = 80- 82 D+ = 67 - 69

A- = 90 – 92 C+ = 77- 79 D = 63 - 66

B+ = 87 - 89 C = 73 -76 D- = 60 – 62

B = 83 - 86

Homework is due on Thursdays unless otherwise specified.

**GRADING:** Each student will be evaluated on the basis of his/her scores on chapter tests, quizzes, oral presentation, conversational encounters, homework and classroom participation, broken down as follows:

* Each test counts as one grade (16%), but the final exam counts double (32%).
* Both the conversations and the oral presentation will count as quizzes.
* Homework assignments will be averaged and count as two quizzes.
* Quizzes will be averaged and count as 2 grades (the equivalent of 2 tests) (32%).
* Classroom Participation will account for 4% of the final grade

 **University Policies:**

**Policy Against Sexual Harassment & 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.

**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.

**Student Academic Misconduct:**

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

**Final Exam Policy:**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the[*Dean of Students*](http://dos.uconn.edu/). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Electronic Devices:**

Neither laptops nor cell phones are necessary during class, and their use is actually harmful to the students’ concentration and oral comprehension. Recent studies have shown that pupils who take notes by hand learn better, remember more, and achieve higher grades. They are also more likely to participate in classroom discussions, which are a key component of every Hebrew class. During exams, all cell phones must be placed on a central table in order to reduce distractions.

**REQUIRED TEXTS:** Ivrit Min Ha-Hatchalah, Vol. I, Hayat, Yisraeli and Kobliner, & Audio CDs for Volume One

501 Hebrew Verbs, by Shmuel Bolotzky and any good dictionary.

**CLASS SCHEDULE**

DATE CHAPTER EXERCISES PAGE HANDOUTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| JAN. 21 | NINE | 3 א & ב | 224 | לוח פעלים |
|  |  | 4 (3. וסעתנ ) | 224-225 | מספרים |
|  |  | 7 א & 9 | 228-229 | יכול וצריך **TEST 7-9 2/5** |
| JAN. 28 | TEN | 4 | 234 | לוחות פעלים |
|  |  | 7 | 236 |  |
|  |  | 10 א | 238-239 |  |
| FEB. 4 | ELEVEN | 5 ב & ג | 250-251 | מספרים |
|  |  | 7 ב | 253 | סמיכות |
|  |  | 8ג | 254 | **QUIZ – 10 & 11 2/19** |
| FEB. 11  | TWELVE | 1 ב | 258 | לוח פעלים |
|  |  | 2 ב & ג | 260 |  |
|  |  | 5 ב | 263 |  |
|  |  | 6 א, ב & ג | 263-264 |  |
|  | פסק זמן | 2 & 3 | 269 | **TEST - 10-12 2/26** |
|  |  |  4 & 5 | 270 |  |
| FEB. 18 | THIRTEEN | 4 א & ב |  273-274 | מספרים סודריים |
|  |  | 6 & 7 | 275 | סמיכות |
|  |  | 10 ג | 278 | לוח פעלים |
|  |  | 11 ב | 280 |  |
|  |  | 12 ג | 281 |  |
| FEB. 25 | FOURTEEN | 3 | 287 | סמיכות |
|  |  | 5 א & 6 ב | 288-289 |  בנטייה״ל״  |
|  |  | 8 | 291 | ליוח פעלים |
|  |  | 13 | 295 | **QUIZ 13-14 3/12** |
| MARCH 3 | FIFTEEN | 4 & 5 | 287- 288 | לוח פעלים |
|  |  | 7 ב & 8 | 304-305 | משפטים (2) |
|  |  | 12 | 308 | **TEST 13-15 3/25** |
| MARCH 10 | SIXTEEN | 2 א | 311 |  |
|  |  | 3 ב & 4 | 312 | To guess- לנחש |
|  |  | 6 | 313 |  |
|  |  | 8 ג | 315 |  |
| SPRING  | BREAK | SPRING | BREAK |  |
| MARCH 24 | SEVENTEEN | 2 & 3 | 319 | לוחות פעלים |
|  |  | 4 ב & 5 | 321 |  |
|  |  | 7 ב & 8 | 324 |  |
| MARCH 31 | EIGHTEEN | 2 | 328 | משפטים |
|  |  | 5 | 331 | לוח פעלים |
|  |  | 6 א | 332 | **QUIZ – 16-17 4/ 8** |

**CLASS SCHEDULE**

DATE CHAPTER EXERCISES PAGE HANDOUTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | פסק זמן | 2 & 3 | 338-339 |  |
|  |  | 5 & 7 | 340-341 |  |
|  |  | 8 | 342 |  |
| APRIL 7 | NINETEEN | 2 א | 347 | משפטים |
|  |  | 4 א | 349 | לוח פעלים |
|  |  | 5 ב & ג  | 350 |  |
|  |  | 9 ד | 354 |  |
| פסח | פסח | פסח | פסח | פסח |
| APRIL 21 | NINETEEN |  |  |  |
| APRIL 28 | חזרה | חזרה | חזרה | חזרה |
| MAY 5 | FINAL | EXAMS | FINAL EXAMS | FINAL EXAMS |
|  |  |  |  |  |

**2019-399 HEJS 1003 Revise Course (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14176 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Modern Hebrew 1 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Modern Hebrew 1 |
| **Course Number** | 1003 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- |
| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hebrew |
| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | HEJS 1002 or equivalent. Not open to students who have passed HEJS 3151 |
| **Corequisites** | none |
| **Recommended Preparation** | HEJS 1002 or equivalent.  |
| **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** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | HEJS 1153. Intermediate Hebrew I 4.00 credits Prerequisites: HEJS 1152 or equivalent Grading Basis: Graded Review of elementary Hebrew grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. The basic structure patterns of Hebrew. |
| **Provide proposed title and complete course catalog copy** | HEJS 1003. Intermediate Modern Hebrew I 4.00 credits Prerequisites: HEJS 1002 or equivalent. May not be taken out of sequence after passing HEJS 1003 or 1004. May not be taken for credit after passing HEJS 3151. Grading Basis: Graded Building on first-year skills, more advanced grammar, vocabulary, and conversational skills. Examples from popular media and culture along with short readings continue to enhance students' language acquisition. |
| **Reason for the course action** | This revision is to align the numbering of all Elementary and Intermediate modern languages courses in LCL. It also completes the process of revising the descriptions of hyphenated classes. |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | Provides ongoing exposure to Hebrew script, and practice with the communication skills of modern Hebrew using examples from media and popular culture. This course will allow students to acquire more elements of the history, culture, and religious traditions of the Jewish People.  |
| **Describe course assessments** | Homework, reading, quizzes, oral quizzes and participation as well as a final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [HEJS 1153 Syllabus, 2019, revised.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164758&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdae5fb5193dd46523bd408d764bd2520%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637088635913724862&sdata=GCPdlCYVRhV%2B%2BT8zT2q%2FIl7C%2BeFolCjoOjAbuklACWU%3D&reserved=0) | HEJS 1153 Syllabus, 2019, revised.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/07/2019 - 18:48 | Submit |  | Read and reviewed |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 23:02 | Approve | 11/4/2019 | Approved |

 |

**University of Connecticut, Fall 2019**

Office: 263 Oak Hall (Phone: 860-486-3279)

Office Hours: Tues. & Thurs. 1:00 - 2:00

E-Mail: sherry.shamash@UCONN.edu, or SHRPSH513@Yahoo.com

 **HEJS 1153: INTERMEDIATE MODERN HEBREW**

**COURSE DESCRIPTION**: Building on all that was covered in Elementary Modern Hebrew (HEJS 1151-2), this class continues to study patterns (גזרות) of verbs in four בנינים in the past tense. Comparatives and Superlatives, Modal Expressions and further Prepositional Pronouns are among the highlights covered in this semester.

