CLAS C&C

Agenda Part 2 (supporting materials)

Chair: Pamela Bedore

1.28.2020

**A. Approvals by the Chair**

2020-01 CLCS 5395           Add Factotum Course

2020-02 CLCS 5398           Add Factotum Course

2020-03 CLCS 5399           Add Factotum Course

2020-04 FREN 5395          Add Factotum Course

2020-05 FREN 5398          Add Factotum Course

2020-06 FREN 5399          Add Factotum Course

2020-07 GERM 5395         Add Factotum Course

2020-08 GERM 5398         Add Factotum Course

2020-09 GERM 5399         Add Factotum Course

2020-10 HEJS 5395           Add Factotum Course

2020-11 HEJS 5398           Add Factotum Course

2020-12 HEJS 5399           Add Factotum Course

2020-13 ILCS 5395            Add Factotum Course

2020-14 ILCS 5398            Add Factotum Course

2020-15 ILCS 5399            Add Factotum Course

2020-16 MARN 5995        Add Special Topic: Marine Genomics

**B. Old Business**

2019-202 AAAS 1000 Add Course (guest: Jason Chang) (G) (S)

2019-203 AAAS 1001 Add Course (guest: Jason Chang) (G) (S)

2019-422 GEOG 5510 Revise Course (guest: Richard Mrozinski)

**C. New Business**

2020-17 MAST 2300E       Add Course (guest: Syma Ebbin, on phone) (G) (S)

2020-18 ENVE/ENVS/EVST 3100  Add Course (guest: Maria Chrysochoou)

2020-19 PNB 3120W        Revise Course (guest: John Redden) (G) (S)

2020-20 HRTS/SOCI 3833       Revise Course (guest: Elizabeth Holzer)

2020-21 HRTS/SOCI 5825       Add Course (guest: Elizabeth Holzer)

2020-22 HRTS/SOCI 6825       Add Course (guest: Elizabeth Holzer)

2020-23 SOCI/WGSS 5602      Add Course (guest: Elizabeth Holzer)

2020-24 SOCI/WGSS 5604      Add Course (guest: Elizabeth Holzer)

2020-25 POLS 2602W Add Course (G) (S)

2020-26 EEB 2222E           Revise Course (G) (S)

2020-27 EEB 3205E           Revise Course (G) (S)

2020-28 AMST Revise Major

2020-29 ANTH/HRTS 3230/W Add Course (G) (S)

2020-30 HRTS 3540 Add Course

2020-31 HRTS Revise Major

2020-32 HRTS Revise Minor

2020-33 GEOG/URBN 3200 Revise Course (G) (S)

2020-34 HDFS Revise Major

2020-35 CHIN 3230 Revise Course (G) (S)

2020-36 Film Studies Revise Minor

2020-37 FREN 3261 Add Course (G) (S)

2020-38 FREN 3261W Drop Course (G) (S)

2020-39 FREN 3262 Add Course (G) (S)

2020-40 FREN 3262W Drop Course (G) (S)

2020-41 HEJS Revise Major

2020-42 HEJS Revise Minor

2020-43 SPAN 3291 Revise Course (S)

2020-44 SPAN Revise Major

2020-45 JOUR 3035 Add Course

2020-46 JOUR Revise Major

2020-47 LLAS Revise Minor

2020-48 MARN 3060 Revise Course

2020-49 MATH-ACT-FINA    Revise Major

2020-50 Physics BS General Concentration Revise Major

2020-51 Physics BS Applied Concentration Revise Major

2020-52 Physics BS Math-Physics Revise Major

2020-53 BS in Engineering Physics Revise Major

2020-54 POLS                     Revise Major

2020-55 SCFS Revise Minor

2020-56 STAT 6315 Revise Course

2020-57 STAT 6325 Revise Course

2020-58 STAT 6515 Revise Course

2020-59 WGSS 5395 Revise Course

2020-60 WGSS 5398 Revise Course

2020-61 GSCI 4850 Revise Course

2020-62 GSCI 4240 Add Course

2020-63 COGS 3584 Revise Course (guest: Bernard Grela)

**SUPPORTING MATERIALS**

**A. Approvals by the Chair**

**2020-01 CLCS 5395           Add Factotum Course**

**2020-02 CLCS 5398           Add Factotum Course**

**2020-03 CLCS 5399           Add Factotum Course**



**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: CLCS

2. Course Number (must be ‘xx85’ or ‘xx95’): 5395

3. Course Title: Special Topics

Top of Form

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

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

\_\_\_ : From \_\_\_ to \_\_\_ 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) \_3\_\_ : Up to a maximum of \_9\_\_ 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: CLCS

2. Course Number (must be ‘xx88’ or ‘xx98’): 5398

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.

\_\_\_3 : Up to a maximum of \_9\_\_ 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: CLCS

2. Course Number (must be ‘xx99’): 5399

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_1-3\_\_ : Up to a maximum of \_3\_\_

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.

\_\_3\_ : Up to a maximum of \_9\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by Dec 10, 2019

    Department Curriculum Committee: Dec 5, 2019

    Department Faculty: Jennifer Terni

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

Jennifer Terni

[Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu)

404-770-9851

**2020-04 FREN 5395          Add Factotum Course**

**2020-05 FREN 5398          Add Factotum Course**

**2020-06 FREN 5399          Add Factotum Course**



**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: FREN

2. Course Number (must be ‘xx85’ or ‘xx95’):5395

3. Course Title: Special Topics

Top of Form

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

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

\_\_\_ : From \_\_\_ to \_\_\_ 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) \_\_3\_ : Up to a maximum of \_\_9\_ 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: FREN

2. Course Number (must be ‘xx88’ or ‘xx98’): 5398

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.

\_\_\_3 : Up to a maximum of \_\_9\_ 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: FREN

2. Course Number (must be ‘xx99’): 5399

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_1-3\_ : Up to a maximum of \_\_3\_

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.

\_\_3\_ : Up to a maximum of \_9\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by : Dec 10, 2019

    Department Curriculum Committee: Dec 5, 2019

    Department Faculty: Jennifer Terni

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

Jennifer Terni

[Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu)

404-770-9851

**2020-07 GERM 5395         Add Factotum Course**

**2020-08 GERM 5398         Add Factotum Course**

**2020-09 GERM 5399         Add Factotum Course**



**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: GERM

2. Course Number (must be ‘xx85’ or ‘xx95’): 5395

3. Course Title: Special Topics

Top of Form

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

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

\_\_\_ : From \_\_\_ to \_\_\_ 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) \_\_3\_ : Up to a maximum of \_\_9\_ 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: GERM

2. Course Number (must be ‘xx88’ or ‘xx98’): 5398

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.

\_\_\_ 3: Up to a maximum of \_\_9\_ 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:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

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

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.

\_\_3\_ : Up to a maximum of \_\_9\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by: Dec 10, 2019

    Department Curriculum Committee: Dec 5, 2019

    Department Faculty: Jennifer Terni

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

Jennifer Terni

[Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu)

404-770-9851

**2020-10 HEJS 5395           Add Factotum Course**

**2020-11 HEJS 5398           Add Factotum Course**

**2020-12 HEJS 5399           Add Factotum Course**



**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: HEJS

2. Course Number (must be ‘xx85’ or ‘xx95’): 5395

3. Course Title: Special Topics

Top of Form

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

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

\_\_\_ : From \_\_\_ to \_\_\_ 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) \_\_3\_ : Up to a maximum of \_9\_\_ 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: HEJS

2. Course Number (must be ‘xx88’ or ‘xx98’): 5398

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.

\_3\_\_ : Up to a maximum of \_\_9\_ 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: HEJS

2. Course Number (must be ‘xx99’): 5399

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_1-3\_ : Up to a maximum of \_3\_\_

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.

\_3\_\_ : Up to a maximum of \_9\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by: Dec 10, 2019

    Department Curriculum Committee: Dec 5, 2019

    Department Faculty: Jennifer Terni

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

Jennifer Terni

[Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu)

404-775-9851

**2020-13 ILCS 5395            Add Factotum Course**

**2020-14 ILCS 5398            Add Factotum Course**

**2020-15 ILCS 5399            Add Factotum Course**



**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: ILCS

2. Course Number (must be ‘xx85’ or ‘xx95’): 5395

3. Course Title: Special Topics

Top of Form

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

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

\_\_\_ : From \_\_\_ to \_\_\_ 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 \_\_9\_ 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: ILCS

2. Course Number (must be ‘xx88’ or ‘xx98’): 5398

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.

\_\_3\_ : Up to a maximum of \_\_9\_ 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: ILCS

2. Course Number (must be ‘xx99’): 5399

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

1-3\_\_\_ : Up to a maximum of \_\_3\_

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.

\_3\_\_ : Up to a maximum of \_9\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by: Dec 10, 2019

    Department Curriculum Committee: Dec 5, 2019

    Department Faculty: Jennifer Terni

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

Jennifer Terni

[Jennifer.terni@uconn.edu](mailto:Jennifer.terni@uconn.edu)

404-770-9851

**2020-16 MARN 5995        Add Special Topic: Marine Genomics**



**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: December 12, 2019

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

3. Department:  Marine Sciences

4. Course number and title proposed: MARN5995 Marine Genomics

5. Number of Credits:  3

6. Instructor:  Senjie Lin

7. Instructor's position: Professor

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

8. Has this topic been offered before? If yes, when?  Yes, Spring 2018

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

10. Short description:  Concepts and principles of Genomics and other forms of ‘Omics, resources and methods of analyses, recent advances in biological oceanography and marine biogeochemistry achieved through ‘omic’ approach.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

**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.



MARN5995

Marine Genomics

Department of Marine Sciences

Syllabus

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

Program Information

The course is open to all graduate students in the marine sciences and biological sciences who have met the prerequisite.

Course and Instructor Information

**Course Title:** Marine Genomics

**Credits:** 3

**Format:** Lectures (weekly, 2.5 hours each)

**Prerequisites:**  Biological Oceanography (MARN 5010) or equivalent

**Professor:** Senjie Lin

**Email:** [senjie.lin@uconn.edu](mailto:senjie.lin@uconn.edu);

**Telephone:** 860-405-9168 (SL)

**Other:** (If applicable)

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

Course Materials

**Textbook**: no textbook. The class will heavily rely on literature, which will be distributed before each session.

Course Description

Concepts and principles of Genomics and other forms of ‘Omics, resources and methods of analyses, recent advances in biological oceanography and marine biogeochemistry achieved through ‘omic’ approach.

Course Objectives

By the end of the semester, students should have a good understanding on:

1. Concepts and principles of genomics and other forms of ‘omics’
2. Complexities of genomics and other omic work and methods currently available
3. Major new discoveries and recent advances in biological oceanography enabled by the ‘omic’ technologies.

Course Outline (and Calendar if Applicable)

Schedule for MARN5995—Spring 2018

**Week 1: Introduction to Genomics and other –omics**

* **Why –omics is so hot today**
* **What –omics can do and cannot do**

**Week 2: Structure and function of genomes**

* **DNA molecules and genes**
* **Gene transcription and RNA**
* **Gene translation and protein**
* **Epigenetics**

**Week 3: Genome analysis**

* **Sequencing technologies**
* **Major bioinformatic analysis**

**Week 4: Transcriptome analysis**

* **RNA-seq**
* **De novo assembly and annotation**
* **edgeR and Differential gene expression analysis**

**Week 5: Functional genetics and genome editing**

* **Old way of gene function study**
* **Gene transformation**
* **CRISPR/Cas9 and gene knockout and knockin**

**Week 6: Workshop on genomic resources and analysis methods (guest speaker)**

* **UConn computational cluster**
* **Workflow of analyzing transcriptomes**

**Week 7: Microbial system I: Symbiosis**

## Week 8: Spring recess

**Week 9. Microbial system II: nitrogen fixation and N cycle**

* **Genomic perspective of nitrogen fixation**
* **Genomics of N cycle**

**Week 10: Microbial system III: carbon cycle**

* **Genomics of C cycle**
* **Genomic basis of photoheterotrophy**

**Week 11: Phytoplankton genomes and primary production I**

* **Diatom genomes and Si metabolism**
* **Urea cycle**
* **N2 fixation by cyanobacterial symbiont**

**Week 12: Phytoplankton genomes and primary production II**

* **Dinoflagellate genomes and ecological success**
* **Phosphorus acquisition**
* **Rhodopsin and “dual-engine” energy acquisition**

**Week 13: Phytoplankton genomes and primary production III**

* **‘Harmful algal blooms and ‘omics’**

**Week 14: Marine animal ‘omics’ and molecular ecology**

* **Current status of zooplankton, fish, and benthos genomics**
* **Ecological questions that have benefited from genomics**

## Week 15: Genomics and biogeochemistry in the ocean

* **J. Craig Venter’s *Sorcerer II* expedition**
* **TARA Ocean**
* **Single-cell genomics**
* **Community ‘omics**

**Week 16: Term paper due**

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 20% |
| Component B | 40% |
| Component C | 40% |

Component A

Class participation

Component B

Presentations

Component C

Term paper

Grading Scale:

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

Due Dates and Late Policy

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

Late Policy: work assignment must be handed in by due date. Late work will not be accepted unless there is justifiable reason (e.g. emergency) or pre-arranged with the instructor.

Feedback and Grades

We will make every effort to provide feedback and grades in a week. Final grades will appear in My Grades in HuskyCT or contact the instructor.

Student Responsibilities and Resources

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

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

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/)

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

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

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

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

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

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

**Academic Calendar**

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

**Academic Support Resources**

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

**Students with Disabilities**

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

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

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

**Software Requirements and Technical Help**

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

(add additional items as needed)

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

**Minimum Technical Skills**

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

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

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

**Evaluation of the Course**

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

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

**B. Old Business**

**2019-202 AAAS 1000 Add Course (guest: Jason Chang) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14904 |
| **Request Proposer** | Kim |
| **Course Title** | Primer to Asian American Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > AAAS > College of Liberal Arts and Sciences |

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

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Na Lae Kim |
| **Initiator Department** | Asian and Asian Amer Stud Inst |
| **Initiator NetId** | nrk18003 |
| **Initiator Email** | [na-rae.kim@uconn.edu](mailto:na-rae.kim@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | 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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This course will be a combination of lectures and discussions. |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | AAAS 1000: Primer to Asian American Studies Develop familiarity to keywords, themes, and career paths in Asian American Studies. Topics may include popular culture, history, social justice, and activism. CA1 (E). CA4. |
| **Reason for the course action** | There is no other course at an 1000-level that covers this topic. This course will familiarize students to the topic and the field of Asian American Studies. |
| **Specify effect on other departments and overlap with existing courses** | There are no overlapping courses in the undergraduate catalog. This course will complement the AAAS minor. |
| **Please provide a brief description of course goals and learning objectives** | This course takes a critical and historical perspective on Asian diasporic peoples in the United States within a global framework. We will foster an understanding of Asian American racialization in relation to other racializations (e.g. black and Latino/a) as well as in relation to other axes of social identity (e.g. gender, sexuality, and class). Moreover, we will cultivate an appreciation of Asian American cultural productions across a variety of media (e.g. audiovisual and new media) in terms both “Asian” and “American” as well as in terms broadly human. More specifically: 1. Students will understand key concepts, discussions, themes, and topics in Asian American and American Studies. 2. Students will cultivate their ability to engage in intersectional analyses of race, ethnicity, gender, class, and nationality. 3. Students will deliver written and oral accounts of Asian American and American culture in multicultural and global contexts. |
| **Describe course assessments** | In-class presentation, discussions, midterm examination, and final project |
| **General Education Goals** | A primer to Asian American Studies will provide students with intellectual breadth and versatility, as well as consciousness of the diversity of human culture and experience by familiarizing them to multicultural America through the Asian American culture and history. |
| **Content Area: Arts and Humanities** | This course examines the cultural and legal representation of Asian Americans. It also analyzes Asian American experience and interaction with other racial/ethnic groups in and through American history. Through this course, student learn to critically interpret various cultural and artistic productions on Asian Americans as well as by Asian Americans. |
| **Content Area: Diversity and Multiculturalism (non-International)** | This course emphasize the diversity and complexity "of human experiences, perceptions, thoughts, values, and/or modes of creativity" by centralizing Asian Americans despite their minority status in America. It shows the similarities and differences that exist between Asian Americans and other racial groups by showing inter-ethnic/inter-racial interactions. Through this, students develop sensitivity and awareness "of the dynamics of social, political, and/or economic power" in the making of America. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AAAS 1000 Spring 2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169174&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C933f42b9d47e441bfebe08d7a136288d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155126303122623&sdata=Mp7Y3NY39jiXC9PESQZ6FYPniw8WTglmZvpbgmfvo1Y%3D&reserved=0) | AAAS 1000 Spring 2020.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Na Lae Kim | 01/20/2020 - 13:34 | Submit |  | This course was approved by AAASI C&C. | | AAAS | Na Lae Kim | 01/20/2020 - 20:51 | Approve | 1/20/2020 | Approved | |

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

**Course description**

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

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

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

**Course objectives**

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

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

**Course outline**

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

Week 1: Contemporary Asian America

Tuesday - Introduction to class

Thursday - Identity and experience

Required viewing:

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

Suggested viewing:

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

Week 2: Asian Americans before the Asian American Movement

Tuesday - Yellow Perils and Model Minorities?

Required reading:

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

Thursday - Filipino America prior to 1965

Required reading:

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

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

Tuesday - Asian American Studies and the Third World Liberation Front

Required viewing/reading:

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

Thursday - The International-Hotel struggle

Required viewing:

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

Week 4: Asian American and women of color feminism

Tuesday - Mothers and daughters

Required reading:

* Merle Woo, “Letter to Ma”

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

* Amy Chua, “Why Chinese Mothers are Superior”

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

Thursday - Intersectionality

Required reading/screening:

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

Week 5: Gender, Sexuality, Querness

Tuesday - Inter-racial and intra-racial sexuality

Required viewing:

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

Thursday - LGBTQ struggles

Required reading:

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

Suggested reading:

* David Henry Hwang, *M. Butterfly*

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

Week 6: Asian American racial formation

Tuesday - Diversity, discrepancies, and hybridity within

Required reading:

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

Thursday - Activisms, officials, politics

Required reading:

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

Week 7: Asian Americans in media

Tuesday - Food culture, pop culture

Required reading:

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

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

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

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

Thursday - Race, nationality, and nationalism in sports

Required reading/viewing:

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

Week 8: Black and Asian relations

Tuesday - Coalitions and crossings

Required reading/viewing:

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

Thursday - Everyday struggles and extraordinary strife

Required reading/viewing:

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

Week 9: Beyond black/white

Tuesday - Undocumented Americans

Required reading:

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

Thursday - Settler colonialism

Required reading/viewing:

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

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

Week 10: Citizenship, naturalization, migration, immigration

Tuesday - The importance of historical perspective

Required reading/viewing:

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

Thursday - Fresh Off the Boat

Required reading/viewing:

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

Week 11: War, empire, terror

Tuesday - Consequences of the “War on Terror”

Required viewing:

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

Thursday - Remembering and re-membering the Vietnam War

Required reading:

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

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

Week 12: Adoption and refugee politics

Tuesday - Transnational/transracial adoption

Required reading:

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

Thursday - The Secret War

Required reading:

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

Week 13: Transpacific transnationalism, capitalist globalization

Tuesday - Transnationalism “from below”

Required reading:

* Selections from Aihwa Ong, *Buddha is Hiding*

Thursday - Elite Asian/American cosmopolitanism

Required viewing:

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

Week 14: Asian American Futures?

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

Required reading/viewing:

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

Thursday - Conclusion to course

No assigned reading

**Course requirements**

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

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

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

2. Daily discussion: 25% of the final grade

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

3. Midterm examination: 30% of the final grade

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

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

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

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

**Course policies**

Email and HuskyCT

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

Decorum

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

Class preparation

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

Academic Integrity

According to the University of Connecticut website on plagiarism:

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

- University of Connecticut, Student Code, Section VI

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

Statement on Accommodation for Students with Disability

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

Statement on Sexual and Gender Misconduct

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

Statement on Diversity

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

**2019-203 AAAS 1001 Add Course (guest: Jason Change) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14905 |
| **Request Proposer** | Kim |
| **Course Title** | Primer to Asian Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > AAAS > College of Liberal Arts and Sciences |

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

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Na Lae Kim |
| **Initiator Department** | Asian and Asian Amer Stud Inst |
| **Initiator NetId** | nrk18003 |
| **Initiator Email** | [na-rae.kim@uconn.edu](mailto:na-rae.kim@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | A combination of lectures and discussions. |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | AAAS 1001: Primer to Asian Studies Develop familiarity to keywords, themes, and career paths in Asian Studies. Topics may include geography, languages, international relations, intercultural communication, and geopolitics. CA1 (E). CA4-INT. |
| **Reason for the course action** | There is no other course at an 1000-level that covers this topic. This course will familiarize students to topics and themes in Asian Studies. |
| **Specify effect on other departments and overlap with existing courses** | There are no overlapping courses in the undergraduate catalog. This course will complement the Asian Studies minor. |
| **Please provide a brief description of course goals and learning objectives** | This course is interdisciplinary and gives equal coverage to South, East, and Southeast Asia. Students from all departments and backgrounds are welcome, and no prior knowledge of Asian language or culture is required. The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion. By the end of the semester, students should be able to: • Understand some of the major issues that Asian societies face in the modern period • Appreciate the political, economic, social, cultural, and religious diversity of Asia • Demonstrate critical reading and writing skills • Explore the academic plan for Asian Studies |
| **Describe course assessments** | Map quiz, weekly journals, midterm paper, final paper. |
| **General Education Goals** | A primer to Asian Studies will provide students with intellectual breadth and versatility, as well as consciousness of the diversity of human culture and experience by familiarizing them to dynamic histories, values, and creative expressions in South, East, and Souetheast Asia. |
| **Content Area: Arts and Humanities** | This course examines Asian societies and their culture, history, religion, and politics. Students will learn to understand the region through Asian voices, cultural and artistic productions, and perspectives and to appreciate how colonialism, nationalism, modernization, gender, and ethnicity have shaped contemporary life. |
| **Content Area: Diversity and Multiculturalism (International)** | This course emphasize the diversity and complexity "of human experiences, perceptions, thoughts, values, and/or modes of creativity" by centralizing Asia. Asia is home to a profusion of different cultures and some of the world’s fastest growing economies. Students will learn to understand the similarities and differences that exist within Asia, and between Asia and other parts of the world. Through this, students develop sensitivity and awareness "of the dynamics of social, political, and/or economic power" in our world. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AAAS 1001 Spring 2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169175&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C537f7d1bc3be4b1a0d9708d7a135a552%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155124087935046&sdata=knz6pz2KyLcRNO8WVeKZRAQAhDOEDAd6fwy8igoGNw0%3D&reserved=0) | AAAS 1001 Spring 2020.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Na Lae Kim | 01/20/2020 - 14:15 | Submit |  | This course has been approved by AAASI C&C. | | AAAS | Na Lae Kim | 01/20/2020 - 20:52 | Approve | 1/20/2020 | Approved | |

**AAAS 1001- A Primer to Asian Studies**

**CONTENT AREA**

This course fulfills CA-4 INT. The course introduces students to the diverse cultures of East, South, and Southeast Asian culture. Lectures and readings will explore the themes that are relevant through the region as well as the distinctive ideas, histories, values, and creative expressions of specific groups.

**DRAFT COURSE DESCRIPTION**

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

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

Required texts:

Urvashi Butalia, *The Other Side of Silence*

COURSE OBJECTIVES

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

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

ASSIGNMENTS AND GRADES

Map quiz= 5%

Journals = 50% (5% each)

Midterm paper  = 20% (2-4 pages)

Final paper = 25% (4-5 pages)

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

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

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

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

Grade scale:

94 - 100 A

90 - 93   A-

87 - 89   B+

83 - 86   B

80 - 82   B-

77 - 79   C+

73 - 76   C

70 - 72   C-

67 - 69   D+

63 - 66   D

60 - 62   D-

< 60                 F

**DRAFT COURSE OUTLINE**

Week 1: Western Perceptions of Asia

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

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

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

Week 2: Religion and Asian Conceptions of Asia

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

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

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

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

\*Map quiz

Week 3: Rise of West

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

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

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

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

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

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

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

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

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

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

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

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

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

Week 5: Religious Revival and Nationalism

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

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

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

Week 6: Race, Ethnicity, Communalism, and Nationalism

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

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

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

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

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

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

Week 7: Presentations

\*Midterm paper due

Week 8: WWII and the Japanese Empire

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

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

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

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

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

Useful for lecturing:

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

Week 9: Nationalism and Decolonization

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

Week 10: Revolution and Counterrevolution

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

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

Week 11: Tigers and Tiger Cubs

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

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

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

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

Week 12: Democracy and Authoritarianism

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

Week 13: Gender and Sexuality

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

Week 14: Asian Diasporas

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

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

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

Finals week:

\*Final paper due

**2019-422 GEOG 5510 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14251 |
| **Request Proposer** | Atkinson-Palombo |
| **Course Title** | Application Issues in Geographic Information Systems |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Application Issues in Geographic Information Systems |
| **Course Number** | 5510 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Just updating the description of the course to reflect what is currently taught. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Carol Atkinson-Palombo |
| **Initiator Department** | Geography |
| **Initiator NetId** | caa07006 |
| **Initiator Email** | [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Online lectures and labs. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | GEOG5500 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | GEOG 5510. Application Issues in Geographic Information Systems Three credits. Recommended preparation: GEOG 5500. Operational and management issues in geographic information systems (GIS). Implementation of traditional planning and management theories and techniques in GISs. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIs, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project. |
| **Provide proposed title and complete course catalog copy** | GEOG 5510. Application Issues in Geographic Information Systems Three credits. Recommended preparation: GEOG 5500. A course covering the application of geographic information systems (GIS). Emphasis will be placed on understanding GIS through actual use of software. Students will study principal functional components of GIS including: general GIS design and management theory, spatial and attribute data automation, database design, database management, spatial analysis, cartographic production, and application design and implementation. The course includes a final project component, where students investigate a GIS application in depth. |
| **Reason for the course action** | To more accurately reflect the current content of the course. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of this course, students will be able to: • Define GIS. • Illustrate GIS concepts: o Representation of the world as a map o Usage of the coordinate systems. o Modeling feature behaviors. o Map scale. o Analyzing data quality issues. • Demonstrate the use of ArcGIS: o Store data in ArcGIS. o Use ArcCatalog. o Use ArcMap. o Create layers and layer properties. Students will study the principal functional components of GIS including: • General GIS design and management theory. • Spatial and attribute data creation. • Database design. • Database management. • Spatial analysis. • Cartographic production. • Application design and implementation |
| **Describe course assessments** | 12 lab assignments worth 33% of the final grade 1 class project worth 33% of the final grade 1 final exam worth 34% of the final grade |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG5510.201809\_Fall2018.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F165306&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8d1ea6f5b89b4aa3a27908d76940b180%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637093598883856603&sdata=4xUKpRbhSMNjzngxASVw0J5OW2UmFbPbnKshihsir2U%3D&reserved=0) | GEOG5510.201809\_Fall2018.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Carol Atkinson-Palombo | 11/13/2019 - 13:58 | Submit |  | Approved by Department C&C: 10/23/19 Approved by Department: 11/6/19 | | Geography | Carol Atkinson-Palombo | 11/13/2019 - 14:46 | Approve | 10/23/2019 | Department approved on 11/6/19 | |

**C. New Business**

**2020-17 MAST 2300E       Add Course (guest: Syma Ebbin, on phone) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14412 |
| **Request Proposer** | Ebbin |
| **Course Title** | Marine Environmental Policy |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Maritime Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MAST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Maritime Studies |
| **Course Title** | Marine Environmental Policy |
| **Course Number** | 2300 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Syma A Ebbin |
| **Initiator Department** | Sea Grant College Program |
| **Initiator NetId** | sae06001 |
| **Initiator Email** | [syma.ebbin@uconn.edu](mailto:syma.ebbin@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | MAST/MARN 1001 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | It is anticipated that this course will be offered at the Avery Point campus, but could be taught at other campuses if requisite faculty is available. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MAST 2300E. Marine Environmental Policy 3 credits. Recommended Preparation: MAST/MARN 1001. Introduces students to the historical and contemporary challenges and achievements associated with the governance of marine and coastal environments and resources at the international, national, state and local levels. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy resources, marine pollution, marine transportation, international ocean governance, anthropogenic climate change impacts to ocean resources and services, ecosystem-based management, marine spatial planning, marine protected areas, management of polar areas, environmental justice in the marine context. Designed for students with diverse departmental affiliations. |
| **Reason for the course action** | This CAR seeks to create a new MAST core course, that will serve as a focal component of a new Marine Policy track for undergraduates. |
| **Specify effect on other departments and overlap with existing courses** | This course has minimal overlap with existing policy courses. |
| **Please provide a brief description of course goals and learning objectives** | Course Goals: Students will become familiar with the issues, theories, methodological approaches, and policy implications of marine environmental and resource policy and management. Students will acquire important critical thinking, research, communication, analysis, and problem-solving skills and tools. The course will survey important marine resource and environmental challenges and provide insights into how these problems are being or can be effectively addressed. The specific learning objectives of the course are: 1. To understand the complex reciprocal relationship between humans and the marine environment. 2. To introduce basic theories and methodological approaches that can be used to understand and analyze marine resource and environmental management and policy challenges 3. To identify and study important global, national and local marine resource and environmental issues and problems. 4. To become familiar with international, national, state and local policy and management responses to these problems. 5. To apply the concepts and approaches introduced during the course to assess alternative strategies and engage in creative problem solving. |
| **Describe course assessments** | The course includes two in-class exams. Each exam is made up of a mix of multiple choice, true/false, matching (terminology), short essay, and a longer critical thinking essay. Weekly reading assignments will include readings from the textbook, journal articles, reports by governments agencies and non-profits (NGOs), and online materials. Skilled and active participation in class discussions, debates and role-playing exercises is an important part of this course. Students are expected to participate in discussions and to lead discussions as requested. Class participation is comprised of three components: 1) preparation and familiarity with assigned readings and general course subject matter; 2) appropriate engagement in class discussions; 3) positive contribution to course learning outcomes. Students are expected to successfully complete all written homework and in-class assignments. One assignment will include a marine policy memo aimed at providing information and policy options regarding a topic (such as marine plastics, dredge spoil disposal, etc.) to potential decision-makers. Finally, students will be required to complete a service learning project which will be developed with an external client. At this time, projects are envisioned to be developed in conjunction with the newly formed Connecticut Blue Plan Committee. The nature of the project will vary from year to year in relation to client needs. A proposed project might include work to delineate municipal Harbor Management Areas. |
| **General Education Goals** | The subject matter included in MAST 2300 meets the goals of General Education in several ways: class discussions and written assignments encourage the students to become articulate about the contemporary marine policy issues included in the course. The information provided in lectures provides a broad theoretical and contextual foundation for knowledge of marine environments and governance. Student analysis of relevant topics and service project topics stimulates a sharpened awareness of how humans impact and are impacted by the marine environment. As a course that interrogates the interface of science and policy, this course educates students to think critically, assess conclusions based on scientific data and credible evidence. Students will utilize and critically assess primary and secondary sources in their written assignments and class discussions and participate in debates where different economic, cultural and ethical approaches come into conflict and must be able to articulate evidence supporting their positions and refuting opposing arguments. |
| **Environmental Literacy** | This course is designed to meet all five of the new environmental literacy requirements: 1.theories, observations, or models of how humans impact the health and well-being of the natural world; 2.theories, observations, or models of how the natural world affects human health and well-being; 3.public policies, legal frameworks, and/or other social systems that affect the environment; 4.moral and/or ethical dimensions regarding the environment; 5.cultural, creative, or artistic representations of human-environment interactions. The course will begin with lectures on how the ocean contributes to human life using the framework of the UN Millennial Ecosystem Assessment, including extractive and non-extractives uses, as well as ecosystem services. The course will examine how humans have impacted ocean systems both historically and at present and cover distinct topics throughout the semester such as fishing, pollution, climate change. The bulk of the course will focus on the governance, policies, laws and other legal arrangements that have been devised to manage human activities in the ocean environment. A class will be devoted to ethical ideas and approaches to managing marine systems. Finally, cultural, artistic and creative interpretations emerging from human's varied relationship with the ocean environment will be incorporated where appropriate. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [proposed syllabus MAST 2300.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166852&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ceba3064bedb64833865d08d7938dff87%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637140110404167551&sdata=niGlAZYdwZ4yWrBRi9h9FihsJVa1sI9tUFU71wUC0sE%3D&reserved=0) | proposed syllabus MAST 2300.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Syma A Ebbin | 11/26/2019 - 11:32 | Submit |  | this course was approved 7-0 by MAST faculty on 12/12/19 | | Maritime Studies | Matthew G McKenzie | 01/02/2020 - 09:03 | Approve | 12/12/2019 | Approved by MAST committee for submission to CLAS C&C consideration | |

**Maritime Studies (MAST) 2300**

**Marine Environmental Policy  
Proposed Syllabus**

**Class Schedule:** TBD Fall 2020

**Location:** TBD AVPT Campus

**Instructor**: Dr. Syma Ebbin

**Contacts:** Office: Marine Science Building Rm 301D

Office Phone: 860 405-9278

E-mail: syma.ebbin@uconn.edu

**Office Hours**: TBD and by appointment

**Textbook:** M. Zacharias. *Marine Policy:* *An Introduction to Governance and International Law of the Oceans*. 2nd edition. Routledge. 2020. 314 pp.

**Also considering readings from:**

B. Cicin-Sain, D. Vanderzwaag, M. Balgos, Editors. *Routledge Handbook of National and Regional Ocean Policies* Routledge. 2017.

**Additional resources:** Additional required readings, as indicated in the syllabus, are available on the course HuskyCT website under the Additional Readings tab (H).

**Catalogue description:** Introducesstudents to the historical and contemporary challenges and achievements associated with the governance of marine and coastal environments and resources at the international, national, state and local levels. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy resources, marine pollution, marine transportation, international ocean governance, anthropogenic climate change impacts to ocean resources and services, ecosystem-based management, marine spatial planning, marine protected areas, management of polar areas, environmental justice in the marine context. Designed for students with diverse departmental affiliations.

**Course Goals and Objectives**: Students will become familiar with the issues, theories, methodological approaches, and policy implications of marine environmental and resource policy and management. Students will acquire important critical thinking, research, communication, analysis, and problem-solving skills and tools. The course will survey important marine resource and environmental challenges and provide insights into how these problems are being or can be effectively addressed.

**The specific objectives of the course are:**

1. To understand the complex reciprocal relationship between humans and the marine environment.
2. To introduce basic theories and methodological approaches that can be used to understand and analyze marine resource and environmental management and policy challenges
3. To identify and study important global, national and local marine resource and environmental issues and problems.
4. To become familiar with international, national, state and local policy and management responses to these problems.
5. To apply the concepts and approaches introduced during the course to assess alternative strategies and engage in creative problem solving.

Credits earned by taking MAST 2300 count towards meeting Environmental Literacy requirements (Content Area 5) of UConn’s General Education Requirements. Environmental Literacy (EL) courses provide students with the ability to understand, and articulate perspectives on, the interactions between human society and the natural world, as well as the challenges of environmental stewardship. A course from any disciplinary area may satisfy the EL requirement, provided that it focuses throughout on one or more of the following:

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

**Lecture Topics and Reading Assignments**

**Week 1:**

**A: Course introduction**

**Topics:** Overview of human impacts on marine systems and human benefits derived from ecosystem resources and services derived from marine systems

**Readings:** Syllabus, handouts, Chapter 1

**B: Marine Environments and Resources Overview**

**Topics:** Overview of marine and coastal environments, including biotic and abiotic processes and components, resources and ecosystem services.

**Readings:** Chapter 2

**Week 2:**

**A: Frameworks and Theories**

**Topics:** Tragedy of the Commons and its Critiques,

**Readings:**  Hardin, Garrett. 1968. The Tragedy of the Commons, Science 162, pp. 1243-48;

Feeny, D., Fikret Berkes, Bonnie McCay, Jim Acheson. 1990. The Tragedy of the Commons: Twenty-Two Years Later. Human Ecology 18(1) pp. 1-19;

McCay, Bonnie, James Acheson eds. 1990. The Question of the Commons The Culture and Ecology of Communal Resources. Univ. of Arizona Press, Tucson.

**B: B: Ethical frameworks for marine governance**

**Topics:** Ecological ethics, preservation versus conservation, stewardship, food security, trophictradeoffs

**Readings:** Lam, M. E., and T. Pitcher. 2010; The ethical dimensions of fisheries; Current Opinion in Environmental Sustainability Volume 4, Issue 3, July 2012, Pages 364-373.

Lam, M. E., and D. Pauly. 2010. Who’s right to fish? Evolving a new social contract for ethical fisheries. Ecology and Society, Vol. 15, No. 3

Tony J. Pitcher and Mimi E. Lam. 2010. Fishful Thinking Rhetoric, Reality, and the Sea Before Us; Ecology and Society, Vol. 15, No. 2

SA Ebbin. 2009. Institutional and Ethical Dimensions of Resilience in Fishing Systems: Perspectives from Co- Managed Fisheries in the Pacific Northwest, Marine Policy, 33(2): 264-270.

**Week 3**

**A: Policy sciences analysis methods**

**Topics:** Introduction to policy science approaches to policy analysis; theories of policy development; policy process and actors

**Readings:**  Chapter 5

**B. Introduction to ocean governance and policy**

**Topics:** international law overview,international ocean regimes and organizations, UN Convention on the Law of the Seas; domestic (US) ocean policy

**Readings:** Chapter 3, 4

**Week 4:**

**A: Marine Biodiversity**

**Topics**: International and national efforts to address threats to marine biodiversity

**Readings**: Chapter 6

**B: Fisheries policy management**

**Topics:** international, federal, state fisheries-relevant laws, policy and management; fish, shellfish, marine mammal fisheries will be examined

**Readings:** Chapter 8

Field Trip to attend nearby meeting of the New England Fishery Management Council

**Week 5:**

**A: Aquaculture Production**

**Topics:** federal, state and localpolicy and management of coastal and offshoreaquaculture operations

**Readings: TBD**

**Field trip to local aquaculture facility**

**B: Whaling and Conservation**

**Topics:** cross-culturalexamination ofhistorical and contemporary whaling; and international and domestic policies focused on managing whaling; International Convention for the Regulation of Whaling, International Whaling Commission and the US Marine Mammal Protection Act, indigenous whaling, environmental justice issues

**Readings**: Chapter 5 Marine mammals in Bean and Rowland, The Evolution of National Wildlife Law

**Role playing debate**

**Week 6 Ocean energy**

**A: Ocean Energy: Renewables (thermal, mechanical, chemical)**

**Topics:** renewable energy technologies, siting, production, transport and storage impacts on marine systems, include focus on wind, hydrokinetic (wave, current, tidal), solar, hydrogen, OTEC

**Readings:** Chapter 11

**B: Ocean Energy: Non-Renewables and mining**

**Topics:** fossil fuel prospecting, drilling, transport and marine systems, focus on oil and gas, methane clathrates, manganese nodule and other mineral extraction

**Readings:** chapter 11; chpt 4 in Burrough’s *Coastal Governance*

**Ocean energy debate**

**Week 7: Working waterfronts**

**A: Working waterfronts: Overview**

**Topics:** coastal development,the importance of working waterfronts, the diminished status of these areas and implications for coastal economies, Coastal Zone management Act, Connecticut Coastal Management Act, local governance

**Readings:** Sustainable Working Waterfronts Toolkit

**B: Dredging Debates**

**Topics**: Need for, impact and regulation of dredging operations

**Readings**: EPA and ACOE EIS and documents related to Long Island Sound Dredge Disposal Cite Permitting; Chpt 5 in R. Burroughs *Coastal Governance;* relevant EPA Long Island Sound Dredge Disposal Site Selection EIS

**Debate** on dredging disposal site selection

**Week 8: Bottom up approaches to marine policy**

**A:** **Role of culture in marine policy**

**Topics:** indigenous marine resource management; co-management and self-management

**Readings**: SA Ebbin. 2002. Enhanced Fit through Institutional Interplay in the Pacific Northwest Salmon Co-Management Regime, Marine Policy, 26 (4): 23-29.

**B. Role of Civil Society in Marine Policy**

**Topics:** role ofcivil society in policy process and formulation; NGO participation in research, advocacy, outreach and creation of marine policy;

**Readings**: Rise of Seafood Awareness Campaigns; Seafood Ecolabelling; MSC Effectiveness

**Field trip** to Mystic Aquarium to engage with free choice learning and advocacy by NGOs

**Week 9**

**A. Ocean inspired Art, Scientific Understandings, Stewardship Attitudes and Behaviors**

**Topics:** impacts of artistic representations of marine environments and resources in promoting scientific marine-related stewardship behaviors

**Readings:** Andrew J. Schneller, Alyssa Irizarry (2014) Imaging conservation: Sea turtle murals and their effect on community pro-environmental attitudes in Baja California Sur, Mexico;

Ocean & Coastal Management. Vol 89.

**B: Marine Spatial Planning (MSP)**

**Topics:** introduction to Connecticut Blue plan, policy development, stakeholder engagement, examination of efforts to create a marine spatial plan for Long Island Sound; case study focus on cable placement in coastal Connecticut relevant to offshore wind farm development

**Readings:** Chapter 10

**Blue Plan Service-Learning Project** development and engagement

**Field trip** withProject Oceanology to engage in MSP relevant to energy cable placement in local waters

**Field Trip** to attend Blue Plan Committee meeting

**Week 10**

**Policies aimed at Marine pollution**

**A: Marine Pollution, plastics,**

**Topics:** marine pollution including chemical, nutrient, plastics, biological (invasives), noise, etc. and international and domestic efforts to regulate such as MARPOL, CWA

**Readings: (**H) Polymers are Forever in the World Without Us; Marine Pollution in the US (Pew); Chapter 6 ; chpt 11 in Judith Weis’ Marine Pollution: what everyone needs to know

**B: Marine Transportation and Safety**

**Topics:** marine transportation and safety policy, the operation and regulation of shipping from international and domestic experiences

**Readings:** chapter 9

**Week 11**

**A and B: Anthropogenic Climate Change**

**Topics:** Climate change impacts on marine systems and resources; policies aimed at mitigation and adaptation to climate change; resilience planning and policies in coastal areas;

**Readings:** Chapter 7;Ocean Shock; Ocean Solutions**;**

**Week 12**

**A: Human rights, Environmental justice and Marine policy**

**Topics:** review of environmental justice (EJ) theory and examination of how EJ issues play out in the marine policy context. Focus on contemporary issues and case studies, including slavery at sea and within high seas fisheries; indigenous people’s conflicts over marine resources

**Readings: TBD**

**B: Marine Protected Areas (MPAs)**

**Topics:** International, foreign and US efforts to establish MPAs, sanctuaries, no-take zones

**Readings:** Chapter 12

**Week 13**

**A: Monitoring, surveillance and enforcement at sea**

**Topics**: International and domestic enforcement; Role of the US Coast Guard in Enforcement

**Readings**: TBD

**Field Trip or guest speaker**; USCG (New London)

**B: Ecosystem-Based Management of Marine Systems**

**Topics:** ecosystem approaches to marine management, watershed management

**Readings:** Chapter 12

**Week 14**

**A: Marine Policies and Sustainable Futures**

**Topics:** emerging and new sustainable directions in the marine environment, including innovations in technologies, policies, practices;

**Readings:** Looking Forward in the Anthropocene Ocean

**B: Student presentations of service projects**

**\*\*This syllabus reflects a tentative schedule and should be treated as a flexible, living document that may be changed to reflect our actual progress.**

**Assessments**:

1. 2 Hour exams 40% (20% each)
2. Service-Learning Project and Presentation 25%
3. Participation (class debates, discussion, etc.) 15%
4. Assignments (in-class and at-home) 20%

Total 100%

**Course Requirements:**

1. Two-hour exams

2. Completion of a service-learning project and professional conference-style visual presentation

3. Active, skilled and prepared participation in all class discussions and debates

4. Satisfactory completion of all homework and in-class writing assignments

**Assignments:** Each field trip will be accompanied by a reflective essay

**Service-Learning Project:** At this time, it is envisioned that projects will serve needs related to the implementation of the Connecticut Blue Plan [Note: The It is envisioned that the Blue Plan will be approved in 2020 so the ideas outlined are tentative]. Student group-based service projects will be developed in consultation with the Connecticut Blue Plan Committee staff and other relevant parties. [Initial discussions with CT Blue Plan Committee, CT DEEP, and Sea Grant members/staff has to the delineation of several potential service-based projects: 1) creating detailed case studies which examine how decision-making under the Blue Plan might be accomplished; 2)data development projects that entail locating and analyzing data, for example delineating municipal harbor management areas; 3) Working on projects relevant to the designation of the proposed National Estuarine Research Reserve, potentially related to the EIS or management Plan development; 4) Examining the policy implication of living shorelines in Connecticut; 5) research related to the development of a Long Island Sound Marine Debris Action Planning document.]

**Presentation Rubric.** Your final service project presentation will be judged using a 10-point rubric and evaluated by the professor and your peers on the following metrics:

* + Quality of content/ research merit (3 pts)
  + visual and technical quality/PowerPoint efficacy (3 pts)
  + Presentation style (delivery, organization) (3 pts)
  + Other? (Use of humor, responses to questions, etc.) (1 pt.)

**Exams** will cover material in the lectures and required readings.

**Successful class participation** depends on attention to lecture material, completing the assigned readings and participating regularly in class discussions and debates and attending all field trips and out of class activities. Participation includes skilled research and active contribution to all class debates.

**The Avery Point Academic Center** (APAC) offers free individual and group tutoring for most of the subjects taught on campus. They focus on long-term development of reading, writing, and study skills in all disciplines, and they will work closely with you to set individualized goals and help you take steps to reach those goals. For that reason, the APAC serves you best if you come in early and often, at any stage in your learning process. It’s located in room 107 of the Academic Building, and open Monday through Thursday from 9 to 6. Students can make an appointment with a tutor in person or through our new online scheduling system at uconn.mywconline.net, or they may be able to see someone right away (depending on tutor availability). Visit academiccenter.averypoint.uconn.edu for more information on policies and services.

**Class Policies**

**Student Conduct Code:** All students have the responsibility to uphold the University of Connecticut Student Conduct Code. Violations of the Student Conduct Code related to this course will be brought to the attention of the student and possibly the Dean of Students with appropriate actions. Copies of the Student Conduct Code can be obtained at the Dean of Students Office or at <http://www.community.uconn.edu/student_code.html> .

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

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation and shall be subject to the sanctions and other remedies described in The Student Code.

In this class, I will prosecute all forms and instances of academic misconduct that occur, with consequences that include, but are not limited to, receiving a zero on the assignment or failure in the course. If you have questions about whether a particular behavior constitutes academic misconduct (cheating, plagiarism, etc.), please consult me, or one of the tutors/staffs in the Academic Center. More information on the university’s academic integrity policy can be found at: <http://www.community.uconn.edu/academic_integrity.html>.

**Attendance**: UConn does not require attendance at lectures. However, you will NOT succeed in this course without active participation which is included as a part of your grade. You are expected to inform the instructor BEFORE class via e-mail or phone if you will not be in class. To receive full credit for assignments they must be turned in before or during the class period. Make-up exams and quizzes are given only for legitimate excused absences.

**Absence of students due to religious beliefs**: Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

**Missed Exams and Quizzes:** Make-up exams and quizzes will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences must be documented with a letter from your doctor or other appropriate authority.

**University Final Exam Policy**: Final exams are scheduled by the university and students are required to be available for their exam during the scheduled time. If you have a conflict with this time you must contact Trudy Flanery of the Office of Student Services to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact Trudy Flanery as soon as possible.

**Late Submissions**: Late submissions of papers and homework assignments will have a grading penalty applied for lateness: a full grade decrease for each class period missed.

**Student Conduct in Class**: Students are expected to come to class on time and to conduct themselves in a respectful manner.

**Cell Phones, Pagers, iPod, audio recording devices and other electronic equipment:** The use of cell phones, text messaging equipment, iPod, MP3 players, audio recording devices (e.g., Smart pens) and other electronic equipment is prohibited unless authorized by a note from the Center for Students with Disabilities. Please turn off (or set to vibrate) all pagers and cell phones before entering the classroom. In extraordinary circumstances, if an emergency arises and you must use your cell phone, excuse yourself from the classroom before accessing your phone. Any student that has a cell phone at their desk that audibly rings or any student who uses a cell phone (or any electronic device) during an examination will receive a zero for the examination or quiz. The use of recording equipment, if authorized by the Center, must be accompanied by a written request (email is preferable) from the student stating their reasons for needing a recording. Such recordings are only intended for personal use of the student and may not be distributed in electronic formats or posted on the internet. Video recordings are not allowed under any circumstances.

**Laptops:** The use of laptop computers is permitted in class for note-taking purposes ONLY. Any student found to be accessing e-mail, the internet, games, or engaging in activities that are identified by the instructor as distracting or disrespectful to the classroom will be prohibited from utilizing his/her laptop for the entire semester.

**Student-Teacher Conferencing**: I expect to meet with you regularly throughout the semester to discuss items related to lectures or your work in the course. Each Blue Heritage trail group must schedule a meeting with me prior to November to discuss their group projects.

**Disability Policy:** If you are a student with a disability and believe you'll need accommodations for this class, I am happy to accommodate your special needs. However, it is your responsibility to let me know of any special accommodations. And I cannot provide these accommodations until I've received an authorizing letter from the Center for Students with Disabilities. Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved 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 process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

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

**Copyright Protection**

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**UConn 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/>.