**LEARNING GOALS:** Upon completion of this course, students should be able to understand uncomplicated discussions about politics and culture in Israel, and express their own ideas on these topics as well. The ability to write more complex sentences continues to be fostered and the students’ personal vocabulary will continue to expand.

 *Hebrew is an accredited language at the University of Connecticut and*

 *can be used to fulfill the Language Requirement*

**REQUIREMENTS**: Participation in class and the completion of assignments in a timely fashion are essential for language acquisition. Students are responsible for all material covered in the class and the textbook, as well as all information on the CDs for each lesson.

**HOMEWORK** will be assigned for each chapter and must be turned in on time! All tests will be announced in advance and cannot be missed without valid reason and prior notice. In such cases a make-up will be arranged. Quizzes will be given periodically and cannot be missed without prior consultation with the instructor.

**ORAL PRACTICE IS IMPERATIVE!** All pupils are expected to listen to the CDs for each lesson and complete any exercises assigned from them.

All students are responsible for one ORAL PRESENTATION to the class, and two PRIVATE CONVERSATIONS with the instructor.

DATES FOR PRIVATE CONVERSATIONS: November 6, 13 & 20, 2019

DATE FOR ORAL PRESENTATIONS: December 4, 2019

**GRADING: Scale:** A =92-100 B- = 80- 82 D+ = 67 - 69

 A- = 90 - 92 C+ = 77- 79 D = 63 - 66

 B+ = 87 – 89 C = 73 -76 D- = 60 – 62

 B = 80 - 82

**GRADING:** Each pupil will be evaluated on the basis of his/her scores on chapter tests, quizzes, oral presentation, private conversations, homework and classroom participation, broken down as follows:

• Each test counts as 1 grade (16%), but the final exam counts double (32%).

• The private conversations and the oral presentation will count as quizzes.

• Homework assignments will be averaged and count as two quizzes.

• All quizzes will be averaged and count as 2 grades (=to 2 tests) (32%).

* Classroom Participation will account for 4% of the final grade.

There will be no Hebrew classes on the following dates: October 1, 9, 15 and 22, 2019, in observance of the Jewish Holidays. However, these classes will be made up at a time agreed upon by the students and the instructor.

**University Policies:**

**Policy Against Sexual Harassment & 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.

**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.*

**Student Academic Misconduct:**

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

**Final Exam Policy:**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the[*Dean of Students*](http://dos.uconn.edu/). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Electronic Devices:**

Neither laptops nor cell phones are necessary during class, and their use is actually harmful to the students’ concentration and oral comprehension. Recent studies have shown that pupils who take notes by hand learn better, remember more, and achieve higher grades. They are also more likely to participate in classroom discussions, which are a key component of every Hebrew class. During exams, all cell phones must be placed on a central table in order to reduce distractions.

**REQUIRED TEXTS:** Ivrit Min Ha-Hatchalah, Vol. I & II, Hayat, Yisraeli & Kobliner (Audio CDs for Volumes 1 & 2 will be available on HUSKY CT)

501 Hebrew Verbs, by Shmuel Bolotzky and any good dictionary.

 COURSE AND HOMEWORK OUTLINE

DATE LESSON PAGES HW EXERCISES HW HANDOUTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aug. 29 | 20 | 359 | 4 | פעלים לוח |
|  |  | 362 | 8 |  ייהבנט את |
| Sept. 5 | 21 | 370 | 2 | לוח פעלים |
|  |  | 373 | 5 | QUIZ- 20 & 21 |
| Sept.12 | 22 | 380 | 3 |  פעלים לוח |
|  |  | 385 | 9ב |  |
|  |  | 386 | 10א |  |
|  |  | 387 | 11 | QUIZ- 22 & 23 |
| Sept. 19 | 23 | 391 | 2א & 3 |  פעלים לוח |
|  |  | 393 | 5ב |  חזרה דפי |
|  |  | 396 | 9ג | גולדה מאיר (1898- 1997) |
|  |  | 397 | 10א words to fill in blanks: | חומות, חומה, חלום, אותה, לא, הם, צריך, בנה, ראה, אריות, לא הייתה |
| Sept. 26 | 24 | 401 |  1ב | דף עבודה |
|  |  | 403 | 3ב | את |
|  |  | 404 |  4ב |  |
|  |  | 406 | 6 |  |
|  | פסק זמן | 414 | 1 |  |
|  |  | 414-5 | 2 | TEST- 20-24 |
| Oct. 3 | 25 | 422 | 2 א & ג | Comparatives & Superlatives |
|  |  | 423 | 4 |  יםפעל לוח |
|   |  | 426 | 6א |  |
|  |  | 427-8 | 7, 7באוצר מילים: | שני, עיר, היו, מזג אוויר, בנו חורף, חומה |
| Oct. 10 | 26 |  |  | חזרה דף |
| Oct. 17 | 27 | 447-8 | 3ב & ה רק פעלים | פעלים לוח |
|  |  | 449 | 5 |  |
|  |  | 450 | 7א |  |
|  |  | 451 | 8ב |  |
| Oct. 24 | 28 | 458 | 3א | לוח פעלים |
|  |  | 459 | 5, 4א & ב |  |
|  |  | 465 | 8א |  |
|  |  | 468 | 10 | Test- Lessons 20-28 11/11 |
|  |  זמן פסק | 473-4 | 2 |  |
|  |  | 474-5 | 3א & ב |  |
| Bk. II | ספר שני | ספר שני | ספר שני | ספר שני |
| Oct. 29  | פסק זמן |  | 5-13 |  רק תשובות |
| Nov. 7 | One | 15 | 2 | משפטים |
|  |  | 17 | 4ב |  לוח פעלים |
|  |  | 19 | 8 |  |
|  |  | 21 | 10 |  |
|  |  | 35 | 18ב |  |
| Nov. 14 | Two | 41 | 3 | לוח פעלים |
|  |  | 43 | 6 | משפטים |
|  |  | 45-6 | 8א & ב |  |
|  |  | 51 | 13 |  |
|  |  | 53 | 15ב |  |
| Nov. 21 | Three | 65 | 3א | לוח פעלים |
|  |  | 67 | 4ב | משפטים |
|  |  | 72 | 10א |  |
| חג ההודייה | Thanksgiv. | Thanks | Thanks | משפטים |
| Dec. 3 | (Four) | 82-4 | 3 | לוח פעלים |
|  | Review | 87 | 7 |  |
|  |  | 90 | 11 |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2019-400 HEJS 1004 Revise Course (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14175 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate Modern Hebrew II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Modern Hebrew II |
| **Course Number** | 1004 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hebrew |
| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | HEJS 1003 or equivalent. Not open to students who have passed HEJS 3151 |
| **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** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | HEJS 1154. Intermediate Hebrew II 4.00 credits Prerequisites: HEJS 1153 Grading Basis: Graded Review of elementary Hebrew grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. The basic structure patterns of Hebrew. |
| **Provide proposed title and complete course catalog copy** | HEJS 1004. Intermediate Modern Hebrew II 4.00 credits Prerequisites: HEJS 1003 or equivalent. May not be taken out of sequence after passing HEJS 1003 or 1004. May not be taken for credit after passing HEJS 3151. Grading Basis: Graded More advanced communicative proficiency using readings and examples from media and popular culture. Focus on grammar, vocabulary, and conversation with more context from the history, culture, and religious traditions of the Jewish People.  |
| **Reason for the course action** | This revision is to align the numbering of all Elementary and Intermediate modern languages courses in LCL. It also completes the process of revising the descriptions of hyphenated classes. |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | Provides ongoing exposure to Hebrew script, and practice with the communication skills of modern Hebrew using examples from media and popular culture. This course will allow students to acquire more elements of the history, culture, and religious traditions of the Jewish People.  |
| **Describe course assessments** | Homework, reading, quizzes, oral quizzes and participation as well as a final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SYLLABUS HEJS 1154 2020.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164757&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C894a0f1ee284421690c408d764bdb5a0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637088638267459085&sdata=RdjU%2FDjRLQVdz1FGbzO2pbijTgO7terFc1qobE15abg%3D&reserved=0) | SYLLABUS HEJS 1154 2020.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/07/2019 - 18:48 | Submit |  | Read and vetted |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 23:01 | Approve | 11/4/2019 | Vetted and appoved |

 |

University of Connecticut, Spring 2020Sherry Porter ShamashOffice: 263 Oak Hall (Phone: 860-486- 3279) Office Hours: Tues. & Thus. 12:30- 1:30 or by apt.