**Some useful phone numbers and resources:**

• Counseling and Mental Health Services: 860 486-4705(24 hours) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)

• Alcohol and Other Drugs Services: 860 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)

• Dean of Students Office: 860 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

* Avery Point Office of Student Services, Trudy Flanery: 860 405-9024
* Avery Point Academic Center: 860-405-9058
* Avery Point Student Counselor, Stephen Brewer, 860 405-2660
* Please register your phones at alert.uconn.edu to receive emergency information

**2020-18 ENVE/ENVS/EVST 3100  Add Course (guest: Maria Chrysochoou)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13944 |
| **Request Proposer** | Chrysochoou |
| **Course Title** | Brownfield Redevelopment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Civil and Environmental Engineering > Environmental Sciences > Environmental Studies > School of Engineering > College of Agriculture, Health and Natural Resources |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | ENVE |
| **School / College** | School of Engineering |
| **Department** | Civil and Environmental Engineering |
| **Course Subject Area #2** | ENVS |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Environmental Sciences |
| **Course Subject Area #3** | EVST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Environmental Studies |
| **Reason for Cross Listing** | This course has been offered twice as Special Topics in Environmental Engineering and students from all three programs have taken it. It is a service learning course that is a "sister" course to Climate Resilience and Adaptation, which is also cross-listed as ENVE/ENVS/EVST 3100. |
| **Course Title** | Brownfield Redevelopment |
| **Course Number** | 3110 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Maria Chrysochoou |
| **Initiator Department** | Civil and Environ Engineering |
| **Initiator NetId** | mac07035 |
| **Initiator Email** | [maria.chrysochoou@uconn.edu](mailto:maria.chrysochoou@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 lectures of 1 hour and 15 minutes each |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENVE 3110: Brownfield Redevelopment Also offered as ENVS 3110, EVST 3110. 3 credits. Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites. |
| **Reason for the course action** | This course is offered as service learning course supported by the Connecticut Brownfields Initiative and the NSF funded project "Environmental Corps". It offers opportunities for experiential learning and interdisciplinary perspective on a pressing environmental issues that affects communities across the nation. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap with existing courses in other departments. |
| **Please provide a brief description of course goals and learning objectives** | This course entails learning objectives that include both technical skills specific to brownfield redevelopment, and non-technical skills related to communication and management. Upon completion of this course, students will be able to: (Technical Skills) 1. Identify the status of a site as brownfield. 2. Articulate the relevant laws and regulations that govern the management of a brownfield site. 3. Describe how public (federal, state, municipal) and private partners are involved in the process of redeveloping brownfield sites. 4. Describe the basic concepts of real estate financing. 5. List the different phases of a site investigation, the objectives of each phase and the methodology to develop a plan for each phase. 6. Identify and describe different measures of cleanup and remediation procedures. 7. Articulate the elements of urban planning strategies and how brownfields fit into them. 8. Identify economic, ecological, and social factors that influence the redevelopment of brownfield sites. 9. Develop community engagement plans for the brownfield redevelopment process. (Communication and Management skills) 1. Explain the elements of a compelling grant proposal. 2. Effectively synthesize technical information into a coherent and informative narrative. 3. Work together in multi-disciplinary teams, meeting deadlines and providing constructive feedback to peers. 4. Communicate with government officials in a professional manner. 5. Deliver oral presentations to diverse audiences in a timely and engaging manner. |
| **Describe course assessments** | The assessment of the class and the associated grades will be based on four components: • EPA grant proposal (group assignment) - 50% • Discussion Boards and Reflection (individual assignment) - 30% • Final Presentation (group assignment) - 10% • Peer evaluation (individual assignment) -10% The EPA proposal is a 10-page (single space) document that constitutes the narrative of the application of a community to receive brownfield funds from the U.S. Environmental Protection Agency. The narrative includes a description of the brownfield sites and associated impacts on the community, a description of the plans for revitalization and of the community need in terms of economic and social dimensions. The EPA proposal and the brownfield project will be completed by teams that will be assigned by the instructor. Because of the interdisciplinary nature of the course, which is reflected in the different student backgrounds, teams will be assembled to involve students from diverse backgrounds that can contribute to the different aspects of the project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENVE 3995 Brownfields Syllabus\_F19\_updated.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F163622&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C36a83780d7c645a0077508d79b5546c1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637148662871087970&sdata=P%2BbaJpCQOGTJJ9%2FEPQDg0EN8GJu11KCaEQoR0bX%2BIUg%3D&reserved=0) | ENVE 3995 Brownfields Syllabus\_F19\_updated.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Maria Chrysochoou | 10/23/2019 - 09:36 | Submit |  | to be routed to UG C&C for approval | | Civil and Environmental Engineering | Timothy M Vadas | 11/06/2019 - 08:35 | Approve | 10/30/2019 | C&C approve 10/30/19 | | Environmental Sciences | Jason Vokoun | 12/09/2019 - 16:24 | Approve | 12/6/2019 | The ENVS Advisory board met on 12-6-19 and voted to approve cross-listing this course in ENVS. | | Environmental Studies | Carol Atkinson-Palombo | 01/10/2020 - 14:51 | Approve | 1/10/2020 | The EVST Advisory Board approved via email. | | School of Engineering | Daniel D Burkey | 01/10/2020 - 16:13 | Approve | 2/5/2020 | Provisionally approved by discretion of D. Burkey, SOE C&C Chair, in anticipation of the 2/5/2020 C&C meeting. | |

# SYLLABUS: ENVE/ENVS/EVST 3110 Brownfield Redevelopment

# Fall 2020

# Meeting times Tu Th 3.30-4.45 pm Location: TBD

# Instructor: Maria Chrysochoou

Contact Information: phone: (860) 486 3594 email: [maria.chrysochoou@uconn.edu](mailto:maria.chrysochoou@uconn.edu) Office Hours: Mo 2-4 pm and by appointment Location: CAST 304

**Co-instructor: Nefeli Bompoti**

Phone: (860) 486 0611 email: [nefeli.bompoti@uconn.edu](mailto:nefeli.bompoti@uconn.edu)

Office hours: W 2-4 pm Location: CAST 325

# Course Overview

This course will introduce students to the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields.

# Learning Objectives

This course entails learning objectives that include both technical skills specific to brownfield redevelopment, and non-technical skills related to communication and management.

Upon completion of this course, students will be able to:

(Technical Skills)

1. Identify the status of a site as brownfield.
2. Articulate the relevant laws and regulations that govern the management of a brownfield site.
3. Describe how public (federal, state, municipal) and private partners are involved in the process of redeveloping brownfield sites.
4. Describe the basic concepts of real estate financing.
5. List the different phases of a site investigation, the objectives of each phase and the methodology to develop a plan for each phase.
6. Identify and describe different measures of cleanup and remediation procedures.
7. Articulate the elements of urban planning strategies and how brownfields fit into them.
8. Identify economic, ecological, and social factors that influence the redevelopment of brownfield sites.
9. Develop community engagement plans for the brownfield redevelopment process.

(Communication and Management skills)

1. Explain the elements of a compelling grant proposal.
2. Effectively synthesize technical information into a coherent and informative narrative.
3. Work together in multi-disciplinary teams, meeting deadlines and providing constructive feedback to peers.
4. Communicate with government officials in a professional manner.
5. Deliver oral presentations to diverse audiences in a timely and engaging manner.

# Course Materials

Links to course materials and various documents will be provided on the Husky CT site for this course.

1. The Prepared Workbook (available for download on the website of the CT Department of Energy and Environmental Protection (CT DEEP).
2. The CT DEEP site characterization guidance document (available on the DEEP website).
3. Other readings, all available for download on Husky CT.

# Course schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Day** | **Type** | **Material** | **Speaker** | **Deliverables** |
| 1 | Tu |  | Introduction to the course/ Team management and communication | Dr. C & Dr. B |  |
|  | Th |  | Introduction to environmental pollution | Dr. C & Dr. B |  |
| 2 | Tu |  | Brownfield redevelopment process | Dr. C & Dr. B |  |
|  | Th |  | Introduction to EPA grants | Brian Kortz & Dan Jahne, Fuss & O’Neill |  |
| 3 | Tu |  | Regulatory framework | Andrew Davis, Shipman and Goodwin  Cynthia Retallick, TRC |  |
|  | Th |  | Due Diligence - State | Mark Lewis, DEEP & Don Friday, DECD | DB1 |
| 4 | Tu |  | Consulting 101  Grant writing session | Paul Gagnon, CCD  Dr. C & Dr. B |  |
|  | Th |  | Session with towns |  | EPA Grant Draft Section 1 |
| 5 | Tu |  | Site investigation and assessment | Dr. C & Dr. B |  |
|  | Th |  | Site investigation | Karen Kinsella & Kristen Amodeo, GZA |  |
| 6 | Tu |  | Environmental Risk Management and Renewable energy | Andrew Davis & Matt Ranelli, Shipman and Goodwin |  |
|  | Th |  | Grant writing session | Dr. C & Dr. B | EPA Grant Final Section 1 |
| 7 | Tu |  | Presentation skills & grant writing | Dr. C & Dr. B | DB2 |
|  | Th |  | Financing a brownfield | NJIT |  |
| 8 | Tu |  | Land use Planning in CT  Room change: FSB 202 | Joint session with Climate Corps |  |
|  | Th |  | Community’s perspective | Dale Kroop, Economic Development and Neighborhood Revitalization | EPA Grant Draft Section 2 |
| 9 | Tu |  | Public Policy | Mark Boyer, Department of Geography |  |
|  | Th |  | Environmental Justice | Edith Pestana, CT DEEP |  |
| 10 | Tu |  | A developer’s perspective | Kent Schwendy, CIL |  |
|  | Th |  | Community Engagement/ Land banks | Arthur Bogen | EPA Grant Final Section 2 |
| 11 | Tu |  | Remediation approaches and technologies | Dr. C and Dr .B |  |
|  | Th |  | Remediation technologies  Case studies | Aaron Ting, AEI Consultants |  |
| 12 | Tu |  | Session with towns/F&O | Brian Kortz & Dan Jahne, Fuss & O’Neill | EPA Grant Draft Section 3 |
|  | Th |  | Remediation technologies  Case studies | Jamie Barr, Langan |  |
| 13 | Tu |  | Construction and Demo | Loureiro Engineering, Brian Cutler |  |
|  | Th |  | Grant writing session | Dr. C & Dr. B | EPA Grant Final Section 3 |
| 14 | Tu |  | Historic preservation | Renee Tribert, CT Trust | DB3 |
|  | Th |  | EPA proposal Presentations & Competition | Panel of judges | Powerpoint |
|  | Th |  | Final Project Deliverable |  | Reflection |

# Class assignments and grading

The assessment of the class and the associated grades will be based on four components:

* EPA grant proposal (group assignment) - 50%
* Discussion Boards and Reflection (individual assignment) - 30%
* Final Presentation (group assignment) - 10%
* Peer evaluation (individual assignment) -10%

The EPA proposal and the brownfield project will be completed by teams that will be assigned by the instructor. Because of the interdisciplinary nature of the course, which is reflected in the different student backgrounds, teams will be assembled to involve students from diverse backgrounds that can contribute to the different aspects of the project. To support effective team management, the class will be utilizing the CATME Team-Maker and Peer-Evaluation tools, provided through Husky CT.

**EPA assessment grant proposal – Grading Rubric (50% of grade)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Deliverable** | **Deadline** | **Individual/ Group** | **Points** |
| Section 1: Project area description and plan for revitalization |  | Group | 40 |
| Section 2: Community need and community development |  | Group | 40 |
| Section 3: Tasks descriptions, cost estimates, and measuring progress |  | Group | 20 |

**Final Presentation (10% of grade)**

At the end of the semester, each group will present their completed proposal to the class and panel of judges. Each group will have 15’ to present (12’ presentation with 3’ for questions).

**CBI award**

The winning team will be selected by a panel of judges who will attend the final presentations and will share a $1,000 award. The award is **not** tied to the grading of the class.

**Discussion Boards and Reflection (30% of grade)**

Discussion boards: Throughout the semester, there will be 3 discussion boards on the respective tool in Husky CT. The discussion board will build on material and themes that arise from the lectures. For all Discussion Boards, you are expected to actively participate with one initial response of evidence- or experience-backed comments directly related to the theme and respond with a minimum of two substantive replies to classmates’ initial posts per discussion. In your responses, you should reflect on their answers, highlight any new insights that you find interesting, and provide feedback for any missing information.

Final reflection: A self-reflection on your learning experience will be requested at the end of the semester. Reflection is a method of inquiry used in service-learning to encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Structured and guided reflective activities and assignments are implemented preservice, throughout the service, and post-service to facilitate ongoing consideration of the experience.

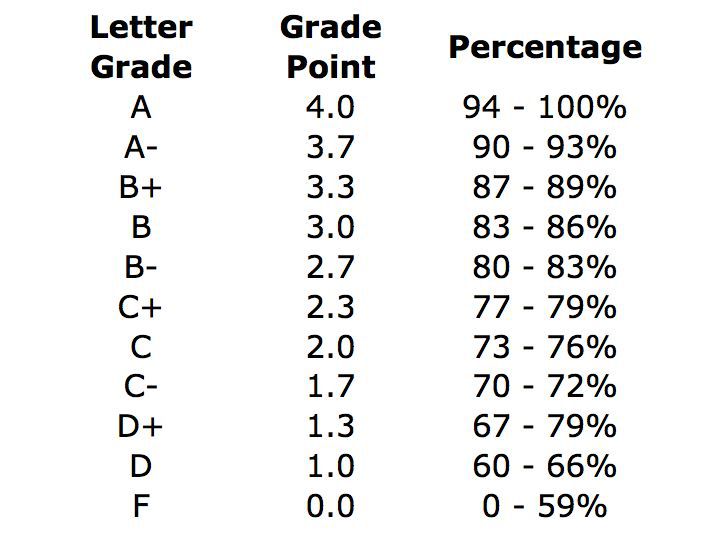
* The reflection will be submitted as a recorded video on Husky CT using the Kaltura tool. Instructions for using the Video will be made available on Husky CT. You may record over a Powerpoint presentation or talking straight to the camera.

**Peer Evaluation (10% of grade)**

The peer evaluation will be performed online through the CATME tool and will be based on the following factors:

* Contributing to Work [5 points]
* Interacting with Teammates [5 points]
* Keeping Team on Track [5 points]
* Expecting Quality [5 points]
* Having Knowledge/Skills [5 points]
* Team Interdependence [5 points]

**Grading Rubric**



**2020-19 PNB 3120W        Revise Course (guest: John Redden) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13722 |
| **Request Proposer** | Redden |
| **Course Title** | Public Communication of Physiology and Neurobiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Physiology and Neurobiology > Return > Physiology and Neurobiology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PNB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physiology and Neurobiology |
| **Course Title** | Public Communication of Physiology and Neurobiology |
| **Course Number** | 3120W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a revision of an existing course, PNB3120W |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | John M Redden |
| **Initiator Department** | Physiology and Neurobiology |
| **Initiator NetId** | jmr08017 |
| **Initiator Email** | [john.redden@uconn.edu](mailto:john.redden@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 75 minute lecture & 75 minute discussion weekly |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL1010 or 1011 or 2011; One 2000-level course in PNB. |
| **Corequisites** | n/a |
| **Recommended Preparation** | n/a |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to PNB majors only |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PNB3120W: Scientific Writing in Physiology and Neurobiology 1.00 credits. Prereq: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Juniors or higher; Permission of instructor. Principles of effective scientific writing focusing on the communication of physiology and neurobiology to lay audiences. |
| **Provide proposed title and complete course catalog copy** | PNB3120W: Public Communication of Physiology and Neurobiology 3.00 credits. Prereq: ENGL1010 or 1011 or 2011; One 2000-level course in PNB. Open to PNB majors only. Strategies for effective public communication of science, focusing on translating physiological concepts, and considering the role of life scientists as public communicators in the midst of increasing scientific ignorance and misinformation. Student work includes storytelling, blogging, data visualization, and videography. |
| **Reason for the course action** | In teaching the course in its current form over the past 8 semesters, we have found that offering a single credit does not allow for sufficient instructional time to achieve the intended learning outcomes for students. Additionally, given the iterative process required to elevate students’ work to professional standards extending beyond our course, a single credit does not fairly reflect the time invested on revisions. A three-credit course will allow us to offer a more thorough and balanced curriculum. Whereas the current course allows only for project time, the increased credit number will allow more time for draft revision, discussion, peer review, and instructor conferencing. It will also allow us to introduce students to the theory and evidence-based rationale behind different communication techniques they will be practicing (e.g., storytelling, blogging). We have refined the catalog description and title to more accurately reflect these broader course goals and more comprehensive activities. |
| **Specify effect on other departments and overlap with existing courses** | PNB3120W is an existing course that satisfies the requirements for the PNB major. We do not anticipate any overlap or impact on existing courses in other departments as the course is already running. |
| **Please provide a brief description of course goals and learning objectives** | The overarching goal of this course is to provide students with skills and opportunities to communicate scientific and medical information to the public. Detailed learning objectives are available in HuskyCT, but students enrolled in this course can expect to: -Reflect on the unique challenges associated with translating scientific knowledge and methods for public consumption. -Consider the roles of science, and the diverse people working in science, in a healthy society (and the barriers). -Find, read, and explain primary literature. -Communicate science through formal writing, informal writing, oral discourse, and visual media. Evaluation of your written work will be the responsibility of your peers and the instructors. Therefore, you are required to participate in this process. Students who are unable to deconflict their personal schedule to attend class regularly should seek an alternative course to fulfill their writing-in-major requirements. Lastly, the nature of this course makes it uniquely poised to integrate community engagement. Students can expect to complete service learning projects over the course of the semester that merge the course goals with their specific areas of physiological interest. |
| **Describe course assessments** | • Reflection (5%) - Students write a reflection on their personal experiences with pseudoscience and misconceptions. • Biography (10%) - Students compose a synopsis of the life and career of a unique scientist, preferably one from an underrepresented group. • Midterm (20%) - Students tell a true, personal science story - first written, then presented to the class. • Problem Sets (10%) - Students work in teams to critically analyze and debunk misleading graphical and statistical data, as well as to identify logical fallacies and cognitive biases. • Pitching (10%) - Students orally summarize a primary research article for a public audience. • Blogs (x2; 20%) - Students post two public-facing blog entries on scientific topics of general relevance. • Final Project (25%) - Students produce an animated explainer video to raise awareness about a medical topic. See the attached syllabus for a detailed assignment schedule. |
| **General Education Goals** | Scientific (STEM) literacy is a fundamental problem facing students at all educational levels. The “traditional” classroom model, due to practical realities, often relies heavily on PowerPoint lectures, textbooks and other secondary sources. As a result, students in the sciences are well accustomed to memorizing facts, but have had very few opportunities to consider and evaluate their primary sources and the implications of their factual knowledge. This undermines the scientific method, increases susceptibility to pseudoscience, and leaves many students under-prepared for advanced coursework. A major goal of PNB 3120W is to boost the science literacy of our students. This course will expose students to primary literature spanning various topics in physiology and neurobiology. With guidance from the instructor, the students will learn to identify the key components of a research study and then practice analyzing articles using critical thinking concepts and tools. Students will be asked to evaluate scientific papers for clarity, accuracy, logic, significance, and bias. This will be implemented within classroom-based discussions of current, prominent papers within the fields of Physiology and Medicine. |
| **Writing Competency** | Students will self-evaluate their skills at the beginning and end of the course. Furthermore, each individual writing assignment, whether short or long form, will be evaluated by a peer reviewer and by the instructor according to a rubric designed in class. Collectively, each student will have met (and most likely exceeded) the minimum requirement of 15 pages of revised writing. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PNB3120W\_Syllabus\_2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162293&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C123abfe2723848666fa208d78e00d026%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637134006463598178&sdata=%2B9fJCduKDdCaxGD8a%2FknCARGtYemFQ5YAtM3TasxT2E%3D&reserved=0) | PNB3120W\_Syllabus\_2020.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | John M Redden | 10/04/2019 - 14:31 | Submit |  | Thanks for your consideration | | Physiology and Neurobiology | Robert V Gallo | 10/07/2019 - 10:43 | Return | 10/7/2019 | Please revise according to our discussion. | | Return | John M Redden | 12/20/2019 - 15:43 | Resubmit |  | Revised as per our discussion. | | Physiology and Neurobiology | Robert V Gallo | 12/23/2019 - 13:25 | Approve |  | Approved | |

## PNB3120W: Public Communication of Physiology

**instructors:** John M. Redden, Ph.D. Jeffrey N. Divino, Ph.D.

**pronouns:** he/him/his he/him/his

**e-mail:**  john.redden@uconn.edu jeffrey.divino@uconn.edu

**office:**  TLS167 TLS19

**twitter:**  @reddenjm [conscientious objector]

“Great is the power of steady misrepresentation, but the history of science shows that fortunately this power does not long endure” - Charles Darwin, *The Origin of Species*

**Course Overview:**

The overarching goal of this course is to provide students with skills and opportunities to communicate scientific and medical information to the public. Detailed learning objectives are available in HuskyCT, but students enrolled in this course can expect to:

1

Reflect on the unique challenges associated with translating scientific knowledge and methods for public consumption.

2

Consider the roles of science, and the diverse *people* working in science, in a healthy society (and the barriers).

3

Find, read, and explain primary literature.

4

Communicate science through formal writing, informal writing, oral discourse, and visual media.

Evaluation of your written work will be the responsibility of your peers and the instructors. Therefore, you are *required* to participate in this process. Students who are unable to deconflict their personal schedule to attend class regularly should seek an alternative course to fulfill their writing-in-major requirements. Lastly, the nature of this course makes it uniquely poised to integrate community engagement. Students can expect to complete service learning projects over the course of the semester that merge the course goals with their specific areas of physiological interest.

**Course Texts:**

Most of our assigned readings will be primary and secondary sources accessible through the web and university library free of charge. However, this is a course where quality of writing and clarity of expression are critical to your success. Students may find it helpful to have a reference for writing mechanics and grammar, as these topics will not be explicitly taught as a part of the course curriculum.

**Grade Components:**

* Reflection 5 %

Students will be expected to participate in the peer review process in order to receive credit for their own work. As a result, most assignments will go through multiple rounds of revision prior to being submitted. Unrevised work will not be graded. Late work will be penalized at 10% per day. Course grades will be calculated to two decimal places and rounded using standard mathematical conventions. There are no additional opportunities for extra credit, however, students may revise their work within the allotted timeframe for an improved score. Letter grades will be assigned as per the table below:

* Biography 10%
* Midterm 20%
* Problem Sets 10%
* Pitching 10%
* Blogs (2) 20%
* Final Project 25%

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **F** |
| 93+ | 90-92.9 | 87-89.9 | 83-86.9 | 80-82.9 | 77-79.9 | 73-76.9 | 70-72.9 | 67-69.9 | 63-66.9 | 60-62.9 | <59 |

**Participation:**

Since peer discussion is integral to the course, more than **three** unexcusedabsences will result in failure of this course. In order to participate fully, please bring a laptop or tablet with you to class meetings. If you do not have access to a device, please let us know early in the semester so that we can make arrangements for you.

**Revised Writing Policy:**

All revised writing assignments will include submission of a first draft for instructor and peer review. Assignments must then be revised to address concerns raised by the reviewers and resubmitted in final form. All drafts are required and count towards your grade.

**According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.** In this course you will be responsible for a minimum of 18 pages of revised writing.

---------------------------------------------------------------------------------------------------------------------

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

**Academic Integrity**: In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. Additionally, students are not permitted to share or archive any course materials without explicit permission from the instructors. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

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

**Mental Health and Personal Well-being:** Students who become overwhelmed with stress, anxiety, loneliness, or depression - or who are concerned about the wellness of a classmate - should visit UConn’s Counseling and Mental Health Services (CMHS). They offer a multitude of evaluation, therapy, substance abuse, and stress-relief services. Confidential office appointments can be scheduled by calling (860) 486-4705. They also have an emergency hotline available 24/7.

Course Schedule, Subject to Change

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Activity in Class | Assignment Due | Homework |
|  | **Unit 1: Scientists as Flawed, Fallible, and Diverse Human Beings** | | |
| 1 | Why Are We Here? | Reflection | Reflection |
| 2 | Labor Day | None | None |
| 3 | Scientists Are People | Biography of a Scientist | Biography of a Scientist |
| 4 | Storytelling | Personal Story Outline | Story Outline |
| 5 | Review | Personal Story Draft | Story Draft |
| 6 | Review | Personal Story | Story |
| 7 | Storytelling Presentations | ------- | ------- |
|  | **Unit 2: Scientists as Public Science Communicators** | | |
| 8 | Pseudoscience | None | Problem Set |
| 9 | Fallacies | Problem Set | Problem Set / Pitching |
| 10 | Blogging | Problem Set + Pitch | Blog 1 |
| 11 | Blog Review | Blog 1 Draft | Blog 1+ Blog 2 |
| 12 | Blog Review | Blog Final + Blog 2 Draft | Blog 2 |
| 13 | Final Project (Explainer) | Blog 2 Final | Final |
| 14 | Fall Recess | ------- | Final |
| 15 | Conferencing/Workshop | ------- | Final |
| 16 | Conferencing/Workshop | Final Project | ------- |

**2020-20 HRTS/SOCI 3833       Revise Course (guest: Elizabeth Holzer)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14147 |
| **Request Proposer** | Holzer |
| **Course Title** | Topics in Sociology and Human Rights |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | Human Rights has requested that Sociology crosslist Topics in Sociology and Human Rights, because it covers human rights topics. Sociology approved that request. |
| **Course Title** | Topics in Sociology and Human Rights |
| **Course Number** | 3833 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The only change is to crosslist, so it should use the original course number, right? |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Elizabeth Holzer |
| **Initiator Department** | Sociology |
| **Initiator NetId** | elh10005 |
| **Initiator Email** | [elizabeth.holzer@uconn.edu](mailto:elizabeth.holzer@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Open to juniors or higher. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SOCI 3833. Topics in Sociology and Human Rights 3.00 credits | May be repeated for credit. Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher. Grading Basis: Graded With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective. |
| **Provide proposed title and complete course catalog copy** | SOCI 3833. Topics in Sociology and Human Rights (also offered as HRTS 3833) 3.00 credits | May be repeated for credit. Prerequisites: Prerequisites and recommended preparation vary by section; open to juniors or higher. Grading Basis: Graded With a change in content, may be repeated for credit. Variable topics covering theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights from a sociological perspective. |
| **Reason for the course action** | To crosslist the course with related unit, Human Rights. |
| **Specify effect on other departments and overlap with existing courses** | This crosslisting is proposed at the behest of the other affected unit, Human Rights. |
| **Please provide a brief description of course goals and learning objectives** | The goal of this course is to provide theoretical and empirical examination of social, political, economic, legal, and/or cultural issues of human rights of special interest or relevance to students that semester. The major learning objective to teach students how to examine the human rights issue(s) of special interest or relevance through a careful, informed sociological investigation. |
| **Describe course assessments** | Course assessments vary according to the topic but may include weekly reading assignments, quizzes, research projects, written examinations, and/or papers. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Soc3833.Syl (003).docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164625&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C841f86268b194dcc44fa08d79526920a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637141865203325107&sdata=UofBSiTIws3ajurFMQPh42OX7JHw9YMV%2FKd57il%2BSTA%3D&reserved=0) | Soc3833.Syl (003).docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Elizabeth Holzer | 11/05/2019 - 15:12 | Submit |  | Sociology UPC approved SOCI 3833 to be cross-listed with HRI as SOCI/HRTS 3833 on January 29, 2019. By the C&CC rules, the HRTS asks that we initiate the cross-list process and submit the proposal online to C&CC. After consulting with Pam Bedore, HRI let me know that the initiation for the paperwork to add to the catalog would most often come from the “owner” of the course, in this case Sociology. | | Sociology | Ralph B McNeal | 01/09/2020 - 11:39 | Approve | 12/11/2019 | approved | | Human Rights | Cesar Abadia-Barrero | 01/09/2020 - 12:02 | Approve | 11/1/2018 | The HRI committee unanimously approved the cross-listing of this course. | |

***Killing African Americans***

Topics in Sociology and Human Rights

**COURSE SYLLABUS**

University of Connecticut

ProfessorN. A. Cazenave OFFICE: Room 221 Manchester Hall

Sociology 3833 PHONE: 860-486-4190

Fall 2018 E-MAIL: cazenave@uconn.edu

OFFICE HOURS: 12:45-1:45 pm, Tuesdays and Thursdays

and by appointment

**MEETING TIME AND PLACE**

Tuesdays and Thursdays 2:00-3:15pm

Room 420 Monteith Hall

**COURSE DESCRIPTION**

This course examines highly racialized police and vigilante violence as one of many racial control systems and mechanisms that have been used to subordinate and contain African Americans and other racially oppressed people throughout American history. Lecture topics include: theories of oppression; the history of racial control systems and mechanisms in the United States including slavery, the Black Codes and Jim Crow, voter suppression, debt peonage-based labor systems, lynching, white race riots, the death penalty, mass incarceration, and highly racialized police and vigilante killings; neo-liberal economics and politics; police and vigilante racial bias, attitudes and culture; hyper-masculinity; negative emotions; technological advances that make police and vigilante actions more visible like smart phone cameras, cable TV, and social media; and movements against the killings.

**TEXTS:**

--Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, New York: 2012)

--Noel A. Cazenave, *Killing African Americans: Police and Vigilante Violence as a Racial Control Mechanism* (New York: Routledge, 2018)

--Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation* (Chicago, IL: Haymarket Books, 2016)

--George Yancy and Janine Jones, eds., *Pursuing Trayvon Martin: Historical Contexts and Contemporary Manifestations of Racial Dynamics* (Lanham. MD: Lexington Books, 2013)

**EVALUATION** **AND COURSE POLICIES**

***Please Read Carefully.***

Students have the option of one of three learning and evaluation Tracks.

The ***Scholars Track*** offers students the greatest opportunity: to learn, to express themselves creatively, and to maximize their enjoyment of the course. To qualify for the Scholar’s Track students must earn a grade of at least B+ (i.e., 85) on the Mid-Term Examination. The Scholars Track is comprised of three major evaluations. Each counts for one-third of the student's final grade. The first evaluation consists of a multiple-choice MID-TERM EXAMINATION. The second evaluation is a BLACK LIVES MATTER REPORT PROJECT. Students who receive a B, B+ or A- on the project will have an additional point added to their final average. Those who earn an A will get two bonus points. For the Scholars Track the third evaluation is a KILLING AFRICAN AMERICANS PRESENTATION.

The ***Enhanced Track***. This track entails the BLACK LIVES MATTER REPORT PROJECT in addition to the MID-TERM and SECOND EXAMINATIONs. Students choosing this track are eligible for the project bonus points described above.

The ***Basic Track*** involves two evaluations. Students on this track will take two multiple-choice exams. Each counts for 50% of their final grade. With this track there is no opportunity for bonus credit. To be successful in the Basic Track students must do well on both exams. If someone does poorly on one exam that could result in him or her receiving a failing grade for the course. The two exams consist of the MID-TERM EXAMINATION described above and a multiple-choice SECOND EXAMINATION on material covered since the Mid-Term Exam.

---------------------------------------------------------------------------------------------------------------------

Students who do projects or presentations should save their work on a flash drive or by some other means as a back-up against their hard drive crashing or being damaged or their computer being stolen. Such excuses will not be accepted.

Random “pop” quizzes may be given as needed to ensure adequate student class preparation and discussion. Students are responsible for knowing any information given in class regarding changes in the course schedule or requirements.

**Grading System:**

100-90=**A**;89=**A-**; 88-85=**B+**;84-80=**B**;79=**B-**;78-75=C+; 74-70=**C**; 69=**C-**; 68-65=**D+**; 64-60 =**D**;59 and below=**F** (I do not assign grades of D-).

**Classroom Policies. NO COMPUTERS, CELL PHONES, ETC. ALLOWED.** Students are not allowed to use internet-accessible devices in class without my permission. Students who miss class are responsible for getting any missed notes from another student.

**EXAMINATIONS**

The Mid-Term Examination will cover all of the material assigned or discussed to that point. The Second Examination will include any material covered since the Mid-Term Exam. Both are multiple choice in format. Reviews for examinations are given orally and only in class. Neither reviews nor class notes will be provided for individual students. I will not clarify notes by e-mail. Only students who have documented excuses will be permitted to complete work for the missed Mid-Term or Second Exam. Students who provide written documentation of a valid reason for missing the Mid-Term Examination or Second Exam (not, e.g., “I overslept” or “I missed the bus”) may turn in a Missed Exam Paper within three weeks of that exam. Missed Examination Paper format sheets are available on Husky CT. The Missed Examination paper questions and concepts must be approved by me in advance.

**BLACK LIVES MATTER REPORT PROJECT GUIDELINES**

As a Black Lives Matter Movement activist it is your job to investigate and write a report on how the movement should respond to the killing of an African-American person by the police or a vigilante. The case you choose must be real as well as all the facts you present. The killing must have been ruled a homicide by the medical examiner and the police or vigilante must either not have been indicted on criminal charges or have been acquitted. It is your job to prepare a report that will document what happened, the lack of response by the criminal justice system, and what the movement can do through effective *social protest* to *force* the criminal justice system to change. The focus here should be on social movement activity, not just suggestions for criminal justice reform.

This analysis must include three major parts, and the paper must be divided into the following three sections and headings.

**What Happened** (approximately 2 pages)

T**he Criminal Justice System’s Response**  (approximately 3 pages)

**What Can Be Done to *Force* the System to Change** (approximately 2 pages)

You may place any relevant documentation in an appendix (e.g., photographs, audio and video tapes, etc.). Do not put such material in the body of the paper. The appendix material is optional. It is not required. Before turning your project in carefully check the “Black Lives Matter Report Project” format checklist available on Husky CT.

**Format for Black Lives Matter Report Project**

Observe minimum page limits, typed pages requirement (i.e., at least seven **typed** pages, not including the reference page; but no more than nine pages) and deadlines. Projects are due at the **beginning** of the class period. They will **not** be accepted after that. Pages must be double spaced. Please number pages. Do not use onion-skin (i.e. very thin) paper. Staple pages together. Do not put in a folder or in plastic.

You must use a minimum of seven citations with at least two of those from your assigned readings. Only **four** web site references may be used. The name of the organization sponsoring the web site must be cited with the web site address in the references section of the paper.

References should be documented according to the following format. In the body of the paper, for example, Davis (2017) or (Davis, 2017). If you quote directly you **must** use quotation marks or "block" quotes (for quotations longer than eight lines) and **must** give the page number, e.g., (Davis, 2017: 532). Page numbers must also be provided when specific facts or given from a particular source. On the reference page at the end of the project list references alphabetically using the following format.

Davis, John R. 2017. *The Sociology of Deviance*. New York: McGraw-Hill.

or

Davis, John R. 2017. "A Re-analysis of Sutherland's Theory of Differential

Association." *American* *Journal of Sociology* 155(2): 319-22.

For further details see:

Kate L. Turabian's *A Manual for Writers* or the *American Sociological Association Style Guide.*

Again, projects are due at the **beginning** of the class period of the project’s due date. **Late projects will not be accepted.** Class work may **not** be submitted by e-mail.

*Students find that I tend to be more demanding in my grading of written work than for exams. If you are not prepared to do quality work you should not do the project. A poor-quality project will likely bring your final grade down.*

**KILLING AFRICAN AMERICANS PANEL PRESENTATION AND WRITTEN OUTLINE/BIBLIOGRAPHY GUIDELINES**

Students who earn a B+ (85 or better) or higher on the Mid-Term Examination and who turn in a Black Lives Matter Report Project may choose a presentation topic related to the police or vigilante killings of African Americans that fits into one of the three following Task Force areas: Causes, Racial Consequences, and Solutions. The topic can be one we discussed in class (e.g., neoliberalism, racial bias, social dominance, hypermasculinity, police attitudes and culture, negative emotions, the Black Lives Matter Movement, etc.) or a new topic of your own choosing that can help explain some aspect of the causes, consequences, or solutions involving the police and vigilante killings of African Americans generally, not a specific killing like you discussed in your project. Presenters must turn in a **detailed** topic outline (in standard **topic** outline form--do **not** use sentences) and a bibliography of at least seven references just prior to giving their presentations. Please make a copy if you need this material to present from. The topic outline should follow the 3 points, 5 format. That is, it should consist of an Introduction (I) and Conclusion (V) and three major topic points (II, III & IV) and appropriate levels of sub-headings (e.g., A, B, C; 1, 2, 3; a., b., c.). Again, only four of the references may be properly documented web sites (see previous section). Presenters will turn in a minimum of 3 full typed pages. Each presenter will be allowed 15 minutes for her or his presentation. Students will be graded individually, not as a group. Only **typed** and stapled material will be accepted, at the **beginning** of the class period of the scheduled presentation. Students may use media equipment for presentations, but must be prepared to give their presentation without such equipment if it doesn’t work. Before preparing and giving presentations see the “Presentation Rating Sheet” available on Husky CT.

**COURSE LECTURE OUTLINE**

I. Introduction: The Police and Vigilante Killings of African Americans in the Twenty-First

Century

II. Understanding the Killings: Theoretical Insights, Conceptual Framework, and Key Argument

III. The Socio-History of Violence-Centered Racial Control Systems and Mechanisms in the

United States

IV. Neo-Liberalism, Rising Economic Inequality, and the Growth of a Highly Racialized

American Police State

V. Interactional Factors: Racial Bias, Police Attitudes and Culture, Negative Emotions, and

Hypermasculinity

VI. Police and Vigilante Killings as a Racial Control Mechanism

VII. Making Black Lives Matter: The Movement Against the Police and Vigilante Killings of

African Americans

VIII. Conclusion: Lessons Learned and Unfinished Business

**COURSE SCHEDULE: LECTURES, READINGS, AND OTHER ACTIVITIES**

**FIRST WEEK**

**Tuesday August 28th**

Introduction to the Course

--How I became Interested in the Topic

What we hope to accomplish

-- Course syllabi

**Thursday August 30th**

Introductory Lecture: The Police and Vigilante Killings of African Americans in the Twenty-First

Century

Cazenave, *Killing African Americans*, Preface, Chapter 1

**SECOND WEEK**

**Tuesday September 4th**

Introductory Lecture: The Police and Vigilante Killings of African Americans in the Twenty-First

Century (Cont’d)

Taylor, *From #BlackLivesMatter to Black Liberation*, Introduction

**Thursday September 6th**

Understanding the Killings: Theoretical Insights, Conceptual Framework, and Key Argument

--Understanding Oppression

--Theories

Cazenave, *Killing African Americans*, Ch 2

**THIRD WEEK**

**Tuesday September 11th**

Understanding the Killings: Theoretical Insights, Conceptual Framework, and Key Argument

--Understanding Oppression (Cont’d)

--Theories

--Concepts

Cazenave, “Teaching about Systemic White Racism,” Husky, CT

**Tuesday September 13th**

Understanding the Killings: Theoretical Insights, Conceptual Framework, and Key Argument (Cont’d)

--Understanding Oppression

--Key Argument

**FOURTH WEEK**

**Tuesday September 18th**

The Socio-History of Violence-Centered Racial Control Systems and Mechanisms in the

United States

---Slavery and the Black Codes and Jim Crow

Cazenave, *Killing African Americans*, Ch 3

**Thursday September 20th**

The Socio-History of Violence-Centered Racial Control Systems and Mechanisms in the

United States

--Voter Suppression, Debt Peonage Based Labor Systems, and Lynching

William L. Patterson, *We Charge Genocide,* Google Books,Introduction and Part I

--do google search for William L. Patterson, *We Charge Genocide,* Google Books

**Video:** “13” Netflix

**FIFTH WEEK**

**Tuesday September 25th**

The Socio-History of Violence-Centered Racial Control Systems and Mechanisms in the

United States (Cont’d)

--Racial Disparities in the Death Penalty

**Thursday September 27th**

The Socio-History of Violence-Centered Racial Control Systems and Mechanisms in the

United States (Cont’d)

--Mass Incarceration

Alexander, *The New Jim Crow*, Introduction, Chs 1, 3 thru 6

“Michelle Alexander on the War on Drugs and the Politics Behind It”

<https://www.youtube.com/watch?v=P75cbEdNo2U>

**SIXTH WEEK**

**Tuesday October 2nd**

Neo-Liberalism, Rising Economic Inequality, and the Growth of a Highly Racialized

American Police State

Cazenave, *Killing African Americans*, Ch 5

Sundiata K Cha-Jua, “The New Nadir: The Contemporary Black Racial Formation,” *The Black Scholar* 2010, 40 (1):38-58. Husky CT

Loic Wacquant, “The New ‘Peculiar Institution:’ On the Prison as Surrogate Ghetto” *Theoretical Criminology* 2000, 4 (3): 377-389. Husky CT

**Thursday October 4th**

**REVIEW FOR MID-TERM EXAMINATION**

**SEVENTH WEEK**

**Tuesday October 9th**

Neo-Liberalism, Rising Economic Inequality, and the Growth of a Highly Racialized

American Police State (Cont’d)

Taylor, *From # BlackLivesMatter to Black Liberation*, Chs 4 & 5

Ch 17 in Yancy and Jones, eds., *Pursuing Trayvon Martin*

**Video:** Liberal Redneck, “Black Lives Matter,” YouTube

**Thursday October 11th**

**MID-TERM EXAMINATION**

**EIGHT WEEK**

**Tuesday October 16th**

Interactional Factors: Racial Bias, Police Attitudes and Culture, Negative Emotions, and Hypermasculinity

--Racial Bias and Police and Vigilante Attitudes and Culture

Cazenave, *Killing African Americans*, Ch 6

**Students Sign Up for Presentation Topics**

**Thursday October 18th**

Interactional Factors: Racial Bias, Police Attitudes and Culture, Negative Emotions, and Hypermasculinity (Cont’d)

**Video:** “Say Her Name” and Kimberlee Crenshaw, “The Urgency of Intersectionality,” Ted Talk

--Negative Emotions and Masculinity Games

Cazenave, “Understanding Our Many Fergusons: Kill Lines-the Will, the Right, and the Need to Kill,” *Truthout*, September 29, 2014, Husky CT or

<http://www.truth-out.org/opinion/item/26484-understanding-our-many-fergusons-kill-lines-the-will-the-right-and-the-need-to-kill>

**NINTH WEEK**

**Tuesday October 23rd**

Police and Vigilante Killings as a Racial Control Mechanism

-- The Police and Vigilante Killings of African Americans

Cazenave, *Killing African Americans*, Ch 4

**Thursday October 25th**

Police and Vigilante Killings as a Racial Control Mechanism (Cont’d)

-- The Police and Vigilante Killings of African Americans

Introduction, Chs 1 thru 4 & 7 of Yancy and Jones *Pursuing Trayvon Martin*

**Last Day to Sign Up for Presentations**

**TENTH WEEK**

**Tuesday October 30th**

Police and Vigilante Killings as a Racial Control Mechanism (Cont’d)

-- The Police and Vigilante Killings of African Americans

Chs 8 thru 11 & 15 and 18 of Yancy and Jones *Pursuing Trayvon Martin*

**Thursday November 1st**

Making Black Lives Matter: The Movement Against the Police and Vigilante Killings of

African Americans

**Video:** “Ferguson: A Report from Occupied Territory,”

Cazenave, *Killing African Americans*, Ch 7

Taylor, *From # BlackLivesMatter to Black Liberation*,Chapters 6 & 7

Michael McLaughlin, “The Dynamic History of #BlackLivesMatter Explained”

<http://www.huffingtonpost.com/entry/history-black-lives-matter_us_56d0a3b0e4b0871f60eb4af5>

“Dream Defender Phillip Agnew”

<https://www.youtube.com/watch?v=Nd7Ha5XtR0o>

**ELEVENTH WEEK**

**Tuesday November 6th**

Making Black Lives Matter: The Movement Against the Police and Vigilante Killings of

African Americans (Cont’d)

Jelani Cobb, “The Matter of Black Lives,”

<http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>

Ferguson Action, “About This Movement,”

<http://fergusonaction.com/movement/>

Alicia Garza, “A Herstory of the #BlackLivesMatter Movement by Garza,”

<http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>

**PROJECTS DUE**

**Thursday November 8th**

Making Black Lives Matter: The Movement Against the Police and Vigilante Killings of

African Americans (Cont’d)

“Black Lives Matter”

<http://blacklivesmatter.com/about/>

**TWELFTH WEEK**

**Tuesday November 13th**

Making Black Lives Matter: The Movement Against the Police and Vigilante Killings of

African Americans (Cont’d)

“Black Lives Matter Co-Creator on the New Civil Rights Movement”

<https://www.youtube.com/watch?v=Y5WeJaNtMQs>

**Thursday November 15th**

“ “

--The White Backlash

Cazenave, “‘Black Lives Matter’ Versus ‘All Lives Matter’” *Racism Review*. September 25, 2015,

<http://www.racismreview.com/blog/2015/09/15/black-lives-matter-versus-all-lives-matter-latest-racial-battle-over-language/>

“The Movement for Black Lives, A Vision for Black Lives, Policy Demands for Black Power, Freedom and Jobs, <https://policy.m4bl.org/>

**THIRTEENTH WEEK**

**Tuesday November 20th**

**THANKSGIVING DAY HOLIDAYS: NO CLASS**

**Thursday November 22nd**

**THANKSGIVING DAY HOLIDAYS: NO CLASS**

**FOURTEENTH WEEK**

**Tuesday November 27th**

**STUDENT PRESENTATIONS**

All students must be ready to give their presentations on this date.

**Thursday November 29th**

**REVIEW FOR SECOND EXAM**

**FIFTEENTH WEEK**

**Tuesday December 4th**

**STUDENT PRESENTATIONS** (If Needed)

Conclusion: Lessons Learned and Where Do We Go from Here?

**Thursday December 6th**

**SECOND EXAMINATION**

**2020-21 HRTS/SOCI 5825       Add Course (guest: Elizabeth Holzer)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14697 |
| **Request Proposer** | Purkayastha |
| **Course Title** | Sociology of Human Rights |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | The topic overlaps with both fields |
| **Course Title** | Sociology of Human Rights |
| **Course Number** | 5825 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Purkayastha |
| **Proposer First Name** | Bandana |
| **Select a Person** | bap02005 |
| **Proposer NetId** | bap02005 |
| **Proposer Phone** | +1 860 486 3791 |
| **Proposer Email** | [bandana.purkayastha@uconn.edu](mailto:bandana.purkayastha@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | English |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SOCI/HRTS 5825. Sociology of Human Rights Three credits. Instructor consent required. Critical sociological perspective on human rights, with a specific emphasis on power, inequalities, and people’s struggles to claim and access political, civil, economic, social and cultural human rights. |
| **Reason for the course action** | Course has been taught multiple times and needs to be put on the books. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated |
| **Please provide a brief description of course goals and learning objectives** | Students will learn to: • Read deeply to get a sense of the human rights literature. • Become familiar with conversations in countries outside the US. • Familiar with problems of data gathering and presentation. • Understand the tensions between institutions, claims, and discourse on HR. |
| **Describe course assessments** | 1. Active participation including contributing notes and readings on the topic we discuss: 50% • Lead the class in discussing the assigned readings twice during the semester. You will also present one or two readings you selected). o Post a summary of the reading with an emphasis on (a) the main argument of the assigned reading, (b) the evidence/arguments the author/s provide to support their main argument and (c) a set of questions for people to discuss in class. These should be posted by Thursday noon of the week before class • Actively participate in discussing the readings. Ideally you should be asking questions, providing your views—whether you agree or disagree with some of the points made in the readings—during class. However, if you need some more time to reflect or you think about other points, you are also free to use the journal feature. (Remember, the journal is nota substitute for being in class, it will just act as a medium for expressing your ideas further) • Contribute readings on a preselected subject. You have to post the readings on HuskyCT with a short paragraph introduction to guide readers. These should be posted two weeks before class. 2. Project (paper on human rights or country based portfolio on a selected theme): 50% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SOCI of Human Rights jan 3.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F168282&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb2e1da444b41466e66b608d79ab65174%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147980153725285&sdata=%2Fh3XUkoO%2BTwfJxyQ96AJGXlLx3kkMfs%2FAJJ8A67f3aM%3D&reserved=0) | SOCI of Human Rights jan 3.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nancy A Naples | 01/03/2020 - 11:32 | Submit |  | This course has been approved by Human Rights Institute Director. | | Sociology | Ralph B McNeal | 01/14/2020 - 12:30 | Approve | 12/11/2019 | approved | | Human Rights | Cesar Abadia-Barrero | 01/15/2020 - 11:47 | Approve | 1/15/2020 | The graduate committee approved the course enthusiastically via electronic vote. | |

SOCI 5825/HRTS 5825:  **Sociology of Human Rights**

Bandana Purkayastha, Professor, Sociology & Asian American Studies.

[Bandana.Purkayastha@uconn.edu](mailto:Bandana.Purkayastha@uconn.edu)

Office Hours Mondays 3.30 to 4.30 or by appointment.

Manchester Hall, room 218

This course will offer a critical sociological perspective on human rights, with a specific emphasis on power, inequalities, and people’s struggles to claim and access political, civil, economic, social and cultural human rights. We will pay attention to multiple actors-states, corporations, INGOs, NGOs, and activists--that are involved in shaping the terrain of human rights. Moving away from the dominant emphasis on scholarly work produced in the Global North, we will pay significant attention to the scholarship from the Global South. While I will add one or two other topics as/if these emerge as significant issues over the next few months, the current readings emphasize the following overlapping themes: violence (including routinized violence against minority groups, women and sexual minorities), local and global racisms, displacements and new tools of governance (focussing on migration and migrants, including those in camps and detention centers), control over and access to land and water resources (situating these discussions within larger questions related to environment, climate change and rights to science), cultural rights in an era of populism (including a focus on religions), and, questions of economic rights (including what is included and excluded under Sustainable Development Goals, and questions of human dignity in an era of precarity).

**Objectives:**

* Read deeply to get a sense of the human rights literature.
* Become familiar with conversations in countries outside the US.
* Familiarize yourself with problems of data gathering and presentation.
* Understand the tensions between institutions, claims, and discourse on HR.

NOTE: I expect you to develop a customised portfolio of readings and material for your own work later. Feel free to discuss specific topics with me.

**Grading:**

**1. Active participation including contributing notes and readings on the topic we discuss: 50%**

* Lead the class in discussing the assigned readings twice during thesemester. You will also present one or two readings you selected).
  + Post a summary of the reading with an emphasis on (a) the main argument of the assigned reading, (b) the evidence/arguments the author/s provide to support their main argument and (c) a set of questions for people to discuss in class. These should be posted by Thursday noon of the week before class
* Actively participate in discussing the readings. Ideally you should be asking questions, providing your views—whether you agree or disagree with some of the points made in the readings—during class. However, if you need some more time to reflect or you think about other points, you are also free to use the journal feature. (Remember, the journal is nota substitute for being in class, it will just act as a medium for expressing your ideas further)
* Contribute readings on a preselected subject. You have to post the readings on HuskyCT with a short paragraph introduction to guide readers. These should be posted two weeks before class**.**

**2. Project (paper on human rights or country based portfolio on a selected theme): 50%**

The paper should be 10-15 pages, double-spaced, on a human rights topic. You need to discuss the paper with me by the first week of October. Use the ASA or APA citation format.