E-Mail: Sherry.Shamash@UCONN.edu or SHRPSH513@Yahoo.com

 **HEJS 1154: INTERMEDIATE MODERN HEBREW**

**COURSE DESCRIPTION:** This semester continues to introduce more complex syntactic structures including: passive and active verbs in פעל ונפעל, the future tense forms of all the verb patterns, and further prepositional pronouns. Additionally, Present Passive Participles in ,פעול

Possessive Suffixes, (כינוי חיבור ), and Conjunctions in complex sentences will be explored).

**LEARNING GOALS**: Upon completion of this course, students should be able to conduct conversations on a confident level about virtually any topic pertaining to contemporary Israeli culture. All of the most common grammatical structures should be familiar to the students and they should possess the ability to write coherent sentences in correct grammar.

  *Hebrew is an accredited language at the University of Connecticut and*

 *can be used to fulfill the Language Requirement.*

**REQUIREMENTS**: Participation in class and the completion of assignments in a timely fashion are essential for language acquisition. Students are responsible for all material covered in the class and the Text Book, as well as all information on the CDs for each lesson.Homework from the Text Book is listed on the next page of this syllabus, and additional worksheets will be assigned class by class and must be turned in on time! All tests will be announced in advance and cannot be missed without valid reason and prior notice. In such cases a make-up will be arranged. Quizzes will be given approximately once every two weeks and cannot be missed without prior consultation with the instructor. **ORAL PRACTICE IS IMPERATIVE!** All pupils are expected to listen to the CDs for each lesson and complete any exercises assigned from them.All students are responsible for one Oral Presentation and two Private Conversations with the instructor. There will be no classes on April 8, 9, 15 & 16, 2020, due to the Jewish holiday of Passover.

DATES FOR PRIVATE CONVERSATIONS: Feb. 17 & 19 and March 2 & 4DATE FOR ORAL PRESENTATIONS: April 29, 2020 For the Oral Presentation this semester, each pupil will conduct a COOKING DEMONSTRATION for the class, which should last from 3-5 minutes. If words are used which are new to the class, they should be written on a hand-out and distributed to each student in the class (we will be in the kitchen with no white board). Active demonstration of the cooking terms and fluency of expression will enhance each presentation.

There will be no Hebrew classes on the following dates: April 8, 9, 15 and 16, 2020, in observance of the Jewish Holiday of Passover. However, these classes will be made up at a time agreed upon by the students and the instructor.

 **GRADING: Scale:** A =92-100 B- = 80- 82 D+ = 67 - 69

A- = 90 – 92 C+ = 77- 79 D = 63 - 66

B+ = 87 - 89 C = 73 -76 D- = 60 – 62

B = 83 - 86

Homework is due on Tuesdays unless otherwise specified.

**GRADING:** Each student will be evaluated on the basis of his/her scores on chapter tests, quizzes, oral presentation, conversational encounters, homework, and classroom participation, broken down as follows:

* Each test counts as one grade (16%), but the final exam counts double (32%).
* Both the conversations and the oral presentation will count as quizzes.
* Homework assignments will be averaged and count as two quizzes.
* Quizzes will be averaged and count as 2 grades (the equivalent of 2 tests) (32%).
* Classroom Participation will account for 4% of the final grade

 **University Policies:**

**Policy Against Sexual Harassment & 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.

**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.

**Student Academic Misconduct:**

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

**Final Exam Policy:**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the[*Dean of Students*](http://dos.uconn.edu/). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.

**Electronic Devices:**

Neither laptops nor cell phones are necessary during class, and their use is actually harmful to the students’ concentration and oral comprehension. Recent studies have shown that pupils who take notes by hand learn better, remember more, and achieve higher grades. They are also more likely to participate in classroom discussions, which are a key component of every Hebrew class. During exams, all cell phones must be placed on a central table in order to reduce distractions.

**REQUIRED TEXTS:** Ivrit Min Ha-Hatchalah, Vol. I, Hayat, Yisraeli and Kobliner, & Audio CDs for Volume One

501 Hebrew Verbs, by Shmuel Bolotzky and any good dictionary.

**Class Schedule 1154**

DATE CHAPTER EXERCISES PAGE HANDOUTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| JAN. 21 | FOUR (BK II) | 3 | 82-84 | לוח פעלים |
|  |  | 7 | 87 | משפטים |
|  |  | 11 רק פעלים | 90 |  |
|  | פסק זמן | 1, 2, 3 & 4 | 101-102 |  |
|  |  | 8 | 106-107 |  |
| JAN 28 | FIVE | 1 & 3 | 110 & 112 |  לוחות פעלים 4 |
|  |  | 7 | 114-115 | משפטים |
|  |  | 9 | 117 |  |
|  |  | 20 | 125 | **QUIZ 4 & 5 2/12** |
| FEB 4 | SIX | 6 | 131-132 | לוח פעלים |
|  |  | 8 א with vowels & 9 | 134 | משפטים |
|  |  | 16 | 142 | **TEST 4,5 & 6 2/19** |
| FEB 11 | SEVEN | 1 ג & 2 | 149 - 150 | לוח פעלים |
|  |  | 3 ב & ה | 151-152 | משפטים |
|  |  | 5 א & ב | 154 |  |
|  |  | 7 א & 10 א | 155, 158 |  |
| FEB 18 | EIGHT | 2 | 169-171 | לוחות פעלים 4 |
|  |  | 13 & 15 | 181-182 |  |
|  |  | 17 | 183 |  |
|  |  | 22 | 188-189 | **QUIZ 7 & 8 3/4** |
|  | פסק זמן | 1 | 192-193 |  |
|  |  | 2 | 193-194 |  |
|  |  | 3 | 194-195 |  |
| FEB 25 | NINE |  3 with vowels & 4 | 204 | לוח פעלים |
|  |  | 5 ב | 206 | משפטים |
|  |  | 6ב & ג & 7 ב | 208-209 |  |
|  |  | 11 | 212-213 | **TEST 7, 8 & 9 3/25** |
|  |  | 14 & 15 | 215-216 |  |
| MARCH 3 | TEN | 3 & 4 | 223 | לוח פעלים |
|  |  | 6 & 9 ב | 225- 226 | משפטים |
|  |  | 13 & 14 א | 231-231 |  |
|  |  | 19 (with vowels) | 235-236 |  |
|  |  | 20 | 236-237 |  |
| MARCH 10 | ELEVEN | 2 with vowels | 245 | לוחות פעלים |
| MARCH 24 |  | 4 א & ב | 246 | משפטים |
|  |  | 13 א & 14 ג | 256-257 | דפי עבודה |
|  |  | 15 ד | 259 |  |
|  |  | 24 & 26 | 267-268 |  |
|  |  | 27 | 268-269 |  |