If you are preparing a portfolio, I expect to see (a) information published by UN agencies, governments, international non-governmental organizations (INGOS), NGOS, or other sources that are reputable. (Use the class discussion on data as your guide). (b) reports and/or academic writings on the theme you have chosen. (c) a 4-6 page overview of the problem, an assessment of the information based on what we read in class**.**

* **Practices for a respectful and positive learning environment**
* **Email Communication with Instructor:**

Please do not use the HuskyCT mail; use my regular email [Bandana.Purkayastha@uconn.edu](mailto:Bandana.Purkayastha@uconn.edu). Note the class 6805 on the subject line. You can address me as Professor Purkayastha or as Bandana. You can typically expect me to answer within 24 hours, except on weekends or if I am travelling for a conference and have marked those days on the syllabus.

**Absences and Tardiness:**

Please keep me informed of any issues that will impede your ability to attend class and/or to participate actively in class. If you are often late or absent you will not be able to fully participate in class activities. Some of these are graded; if you miss an activity it will affect your overall grade..

* I support your religious holidays. Just let me know well in advance—within the first two weeks of the semester about these dates—so I can help you plan your work and offer an extension. You will typically complete graded work within seven days of the original schedule.

Be sure *to check with a classmate first* and get their notes from the class you missed. I will meet with you to clarify anything you do not understand but I will do that *after* you check out HuksyCT and consult classmate’s notes.

* **Building a Positive Classroom Environment:**
* Your cell phones and all other communication devices should be off when you are in class. You are not permitted to read or receive text messages during class. If there are extenuating circumstances that require you to be available by phone, please speak to me before class. You can use your laptops or other large e-devices for note-taking purposes, only or if I ask you to use it for a class-related purpose. You are not permitted to record anything from this class-in any format—and distribute it to an audience outside class. If you violate this rule, your will not be allowed to use your computer in class for the rest of the semester.
* We will discuss controversial issues in this class. Be mindful that people come with different types of experiences. Make sure you do not stereotype people. Please be respectful of others when you express your views. I encourage you to express your views in a way that others continue to feel free to share their views too.
* Finally, all the material that I have on HuskyCT are *for the purposes of this class only*. Treat them like all other copyrighted material, that is, do **not** circulate or share these material with anyone who is not enrolled in this class in Fall 2018.

**Important University Policies**

* **Academic Integrity Statement:**

I expect you to conform to the intellectual and ethical standards of academic study. In the normal course of learning you will be building on the ideas and texts of others; that is a vital part of academic life. However you have to make sure you document every occasion when you use someone else’s ideas or writing—i.e. you quote them or paraphrase them or summarize what they stated. If you have any questions, please come see me. Even one occasion of academic dishonesty, large or small, on any assignment will result in in an F for the entire course and I will report the incident to Student Judicial Affairs. For University policies on academic honesty please see UConn’s Responsibilities of Community Life: The Student Code: www.dosa.uconn.edu/student\_code.html. Please note that ignorance of academic conventions or UConn’s policies never excuses a violation. You are encouraged to see me if you have questions about citations.

* **Disabilities Statement:**
* If you are a student with a documented disability and require accommodations, please (1) contact the Center for Students with Disabilities (CSD) and (2) inform me at the beginning of the semester of your disability, how your performance may be affected, and what accommodation(s) you will need (adopted from the Center for Students with Disabilities Academic Accommodations Policy). For more information, please go to: <http://www.csd.uconn.edu>.
* **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships‬‬‬‬**
* The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state 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=DI-x_F0ydE-IB-iYlttTvrDeR8TfAtIIfH301wkdq4Z-x7DmS6JvnCJ3d3LuvA-oTsE3vIybt0M.&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=DI-x_F0ydE-IB-iYlttTvrDeR8TfAtIIfH301wkdq4Z-x7DmS6JvnCJ3d3LuvA-oTsE3vIybt0M.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=DI-x_F0ydE-IB-iYlttTvrDeR8TfAtIIfH301wkdq4Z-x7DmS6JvnCJ3d3LuvA-oTsE3vIybt0M.&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.  More information is available at [http://sexualviolence.uconn.edu/](https://exchange.uconn.edu/owa/redir.aspx?C=DI-x_F0ydE-IB-iYlttTvrDeR8TfAtIIfH301wkdq4Z-x7DmS6JvnCJ3d3LuvA-oTsE3vIybt0M.&URL=http%3a%2f%2fsexualviolence.uconn.edu%2f).

**Required Readings**:

* I expect you to acquire three books listed below.
* You should access the journal articles from the library.
* I have added publications from other parts of the world. If you are unable to access these you can borrow my copies temporarily.

Armaline, William, Silfen Glasberg, Davita and Purkayastha, Bandana (equal co-authors) 2015. *The Human Rights Enterprise: Political Sociology, State Power, and Social Movements*. London: Polity Press.

Falcon, Sylvanna. 2016. Power Interrupted: Antiracist and Feminist Activism inside the United Nations. University of Washington Press.

Njiru, Roseanne and Purkayastha, Bandana. 2015. *Voices of Internally Displaced*

*Persons in Kenya: A Human Rights Perspective*. Kolkata and London: Frontpage

Publications.

**Special Instructions:**

* **Make sure you become familiar with the human rights covenants and conventions:**

[**https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx**](https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx)

as well as the recent Special Rapporteurs reports on the themes we are discussing

.

* **Treat the readings as part of a vast legacy of interdisciplinary knowledge in each of these subjects. I will expect you to contribute readings as well.**

**Themes and dates[[1]](#footnote-1):**

**(NOTE: Except for week 1, I expect you to have read the material before the beginning of class. Our discussions will be based on the themes and questions You wish to discuss).**

**DATES:**

**KEY THEMES. Overview.**

**Critical Frameworks: A glimpse of knowledge/understanding/frames, and related controversies.**

Sociology: Early writing.

Gideon Sjoberg, Elizabeth A. Gill , Norma Williams ?code=200B(2001) *“A Sociology of Human Rights”* Social Problems Vol. 48(1) Pages 11-47

Pearce, Tola Olu. 2001. “Human Rights and Sociology.” Social Problems, 48: 48-56.

Upendra Baxi. 2006:: The Future of Human Rights, New Delhi: Oxford

(selection, minimum: preface to the Third Edition and pp2-37).

**OPTIONAL**: consult these readings if you are not familiar with the evolution of Human Rights::

Lauren, Paul. 2000. Proclaiming a Vision. The International Evolution of Human Rights. Philadelphia: University of Pennsylvania Press. (selection)

Ishay, Michelene, 2008 The History of Human Rights: From Ancient Times to the Globalization Era. Berkeley: University of California Press. (selection).

For a very short overview, read

Donnely, Jack. 1982.Human Rights and Human Dignity:An Analytic Critique of Non Western Critiques of Human Rights. The American Political Science Review, 76, 2:303-°©‐316.

Sen, Amartya Human Rights and the Westernizing Illusion. *Harvard International Review* Vol. 20, No. 3 (SUMMER 1998), pp. 40-43

**DATES:**

**KEY THEMES Human rights, with a specific emphasis on power, inequalities, and people’s struggles to claim and access political, civil, economic, social and cultural human rights**

Armaline/Gladberg and Purkayastha: Human Rights Enterprise, chp 1, 4, 5

**DATES:**

**KEY THEMES**  **Multiple actors-states, corporations, INGOs, NGOs, and activists--that are involved in shaping the terrain of human rights**. The two key readings also raise issues about local and global racism..

* *Historical accounts of the path to claiming substantive Rights*

Carol Andersen: Eyes off the Prize—with a special focus on Chapter 2, 4, and 5.

* Armaline et al. chapter 3
* *Contemporary claims*

Sylvanna Falcone: Power Interrupted

**DATE:**

**KEY THEMES: Reflections on gathering and assessing data and evidence.**

**This class will mostly be a lecture though I will assign a selection of readings for the class.**

**Make sure you reread Upendra Baxi’s chapter to refresh your memory about the issues at stake**

Here are some suggested readings:

* Narayan, Anjana and Lise Hele Smith 2011. :Research Beyond Borders. International Research Chapter by Jack Fong on Crisis Field Research).
* Tuhiwai Smith, Linda. Decolonizing Methodologies (Zed Books. Chapters 5 and 6).
* Nagar, Richa. 2018. Hungry Translations. Antipode. Pp1-22.
* Purkayastha/Yousaf: Human Trafficking: Trade for sex, labor and organs (forthcoming 2018) chapter on data and policies.
* Read Erturk and Purkayastha on DEVAW measures. (ref: Erturk, Yakin and Purkayastha, Bandana. 2012. Linking Research, Policy and Action: A look at the work of the special rapporteur on violence against women. *Current Sociology,* edited by Margaret Abraham and Bandana Purkayastha. 60: 20-39. Then look at some of the UN/agency reports on VAW.
* Rastegar, Mitra. "Emotional Attachments and Secular Imaginings: Western LGBTQ Activism on Iran." *GLQ: A Journal of Lesbian and Gay Studies*, vol. 19 no. 1, 2013, pp. 1-29. *Project MUSE*, muse.jhu.edu/article/494855.
* Martinez, Samuel and Libal, Kathy: Gender of Humanitarian Narrative. [Humanity: An International Journal of Human Rights, Humanitarianism, and Development](https://muse-jhu-edu.ezproxy.lib.uconn.edu/journal/499). [Volume 2, Number 2, Summer 2011](https://muse-jhu-edu.ezproxy.lib.uconn.edu/issue/23790)
* Tripp, Aili Marie. Transparency and Integrity in Conducting Field Research (on HuskyCT)
* Small, J. (2012). Trafficking in Truth: Media, Sexuality, and Human Rights Evidence. *Feminist Studies,* *38*(2), 415-443.

**DATES: :**

**KEY THEME: Violence (including routinized violence against minority groups, women and sexual minorities)..**

* Ferree and Tripp: Gender, Violence and Human Security (introduction)
* Pandey, Gyanendra: Routine Violence (introduction).
* Purkayastha, Bandana and Kathryn Ratcliff. 2014. Routine Violence: Intersectionality at the Interstices. *Advances in Gender Research*, Volume 18B Edited By Marcia Segal and Vasiliki Demos. London: Emerald Publications.
* Sutton, Barbara. 2018 Surviving State Terror: Women’s Testimonies of Repression and Resistance in Argentina.

Examples from:

* Alexander. Michelle: The New Jim Crow (selected chapters)
* Kannibiran, Kalpana: Violence against Dalits and Human Rights (download from her website).
* Taylor, Catherine and Tracey, Peter. 2011. We are not aliens, we’re people, we have rights. Canadian journal of Sociology 48: 275-312.
* Violence against LGBTQ groups. Selections from African Gender Institute readings (available via their website),
* Vigilante Violence against religious minorities (TBD).
* Erturk, Yakin. (ed.) 2017. Violence Without Borders: Paradigm,Policy and praxis concerning women. (selection)

OPTIONAL:

Minow, Martha.1998. Between Vengeance and Forgiveness. Boston:

Beacon Press.

Das, Veena et al. Remaking a World, introduction and chapter on the hibakusha).

Nandy, Ashis. 1995. The Other Within: The Strange Case of Radhabinod Pal’s Judgement Of Culpability, in The Savage Frued and Other Essays on Possible and Retrievable Selves. Princeton University Press.

Begin with the independently selected readings.

**DATE**: **Cultural Rights: Religion and human rights**

Readings posted.

Either on the 22nd or on the 29th we will return to the voices of humanity (posts by Amy, Manny and Semra).

**DATES:**

**Migration and displacements**. Old and emerging dynamics on political statuses migrants. Tools of governance (including governance at a distance).

* Njiru and Purkayastha. Voices of Internally displaced persons
* Silke Roth: Paradoxes of Aid Work. (selection)
* Migration, Migrants and Human security. Current Sociology, (all the articles in this special issue). March 2018.
* Calcutta Research group’s publications on the Rohingyas and the making of stateless citizens.
* I will add readings about detention, deportation and rights immigrants and asylum seekers’ rights claims in the US, but the exact readings will be based on student interests in specific groups of migrants..

**DATES:**

**KEY THEMES : Control over and access to land and water resources (situating these discussions within larger questions related to environment, climate change and rights to science),**

Note: I have provided some readings that focus on water. Depending on student interest these readings may be changed to reflect additional readings on (a) privatization of “reserved” or publicly held land, (b) on climate change.

Water:

* Armjos, Maria Teresa. 2013. “They cannot come and Impose on Us” IndIgenous Economy and Remote Control Through Collective Water management in Highland Ecuador. Radical history reader.
* Bell, Shannon. Our Roots Run deep as Ironweed: Appalachian women and the fight for environmental justice. (select the chapter on water).
* Budds J and McGranahan G. 2003. Are the Debates on water privatization missing the point? Experiences from Africa, Asia and Latin America. Environment And Urbanization 15(2):87– 113..
* Ciampi,M. 2013. ‘Water divide’ in the global risk society, International Review of Sociology: Revue Internationale de Sociologie, 23:1, 243-°©‐260

**DATE:**

**KEY THEMES : (a) Questions of economic rights (including what is included and excluded under Sustainable Development Goals, and questions of human dignity in an era of precarity**.

* Hertel, Shareen and Minkler Lanse. 2012. Economic Rights, HumanmRights, Cambridge University Press. (selections)
* Molyneux, Maxine and Shahra Razavi. 2002. Gender Justice, Development, and Rights.: Oxford University Press (selection).
* Philip Alston’s-Special Rapporteur on Poverty- country reports.

DATE:

### Arat, Zehra ; Nuňez, Caryl [Advancing LGBT Rights in Turkey: Tolerance or Protection?](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_springer_jour10.1007/s12142-016-0439-x&context=PC&vid=01UCT&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,zehra%20Arat&mode=Basic)

Human Rights Review, 2017, Vol.18(1), pp.1-19

Jasbir K. Puar (2008): ‘THE TURBAN IS NOT A HAT’: QUEER DIASPORA AND

PRACTICES OF PROFILING, Sikh Formations: Religion, Culture, Theory, 4:1, 47-91

Selection, Jyoti Puri. 2017. Sexual States.

Baisley, E. (2016). Reaching the Tipping Point?: Emerging International Human Rights Norms Pertaining to Sexual Orientation and Gender Identity. *Human Rights Quarterly* 38(1), 134-163. Johns Hopkins University Press.

**DATE:**

I will be away at a conference but will arrange for Skype meetings.

**2020-22 HRTS/SOCI 6825       Add Course (guest: Elizabeth Holzer)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14699 |
| **Request Proposer** | Purkayastha |
| **Course Title** | Topics in Human Rights |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | Topics on human rights in sociology overlaps with Human Rights |
| **Course Title** | Topics in Human Rights |
| **Course Number** | 6825 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Purkayastha |
| **Proposer First Name** | Bandana |
| **Select a Person** | bap02005 |
| **Proposer NetId** | bap02005 |
| **Proposer Phone** | +1 860 486 3791 |
| **Proposer Email** | [bandana.purkayastha@uconn.edu](mailto:bandana.purkayastha@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 3 |
| **Variable Credits Max** | 9 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 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 |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HRTS/SOCI 6825. Topics in Human Rights. 3-9 Credits. May be repeated to a maximum of 9 credits. Instructor consent required. Topics in sociological theory and research in human rights. Topics will vary by semester. |
| **Reason for the course action** | Several sociology faculty (Purkayastha, Holzer, Glasburg) have been offering topics on human rights for a number of years now. We would like to formalize the offerings in this area through putting Topics in Human Rights on the books. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated. |
| **Please provide a brief description of course goals and learning objectives** | Instruct students on variable topics in the area of the sociology of human rights. Students gain knowledge about particular aspects of human rights law, policy, and enactment. Students gain critical writing and oral skills through engagement with the material, class participation and completion of assignments. |
| **Describe course assessments** | Assessments are likely to include active participation in class, completing of written assignments during the semester, and a final paper. Percentages attached to each dimension will vary depending on instructor. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus SOCI 6XXX Human Rights (graduate seminar).doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F168804&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C481fee461272408dffc508d79d09dcf4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637150537999400864&sdata=DVm91wyphcg29OEdAm4AIz51VCM0x1yexXwqGANI48E%3D&reserved=0) | Syllabus SOCI 6XXX Human Rights (graduate seminar).doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 01/03/2020 - 13:38 | Submit |  | Approved by Soc GPC and Faculty - Dec. 11, 2019 | | Sociology | Ralph B McNeal | 01/17/2020 - 11:07 | Approve | 12/11/2019 | done | | Human Rights | Cesar Abadia-Barrero | 01/17/2020 - 15:07 | Approve | 11/1/2018 | The Committee is very excited about the formal addition of this course to our catalog. | |

Empirical Research in Human Rights

Mondays 3:30-6:30

Manchester Hall 125

Elizabeth Holzer

Department of Sociology & Human Rights Institute

[elizabeth.holzer@uconn.edu](mailto:elizabeth.holzer@uconn.edu)

Manchester Hall 212

CLASS OBJECTIVES: This course engages students in some key human rights debates in the social sciences to help them develop their own empirical puzzle to pursue in human rights research. Please keep this second objective in mind in when you plan for the weekly activities: the readings on the syllabus are only one part of your task for the week—you should be working on your research project a little bit every week.

WEEKLY ASSIGNMENTS: Please send a brief interrogation of the readings on Thursday evening for me to use to organize the class discussion on Monday. In the interrogation, you should raise a question or make a criticism of the readings (usually one paragraph). I will make an agenda for the class based on these interrogations and circulate them to you on Friday so you can prepare for Monday’s discussion. **Please don’t summarize the readings—it is not meant as a test of reading comprehension, just as a way of making sure that class discussions touch on issues that are important to us all (even the shy people).** We will also devote part of each class period to talking about how the research projects are going. You can miss at most two of these interrogations and still be permitted to submit the seminar paper and pass the class

LEAD YOUR SEMINAR CLASS: You are coming into the course with a substantivearea of interest. You will each get to work with me to organize one set of class readings and discussion around your own substantive areas. Students with shared interests are encouraged to work together either to develop a single class period for up to two class periods.

RESEARCH PROJECT: The main assignment for class is the research project. By the end of the semester, you should have completed a draft of a publication submission on a topic related to human rights. That means you should have completed data collection, analysis, and write-up and written the theoretical framework or literature review. The draft should be far enough along that you would anticipate spending no more than a month after the class ended to incorporate comments before submitting the article. Check the submission guidelines to get a sense of the expectations (e.g. the *Journal of Human Rights* requested manuscripts of ten to thirty pages).

* Jointly authored papers are permitted when accompanied by a written work plan that includes enforceable mechanisms to equitably divide labor. This work plan must be reviewed by me and signed by all parties involved by week 4.
* Papers revised from earlier human rights-themed papers, theses or dissertation chapters are encouraged, but must be submitted with a work plan of revision approved by me by week 4.

**Grading**

Weekly assignments (pass/fail) 40%

Your seminar (pass/fail) 10%

Research project (letter grade) 50%

# Week 1: What are human rights?

Ishay, Michelene. “What are Human Rights? Six Historical Controversies.” *Journal of Human Rights*, 3.3 (2004): 359-371

Dembour, Marie-Bénédicte. "What are human rights? Four schools of thought." *Human Rights Quarterly* 32.1 (2010): 1-20.

Donnelly, Jack. "Human rights and human dignity: An analytic critique of non-Western conceptions of human rights." *The American Political Science Review* (1982): 303-316.

Sen, Amartya. "Human rights and capabilities." *Journal of Human Development* 6.2 (2005): 151-166.

Preis, Ann-Belinda S. "Human rights as cultural practice: An anthropological critique." *Human Rights Quarterly* 18.2 (1996): 286-315.

# Week 2: Exploring data sources for human rights research

Browse the abstracts for the last few years in *Human Rights Quarterly, Societies without Borders, Journal of Human Rights,* and *Journal of Human Rights Practices* noting the research questions and data sources. The goal is to get a sense of the scope of a journal length project and the types of issues under debate.

Scan the data available through HRI and the Dodd Center.

Archival research: <http://doddcenter.uconn.edu/asc/dodda2z/AToZ.cfm>

Datasets: <http://humanrights.uconn.edu/data-sets-bibliographies/>

# Week 3: How do international human rights institutions emerge and change? Part 1 (United Nations Human Rights System)

<http://www.hrea.org/index.php?base_id=163>

Mark Mazower, “The Strange Triumph of Human Rights, 1933-1950,” *Historical Journal*

47.2 (2004): 379-98.

Forsythe, David. Chapter 3, pp. 57-88 in *Human Rights in International Relations, Second Edition* (Cambridge: Cambridge University Press, 2006).

Gallagher, Anne. "Ending the marginalization: strategies for incorporating women into the United Nations human rights system." *Human Rights Quarterly* 19.2 (1997): 283-333.

Stamatopoulou, Elsa. "Indigenous peoples and the United Nations: human rights as a developing dynamic." *Human Rights Quarterly* (1994): 58-81.

Glendon, Mary Ann. "Forgotten Crucible: The Latin American Influence on the Universal Human Rights Idea, The." *Harv. Hum. Rts. J.* 16 (2003): 27.

# Week 4: Research Plan

Prepare a research proposal and timeline to review in class. This should include:

1. research question
2. brief summary of scholarly debate to which you intend to contribute
3. description of potential contribution
4. research design (i.e. data and methods)
5. timeline for completion

# Week 5: How do international human rights institutions emerge and change? Part II

Submit a reverse outline of one of the following articles or another article published in the journal to which you intend to submit.

Thomas Buergenthal. 1997. “The Normative and Institutional Evolution of International Human Rights.” *Human Rights Quarterly*. 19(4): 703-723

John Hagan, Ron Levi, and Gabrielle Ferrales. 2006. “Swaying the Hand of Justice: The Internal and External Dynamics of Regime Change at the International Criminal Tribunal for the Former Yugoslavia.” *Law & Social Inquiry*. 31(3): 585–616.

Levy, Daniel, and Natan Sznaider. "Sovereignty transformed: a sociology of human rights." *The British journal of sociology* 57.4 (2006): 657-676.

Verschraegen, Gert. "Human rights and modern society: a sociological analysis from the perspective of systems theory." *Journal of Law and Society* 29.2 (2002): 258-281.

# Week 6: Why (if at all) do domestic actors commit to international human rights?

Emilie M. Hafner‐Burton and Kiyoteru Tsutsui. 2005. “Human Rights in a Globalizing World: The Paradox of Empty Promises.” *The American Journal of Sociology*. 110(5): 1373-1411.

“Sovereignty Relinquished? Explaining Commitment to the International Human Rights Covenants, 1966-1999.” Wade M. Cole *American Sociological Review* June 2005 vol. 70 no. 3 472-495

Meyer, William H. "Human rights and MNCs: Theory versus quantitative analysis." *Human Rights Quarterly* 18.2 (1996): 368-397.

Smith, Jackie, Melissa Bolyard, and Anna Ippolito. "Human Rights and the global economy: A response to Meyer." *Human Rights Quarterly* (1999): 207-219.

Meyer, William H. "Confirming, Infirming, and" Falsifying" Theories of Human Rights: Reflections on Smith, Bolyard, and Ippolito Through the Lens of Lakatos." *Human Rights Quarterly* 21.1 (1999): 220-228.

# Week 7: Why do social movements mobilize around human rights?

Keck, Margaret E., and Kathryn Sikkink. *Activists beyond borders: Advocacy networks in international politics*. Ithaca, NY: Cornell University Press, 1998.

“Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations.” Tsutsui, Kiyoteru and Wotipka, Christine Min. *Social Forces*. 83(2). December 2004, pp. 587-620

“High‐Risk Collective Action: Defending Human Rights in Chile, Uruguay, and Argentina.” Mara Loveman. *American Journal of Sociology*, Vol. 104, No. 2 (September 1998), pp. 477-525

“Paradoxes and Possibilities” in Hertel, Shareen, and Kathryn Libal, eds. *Human rights in the United States: Beyond exceptionalism*. Cambridge University Press, 2011.

“When Do National Movements Adopt or Reject International Agendas? A Comparative Analysis of the Chinese and Indian Women's Movements.” Dongxiao Liu. *American Sociological Review* December 2006 vol. 71 no. 6 921-942.

# Week 8-12 are student-lead seminars. Below are examples of student-lead seminars from the last time I taught the class

# Week 8: Regional dynamics of human rights – the case of Latin America

Preliminary results due in class for discussion

Seminar Leader: Julian and Christine

<http://www.colef.mx/migracionesinternacionales/revistas/MI05/n05-171-190.pdf>

<http://www.tandfonline.com/doi/pdf/10.1080/19452821003677343>

<http://www.tandfonline.com/doi/pdf/10.1080/19452821003696855>

# Week 9: Human rights as discourse and spectacle

Seminar Leader: Gali

Readings to come.