**CLASS SCHEDULE**

DATE CHAPTER EXERCISES PAGE HANDOUTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MARCH 31 | TWELVE | 3 א , 4 א & ב | 274-275 | דפי עבודה |
|  |  | 5 | 275 |  |
|  |  | 7 א & ב | 280 | **TEST 10 & 11 4/22** |
|  |  | 12 | 284 |  |
|  |  | 14 א | 287 |  |
| APRIL 7 | פסק זמן | 1 | 293-295 |  |
|  |  | 2 | 295-296 |  |
|  |  | 3 | 297 |  |
| April 8-16 | פסח | פסח | פסח | פסח |
| APRIL 28 | מצגות וחזרה |  |  |  |
| MAY 5 | FINALS | FINALS | FINALS | FINALS |
|  |  |  |  |  |
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**2019-401 SPAN Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: **10/29/2019**

2. Department or Program: **Literatures, Cultures and Languages**

3. Title of Minor: **Minor in Spanish**

4. 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: **Including 1 new Spanish course in the list of courses that fulfill minor requirements.**

# Existing Catalog Description of Minor

# Spanish Minor

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. The requirements are:

1. One advanced grammar or writing course from [SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)
2. One course from each of the following groups:
	1. **Group 1 (Literature):** [SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3266](https://catalog.uconn.edu/SPAN/#3266), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W), [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)
	2. **Group 2 (Culture):** [SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
	3. **Group 3 (Language and Communication):** [SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3171](https://catalog.uconn.edu/SPAN/#3171), [3172](https://catalog.uconn.edu/SPAN/#3172), [3177](https://catalog.uconn.edu/SPAN/#3177), [3178/W](https://catalog.uconn.edu/SPAN/#3178), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
3. Two additional courses from any group.

In addition, the following rules apply: A single course cannot satisfy more than one requirement. AP courses may not be used toward the minor. A maximum of 3 transfer credits and a maximum of three [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293) may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). In any case, a minimum of 9 credits in residence are required.

# Proposed Catalog Description of Minor

# Spanish Minor

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. The requirements are:

1. One advanced grammar or writing course from [SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)
2. One course from each of the following groups:
	1. **Group 1 (Literature):** [SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3266](https://catalog.uconn.edu/SPAN/#3266), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W), [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)
	2. **Group 2 (Culture):** [SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
	3. **Group 3 (Language and Communication):** [SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3171](https://catalog.uconn.edu/SPAN/#3171), [3172](https://catalog.uconn.edu/SPAN/#3172), [3177](https://catalog.uconn.edu/SPAN/#3177), [3178/W](https://catalog.uconn.edu/SPAN/#3178), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), 3291, [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
3. Two additional courses from any group.

In addition, the following rules apply: A single course cannot satisfy more than one requirement. AP courses may not be used toward the minor. A maximum of 3 transfer credits and a maximum of three SPAN 3291 credits may be used toward the minor. A maximum of three [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293) courses may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). In any case, a minimum of 9 credits in residence are required.

# Justification

1. Reasons for changing the minor: **Including a new course, SPAN 3291, that is being offered in our department.**

2. Effects on students: **To provide students with a wider variety of Spanish courses to fulfill their minor in Spanish**.

3. Effects on other departments: **NONE**

4. Effects on regional campuses: **NONE**

5. Dates approved by Nov 1, 2019

    Department Curriculum Committee:

    Department Faculty: **October 2019**

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

Ana­\_maria.marcos@uconn.edu

**2019-402 FREN 5306 Drop Course**

|  |
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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14174 |
| **Request Proposer** | Terni |
| **Course Title** | The Later French Elightenment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | The Later French Elightenment |
| **Course Number** | 5306 |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |

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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** | Instructor prefers to consolidate all of his 18th century offerings under one more general rubric |
| **Specify effect on other departments and overlap with existing courses** | none  |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/07/2019 - 16:54 | Submit |  | Vetted and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 19:08 | Approve | 11/4/2019 | Vetted and approved |

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**2019-403 FREN 5321 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14071 |
| **Request Proposer** | Terni |
| **Course Title** | Old French Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Old French Literature |
| **Course Number** | 5321 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | Open to graduate students in LCL, others with 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?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | FREN 5353. Old French Literature 3.00 credits Prerequisites: None. Grading Basis: Graded  |
| **Provide proposed title and complete course catalog copy** | FREN 5321. Old French Literature 3.00 credits Prerequisites: Open to graduate students in LCL, others with instructor consent. May be repeated with a change of topic for a maximum of 12 credits. Grading Basis: Graded  |
| **Reason for the course action** | Changing the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | In-depth studies of the literary, linguistic, and cultural forms of Medieval literature from the XII-XIV centuries. |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [FREN 5353 Old French.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164744&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0814af7f79444032175908d76521d237%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089068250717450&sdata=8dEMO5l%2F7YsGHEoLW%2FRrd5VPqh%2FDOXWZxVnwXJbOtgQ%3D&reserved=0) | FREN 5353 Old French.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 11/01/2019 - 18:11 | Submit |  | Read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:23 | Approve | 11/4/2019 | Read and approved |

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**Prof. Anne BERTHELOT**

**Syllabus FREN 5353**

«FRENCH 5353: FORMES NARRATIVES DES XIIE ET XIIIE SIECLES»

**I. 29 août**

Introduction: la notion de genre littéraire au Moyen Âge “Matières” et formes: *chanson de geste*, lai, dit, *roman*. Du vers à la prose. Du latin au vernaculaire.

**II. 12 septembre**

• Épopée et littérature politique. Les Croisades. “Geste du roi”, Cycle de Guillaume, Cycle des Barons révoltés. De la remémoration d’un passé mythique au récit contemporain. • Caractéristiques formelles de la *chanson de geste.*

**III. 19 septembre**

*La Chanson de Roland* (extraits). *Huon de Bordeaux* (extraits).

**IV. 26 septembre**

• La naissance du *roman*; roman en vers, formes narratives brèves. • Le *lai*, breton ou non. Marie de France, les *Lais* anonymes, le *Lai de l’Ombre.* Expansion romanesque

**V. 3 octobre**

Marie de France, *Fresne. Galeran de Bretagne* (extraits).

**VI. 10 octobre**

• La matière de Bretagne Du poète au chevalier: l’art de la mise en récit. L’invention de la *fin’amor*. Tristan *vs* Lancelot.

*Exercice no1 à rendre*

**VII. 18 octobre**

Chrétien de Troyes et l’avènement de la légende arthurienne. *Le Chevalier de la Charrette* (extraits).

**VIII. 24 octobre**

• Du vers à la prose. Roman chronique, roman-fleuve, roman réaliste, roman cyclique. Le *Lancelot-Graal.* Cycle *Vulgate,* cycle *Post-Vulgate*, *Tristan* en prose.



**Prof. Anne BERTHELOT**

**IX. 31 octobre**

*La Charrette (Lancelot* V) (extraits).

**X. 7 novembre •** Roman réaliste et allégorie Romanesque. Guillaume de Lorris et le premier *Roman de la Rose.* Jean Renart, ou l’anti-Chrétien: Dérouler l’allégorie.

**XI. 14 novembre**

*Le Roman de la Rose* (extraits). *Le Roman de la rose ou de Guillaume de Dole* (extraits).

**XII. 28 novembre**

• “Dit” et “conte à rire”. Rutebeuf dans tous ses états: *Frère Denise*, le *Dit de l’herberie.* • De la branche au cycle: le *Roman de Renart* (extraits).

*Exercice no2 à rendre*

**XIII. 5 décembre**

• Mutations du XIVe siècle Machaut et “l’auto-fiction” en prosimètre L’héritage du roman chevaleresque: de *Meliador* au *Roman de Perceforest.* • Conclusions

**CHARGE DE TRAVAIL/BAREME:**

2 exercices courts (de 3 à 5 pages) = 15 % x 2 1 exposé = 15 % 1 dossier final (10 à 15 pages) = 40 % Présence, **lectures** et participation = 15 %

**INFORMA TION:**

**Anne BERTHELOT OAK 215 860-486-3173 anne.berthelot@uconn.edu mardi 13h30-15h30 (1:30pm-3:30pm) et sur rendez-vous**

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

*Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*

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

*Sexual Assault Reporting Policy*

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

*Plagiarism and Academic Misconduct:*

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in *The Student Code*: Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). (http://www.dos.uconn.edu/student\_code\_appendixa.html)

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

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

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment. Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other

materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**2019-404 FREN 5332 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14068 |
| **Request Proposer** | Terni |
| **Course Title** | The Poetry of the French Renaissance |
| **CAR Status** | In Progress |
| **Workflow History** | Start > The Graduate School > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | The Poetry of the French Renaissance |
| **Course Number** | 5332 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- |
| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French  |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | For qualified graduate students or with permission of the instructor. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | 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?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | FREN 5377. The Poetry of the French Renaissance 3.00 credits Prerequisites: None. Grading Basis: Graded  |
| **Provide proposed title and complete course catalog copy** | FREN 5332. The Poetry of the French Renaissance 3.00 credits Prerequisites: Open to graduate students in LCL, others with instructor consent. May be repeated with a change of topic for a maximum of 9 credits. Grading Basis: Graded  |
| **Reason for the course action** | Changing the numbering system of French graduate level courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To provide an overview of the major and minor works of poetry of the 15 and 16th centuries, the themes and trends that shaped them, their role in the aesthetics, debates, and political controversies of the period.  |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [syllabus for archive .docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164456&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1b842d243c8e46a15d8308d7652e4e6d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089121865284885&sdata=%2FIPvSorAiHpdByRY7HX9%2FUrbUkyjjgmx9NXxRVSbKYs%3D&reserved=0) | syllabus for archive .docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/01/2019 - 17:33 | Submit |  | Vetted  |
| The Graduate School | Cheryl D Galli | 11/07/2019 - 12:44 | Return | 11/7/2019 | Please update using CLAS as the college and LCL as the department. As these courses are department-owned and are not S/U graded, they will not need to be routed to the Grad School. |
| Return | Jennifer Terni | 11/07/2019 - 15:30 | Resubmit |  | Resubmitted to CLAS and LCL as per norms for grad class CCC vetting  |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:22 | Approve | 11/4/2019 | Read and approved |

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**2019-405 FREN 5334 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14069 |
| **Request Proposer** | Terni |
| **Course Title** | The Prose of the French Renaissance |
| **CAR Status** | In Progress |
| **Workflow History** | Start > The Graduate School > Return > The Graduate School > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | The Prose of the French Renaissance |
| **Course Number** | 5334 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | Open to graduate students in LCL, others by 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?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | 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?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 5376. The Prose of the French Renaissance 3.00 credits Prerequisites: None. Grading Basis: Graded  |
| **Provide proposed title and complete course catalog copy** | 5334. The Prose of the French Renaissance 3.00 credits. Open to graduate students in LCL, others with instructor consent. May be repeated with a change of topic to a maximum of 9 credits. Prerequisites: None. Grading Basis: Graded  |
| **Reason for the course action** | Changing the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To provide an overview of the major and minor works of poetry of the 15 and 16th centuries, the themes and trends that shaped them, their role in the aesthetics, debates, and political controversies of the period.  |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [syllabus for archive .docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164458&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8504dad8a975406f72a008d764baed4f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637088626344187352&sdata=8ZR4ybsnhbwh2JhyAvx9pniMy5od58N48HXzkv9MV9M%3D&reserved=0) | syllabus for archive .docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/01/2019 - 17:55 | Submit |  | Vetted  |
| The Graduate School | Cheryl D Galli | 11/07/2019 - 12:45 | Return | 11/7/2019 | Please update using CLAS as the college and LCL as the department. As these courses are department-owned and are not S/U graded, they will not need to be routed to the Grad School. |
| Return | Jennifer Terni | 11/07/2019 - 15:32 | Resubmit |  | Resubmitted to CLAS and LCL as per norms for grad class CCC vetting  |
| The Graduate School | Cheryl D Galli | 11/08/2019 - 07:12 | Return | 11/8/2019 | Returning to correct workflow |
| Return | Jennifer Terni | 11/08/2019 - 08:43 | Resubmit |  | submitted to Graduate School by error. Now being correctly re-submitted to CLAS CCC |
| Literatures, Cultures and Languages | Jennifer Terni | 11/08/2019 - 09:30 | Approve | 11/4/2019 | Clerical error in original submission. Now all is well and has been vetted. |

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**2019-406 FREN 5357 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14171 |
| **Request Proposer** | Terni |
| **Course Title** | Topics in Eighteenth-Century Literature and Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Topics in Eighteenth-Century Literature and Culture |
| **Course Number** | 5357 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are simply changing the title of this course |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | FRENCH |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | Graduate level French and advanced understanding of literary topics or permission of the instructor. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | FREN 5357 The French Novel in the Eighteenth Century Three credits. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | FREN 5357. Topics in Eighteenth-Century Literature and Culture Three credits. Open to graduate students in LCL, others with instructor consent. May be repeated with a change of topics for a total of 12 credits. Grading Basis: Graded |
| **Reason for the course action** | We are consolidating the numbering and rubrics for our graduate program. The instructor wanted a single designation for the 18th century, but the number corresponds to our scheme so we judged it best to simply change the name (which included the Novel) and keep the number. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | In-depth studies of the literary, philosophical, and cultural forms of the Eighteenth Century including the topics related to the Enlightenment and the shift from Belles Lettristic to Aesthetic modes of expression.  |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [French Enlightenment.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164746&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce43c36bc7bea47d7570708d765323d3a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089138756587494&sdata=WJgGR56qTUiu2l4UUbsb3qGjOZ0%2BW1AUZE8GQoDp3Dw%3D&reserved=0) | French Enlightenment.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/07/2019 - 12:29 | Submit |  | read and vetted  |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:19 | Approve | 11/5/2019 | Been reviewed and vetted |

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**2019-407 FREN 5372 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14173 |
| **Request Proposer** | Terni |
| **Course Title** | French Contemporary Poetry |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | French Contemporary Poetry |
| **Course Number** | 5372 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | For qualified graduate students or with permission of instructor. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | 5362. French Contemporary Poetry 3.00 credits Prerequisites: None. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | 5372. French Contemporary Poetry 3.00 credits Prerequisites: Open to graduate students in LCL, others with instructor consent Grading Basis: Graded  |
| **Reason for the course action** | Reordering the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | In-depth studies in twentieth-century and twentieth-century poetry and criticism, including the themes, aesthetic trends, and technologies that shaped them, their role in changing artistic, cultural, and political debates of the period.  |
| **Describe course assessments** | the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Séminaire\_de\_poésie\_moderne\_et\_contemporaine 2019.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164749&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3b0bffcccecc40dda89b08d7652098f7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089062990767543&sdata=uJSViLIU7ic6AXKjED6402hVaLboM%2FepsHm23QDosRs%3D&reserved=0) | Séminaire\_de\_poésie\_moderne\_et\_contemporaine 2019.doc | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/05/2019 - 11:25 | Submit |  | Read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:54 | Approve | 11/4/2019 | Vetted and approved |

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FREN 5311. Séminaire de poésie moderne et contemporaine. Poètes : Les bêtes en tête.

Mardi 15h15 à 18h. Salle 430 à Gentry Hall

Professeur Eliane DalMolin

Bureau : Oak Hall 220.

Heures de permanence : Mardi 13h – 15h et sur rendez-vous.

Tel : 860-486-3258

Mel : eliane.dalmolin@uconn.edu

Mots et animots

"La poésie est indispensable …. J’ignore à quoi" Jean Cocteau.