# Week 10: Current debates on civic and political rights

Seminar Leader: Mike

Dixon, Kwame. 2010. "Racial Discrimination and Human Rights in the Global Context: The International Convention on the Elimination of all Forms of Discrimination". Sociology Compass 4(9):789-799.

Elias, Sean. 2009. "W.E.B. Du Bois, Race, and Human Rights". Societies Without Borders 4: 273–294.

Bonilla-Silva, Eduardo, and Sara Mayorga. 2009. "Si Me Permiten Hablar: Limitations of the Human Rights Tradition to Address Racial Inequality". Societies Without Borders 4: 366-382.

Lewis, Hope. 2009. "Race, Class, and Katrina: Human Rights and (Un)natural Disaster". in Environmental Justice in the New Millenium: Global Perspectives on Race, Ethnicity, and Human Rights. Edited by Filomina Chioma Steady. New York: Pelgrave MacMillan.

# Week 11: Current debates on women’s rights

Seminar Leader: Ruth and Seyedeh

Margaret, Snyder. 2006. “Unlikely Godmother: The UN and the Global Women’s Movement.”Pgs. 24-51 In Global Feminism Transnational Women’s Activism, Organizing, and *Human Rights* (selections) edited by Myra Marx Ferree and Aili Mari Tripp. New York: New York University Press.

Brems, Eva. 1997. Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in Human Rights Discourse.” Human Rights Quarterly 19(1):136-164.

Merry Engle, Sally. Levitt, Peggy, Rosen Cerban, Mihaela, and Diana H. Yoon. 2010. “Law From Below: Women’s Human Rights and Social Movement in New York City.” Law & Society Review 44(1):101-128.

Afshah, Haleh. "Faith and freedom: Women's human rights in the Muslim world." Development in Practice 6.3 (1996): 272-278.

# Week 12: Current debates on LGBTQ rights

Seminar Leader: Caner Hazar (non-Western contexts), Kamryn Warren (asylum), Chris Sneed (United States)

Readings to come.

# April 27: Writing Workshop

**Draft of final paper due in class for peer editing**

Sjoberg, Gideon, Elizabeth A. Gill, and Norma Williams. "A sociology of human rights." *Social Problems* 48.1 (2001): 11-47.

Turner, Bryan S. "Outline of a theory of human rights." *Sociology* 27.3 (1993): 489-512.

**2020-23 SOCI/WGSS 5602      Add Course (guest: Elizabeth Holzer)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14717 |
| **Request Proposer** | Desai |
| **Course Title** | Gender in Global Perspective |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > College of Liberal Arts and Sciences > Return > Sociology > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | Material in this course is relevant for students in both units. |
| **Course Title** | Gender in Global Perspective |
| **Course Number** | 5602 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Desai |
| **Proposer First Name** | Manisha |
| **Select a Person** | mad07014 |
| **Proposer NetId** | mad07014 |
| **Proposer Phone** | +1 860 486 8918 |
| **Proposer Email** | [manisha.desai@uconn.edu](mailto:manisha.desai@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2022 |
| **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 |
| **Scheduling Components** | Lecture,Seminar |
| **Enrollment Component** | Seminar |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SOCI/WGSS 5602. Gender in Global Perspectives Three credits. Instructor consent required. The course will focus on debates surrounding “established” concepts such as gender, feminism, intersectionality, and post colonial, as well as the situated contexts within which these concepts are redefined, debated, and institutionalized. Introduction to literature from Africa, Latin America and South Asia on the politics of knowledge, violence, development and human rights. |
| **Reason for the course action** | The courses has been taught a number of times and needs to be put on the books. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated |
| **Please provide a brief description of course goals and learning objectives** | Students will gain knowledge of Southern and non-Western understandings of globalization and related dynamics. Development of critical reading, writing and oral skills. Understanding of specific topics within the field of gender and globalization with rich analysis of one topic in particular through class paper assignment. |
| **Describe course assessments** | A. 30% seminar participation. Presentation includes (1) leading assigned discussions and posting 2-3 page summaries of the readings and discussions as assigned. All summaries and questions have to be posted by noon on the Monday before class. B. Finding and adding to the bookshelf based on your specific interests. 20% of your grade. You need to add a brief paragraph explaining the subject of the book or article. I expect to see at least 10 such additions. C. Paper Project. 50% of your grade. OPTION 1. Using your readings for this semester, develop a critical analysis of the ways in which concepts such as gender, feminism, intersectionality, and rights are being defined, refined and debated around the world. 10 page paper AND Completed a reading list—on theories and substantive themes--on your area of interest. Include a preface explaining your choice of readings. Use citations in Gender & Society as your template. OPTION 2. i. Write a 15-20 page paper on your area of interest. OPTION 3: for undergraduate students only. Prepare an annotated bibliography of readings of a subject of your choice. Due the last day of class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Gender in global conversations. xdoc.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F168491&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb603c058a4d0408db67508d79d07191f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637150526124178674&sdata=ORrIcbNKa1lsbqbpd8M1KLThNSwxVAchJX9iCRonZw8%3D&reserved=0) | Gender in global conversations. xdoc.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nancy A Naples | 01/07/2020 - 13:25 | Submit |  | Course was approved by sociology GPC - Dec. 11. Approved by Faculty in sociology - Dec. 11 | | Sociology | Ralph B McNeal | 01/14/2020 - 12:31 | Approve | 12/11/2019 | approved | | College of Liberal Arts and Sciences | Pamela Bedore | 01/17/2020 - 09:22 | Return |  | Returning to proposer for cross-listing (select 2 units under "Course Info" tab) as per email 1.17.2020. | | Return | Nancy A Naples | 01/17/2020 - 10:06 | Resubmit |  | WGSS has approved cross-listing: Janyar 17, 2020 | | Sociology | Ralph B McNeal | 01/17/2020 - 11:10 | Approve | 12/11/2019 | still approved | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/18/2020 - 13:53 | Approve | 1/16/2020 | approved via email by faculty vote | |

**2020-24 SOCI/WGSS 5604      Add Course (guest: Elizabeth Holzer)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14698 |
| **Request Proposer** | Bernstein |
| **Course Title** | Sociology of Sexualities |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Sociology > College of Liberal Arts and Sciences > Return > Sociology > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | Material covered in this course is relevant to both units |
| **Course Title** | Sociology of Sexualities |
| **Course Number** | 5604 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bernstein |
| **Proposer First Name** | Mary |
| **Select a Person** | mab02025 |
| **Proposer NetId** | mab02025 |
| **Proposer Phone** | +1 860 486 3991 |
| **Proposer Email** | [mary.bernstein@uconn.edu](mailto:mary.bernstein@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Seminar |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SOCI 5604. Sociology of Sexualities. Three credits. Instructor consent required. Explores social organization, construction, and politics of sexualities with a particular focus on lesbian, gay, bisexual, transgender, and queer (LGBTQ) experiences and the intersection of sexualities, gender, race, age, and class. How institutions, identities, and discourses interact with, are regulated by, and produce sexual meanings and social and political inequalities. |
| **Reason for the course action** | Course has been taught multiple times and needs to be put on the books. |
| **Specify effect on other departments and overlap with existing courses** | none anticipated |
| **Please provide a brief description of course goals and learning objectives** | 1. understanding of key sociological explanations for sexual difference and expression. 2. demonstration of critical writing and oral skills through discussion and course assignments 3. familiarity with historical and historical approaches to the study of sexualities. |
| **Describe course assessments** | 1. Each student is expected to attend every class and participate in class discussions. At the beginning of each class, I will choose two students to start the class by giving an overview of the week's readings. (20% grade for class participation as a whole). 2. Each student must write a 2-3 page memoranda discussing each week's readings. The memos should synthesize the important issues raised in the readings, discuss how the material relates to prior readings, and provide a brief, but cogent critique of the material. The memos should also raise at least three questions for the class to discuss. (40%) 3. Students must choose and complete one of the following options: A) Write an extensive (15-25 pages) and critical review of any area in the field of sociology of sexualities, and suggest avenues for future inquiry. B) Students preparing to write their dissertations or masters' theses in the area of sexualities may use this opportunity to write a thesis proposal. C) Students may propose another topic in consultation with instructor. (40%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus Sexualities Formatted.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F168301&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7c7271270f464dd519ad08d79d06e9f9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637150525327791953&sdata=6UfLCSxPM2dWGP41DgyEQM4lBqWbHhq3Bebm65G8Fxk%3D&reserved=0) | Syllabus Sexualities Formatted.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nancy A Naples | 01/03/2020 - 13:04 | Submit |  | We have consulted with WGSS who might be interested in cross-listing but we are not including that request at this time. The course was approved by Sociology GPC 12/11/2019 The course was approved by Sociology Faculty 12/11/2019 | | Sociology | Ralph B McNeal | 01/07/2020 - 15:32 | Approve | 12/11/2019 | This is a graduate course...previously taught...with no cross-listings or other units involved | | College of Liberal Arts and Sciences | Pamela Bedore | 01/17/2020 - 09:23 | Return |  | Returning to proposer for cross-listing (select 2 units under "Course Info" tab) as per email 1.17.2020. | | Return | Nancy A Naples | 01/17/2020 - 10:04 | Resubmit |  | WGSS has approved cross-listing - January 17, 2020 | | Sociology | Ralph B McNeal | 01/17/2020 - 11:05 | Approve | 12/11/2019 | done | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/18/2020 - 13:54 | Approve | 1/16/2020 | approved by faculty via email vote. | |

**2020-25 POLS 2602W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14272 |
| **Request Proposer** | Ginsberg |
| **Course Title** | Religion and Politics in America |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Religion and Politics in America |
| **Course Number** | 2XXX |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Beth S Ginsberg |
| **Initiator Department** | Political Science |
| **Initiator NetId** | beg10005 |
| **Initiator Email** | [beth.ginsberg@uconn.edu](mailto:beth.ginsberg@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1602 |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford |
| **If not generally available at all campuses, please explain why** | I do not know if anybody would be interested in teaching this course at any other campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 2602W: Religion and Politics in America Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1602. A study of the interaction and relationship between religion and politics in the US political system. |
| **Reason for the course action** | This course would enhance the departmental offerings since the material is not being covered in depth in any other course. This course is not replacing or duplicating material in any other course and it would not change or affect any teaching loads in the department. |
| **Specify effect on other departments and overlap with existing courses** | This course would have no effect on other departments and does not overlap with other existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Throughout this course, we will examine the role that various religions play in policy, formation of political identity and election of candidates. We will pay attention to the growing role of Evangelical Christians in the electoral process. We will also examine what role religion plays in recent presidential elections. The course will also develop and reinforce writing and research skills of students. |
| **Describe course assessments** | Students will be evaluated in several ways. There will short writing summaries of the various topics. This assessment is designed to test their ability to summarize acquired knowledge. Students will also be required to serve as a discussant. This will assess their ability to present new information to class and lead brief discussions on the material. Finally, the students will be evaluated on their research and writing skills by completing a comprehensive research project. |
| **General Education Goals** | This course fulfills the seven criteria of a "General Education" in the following ways: 1. become articulate - in this course students will learn the political beliefs of a variety of different religious groups and become knowledgeable about those religions. 2. acquire intellectual breadth and versatility - In this course students will learn from a variety of texts and writings and learn about a variety of different populations 3. acquire critical judgment - Students will formulate an assessment of why religion plays such an important role in the US political system and whether this is a positive or negative force. 4. acquire moral sensitivity - Students will learn about different people and how the uniqueness of there observances affects their political outlook. They will learn that not everyone in the world is like them and these differences play a role in the political arena. 5. acquire awareness of their era and society - Similar to acquiring a moral sensitivity, students will learn about different people in society and their place among these groups. 6. acquire consciousness of the diversity of human culture and experience - This is the most obvious goal of this course. Students will learn that there is diversity among the religious groups in the US. They will learn about the political behavior of many "minority" religions and better understand how those groups differ from Christians. Students will also learn about the variety of Christian denominations and how their differences affect their political behavior. 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge - In this course, students will read, research, write, discuss, and analyze a variety of material. They can use these skills and the material they learn to further their knowledge. |
| **Content Area: Diversity and Multiculturalism (non-International)** | The criteria for a "Diversity and Multiculturalism" course include the following statement :" By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people. This course contributes to advancing multicultural and/or diverse perspectives by consider the similarities that may exist among diverse groups.This is precisely the goal of this course. Students in this course will gain an appreciation for differences among the various religious groups in the US and how these differences impact their participation in the political system. |
| **Writing Competency** | This course meets the criteria for a W course because it includes the following: 1. It is capped at 19 students. 2. Students are required to write, edit, and revise more than 15 pages of work. 3. Feedback by the faculty member is provided in written and oral formats. 4. The course includes writing instruction. 5. Students MUST pass the writing component of the course in order to pass the course. 6. The course demonstrate the relationship between the writing in the course and the content learning goals of the course. 7. Students in this course are not writing simply to be evaluated; they will learn how writing can ground, extend, deepen, and even enable their learning of the course material. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [religion syllabus sample.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F165590&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6b0148ea0d66434425f308d7a1350a7f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155121488303961&sdata=hZB4d%2Bw96sMyYNtu1rQ6IbBrA7mu1UlGVKJzvWtAFDQ%3D&reserved=0) | religion syllabus sample.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Beth S Ginsberg | 11/14/2019 - 16:28 | Submit |  | I would like this course to also be counted in the POLS major as an option for the Race, Ethnicity and Gender subgroup. | | Political Science | Evan J Perkoski | 12/08/2019 - 10:50 | Approve |  | Approved by POLS. | |

University of Connecticut - Stamford

Prof. Beth Ginsberg

POLS 2998W – Religion and Politics in the United States

Class Hours: Tuesdays and Thursdays 12:30-1:45PM

Office Hours: Tuesdays and Thursdays 3:30-5:00PM or by appointment

Office: 3-57, Telephone number: 251-8540, Email: [beth**.**ginsberg@uconn**.**edu](mailto:beth.ginsberg@uconn.edu)

**Welcome to POLS 2998W – Religion and Politics in the United States!** Throughout this course, we will examine the role that various religions play in policy, formation of political identity and election of candidates. We will pay attention to the growing role of Evangelical Christians in the electoral process. We will also examine what role religion plays in recent presidential elections.

This course will NOT examine or promote specific beliefs. Many religious beliefs may be considered illogical by those outside the religion. This course will not attempt to explain specific beliefs nor will any of us be permitted to denigrate another’s personal belief system. The goal of the course is to understand how the myriad of beliefs influences the political process.

Current events will play a large role in this class. It is imperative that you read a newspaper daily and a newsmagazine weekly.

**Books:** Three books are required for this course and two books are recommended. They are all available at the UCONN Co-op bookstore.

The required books are:

Espinosa, Gaston ed. *Religion, Race, and the American Presidency.* Rowman and Littlefield Publishers, 2011.

Fowler, Robert Booth, Allen Hertzke, Laura Olson, and Kevin Den Dulk. *Religion and Politics in America*. , 4th edition, Westview Press, 2010.

Wilcox, Clyde and Carin Robinson. *Onward Christian Soldiers?* 4th edition, Westview Press, 2011.

The recommended books are:

Mead, Frank, Samuel Hill, and Craig Atwood. *Handbook of Denominations in the United States,* 13th edition, Abingdon Press, 2010.

Baglione, Lisa. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* 3rd edition, CQ Press, 2015

There will also be items on reserve, which will be available on the HuskyCT page for this course. These articles are as required as the chapters from the books. They are listed on the syllabus with (R) next to them.

**Course Requirements:**

10 short reading summaries – 4% each = 40% in total

Discussant – 10% each = 10% in total

Class participation – 10% each = 10% in total

Final Term Paper – 40% each = 40% in total (including drafts)

The due dates for the assignments are clearly listed on the syllabus. Late assignments WILL NOT be accepted without prior arrangements.

**Contacting the Professor:** Please do not hesitate to speak with me if you are having any problems. Do not wait until the end of the semester to address your concerns. I have office hours every Tuesday and Thursday afternoon and am available before or after class. You may just drop into my office hours without an appointment. If you would like to make an appointment outside of my office hours, I will attempt to accommodate you. You may also contact me via email. I respond to emails within one day.

**Discussants:**  10% of your final grade is based on your participation as a discussant. Each student will sign up to act as a discussant for one class session. The role of the discussant is to prepare questions beforehand and help guide the lesson – similar to being an assistant to the professor. A signup sheet will be distributed. No more than 1 student can be a discussant for any class. Your questions, ideas, and discussion points must be handed in at the end of the class for which you serve as a discussant.

**Reading Summaries:** 40% of your grade consists of weekly reading summaries. A reading summary consists of a review of readings and class discussion. You must do 10 summaries. You cannot do a summary of the week you serve as a discussant. Summary topics are listed in the syllabus.

**Academic Honesty:** I fully support the University’s policies regarding cheating and plagiarism. Do not use another person’s ideas or writings. Think before you act! You will be disciplined accordingly.

**“W” Course:** W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

**According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

**Drafts:** Part of your term paper requirement will be to provide drafts of your work throughout the semester. A draft is an invaluable tool in the writing process. The due dates for your drafts are clearly listed in the syllabus. After each draft, you will receive written feedback from Prof. Ginsberg. You will also have the opportunity throughout the semester to have a personal meeting to discuss your work.

**Research Sessions:** Throughout the semester, we will have several class periods designated as “research sessions”. During these classes, we will meet in a computer lab. We will spend these classes reviewing research methods, troubleshooting problems, and learning how to “write” in the discipline of Political Science. We will also discuss the steps a writer needs to take to write. These steps include outlines, research methods, literature reviews, and theory of your paper, introductions, conclusions, and analysis of research.

**Writing Center:** The Writing Center is open to all students for individualized assistance and tutorials. They can help at any stage of the writing process from your beginning ideas to finishing a term paper. They will not do your work for you but will guide you along and give assistance. Do not hesitate to make an appointment to seek their help and guidance. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu)

**Attendance:** The University does not allow for grade deductions based on infrequent attendance, however, class participation is 10% of your final grade and if you are not in class you cannot participate and your grade will suffer.

**Academic Guidelines:** When in doubt please consult the student handbook or any of the school offices. The Dean of Students office and the Registrar’s office will be happy to help you with any problems or questions.

**Students with Disabilities:** Your disability needs to be documented and verified by the university. If you require accommodations because of a disability please meet with me privately, early in the semester to ensure that your needs are met.

**Grading Scale:**

95-100 – A 90-94 – A- 87-89 – B+ 84-86 – B

80-83 – B- 77-79 – C+ 74-76 – C 70-73 – C-

67-69 – D+ 64-66 – D 60-63 – D- Below 60 – F

I reserve the right to raise your grade based on your cooperation and behavior in class.

**Course Outline:** (Subject to change)

January 22: Introduction to class

January 24: Religion and Political Culture

“A Secular Society” in *Religion and Politics in the United States* by Kenneth Wald and Allison Calhoun-Brown. Rowman and Littlefield Publishers, 2011. (R)

“Religion in the American Context” in *Religion and Politics in the United States* by Kenneth Wald and Allison Calhoun-Brown. Rowman and Littlefield Publishers, 2011. (R)

Fowler ch. 1

January 29: Organized Groups and Theories of Elites

Fowler chs. 5, 12

January 31: Political and Cultural Elites and Civil Society

Fowler chs. 6, 7

February 5: Religion and Law

Fowler chs. 8, 9

February 7: Research Session #1

February 12-14: Mainline Protestants

Espinosa ch. 2

“Continuity and Change in the Religious Center” in *Religion and Politics in the United States* by Kenneth Wald and Allison Calhoun-Brown. Rowman and Littlefield Publishers, 2011. pages 259-266 (handout)

“The Changing Political Fortunes of Mainline Protestants” by Jeff Manza and Clem Brooks in *The Quiet Hand of God* edited by Robert Wuthnow and John Evans. University of California Press, 2002. (R).

February 14: **DRAFT #1 DUE**!

February 19-26: Evangelical Protestants

Fowler ch. 2

Espinosa ch. 1

Wilcox entire book

“Evangelicals, Issues, and the 2008 Iowa Caucuses” by Kimberly Conger in *Politics and Religion* (3) 2010, 130-149 (R).

“The Christian Right: Engaged Citizens or Theocratic Crusaders?” by Nathaniel Klemp in *Politics and Religion* (3) 2010, 1-27 (R).

February 28-March 5: Catholics

Espinosa ch. 3

“Embracing the Challenge of Catholic Political Engagement” in *Catholics, Politics, and Public Policy* by Clarke Cochran and David Carroll Cochran, Orbis Books, 2003. (R).

“When Church Teachings and Policy Commitments Collide: Perspectives on Catholics in the US House of Representatives” by Elizabeth Oldmixon and William Hudson in *Politics and Religion* (1) 2008, 113-136 (R).

“Continuity and Change in the Religious Center” in *Religion and Politics in the United States* by Kenneth Wald and Allison Calhoun-Brown. Rowman and Littlefield Publishers, 2011. pages 241-259 (handout)

March 7: Research Session #2

March 12-14: Jews

Espinosa ch. 6

Fowler pgs. 53-53

“Still Liberal After All These Years” by Anna Greenberg and Kenneth Wald in *Jews in American Politics* edited by L. Sandy Maisel, Rowman and Littlefield Publishers, 2001. (R)

“Right Turn” by Edward Shapiro Wald in *Jews in American Politics* edited by L. Sandy Maisel, Rowman and Littlefield Publishers, 2001.(R)

“Identity versus Identity: Israel and Evangelicals and the Two-Front War for Jewish Votes” by Eric Uslaner and Mark Lichbach in *Religion and Politics* (2) 2009, 395-419 (R).

“Orthodox and Other Americans: American Jews and their Attitudes to the State of Israel” by Eliezer Don-Yehiya *Israel Studies* (17) 2012, 120-128 (R)

March 14: **DRAFT #2 DUE!**

March 19-21: Spring Recess

March 26-28: Muslims

Espinosa ch. 7

Fowler pgs. 57-60

“Democrat, Republican, or None of the Above? The Role of Religiosity in Muslim American Party Identification” by Matt Barreto and Dino Bozonelos in *Religion and Politics* (2) 2009, 200-229. (R)

“The Dearborn Effect: A Comparison of the Political Dispositions of Shi’a and Sunni Muslims in the United States” by Cyrus Ali Contractor in *Religion and Politics* (4) 2011, 154-167. (R)

“The Politics of Muslims in America” by Farida Jalalzai in *Religion and Politics* (2) 2009, 163-199. (R)

“Changing Sides: 9/11 and the American Muslim Voter” by John W. Ayers in *Review of Religious Research* (49) 2007, 187-198 (R)

“Race and Religion in the Political Problematization of the American Muslim” by Iqbal Akhtar in *PS: Political Science* (44) 2011, 768-774. (R)

April 2: Non-Abrahamic Religions

“Desis Divided” by Sangay K. Mishra. University of Minnesota Press, 2016 chs 3, 4 (R)

“God is Red” by Vine Deloria, Jr. 30th anniversary edition. Fulcrum Publishing, 2003, ch.3

“Buddhism and the Idea of Human Rights: Resonances and Dissonances” by Perry Schmidt-Leukel in *Buddhist-Christian Studies* (26) 2006, 33-49. (R)

April 4: Research Session #3

April 9-11: African Americans, Latinos, and Asians and Women

Espinosa chs. 8, 9, 10

Fowler ch. 10

“Examining the Association Between Church and the Party Identification of Black Americans” by Maruice Mangum in *Religion and Politics* (1) 2008, 200-215. (R)

“Religious Social Networks, Indirect Mobilization, and African-American Political Participation” by Brian D. McKenzie in *Political Research Quarterly* (57) 2004, 621-632 (R)

“Religion and Latino Partisanship in the United States” by Nathan J. Kelly and Jana Morgan Kelly in *Political Research Quarterly* (58) 2005, 87-95 (R)

April 16: Research Session #4

April 18-25: No classes due to Passover Holiday

April 30-May 2: Religion and Elections

Espinosa ch. 11

Fowler ch. 4

“Religion and Election Day: Voter Mobilization in 2008” in *The Disappearing God Gap* by Corwin Smidt, Kevin Den Dulk, Bryan Froehle, James Penning, Stephen Monsma, and Douglas Koopman, Oxford University Press, 2010. (R)

“Religion and Election Day: Voting Patterns” in *The Disappearing God Gap* by Corwin Smidt, Kevin Den Dulk, Bryan Froehle, James Penning, Stephen Monsma, and Douglas Koopman, Oxford University Press, 2010. (R)

“Belonging, Believing and Group Behavior: Religiosity and Voting in American Presidential Elections” by Lauren E. Smith and Lee Demetrius Walker in *Political Research Quarterly* (66) 2013, 399-413. (R)

*Change and Continuity in the 2016 and 2018 Elections* by John H. Aldrich, Jamie L. Carson, Brad T. Gomez and David Rohde. CQ Press, 2020. Chs. 4,5 (R)

Pew Research Center – “How the Faithful Voted: 2012, 2014, 2016 – Preliminary Analysis

May 7: Final Paper Due

**WRITING SUMMARY TOPICS**

1. Religion as a Political Resource Political Culture
2. Organized Groups, Theories of Elites, Political and Cultural Elites, Civil Society
3. Religion and the Legal System
4. Mainline Protestants
5. Evangelical Protestants (part 1)
6. Evangelical Protestants (part 2)
7. Catholics
8. Jews
9. Muslims
10. Non-Abrahamic Religions
11. African Americans, Latinos, Asians, and Women

**FINAL PAPER TOPIC**

**FINAL PAPER IS DUE DURING FINAL EXAM WEEK! CHECK SCHEDULE FOR EXACT DATE!**

For your final paper you will explore the political beliefs and attitudes of 3 (three) American religious groups. You will take their positions on political issues and explain how the groups understand the issues and how they explain their positions from a religious perspective. You will also need to place the views of each group in the context of the political behavior of church members from the religious groups you are studying. Do the positions taken by the organizations reflect the viewpoints of rank and file members of the religious group?

You must first choose which of the three religious groups you wish to study. You may select any three denominations. You can use the *Handbook of Denominations in the United States* to select your denominations. At least one of the denominations must be a denomination that we studied in class. The other two denominations can be of your own choice. It is important to choose denominations that will be easily studied and ones that you can find material. While it may be interesting to choose a lesser known denomination, that may not be the best idea since it make be more difficult to find material about that denomination.

For each denomination, you will research all of the following political issues:

1. Abortion
2. Death penalty
3. War
4. Health care
5. Environment
6. Taxes
7. Poverty
8. Gay Rights
9. Race Relation
10. Aid to foreign countries

**FINAL PAPER REQUIREMENTS**

**DRAFT ONE – DUE: February 14, 2019**

For this draft, you should have the beginning of a paper already written. It should be at least 8 pages and should represent a significant amount of research. You should have a good understanding of each denomination. I should be able to understand the direction of your paper.

**DRAFT TWO:**

For this draft the majority of your research should be done. This draft should present more specific summaries of the various positions for each issue by each religion. Your paper should be well organized and well thought out. This draft should be at least 12 pages long.

**FINAL PAPER:**

Your final draft should be a significant research paper. It should show both your knowledge of the topic as well as your research ability. It should be at least 20-25 pages and include at least 30 sources (10 per denomination). This is not a paper you can or should do overnight. Your final work must be representative of your ability to do political science research.

After each draft, you will receive written comments from Professor Ginsberg as to content, style and research design. You should incorporate these comments into the next draft and your final paper. I will be speaking with you individually to give you feedback about your work.

**2020-26 EEB 2222E           Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14496 |
| **Request Proposer** | Seemann |
| **Course Title** | Plants in a Changing World |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Plants in a Changing World |
| **Course Number** | 2222 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This CAR is a request for an Environmental Literacy designation for an existing course and a change in the catalog course description (but not in the course intent or general coverage). |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 100 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 75 minute lectures per week |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 2222 Plants in a Changing World The central role of plants in mediating impending environmental changes. Topics are considered from an ecological and evolutionary perspective. These include rising CO2, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, and invasive species. CA 3. |
| **Provide proposed title and complete course catalog copy** | EEB 2222E Plants in a Changing World This course will investigate the central role that plants play in almost every aspect of human life on earth and how they influence, shape, and control both our lives and the rapidly changing world we live in. Plants and their unique biology are at the heart of issues such as climate change; biodiversity; food quantity, quality, and security; human health and disease; and environmental quality and sustainability, and this course will showcase the role of plants in these and other critically important environmental, social, and political issues. CA3. |
| **Reason for the course action** | Have this existing course approved as fulfilling the Environmental Literacy requirement for students Change the catalog course description (but not the intent or general coverage of the course) |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. Small overlap with EEB 2100E Global Change Ecology |
| **Please provide a brief description of course goals and learning objectives** | 1. Understand the basic biology of plants through the lens of global change and other important societal issues. 2. Understand important global issues, including climate change, food security, energy production and sustainability, human disease, and environmental sustainability through the lens of plant biology. 3. Understand how human activities affect the well-being of the natural world through their effects on plant and ecosystem functioning. 4. Understand how plants affect human health and well-being. 5. Understand how public policy and laws impact the environment, biodiversity, food security, and climate change through effects on plant and ecosystem functioning. |
| **Describe course assessments** | 7 quizzes over the course of the semester. 1 final exam. Reading assignments from scientific journals, books, and popular press as appropriate. Class discussion of issues and answers. |
| **General Education Goals** | Note this course is already approved to meet General Education goals. This course will build intellectual breadth and versatility by challenging students to integrate information from across different areas of study to understand how plants are involved in some of the most important scientific and social issues of our times, and vice versa. Students will acquire critical judgement and a working understanding of the process of gaining and using knowledge by acquiring, through lectures and study, an understanding of how research is done and how to evaluate evidence. They will acquire moral sensitivity and awareness of their era and society by coming to understand how science, and particularly plants, from genes to ecosystems, intersect with important scientific and social issues like food security and sustainability, climate change, biodiversity, human health, medicine, and the environment. Students will also acquire a working understanding of the processes by which they can continue to acquire and use knowledge throughout their lives by learning about sources of current scientific information. |
| **Content Area: Science and Technology (non-Lab)** | Note this course is already approved as CA3 (non-Lab). This course will explore critically important areas of science by introducing students to a broad, coherent body of knowledge and contemporary scientific/technical methods involving plant biology and exploring the bidirectional relationship to a range of other important scientific and social issues involving plants, ranging from climate change, agriculture and food security, biodiversity, medicine, human health, and the environment. The course will promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge through the use of historical reviews of how modern concepts of plants, plant biology, and their involvement with human activities. Students will be introduced to unresolved questions in these areas of science, taken to the edge of present-day knowledge, and involved in discussions about how progress might be made in furthering solutions and making impactful scientific and societal change. This course will promote interest, competence, and commitment to continued learning about contemporary scientific issues and their impact upon the world and human society by clearly identifying the student’s role in these issues and emphasizing how the knowledge they will gain is highly relevant to a large number of both every day and future challenges, both at a local and global scale. |
| **Environmental Literacy** | All lectures will contribute to or focus on topics central to students gaining environmental literacy. Environmental Literacy Criteria 1 - Theories, observations, or models of how humans impact the health and well-being of the natural world: This course will explore the impact of human activities such as fossil fuel burning, land use change, pesticide use, fertilizer production, development of GMOs, biofuel production, and fire on plants, from the level of genes to ecosystems, and from disciplines ranging from ecology to molecular biology. All of these human activities are driving large changes in the health and well-being of the natural world, with much of it mediated through impacts on plants and their functioning. Course Goal 2 states: Understand important global issues, including climate change, food security, energy production and sustainability, human disease, and environmental sustainability through the lens of plant biology. Course Goal 3 states: Understand how plants affect human health and well-being. Environmental Literacy Criteria 2 - Theories, observations, or models of how the natural world affects human health and well-being: This course will explore the role plants play in the modern world through their role in human health, agricultural, food security and sustainability, climate, medicine, and energy production to name a few areas. Plant processes such as photosynthesis, growth and development, and reproduction will be presented in the light of their role in human health and well-being. Course Goal 1 states: Understand the basic biology of plants through the lens of global change and other important societal issues. Course Goal 4 states: Understand how plants affect human health and well-being. Environmental Literacy Criteria 3 -Public policies, legal frameworks, and/or other social systems that affect the environment: This course will explore how laws, public policies, and social conventions impact the use of plants in agriculture, food, human health, and drugs (legal and illegal), the role of plants in climate change, decisions concerning biofuel generation and use, and other areas. Course Goal 5 states:Understand how public policy and laws impact the environment, biodiversity, food security, and climate change through effects on plant and ecosystem functioning. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus EEB 2222 Spring Semester 2020 Ver 2.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F166924&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cdbe1002819d74714df5c08d77cd85bd6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637115141020287340&sdata=pEC%2BEXMCAjsTDh1yuqMwQ0GcMe1hL1s3Glyi0WaX3Xo%3D&reserved=0) | Syllabus EEB 2222 Spring Semester 2020 Ver 2.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey R Seemann | 12/04/2019 - 10:51 | Submit |  | Thanks to everyone who has to review this document. | | Ecology and Evolutionary Biology | Daniel i Bolnick | 12/09/2019 - 09:57 | Return | 12/9/2019 | Feedback from department require some very minor modifications. Based on no-protest email I will forward to CLAS when these minor changes are resubmitted | | Return | Jeffrey R Seemann | 12/09/2019 - 12:01 | Resubmit |  | I have made all changes suggested by department faculty. Thanks! | | Ecology and Evolutionary Biology | Daniel i Bolnick | 12/09/2019 - 12:14 | Approve | 12/9/2019 | Discussed within department, particularly focused on meeting E designation requirements. We are satisfied and confident this will be approved. | |



**EEB 2222**

**Plants in a Changing World**

**Updated December 4, 2019**

EEB 2222 – Plants in a Changing World

Spring Semester 2020

**Syllabus information may be subject to change. The most up-to-date syllabus and PowerPoint slides presented in class are located in the HuskyCT site for the course.**

Course and Instructor Information

**Course Title:** EEB 2222 Plants in a Changing World

**Credits:** Three

**Class Time:** T/Th 11:00AM-12:15PM

**Location:** TLS 301 (Torrey Life Sciences)

**Prerequisites:** None

**Professor:** Dr. Jeff Seemann

**Email:** jeff.seemann@uconn.edu (preferred method of contact)

**Office Hours/Availability:** By appointment and via email. Office is Torrey Life Sciences 302.

I check e-mail regularly and respond as quickly as possible. E-mails received after 5:00 pm during the week may not get a reply until the next day, and emails received over the weekend may not get a reply till the next work day.

Course Materials

Required Materials:

None

Course Description

This course will investigate the central role that plants play in almost every aspect of human life on earth and how they influence, shape, and control both our lives and the rapidly changing world we live in. Plants and their unique biology are at the heart of issues such as climate change; biodiversity; food quantity, quality, and security; human health and disease; and environmental quality and sustainability, and this course will showcase the role of plants in these and other critically important environmental, social, and political issues.

This course satisfies the General Education requirement for Science and Technology (CA3).

Course Objectives

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

1. Understand the basic biology of plants through the lens of global change and other important societal issues.
2. Understand important global issues, including climate change, food security, energy production and sustainability, human disease, and environmental sustainability through the lens of plant biology.
3. Understand how human activities affect the well-being of the natural world through their effects on plant and ecosystem functioning.
4. Understand how plants affect human health and well-being.
5. Understand how public policy and laws impact the environment and climate change through effects on plant and ecosystem functioning.

Course Outline

|  |  |  |
| --- | --- | --- |
| Week | Tuesday Topic | Thursday Topic |
| **1**  Jan 21, 23 | **Introduction to the Course**  *What the Course is About, Syllabus Review, and Plant Biology Basics* | **Plants and Climate Change**  *Understanding Climate* |
| **2**  Jan 28, 30 | **Plants and Climate Change**  *The Global Carbon Cycle: Past, Present, and Future* | **Plants and Climate Change**  *Photosynthesis, CO2 Fertilization, Land Use Change, Forests, and Carbon Sequestration* |
| **3**  Feb 4, 6 | **Plants and Climate Change**  *Plant Evolution and the History of the Atmosphere* | **Plants and Climate Change**  *The Greenhouse Effect and Greenhouse Gases* |
| **4**  Feb 11, 13 | **Plants and Climate Change**  *Changes in Climate in the Anthropocene* | **Plants and Climate Change**  *Consequences of Climate Change, Extinction, and Biodiversity* |
| **5**  Feb 18, 20 | **Plants and Climate Change**  *Plants, Politics, and Paris* | **Plants and the Environment**  *High Temperature* |
| **6**  Feb 25, 27 | **Plants and the Environment**  *Drought and Salinity* | **Plants and the Environment**  *Fire, Phenology, Distribution, Invasive Species, and Extinctions* |
| **7**  Mar 3, 5 | **Plants and Food**  *A Brief History of Agriculture* | **Plants and Food**  *Plant Breeding and the Green Revolution* |
| **8**  Mar 10, 12 | **Plants and Food**  *Genetic Engineering and GMOs* | **Plants and Food**  *Fertilizers and Biological Nitrogen Fixation* |
| **9**  Mar 17, 19 | **Spring Break** | **Spring Break** |
| **10**  Mar 24, 26 | **Plants and Food**  *Pests, Pesticides, Herbivory, Pollinators, and Organic Products* | **Plants and Food**  *Plant Diseases, Famine, and Death* |
| **11**  Mar 31, Apr 2 | **Plants and Food**  *Plants, Beer, Wine, Spirits, and Maple Syrup* | **Plants and Food**  *Plants in Space and Mars/Food Security and Sustainability* |
| **12**  Apr 7, 9 | **Plants and Human Health**  *Plant Chemistry and Secondary Compounds* | **Plants and Human Health**  *A History of Plant Based Medicine* |
| **13**  Apr 14, 16 | **Plants and Human Health**  *Climate Change, Deficiencies, and Disease* | **Plants and Human Health**  *Hemp, Marijuana, Opium, Cocaine, and Chocolate* |
| **14**  Apr 21, 23 | **Plants and Human Health**  *Indigenous Americans and Plant-Based Medicine* | **Plants and Energy**  *Why is the world green; solar energy conversion by plants* |
| **15**  Apr 28, 30 | **Plants and Energy**  *The Basics of Plant Biofuels, Cell Walls and Lignin* | **Plants and Energy**  *Plant Biofuels: The Good, the Bad, the Ugly, and Iowa* |
| **16**  May 4-8 | **Finals Week** | **Finals Week** |

Course Requirements and Grading

**Course Materials:**

All PowerPoint slides presented in class will be available in full color via the HuskyCT site for the course after the completion of the associated lecture(s).Papers for reading and discussion will be provided in class.

Summary of Course Grading:

**Quizzes will be every two weeks on Tuesday at the beginning of class and begin on the second week of class (total of 7).**  Each quiz covers material from the end of the last quiz to the end of most recent lecture. Quiz format is very short answer. Quizzes will be handed back and answers reviewed at the start of class the next Thursday **Your lowest quiz grade of the seven will be replaced with your highest quiz grad.**

**The final exam will take place on the day and during the time reserved for this course during finals week.** To keep track of your performance in the course, refer to My Grades in HuskyCT.

| Course Components | Weight |
| --- | --- |
| Quizzes (7) | 10% each  (70% total) |
| Final Exam | 30% |
| **TOTAL** | **100%** |

Grading Scale (after curve established):

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course lecture, quiz and test dates are identified in the syllabus. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

As a general rule, the taking of quizzes and exams after the scheduled date will not be allowed unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Student Responsibilities and Resources

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

Student Code

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

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

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government (<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>).

**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. Refer to the [Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships](http://policy.uconn.edu/?p=2884) for more information.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

* Internet access
* Use of HuskyCT
* Use of University email

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

Minimum Technical Skills

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

Evaluation of the Course

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

**2020-27 EEB 3205E           Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14777 |
| **Request Proposer** | Simon |
| **Course Title** | Current Issues in Environmental Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Current Issues in Environmental Science |
| **Course Number** | 3205 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course will remain the same. I would like to add a discussion section (as offered last semester as a special topics class) so that students can attend seminars by experts in the field of environmental science; they will attend the UCONN Nature and the Environment (Teal) lecture series and appropriate EEB lectures as well as participate in field trips. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christine M Simon |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cms02021 |
| **Initiator Email** | [chris.simon@uconn.edu](mailto:chris.simon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | The 4 credits in the box above reflects the normal 3 credits of lecture sessions plus one new credit for the "discussion section" that will include field trips plus attending expert lectures by visiting academics. Lectures are 1 hr 15 min; discussion 1 hr 30 min. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to honors students, others with instructor consent. |
| **Corequisites** | none |
| **Recommended Preparation** | 8 credits of college level science |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Cannot be taken concurrently with EEB 3894 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Non-honors students must obtain permission from instructor, space permitting. |

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

|  |  |
| --- | --- |
| **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** | If instructors at other campuses wish to teach this, I will be happy to supply them with all of my course materials. It's a fun course to teach but very time consuming. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 3205E. Current Issues in Environmental Science Three credits. Prerequisites: Open to honors students, others with instructor consent; recommended preparation: 8 credits of college level science. Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3. |
| **Provide proposed title and complete course catalog copy** | EEB 3205E. Current Issues in Environmental Science Four credits. Prerequisites: Open to honors students, others with instructor consent; recommended preparation: 8 credits of college level science. May not be taken concurrently with EEB 3894. Readings and discussions of current issues in environmental science, including visiting lecturers and field trips, and emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3. |
| **Reason for the course action** | I wish to add a discussion section to the course to allow students to attend (and evaluate) the UCONN Nature and the Environment Lecture Series and relevant EEB department seminars and to take the class on field trips. I trialed the discussion during Fall 2019 as a special topics class and it worked very well. |
| **Specify effect on other departments and overlap with existing courses** | EEB offers a seminar class for undergrads, EEB 3894, in which they read papers, attend department seminars and write a description of the seminar, but it is not integrated with lectures that explain basic concepts of environmental science, nor does it include field trips or current events assignments. The EEB 3894 course focuses on Ecology and Evolution while EEB 3205 focuses on a broad array of other sciences plus political science, economics, sociology, etc. |
| **Please provide a brief description of course goals and learning objectives** | Course goals The course provides an overview of environmental problems and actions that humans can take to understand, analyze and address them. Students explore current events that lead to a deeper understanding of the challenges ahead. We stress that there is not one future, there are alternative futures and that educated students have more power to help choose the direction we take. Learning objectives 1) to learn the principles of scientific inquiry (to propose critical tests of hypotheses, analyze data, remain skeptical, propose new hypotheses); 2) to obtain experience evaluating environmental problems and explaining them to others in a scientific context; 3) to acquire breadth in environmental science, 4) to explore environmental challenges and potential solutions, 5) to integrate scientific, political, economic, and social aspects of environmental problems, 6) to understand the impact of science and technology on human society globally by examining case studies, theories, and applications; 7) to explore ethical, cultural, and aesthetic dimensions of environmental problems, and 8) to learn to evaluate, summarize, and present scientific ideas. |
| **Describe course assessments** | Course assessments and activities (see attached assignment handouts) There are five, each worth 20% of the grade. I) Each Thursday students prepare a current events assignment in who-what-when-where-how-and-why format pertaining to that week's lecture topics. The three most relevant are chosen for oral presentation at the start of class. Sources are specified by category. I read the reports before the Thursday class, provide feedback and invite 3 to 5 (most relevant) participants to speak in class. See attached abbreviated Current Events Assignment handout (full version available on request). II) Class participation including discussions of: current events oral reports; lecture clicker questions; the term projects symposium question period; and three short assignments: "Unnatural Foods" (about nutrition and food resources); "Alternative Futures" (initial questionnaire, final questionnaire and round table discussion during the final class party at my home); and "Control of Nature" (group reading, problem solving, group presentation exercise). III) Weekly Tuesday quizzes on textbook readings and hour-long weekly radio program "Living on Earth". Both long and short answers. Hand graded. IV) Term Project/Final Oral Presentation and literature review. See attached abbreviated Term Project Assignment handout (full version available on request). This is designed to synthesize ideas gained throughout the semester. V) Final Exam. In the same format as the weekly quizzes. Both long and short answers. Hand graded. This is designed to synthesize ideas gained throughout the semester. |
| **General Education Goals** | Current Issues in Environmental Science helps students to... I) Become articulate- each week three to five students present current events (CE) reports at the beginning of class based on a set of guidelines, each student presents a CE at least three times during the semester, class discussion is encouraged. At the end of the semester, students give a 12 minute oral presentation adhering to a set of best-practice guidelines on content and style. II) Acquire intellectual breadth and versatility- the course is designed to be a broad over-view of environmental problems and solutions from a human perspective. By its very nature it touches on a broad array of disciplines including ecology, evolution, physics, agronomy, nutrition, toxicology, genetics, engineering, urban planning, economics, sociology, political science. III) Improve critical judgment- Lectures and assignment guidelines focus on nine key points: 1) change takes time (but this is no excuse for inactivity); 2) humans work by crisis management; 3) remember the “people factor” and engineer built-in solutions; 4) avoid “tragedy of the commons” situations; 5) realize “shifting baselines”; 6) remember: value of a resource changes w/ scarcity; 7) reuse is better than recycling but reducing use is even better; 8) tradeoffs are inevitable; 9) globalization is here to stay. IV) Think about moral sensitivity, in our current era and society and be consciousness of the diversity of human culture and experience. The course takes a global perspective to problems. This is emphasized in the text book, lectures, and assignments which require foreign sources. V) Understand processes for the continued use and acquisition of knowledge. The practice that each student gets each week in searching scholarly and journalistic news sources |
| **Content Area: Science and Technology (non-Lab)** | 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods: The course introduces students to a very broad array of topics. Because the class is an honors course students are expected to read extensively in the text book every week as well as to find current events CE articles every week; at least four are from the primary literature and others from local, national, and international news sources. Lectures introduce basic science concepts of ecology, evolution, and physics, required to understand environmental problems. 2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge: Case studies are presented, data analysis is discussed, conclusions are evaluated in the text, assignments, and lectures. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions: This is a major focus of the course. For each problem we address solutions keeping in mind the nine key points listed above under critical thinking in general education. Students address these same key points in their weekly current events writings, quizzes, group problem solving exercise and especially their term projects. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society. In addition to the wide variety of assignments in the class, five visiting lectures who are working directly in various areas of environmental science with practical applicaitons generate excitement. Students are also encouraged to attend environmental events on campus. The habit of listening to the weekly environmental radio program "Living on Earth" where world experts are routinely interviewed and the students' weekly current events searches hopefully carry on after the course is over. |
| **Environmental Literacy** | 1. theories, observations, or models of how humans impact the health and well-being of the natural world: EEB 3205's primary focus is on how humans impact the health and well-being of the natural world. Numerous case studies are provided in a broad range of environmental topics listed above in the catalog description and presented by students in their current events and class term projects. 2. theories, observations, or models of how the natural world affects human health and well-being: The course addresses five major threats facing the world today as identified by the students on the first day of class: climate change; loss of resources/services/loss of biodiversity; emerging diseases; overpopulation; and cultural conflict/politics/intolerance. 3. public policies, legal frameworks, and/or other social systems that affect the environment; Throughout the textbook there is a discussion of laws and policies that affect the environment. This framework is used to enhance class discussions and assignments. 4. moral and/or ethical dimensions regarding the environment; The textbook and lectures also focus on moral/ethical questions (e.g., how is biodiversity valued; how can local inhabitants protect their own livelihood by helping to protect their own environments; how can borderless problems like water and air pollution be addressed) 5. cultural, creative, or artistic representations of human-environment interactions. Although this class does not specifically focus on cultural/artistic representations, a number of examples are worked into the curriculum (e.g., artists using trash to create art; ocean pollution awareness increased through ocean-trash art). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus EEB 3205 w discussion incorporated.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169113&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C571735894dfc4bf54d3d08d79db18f2f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151258243407293&sdata=96JF7jevHooxaj1Opk5MQ8GtXBFcjb2ny2nDusx4ffw%3D&reserved=0) | Syllabus EEB 3205 w discussion incorporated.pdf | Syllabus | | [Example EEB 3205 50 questions discussion section exercise.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169114&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C571735894dfc4bf54d3d08d79db18f2f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151258243417285&sdata=aLVOlVfHlBsN9tmgCgjOgJzIe6VGytbdaKXtLf9G1sE%3D&reserved=0) | Example EEB 3205 50 questions discussion section exercise.pdf | Other | | [Example EEB 3205 Seminar report form discussion section.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169115&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C571735894dfc4bf54d3d08d79db18f2f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151258243417285&sdata=0cXC71GZ%2FIpj9ydcikNzGK%2FuXcpA3h6F%2FN38sSMn%2BTg%3D&reserved=0) | Example EEB 3205 Seminar report form discussion section.pdf | Other | | [Example Current Events Assignment abbreviated.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169116&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C571735894dfc4bf54d3d08d79db18f2f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151258243427279&sdata=X6ylr7iGnzFw%2BT6atBFqMVUtkjhTlsO9LjT6K9JoSzo%3D&reserved=0) | Example Current Events Assignment abbreviated.pdf | Other | | [Example Term Project Assignment abbreviated.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169117&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C571735894dfc4bf54d3d08d79db18f2f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151258243427279&sdata=h046tsz24DrEFTflz5ABK%2FyY0D67c5Hm7CuzEj7Ocy0%3D&reserved=0) | Example Term Project Assignment abbreviated.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christine M Simon | 01/14/2020 - 14:43 | Submit |  | his is a proposal to add a discussion section to my existing honors core class EEB 3205, Current Issues in Environmental Science. | | Ecology and Evolutionary Biology | Daniel i Bolnick | 01/18/2020 - 22:46 | Approve | 1/18/2020 | Approved by the EEB department | | College of Liberal Arts and Sciences | Pamela Bedore | 01/19/2020 - 16:26 | Return |  | Returning to proposer for change in grading criteria (Honors instead of Regular, under the "Grading" tab). PB. | | Return | Christine M Simon | 01/19/2020 - 16:38 | Resubmit |  | Changed grading to honors grading, noted that the course could not be taken concurrently with EEB 3894 | | Ecology and Evolutionary Biology | Daniel i Bolnick | 01/19/2020 - 20:44 | Approve | 1/19/2020 | The course is graded as honors. Students can take both 3205E and 3894, but not in the same semester | |

**Syllabus: Current Issues in Environmental Science (honors) EEB 3205**;

**Fall 2019 (as an example), Monday-Wednesday 3:35-4:50 PM, Room: McHugh 309**

**Discussion Thursdays- location varies depending on week. See syllabus below.**

**Target Audience:** Honors students who wish to increase their understanding of alternative futures. Includes discussions of environmental issues and the science behind them.