Le cours propose de passer en revue les différentes étapes de l'histoire de la poésie moderne et contemporaine : du lyrisme au surréalisme, au littéralisme et au néo-lyrisme. Nous proposons d'en étudier la langue, et de la suivre dans son dialogue entre l'homme et l'animal. A travers l'étude des figures de proue de la poésie moderne et contemporaine, nous suivrons le cheminement de la pensée, la position, l'écriture, la pratique de la poésie en général et de la poésie "du vivant" (humain/animal) en particulier.

«  Le poète est en charge de l'humanité et des animaux même ». (Rimbaud, « Lettre du voyant » 1871)

«  Je suis un ruminant//Je broute des mots » (Guillevic, *Art poétique*, 1989)

Site internet : **Anne Simon, *Carnet de Zoopoétique***

<http://animots.hypotheses.org/>

•Textes scannés ou photocopiés.

•Textes obligatoires:

1. Charles Baudelaire. Les fleurs du mal (Poésie/Gallimard).

2. Paul Valéry. Poésies. Paris: Gallimard (Poésie/Gallimard).

3. Guillaume Apollinaire. Alcools, suivi de Le bestaire(Poésie/Gallimard)

4. Francis Ponge. Le parti pris des choses. (Poésie/Gallimard).

5. Alain Vaillant. La poésie: introduction à l'analyse des textes poétiques. 2e édition. Paris: Armand Colin  (Lettres 128), 2016.

6. Jean-Christophe Bailly. Le parti pris des animaux. Christian Bourgois, 2013.

Travail à fournir : Lectures et exposés hebdomadaire, participation active au Séminaire, Travail de recherche pour la fin du semestre, entre 15 et 20 pages. Sujet à Déterminer avec le professeur.

Programme :

• 1ère séance : Introduction. Programme. Méthodologie.

Baudelaire

• Une séance sur la Modernité: Baudelaire. Lyrisme et modernité.

 « La Modernité » dans *Le poète de la vie moderne*.

• Une séance sur la philosophie et la question humains/animaux.

JC Bailly : *Le parti pris des animaux*, « Introduction »

JC Bailly, *Le Versant animal*. (pages photocopiées)

• Une séance sur Rimbaud et Mallarmé

• Une séance sur Paul Valéry

• Deux séances sur Guillaume Apollinaire

• Deux séances sur le surréalisme (Breton, Desnos, Césaire)

• Une séance sur Francis Ponge. *Le Parti pris des choses*.

• Une séance sur Henri Michaux. *Lointains intérieurs*.

• Une séance sur l’OuLiPo. Roubaud. *Les Animaux de tout le monde*. *Les Animaux de personne*

• Une séance sur les contemporains. Jean-Michel Maulpoix, Christian Doumet, Edouard Maunick.

•Travail de recherche de fin de semestre à remettre le dernier jour de la période des examens.

**2019-408 FREN 5375 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14172 |
| **Request Proposer** | Terni |
| **Course Title** | Aesthetic Trends in Twentieth-Century French Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Aesthetic Trends in Twentieth-Century French Literature |
| **Course Number** | 5375 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- |
| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | For qualified graduate students or with permission of instructor. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | FREN 5311. Aesthetic Trends in Twentieth-Century French Literature 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: None. Grading Basis: Graded  |
| **Provide proposed title and complete course catalog copy** | FREN 5375. Aesthetic Trends in Twentieth-Century French Literature 3.00 credits | May be repeated with a change of topic for a total of 12 credits. Prerequisite: Open to graduate students in LCL, others with instructor consent Grading Basis: Graded  |
| **Reason for the course action** | Reordering the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | In-depth studies in literature and theory, criticism and media and their connection to cultural trends in the Twentieth and Twenty-First Centuries.  |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Seminaire\_Zoopoétique\_DalMolin\_Fall17.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164748&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfc47126aed4640daf1f508d765213c02%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089065718216958&sdata=u5KHa4qfNd8hbpL1fcDF7JN6rzGdaBgSpCrU%2BYBvSbE%3D&reserved=0) | Seminaire\_Zoopoétique\_DalMolin\_Fall17.doc | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/07/2019 - 16:31 | Submit |  | read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:53 | Approve | 11/4/2019 | Vetted and approved |

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**“Zoopoétique : Rencontres humains-animaux dans la littérature et le cinéma français et francophones”.**

Programme du séminaire du professeur Eliane DalMolin

Département de *Literatures, Cultures and Languages*.

Université du Connecticut - Automne 2017

Référence et numéro du séminaire: FREN 5307, Problems in French Literature.

Lundi 15h15 à 18h. Salle 430 à Gentry Hall

Professeur Eliane DalMolin

Bureau : Oak Hall 220.

Heures de permanence : Lundi 13h – 15h et sur rendez-vous.

Tel : 860-486-3258

Mel : eliane.dalmolin@uconn.edu

**Description.**

**« La zoopoétique** veut montrer que la littérature apporte **un savoir – et non pas simplement une représentation – spécifique et novateur sur le vivant. La zoopoétique est une zoopolitique et une zoopoéthique ». (Anne Simon, *Carnet de Zoopoétique)***

 Ce séminaire sur la zoopoétique propose d’examiner les phénomènes d’échange, les zones de partage et les mondes de proximité qui réunissent humains et animaux dans la culture moderne et contemporaine française et francophone. Nous ferons un rapide tour d’horizon de l’émergence de ce « couple » en formation au XIXe siècle. Nous verrons comment la question devient plus pressante au milieu du XXe siècle, pour devenir incontournable au XXIe siècle où il sera question de voir comment les bêtes sont le passé, mais aussi le présent et l’avenir de l’homme. La zoopoétique qui engage sciences humaines et sociales mais aussi sciences du vivant servira de fil conducteur et d’approche théorique aux textes littéraires et cinématographiques proposés.

**Liste de lecture et de films**

Romans/Poésie:

• Colette. *La Chatte*. Paris: Hachette Littératures (Le livre de poche), 2004.

• Guillaume Apollinaire. *Alcools*, suivi de *Le Bestiaire*. Paris: Gallimard, 1920.

• Romain Gary. *Les Racines du ciel*. Paris: Folio, 1973.

• Jacques Roubaud. *Les Animaux de tout le monde*. Paris: Seghers Jeunesse, 2004.

• Marie Darrieussecq. *Truismes*. Paris: POL Folio, 1996.

• Alain Mabanckou. *Mémoires de porc-épic*. Paris: Seuil (Points). 2006

• Sélection de poèmes contemporains

Philosophie:

• Jean-Christophe Bailly. *Le Versant Animal*. Paris: Bayard, 2007.

• Dominique Lestel. *L’Animal singulier*. Paris: Seuil (La couleur des idées), 2004.

• Sélection de textes de Jacques Derrida, Gilles Deleuze, Elisabeth de Fontenay, Florence Burgat, Eric Baratay, Anne Simon.

Manuel de référence:

Michel Jarrety. *Lexique des termes littéraires*. Paris: LGF (Livre de poche), 2001.

Films :

Henri Verneuil. *La Vache et le prisonnier* (1959)

Jean-Jacques Annaud. *L’Ours*. (1988)

Christophe Gans. *Le Pacte des loups* (2001)

Site internet :

<http://animots.hypotheses.org/>

Travaux :

Lectures, exposés, écriture de poèmes, devoir de recherche.

**Programme :**

**28 août**: Introduction :

• Le statut de l’animal : chronologie.

• La zoopoétique ?

• Les animaux au XIXe siècle. Les éléphants (Hugo, *Les Misérables*. Flaubert, *Salammbô*) et les ours (Mallarmé, « Spectacle interrompu », Mérimée, *Le Lokis*) dans la culture et la littérature.

• « Les chats » de Charles Baudelaire.

**11 septembre**: *La Chatte,* Colette.

• Question de l’anthropomorphisme

• Lecture d’un extrait de Jean-Christophe Bailly, *Le Versant Animal*

**18 septembre**: Animaux et/en poésie

• *Alcools* suivi de *Le Bestiaire*, Apollinaire.

• Lecture éco-critique de « Les Colchiques »

**25 septembre**: L’animal au cinéma : amitiés « humanimales » et/dans l’ histoire

• *La Vache et le prisonnier*.

**2 octobre**: Jacques Roubaud

• Poésie, langue et humour. Bestiaire OuLiPien. Jacques Roubaud. *Les Animaux de tout le monde*, et *Les Animaux de personne*.

• Conférence du professeur Florence Marsal, UConn, spécialiste de Roubaud.

**9 octobre : Animaux en philosophie**

 • Jacques Derrida*. L’Animal que donc je suis* (texte scanné)

• Jean-Christophe Bailly, *Le Versant Animal*

**16 octobre**: Animaux dans l’histoire.

• Eric Baratay, « Histoire Animale » (texte scanné)

• Conférence du professeur Alain Lescart : “Une Girafe et Six Indiens pour un Roi, ou l’Exotisme comme Voix du Peuple."

**23 octobre :** Cinéma. Le point de vue animal. Jean-Jacques Annaud. *L’Ours*. Le langage des bêtes.

• La question de l’empathie.

**30 octobre**: Cinéma. Animaux et fantastique. *Le Pacte des loups*.

• Conférence du professeur Anne Berthelot, UConn, spécialiste de littérature médiévale et de la *fantasy* .

**6 novembre**: Spéciste ou anti-spéciste ?

• Peter Singer, *La libération animale*. Extraits

• Romain Gary, *Les Racines du ciel*.

**13 novembre**: Nouvelles métamorphoses et « écriture cochonne ». Marie Darrieussecq. *Truismes.*

**27 novembre**: Francophonie et animalité. Alain Mabanckou. *Mémoires de porc-épic*.

**4 décembre**: Atelier d’écriture. Préparation à la soirée poésie

**18 décembre**: Remise de l’essai final.

**2019-409 FREN 5407 Revise Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14070 |
| **Request Proposer** | Terni |
| **Course Title** | Problems in French Literature or Philology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > The Graduate School > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Problems in French Literature or Philology |
| **Course Number** | 5407 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | jennifer.terni@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **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** | 15 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | For qualified graduate students or with permission of instructor. |
| **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?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | 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?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor specialization |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | FREN 5307. Problems in French Literature or Philology 1.00 - 3.00 credits | May be repeated for a total of 12 credits. Prerequisites: None. Grading Basis: Graded  |
| **Provide proposed title and complete course catalog copy** | FREN 5407. Problems in French Literature or Philology 1.00 - 3.00 credits | Open to graduate students in LCL, others with instructor consent. May be repeated for a total of 12 credits. Grading Basis: Graded  |
| **Reason for the course action** | Changing the numbering system of French graduate courses so that they are chronologically consistent.  |
| **Specify effect on other departments and overlap with existing courses** | none  |
| **Please provide a brief description of course goals and learning objectives** | A substantial study of the structure, history, and changes in the development of the French language |
| **Describe course assessments** | Substantial reading, presentations, course discussions, short reflections, and a final essay. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [syllabus for archive .docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164459&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2ab76bfbc0ae444d5d8108d7652fce07%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637089128301393261&sdata=gRpTeiYwuLVb8eeISJVnHuixh3%2BY8JVjEmUbyNlsx9s%3D&reserved=0) | syllabus for archive .docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Jennifer Terni | 11/01/2019 - 18:03 | Submit |  | Vetted  |
| The Graduate School | Cheryl D Galli | 11/07/2019 - 12:45 | Return | 11/7/2019 | Please update using CLAS as the college and LCL as the department. As these courses are department-owned and are not S/U graded, they will not need to be routed to the Grad School. |
| Return | Jennifer Terni | 11/07/2019 - 15:33 | Resubmit |  | Resubmitted to CLAS and LCL as per norms for grad class CCC vetting  |
| Literatures, Cultures and Languages | Jennifer Terni | 11/07/2019 - 16:20 | Approve | 11/4/2019 | Vetted and approved |

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**2019-410 AAAS/HIST 3841 Revise Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13885 |
| **Request Proposer** | Tran |
| **Course Title** | Empire and Nation in Southeast Asia |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > AAAS > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | AAAS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | AAAS |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | This course doubles as a history class and an introduction to the major themes in Southeast Asian studies. |
| **Course Title** | Empire and Nation in Southeast Asia |
| **Course Number** | 3841 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | AAAS 3841 corresponds to HIST 3841 in the History dept. |

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| **CONTACT INFO** |
| **Initiator Name** | Nu-Anh Tran |
| **Initiator Department** | History |
| **Initiator NetId** | nut13001 |
| **Initiator Email** | nu-anh.tran@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?** | 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** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | None. Previously, the course was open to sophomores or above because it was at the 3000 level, but now that the course is being lowered to the 2000 level, there is no need for that requirement. |
| **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 not available |
| **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** | AAAS 3841 / HIST 3841 Empire and Nation in Southeast Asia Three credits. Open to sophomores or higher. Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. |
| **Provide proposed title and complete course catalog copy** | AAAS 2841 / HIST 2841. Empire and Nation in Southeast Asia Three credits. Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. |
| **Reason for the course action** | The History department is systematically overhauling a number of 3000 level courses and lowering them to the 2000 level. I am requesting this change to AAAS 3841 to change to AAAS 2841 so match the changes in the HIST numbering. |
| **Specify effect on other departments and overlap with existing courses** | This course does not overlap with any other and will affect only HIST 3841 (soon to become HIST 2841). The History department has approved of the changes in History, and the Asian and Asian American Studies Institute has also approved of the changes. |
| **Please provide a brief description of course goals and learning objectives** | Course goals: Learn the modern of the largest countries in Southeast Asia, understand the impact of western imperialism, and the political and economic transformations of the post-independence period |
| **Describe course assessments** | Assessment: Midterm and non-cumulative final exam, both of which feature a mix of multiple choice and essay questions. There will be two papers, one that requires analysis of a primary source, and other features critique of a secondary source. Learning objectives: Analyze texts, write argumentative essays, and critically assess arguments |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [History of Modern SEA syllabus course proposal, updated for Heather 2019.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163354&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C10feb94a905b49291aee08d760747e8f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637083925766100925&sdata=PNNbkQ54gFtN9%2BzYJlSjlpZ8EHvuQ8QSfAdEazX7EYY%3D&reserved=0) | History of Modern SEA syllabus course proposal, updated for Heather 2019.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Nu-Anh Tran | 10/18/2019 - 18:36 | Submit |  | Submitted as part of a large renumbering of courses in the History department. |
| AAAS | Jason Chang | 11/02/2019 - 22:09 | Approve | 11/2/2019 | The renumbering of this course corresponds with History Department as well as Asian and Asian American Studies Institute curriculum norms and restructuring goals. |
| History | Matthew G McKenzie | 11/03/2019 - 05:38 | Approve | 11/3/2019 | Approved as per departmental decisions in AY 18-19 |

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**HISTORY OF MODERN SOUTHEAST ASIA**

 This course will introduce you to the history of Southeast Asia from the 17th century to the present. The region encompasses the mainland countries of Burma, Thailand, Cambodia, Laos, and Vietnam, and the island region of Malaysia, Indonesia, Singapore, Brunei, East Timor, and the Philippines. Rather than follow the national histories of the region’s many countries, we will consider Southeast Asia through a series of chronologically-arranged themes: the region’s politics and society prior to European dominance, the role of Southeast Asia in early modern global trade, the shift from early modern imperialism to modern colonialism in the 19th century, the emergence of nationalism, and the rise of independent states after WWII. We will examine Southeast Asian pasts by posing questions, such as: How do we define Southeast Asia? How did colonialism transform the economic, political, and social life in the region? How did Southeast Asian nationalist movements give rise to authoritarian states? We will explore these questions by analyzing a variety of primary and secondary sources.

**REQUIRED TEXTS**

Jean Gelman Taylor, *Social World of Batavia* (University of Wisconsis Press, 2nd ed., 2009)

James Scott, *The Moral Economy of the Peasant* (Yale University Press, 1979)

Maria Rosa Henson, *Comfort Woman* (Rowman & Littlefield, 1999)

All of the required texts are available at the UConn Co-op Bookstore. All readings marked with an asterisk (\*) will be available on HuskyCT. When possible, the readings have also been placed on course reserve.

**Course Objectives**

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

* Understand the broad changes in the history of Southeast Asia since 1600
* Appreciate the diversity of historical experiences within the region and over time
* Better analyze primary and secondary sources
* Demonstrate critical reading and writing skills

**Assignments and Grades**

Your learning will be graded based on five components: a) weekly journals, class participation, and a quiz, b) a primary source analysis, c) a book review, and d) a research paper.

**Journals & class participation = 10%**

Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should be thoughtful and clear and should fully address all questions in the prompt, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. Should you write more than 1 page, feel free to print on both sides of the paper.

Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. Please strive to contribute at least once during each discussion.

**Primary source analysis = 20%**

Paper #1 (3-5 pages, double-spaced) is a thesis-driven essay that analyzes a single issue in one of the following texts: Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman,* or Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam.* Although you may consult additional primary and secondary sources, you should rely on your own interpretation, and most of your citations should reference the primary text.

**Book review = 20%**

You will write a review (2-4 pages, double spaced) of one of the following: *Social World of Batavia* or *Moral Economy of the Peasant.* We will be reading selections from both books in class, but you should read the full book to write your review.

**Research Paper = 30%**

The final paper is thesis-driven essay that analyzes any aspect of modern Southeast Asian history. The paper should be 12-15 pages, double spaced, and should include endnotes and a bibliography. Paper topics must be approved by the instructor.

**Final Exam and map quiz = 20%**

The final will include identification, short answer, and essay questions. The map quiz will be worth 5%. The final exam will be worth 15%.

**Grading Scale**

94 - 100 A

90 - 93 A-

87 - 89 B+

83 - 86 B

80 - 82 B-

77 - 79 C+

73 - 76 C

70 - 72 C-

67 - 69 D+

63 - 66 D

60 - 62 D-

< 60 F

**Policies**

*Absences and late work:* When you are absent, you may receive credit for journals *only* if it is submitted *on time* via email. This means that I do not accept late journals except for extenuating circumstances. (Please do not submit journals via email when you are not absent.) The grade for the book review, primary source analysis, and research paper will be lowered one full grade every day they are late. If you are sick or anticipate being absent on the day of a quiz or on a day when an assignment is due, please contact me.

*Office hours, email:* My office hours are a chance for you to discuss writing assignments, lectures, readings, and any other course-related thoughts that you may have. If you cannot come to office hours due to other regular formal commitments, please contact me for an appointment. Although I may be in my office during other hours of the week, I may not be available to meet with you. Feel free to email me, but allow 1-2 days for a response. Please do not leave homework or any material of a timely nature in my office or mailbox unless I have specifically instructed you to do so.

*Technology and other matters:* You are not permitted to use any electronics during class discussion. Laptops are allowed only during lecture. All cell phones, beepers, and pagers must be silent and stowed away. Exceptions are permitted if you have an academic accommodation request letter from the Center for Students with Disabilities. Food and drink are not prohibited as long as you are clean, discreet, and courteous and as long as their consumption does not violate building regulations.

*Statement on plagiarism:* Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation – for the purposes of evaluation – of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.

**SCHEDULE OF READINGS**

**EARLY MODERN SOUTHEAST ASIA**

**1. Locating Southeast Asia**

**Jan 20-22**

\*Anthony Reid, introduction to *Southeast Asia in the Age of Commerce,* vol. 1 (1-10)

\*Donald Emmerson, “‘Southeast Asia’: What’s in a Name?” *Journal of Southeast Asian Studies* 15, no. 1 (Mar 1984): 1-21.

**2. Age of Commerce**

**Jan 27-29**

\*Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman,* 1-5,87-126

\*Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam,* republished as *Kingdom of Siam,* ed. David Wyatt, introduction (v-ix), 1-2, 6-11, 108-113, 119-122 [also available at http://seasiavisions.library.cornell.edu/catalog/sea:130]

MAP QUIZ on Jan 29

**3. Early Imperialism**

**Feb 3-5**

Jean Taylor, *Social World of Batavia,* xvii-77

**COLONIAL TRANSFORMATIONS**

**4. Race and Gender under Modern Imperialism**

**Feb 10-12**

Jean Taylor, *Social World of Batavia,* 78-134, 159-174

**5. Embracing and Rejecting the West: Education, Self-Strengthening, and Resistance**

**Feb 17-19**

\*Letters from Kartini. From Kartini, *On Feminism and Nationalism,* ed. and trans. Joost Cote (Clayton: Monash Asia Institute, 2005), 1-5, 23-29, 35-54, 115-130

\*“A Civilization of New Learning,” *Sources of Vietnamese Tradition,* ed. George Dutton, Jayne Werner, and John Whitmore (New York: Columbia University Press, 2012),369-375

PRIMARY SOURCE ANALYSIS DUE on Feb 17

**6. Economic Transformations**

**Feb 24-26**

James Scott, *The Moral Economy of the Peasant,* 1-56

**7. Origins of Southeast Asian Communism**

**Mar 3-5**

James Scott, *The Moral Economy of the Peasant,* 57-113

**8. Rise of Nationalism**

**Mar 10-12**

\*Thongchai Winichakul, “Maps and the Formation of the Geo-Body of Siam,” in *Asian Forms of Nations*, ed. Hans Antlov and Stein Tonnesson (1996), 67-91

\*John S. Furnivall, “Plural Economy,” in *Netherlands India: A Study of the Plural Economy* (New York: Macmillan; Cambridge: Cambride University Press, 1944), 446-469

\*Asavabahu (Rama VI), “The Jews of the East,” in *The Chinese in Thailand,* by Kenneth Landon (London and New York: Oxford University Press, 1941), 34-43

BOOK REVIEW due on Mar 10

**WWII AND INDEPENDENCE**

**9. War in the Pacific and the Japanese Occupation**

**Mar 24-26**

Maria Rosa Henson, *Comfort Woman: A Filipina’s Story of Prostitution and Slavery Under the Japanese Military,* 1-76

**10. Decolonization and the Cold War**

**Mar 31-Apr 2**

\*Program of the People’s Revolutionary Party of Vietnam, 1962

\*Senator John F. Kennedy’s Speech at the Conference on Vietnam, Washington, DC, 1956

\*Ho Chi Minh’s response to Lyndon B. Johnson, 1967

\*Tuan Hoang, “The Early South Vietnamese Critique of Communism,” 17-32

**11. “Purifying” the Nation: Political Purges, Class Warfare, and Ethnic Violence**

**Apr 7-9**

\*John Slimming, *Malaysia: Death of a Democracy* (London: John Murray, 1969), vii-58

**12. “Purifying the Nation,” cont.**

**Apr 14-16**

FILM: *Enemies of the People*

RESEARCH PAPER due on Apr 28

**13. People Power and the Challenge to Authoritarianism**

**Apr 21-23**

\*Pascal Khoo Thwe, *From the Land of the Green Ghosts,* 117-127, 155-213

**14. Globalization: Southeast Asia in the World Economy**

**Apr 28-30**

Kimberly Hoang, “Flirting with Capital: Negotiating Perceptions of Asian Ascendency and Western Decline in Global Sex Work” *Social Problems* 61, no. 4 (2014): 507-529

FINAL EXAM