**Instructor:** Chris Simon, Professor, Ecology and Evolutionary Biology (EEB)

**Teaching Asst.:** Annette Evans, Graduate Student, EEB

**Required: Text (basic principles)** G.T. Miller & S. Spoolman. Living in the Environment. 19th Edition. Used copies are available on line. You will be quizzed on text readings and LOE pod casts every Monday.

**Listen or read each week- Public Radio International’s “Living on Earth” at www.loe.org** “LOE” podcasts or listen online- www.loe.org

**Book for group assignment:** Control of Nature. John McPhee. Section 1. The Atchafalaya. 1989. Used copies are very inexpensive.

**Class Website:** Husky CT; See separate handouts posted on website for each assignment.

**Quizzes:** Each Monday, except the first, there will be a quiz consisting of ten questions related to the readings for the previous Wednesday and the current Monday, and including questions from [www.loe.org](http://www.loe.org) from the previous Friday. **See the syllabus timeline below for topics**.

**Current events:** Each Wednesday at the beginning of class current events assignments are due and 3-5 volunteers will present their findings. Each student is required to present at least three of their current events assignments orally.

**Attendance:** As with all your classes, you will take away knowledge in proportion to the energy you put in. Class assignments require attendance at every session. However, UCONN policy states that students involved in activities supervised by a University faculty member or official (e.g., scholarly, sports, or artistic presentations or etc.) should “inform the instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.” The same applies to medical and family emergencies that are documented in writing. See Policy statement below for details.

**Grades**: Because much of your grade is based on activities other than tests, you have much more control. Your grade is divided as follows: Current Events- 20%, Class participation (including attendance, input to class discussion) and Short Assignments (Unnatural Foods, Control of Nature, Alternative Futures) - 20%; Quizzes-20%; Term Project/Final Oral Presentation- 20%; Final Exam- 20%. Standard UConn grading scale. A=93-100, A-=90-92, B+=87-89, etc.

**Office Hrs:** [chris.simon@uconn.edu](mailto:chris.simon@uconn.edu) - Any time by appointment: Biopharm (PBB) 305D [annette.evans@uconn.edu](mailto:Annette.evans@uconn.edu) Biopharm322 Thur. 10-11am or by appointment

Follow **Part of your grade will depend on how well you follow the instructions for** Instructions: **each assignment; this is an important skill!**

Avoid Plagiarism: **See definition at** [**https://www.plagiarism.org/article/what-is-plagiarism**](https://www.plagiarism.org/article/what-is-plagiarism)

Syllabus Policy Statement: **All policies are in accordance with UCONN policy at this link….** [**https://cetl.uconn.edu/syllabus-policy-statements/**](https://cetl.uconn.edu/syllabus-policy-statements/)

**EEB 3205 Is an Honors Core Course and Satisfies the General Education Environmental Literacy Requirement. By the end of the semester students you will …**

I) Be more articulate- each week three to five students present current events (CE) reports at the beginning of class based on a set of guidelines, each student presents a CE at least three times during the semester, class discussion is encouraged. Students speak as part of a group in the Control of Nature Assignment. At the end of semester class symposium, students give a 10 minute oral presentation adhering to a set of guidelines on content and style.

II) Acquire greater intellectual breadth and versatility- the course is designed to be a broad over-view of environmental problems and solutions from a human perspective. By its very nature it touches on a broad array of disciplines including ecology, evolution, physics, agronomy, nutrition, toxicology, genetics, engineering, urban planning, economics, sociology, political science, future studies.

III) Improve critical judgment- Lectures and assignment guidelines focus on nine key points: 1) change takes time (but this is no excuse for inactivity); 2) humans work by crisis management; 3) remember the “people factor” and engineer built-in solutions; 4) avoid “tragedy of the commons” situations; 5) realize “shifting baselines”; 6) remember: the value of a resource changes with scarcity; 7) reuse is better than recycling but reducing resource use is even better; 8) tradeoffs are inevitable; 9) globalization is here to stay (good and bad), 10) Everything is interconnected (chain reactions and feedback loops)

IV) Think more about moral sensitivity in our current era and society and be consciousness of the diversity of human culture and experience. The course takes a global perspective to problems. This is emphasized in the textbook, lectures, and assignments which require foreign sources.

V) Understand processes for the continued use and acquisition of knowledge. The practice that each student gets each week in searching scholarly and journalistic news sources and evaluating them and in creating an original term project based on primary science literature, will serve them well in the future.

**A Note on Email Etiquette from our TA, Annette Evans:**Writing a respectful and proper email will be crucial in your life -- whether you move on to graduate school or into the workforce. When corresponding by email, let the rules of good judgment guide you in what is acceptable for the style and content of your message.

Do not treat emails to instructors like text messages (even if you send them from your phone).

Proper emails should include:

1) a short and accurate subject header that includes the course name (EEB3205);

2) a salutation phrase (e.g. “Dear Annette”, “Hello Dr. Simon”, “Greetings Dr. Simon” etc);

3) and a correct form of leave-taking (e.g. “Thank you, Susan”, “From, Amy”, or “Best, Frank”).

Finally, emails should include the correct content, spelling, and grammar. Make sure you proofread before clicking “Send”

**Syllabus Timeline, including Thursday Discussion Section.**

**Mon. 26 Aug- Lect. 1.** Introduction to Current Issues in Environmental Science- Chp 1.

**Wed. 28 Aug- Lect 2.** Science, Systems, Matter and Energy- Chp 2

**First Current Events Assignment, “wildcard,” choose any topic we cover!**

**Thur. 29 Aug**- **Field Trip.** 50 Questions at the HEEP. Take the green line UCONN Bus, walk, or drive to the Innovation Center and meet at the HEEP waterline trailhead. (See handout with map).

**Mon. 2 Sep- Labor Day. No class! Quiz 1 (Online) Chps 1, 2, & 3 (up to but not including carbon cycle & nutrient cycles) and LOE Sep 30th** **on Husky-CT to complete before Wednesday Sept 4th.**

**Wed. 4 Sep- Lect. 3.** Ecosystem components, energy flow; Biodiversity definition- Chp 3, & section 7-3.

**Thur. 5 Sep- EEB Seminar.** Biophysics 131. 3:30-4:45. Emeritus Professor, Dr. Robin Chazdon, EEB. *Mapping the best opportunities for tropical forest restoration at landscape, regional, and global scales.*

**\*\*\*****Choice of topic for term project is due Sunday Sept. 8th\*\*\***

**Mon. 9 Sep- Lect. 4.** Nutrient cycles.Evolution, niches and adaptation.Chp. 4

**Quiz 2. LOE Sept 6th; Chp 3 (carbon & nutrient cycles), Chp. 4, & 7-3.**

**Wed. 11 Sep-** Succession, sustainability, conservation biology. Invasive species, population dynamics, carrying capacity, population growth. Chp 5

**Thur. 12 Sept. EEB Seminar.** Biophysics 131. 3:30-4:45. Emeritus EEB Professor. Dr. Rob Colwell. *Modeling the ecology and evolution of biodiversity: Biogeographical cradles, museums, and graves*

**\*\*Unnatural Foods Assignment due next week\*\***

**Mon. 16 Sep** - **Lect. 6.** Human population: growth, demography, and carrying capacity- Chp 6 **Quiz 3 LOE Sep 13th, Chps. 5 & 6**

**\*\*Unnatural Foods Assignment due 16 Sep 19.\*\***

**Wed. 18 Sep- Lect. 7.** Soil, Food, & Nutrition - Chp 12-1 through 12-3

**Thur. 19 Sep- 3:30-3:45 Extra current events McHugh 302- 3:45-4:00 walk over to Dodd Center together. E.W. Teale, Nature and the Environment Lecture Series. Harvard Law School Professor,** Director of the [Harvard Law School Food Law and Policy Clinic](http://www.chlpi.org/flpc), and Deputy Director of the Harvard Law School Center for Health Law and Policy Innovation. **Dr. Emily Broad-Lieb.** *Food Waste Policy: Using Systems Change to Stop Squandering One of our Greatest Resources***. Konover Auditorium 4:00-5:00 PM.**

**Mon. 23 Sep**- **Lect. 8.** Pesticides, Pest Management & Control - Chp 12-4 through 12-6 **Quiz 4 LOE Sept. 20th, Ch. 12-1-6**

**Wed. 25 Sep- Lect. 9. Guest Speaker-** Dr. Larwrence Silbart, Center for Environmental Health, UCONN will discuss the environmental impact of GMO’s (Genetically Modified Organisms on foods) Chp 12, especially 12-3.

**Thur. 26 Sep- EEB Seminar.** Biophysics 131. 3:30-4:45. Smithsonian Institution Senior Research Botanist and Curator and VP for Science at the National Museum of Natural History, Washington DC. Dr. W. John Kress. *Coevolution in the Anthropocene: The Complexity of Nature in a Rapidly Changing World*

**Mon. 30 Sep– Lecture 10.** Determinants of Climate - **Chp 7-1 🡪 7-2**

**Quiz 5, GMO’s, LOE Sep 27th, and todays readings**

**Wed. 2 Oct-** **Lecture 11.** Climate change, climate adaptations, climate solutions?.

**Read Chapter 19.**

**Thur. 3 Oct- EEB Seminar.** Biophysics 131. 3:30-4:45. **Postdoctoral Research Associate, Utah State University, Dr. Anny Chung.** *The role of soil microbes in plant population and community dynamics.*

**\*Control of Nature Current Events Next week\***

**Mon. 7 Oct-** **Lecture 12.** Water Resources.

**Read** Ch 13 & 20

**Quiz 6 on Oct 4th LOE, Chp 13.**

**Wed. 9 Oct-** **Lecture 13**. Water **Pollution**-

**Control of Nature current events.**

**Thur. Oct. 10th. EEB Seminar.** Biophysics 131. 3:30-4:45. **Sandra B. Correa**, Mississippi State University, *Evolution, Ecology and Conservation of Fish-Forest Interactions.*

**\*Control of Nature Current Group Project Assignment Due Monday Oct 14th\***

**Mon. 14 Oct- Control of Nature Group Project. The Mississippi River Drainage and the Atchafalaya. John McPhee**

**Quiz Break.**  Listen to **Oct. 11th LOE for your own information.**

**Wed. 16 Oct. Lecture 14.** Begin,Sustaining Terrestrial Biodiversity- Ecosystem Conservation & Invasive Species, **Read Chapter 9.**

**Thur. 17 Oct. EEB Seminar.** Biophysics 131. 3:30-4:45. University of Texas at Austin Assistant Prof and Research Associate at the Smithsonian Tropical Research Institute, **Brian Sedio.** *Can metabolomics reveal the chemical niches thought to generate and maintain diversity in forest tree communities?*

**\*\*\*OUTLINE AND REFERENCES FOR TERM PROJECT DUE Sunday October 20th\*\*\***

**Mon. 21 Oct. Lecture 15.** Case Study- Hawaii, our most endangered state-

**Quiz 7 on LOE, 18 Oct 2019 & Chp 9**

**Wed. 23 Oct- Lecture 16. Sustaining Biodiversity, Saving Species, Forest Resources, Ecosystem Services. Chapter 10.**

**Thur. 24 Oct- 3:30-3:45 Extra current events McHugh 302- 3:45-4:00 walk over to Dodd Center together. E. W. Teale, Nature and the Environment Lecture Series. Konover Auditorium 4:00-5:00 PM.** Johns Hopkins University Professor Dr. **Paul Ferraro.** *Ending Extreme Poverty Without Endangering Ecosystems.*

**Mon. 28 Oct. Lecture 17. Air pollution** Chp 18, Air resources & Air Pollution (Ozone)

**Quiz 8**, **LOE 25 Oct, Chp 10**

**Wed. 30 Oct. Lecture 18. Guest Lecture. Dr. Gene Likens? Distinguished Senior Scientist, Ecologist Founding Director and President Emeritus of the Institute of Ecosystem Studies & Professor, EEB UCONN. “The acid rain wars and the Hubbard Brook Ecosystem Study”**

**Thur. 31 Oct. Our very own EEB Annette Evans will talk about Anthropogenic impacts on ecosystems and herpetofauna. Adventures in research in New Zealand and New England.**

**NOTE: This is not in the regular seminar room. It is in TLS 301.**

**Mon. 4 Nov-****Lecture 19.**Non-Renewable energy resources- **Chp 15**

**Quiz 9 on LOE Nov 1st and Chp 18**

**Wed. 6 Nov- Lecture 20.** Energy Efficiency and Renewable Energy - Ch 16

**Thur. 7 Nov- EEB Seminar Jessica Guerevitch-** *A cornucopia of ideas: Landscape demography, ecological implications of Solar Radiation Management (SRM) geoengineering, and open science.*

**Mon. 11 Nov** **– Lecture 21.** Field Trip to energy efficient, 15% better than net-zero, “Lewis house”!

**Husky-CTQuiz 10 on LOE Nov 8th and Chps 16**

**Wed. 13 Nov- Lecture 22.** Sustainable Cities- **Read Chp 22**

**Thur. 14 Nov- 3:30-3:45 Extra current events McHugh 302- 3:45-4:00 walk over to Dodd Center together. Teale, Nature and the Environment Lecture Series. Konover Auditorium 4:00-5:00 PM.** Professor of Geography and Urbanization Science, Yale University, Dr. Karen C. Seto. *Hotter, Wetter, Drier: Contemporary Urbanization and Challenges for Sustainability.*

**Mon. 18 Nov-** **Lecture 23.** Solid and Hazardous Wastes-

**Read Chp. 21**

# *Quiz 11, LOE Nov 3rd, Chp 22*

**Wed. 20 Nov- Lecture 24. Guest Speaker- Rich Miller-Director of the UCONN Office of Environmental Policy. “Reducing the Environmental Impact of The University of Connecticut.”** [**http://www.ecohusky.uconn.edu/policyarticle.html**](http://www.ecohusky.uconn.edu/policyarticle.html)

**Thur. 21 Nov- Field trip to Willi Waste. Tim DeVivo.**

**Mon. 25 Nov-** No class- Thanksgiving break

**Wed. 27 Nov-** No class- Thanksgiving break

**Thur. 28 Nov-** No class- Thanksgiving break

**Mon. 2 Dec- Student Presentations: Samantha Bird, Brandon Thai, Annika Bebedetti, Chris Rinnaldi**

**Wed. 4 Dec**- **Student Presentations: Julia Andronowitz, Brady Sweeny, Shawn Re, Patrick Briody, Spencer Bennett**

**Thur. 5 Dec- Student Presentations: Michaela Flaherty, Haley Welchel, Margot Drummey, Victoria Zucco, Justin Zhao.**

For your own information: View “Journey to Planet Earth. Plan B. Mobilizing to Save Civilization” that focuses on failed States. https://www.youtube.com/watch?v=nLUEEGxlvlY

**Friday 5 Dec. 7:00PM-9:00PM. Class Dinner Party at my house, 17 Silver Falls Lane, Storrs, CT, accompanied by alternative futures discussion and tour of Energy Star House construction and design from 17 years ago.**

**Listen to LOE for your own information and I hope you continue to listen after the course ends!**

**Final exam**

**2020-28 AMST Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 16, 2020

2. Department or Program: American Studies

3. Title of Major: American Studies

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

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

5. Nature of change: *mainly updating the major to account for newly added courses, but also correcting an oversight in categorization (AMST/AASI 2201)*

# Existing Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

### **General Requirements**

1. **Total Credits for the Major: 27 (nine courses, not including “Related Coursework”).** In fulfilling the Course Requirements below, a single course can be “double-dipped” to fulfill two areas at once (but not triple-dipped). **Note:** Students who double dip must reach their 27 credits for the major by taking any of the classes listed in the course requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take four AMST-designated courses ([AMST 1201](https://catalog.uconn.edu/AMST/#1201) and [3265](https://catalog.uconn.edu/AMST/#3265) count toward this total).
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in three different departments, not including AMST. Courses cross listed with AMST may count for this requirement, however (for example, [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440) counts as an Art History course).

### **Course Requirements**

With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.

1. **Intro Course:** [AMST 1201](https://catalog.uconn.edu/AMST/#1201).
2. **American Studies Methods Requirement:** [AMST 3265W](https://catalog.uconn.edu/AMST/#3265W).
3. **Space, Place, Land, and Landscape (one of the following):** [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/ENGL 2276W](https://catalog.uconn.edu/ENGL/#2276W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3542](https://catalog.uconn.edu/HIST/#3542); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ANTH 3904](https://catalog.uconn.edu/ANTH/#3904); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240); [HIST 3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3541/W](https://catalog.uconn.edu/HIST/#3541), [3542](https://catalog.uconn.edu/HIST/#3542); [HIST/AASI 3874](https://catalog.uconn.edu/AASI/#3874)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875).
4. **The United States and the World (one of the following):** [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST/MAST 2210](https://catalog.uconn.edu/MAST/#2210); [HIST/AFRA/LLAS 3208](https://catalog.uconn.edu/LLAS/#3208); [HIST/AASI/LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [HRTS/SOCI 3831](https://catalog.uconn.edu/SOCI/#3831).
5. **Popular Culture and the Cultural Imagination (one of the following):** [AFRA/AMST/HDFS/WGSS 3042](https://catalog.uconn.edu/AMST/#3042); [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ARTH 3570](https://catalog.uconn.edu/ARTH/#3570); [AMST/ENGL 2276/W](https://catalog.uconn.edu/ENGL/#2276); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/MUSI 1002](https://catalog.uconn.edu/MUSI/#1002); [AMST/POLS 3822](https://catalog.uconn.edu/POLS/#3822); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131), [4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [ENGL 3220/W](https://catalog.uconn.edu/ENGL/#3220), [3240](https://catalog.uconn.edu/ENGL/#3240); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HIST 3569](https://catalog.uconn.edu/HIST/#3569).
6. **Intersectionalities (one of the following):** [AMST/AASI 2276/W](https://catalog.uconn.edu/AASI/#2276); [AMST/ENGL 2274W](https://catalog.uconn.edu/ENGL/#2274W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531); [AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [3605](https://catalog.uconn.edu/ENGL/#3605); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [3560](https://catalog.uconn.edu/HIST/#3560), [3561](https://catalog.uconn.edu/HIST/#3561), [3562](https://catalog.uconn.edu/HIST/#3562), [3563](https://catalog.uconn.edu/HIST/#3563); [HIST/AFRA 3569](https://catalog.uconn.edu/AFRA/#3569); [HIST 3564](https://catalog.uconn.edu/HIST/#3564), [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3674](https://catalog.uconn.edu/HIST/#3674); [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3642](https://catalog.uconn.edu/POLS/#3642); [SOCI 3501](https://catalog.uconn.edu/SOCI/#3501).
7. **Politics, Social Movements, and Everyday Life (one of the following):**[ASMT/AASI 3201](https://catalog.uconn.edu/AASI/#3201); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082), [3807](https://catalog.uconn.edu/POLS/#3087), [3822](https://catalog.uconn.edu/POLS/#3822); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3550](https://catalog.uconn.edu/HIST/#3550), [3555](https://catalog.uconn.edu/HIST/#3555); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [3218](https://catalog.uconn.edu/POLS/#3218), [3602](https://catalog.uconn.edu/POLS/#3602); [POLS/AFRA/WGSS 3652](https://catalog.uconn.edu/WGSS/#3652); [POLS 3802](https://catalog.uconn.edu/POLS/#3802), [3817](https://catalog.uconn.edu/POLS/#3817); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3821](https://catalog.uconn.edu/SOCI/#3821).
8. **The Americas (one of the following):** [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [ANTH/LLAS 3021](https://catalog.uconn.edu/LLAS/#3021); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [ANTH/LLAS 3029](https://catalog.uconn.edu/LLAS/#3029); [ANTH 3042](https://catalog.uconn.edu/ANTH/#3042); [ANTH 3531](https://catalog.uconn.edu/ANTH/#3531)/[HIST 3209](https://catalog.uconn.edu/HIST/#3209)/[MAST 3531](https://catalog.uconn.edu/MAST/#3531); [ANTH 3902](https://catalog.uconn.edu/ANTH/#3902); [ENGL 3605](https://catalog.uconn.edu/ENGL/#3605); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3609](https://catalog.uconn.edu/LLAS/#3609); [HIST 3610](https://catalog.uconn.edu/HIST/#3610); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3621](https://catalog.uconn.edu/HIST/#3621); [HIST/LLAS 3622](https://catalog.uconn.edu/LLAS/#3622); [HIST 3650](https://catalog.uconn.edu/HIST/#3650); [HIST 3875](https://catalog.uconn.edu/HIST/#3875)/[AASI 3875](https://catalog.uconn.edu/AASI/#3875)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3234](https://catalog.uconn.edu/SPAN/#3234), [3265](https://catalog.uconn.edu/SPAN/#3265).
9. **Electives:** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

### **Related Coursework**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies course requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

# Proposed Catalog Description of Major

The American Studies Program at the University of Connecticut provides students with the opportunity to gain a critical understanding of the American experience while allowing individual students to define what aspects of that experience they would like to explore. Although our required courses focus largely on the United States, the field also studies the United States in a global context by examining how other cultures have shaped this country and how this country has influenced the world.

### **General Requirements**

1. **Total Credits for the Major: 27 (nine courses, not including “Related Coursework”).** In fulfilling the Course Requirements below, a single course can be “double-dipped” to fulfill two areas at once (but not triple-dipped). **Note:** Students who double dip must reach their 27 credits for the major by taking any of the classes listed in the course requirements below.
2. **General Distribution Requirement I.** In fulfilling the requirements for the American Studies degree, students must take four AMST-designated courses ([AMST 1201](https://catalog.uconn.edu/AMST/#1201) and [3265](https://catalog.uconn.edu/AMST/#3265) count toward this total).
3. **General Distribution requirement II.** In fulfilling the requirements for the American Studies degree, students must take courses listed in three different departments, not including AMST. Courses cross listed with AMST may count for this requirement, however (for example, [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440) counts as an Art History course).

### **Course Requirements**

With the permission of the Director of American Studies, a student may also satisfy these requirements with a course not listed here.

1. **Intro Course:** [AMST 1201](https://catalog.uconn.edu/AMST/#1201).
2. **American Studies Methods Requirement:** [AMST 3265W](https://catalog.uconn.edu/AMST/#3265W).
3. **Space, Place, Land, and Landscape (one of the following):** [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/ENGL 2276W](https://catalog.uconn.edu/ENGL/#2276W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3542](https://catalog.uconn.edu/HIST/#3542); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ANTH 3904](https://catalog.uconn.edu/ANTH/#3904); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240); [HIST 3520](https://catalog.uconn.edu/HIST/#3520), [3522](https://catalog.uconn.edu/HIST/#3522), [3540](https://catalog.uconn.edu/HIST/#3540), [3541/W](https://catalog.uconn.edu/HIST/#3541), [3542](https://catalog.uconn.edu/HIST/#3542); [HIST/AASI 3874](https://catalog.uconn.edu/AASI/#3874)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875).
4. **The United States and the World (one of the following):** [AMST/ENGL/HIST 2207](https://catalog.uconn.edu/HIST/#2207); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3516](https://catalog.uconn.edu/HIST/#3516); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST/MAST 2210](https://catalog.uconn.edu/MAST/#2210); [HIST/AFRA/LLAS 3208](https://catalog.uconn.edu/LLAS/#3208); [HIST/AASI/LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [HRTS/SOCI 3831](https://catalog.uconn.edu/SOCI/#3831).
5. **Popular Culture and the Cultural Imagination (one of the following):** AMST/ENGL 2200; AMST/CLCS/HEJS 2204; [AFRA/AMST/HDFS/WGSS 3042](https://catalog.uconn.edu/AMST/#3042); [AMST/ARTH 3440](https://catalog.uconn.edu/ARTH/#3440); [AMST/ARTH 3570](https://catalog.uconn.edu/ARTH/#3570); [AMST/ENGL 2276/W](https://catalog.uconn.edu/ENGL/#2276); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/MUSI 1002](https://catalog.uconn.edu/MUSI/#1002); [AMST/POLS 3822](https://catalog.uconn.edu/POLS/#3822); [AMST/URBN 2400](https://catalog.uconn.edu/URBN/#2400); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131), [4151](https://catalog.uconn.edu/DRAM/#4151); [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [ENGL 3220/W](https://catalog.uconn.edu/ENGL/#3220), [3240](https://catalog.uconn.edu/ENGL/#3240); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HIST 3569](https://catalog.uconn.edu/HIST/#3569).
6. **Intersectionalities (one of the following):** **AMST/AASI 2201;** AMST/CLCS/HEJS 2204; [AMST/AASI 2276/W](https://catalog.uconn.edu/AASI/#2276); [AMST/ENGL 2274W](https://catalog.uconn.edu/ENGL/#2274W); [AMST/HIST 3502](https://catalog.uconn.edu/HIST/#3502); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082); [AMST/POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271](https://catalog.uconn.edu/LLAS/#3271); [AASI/HIST 3531](https://catalog.uconn.edu/HIST/#3531); [AFRA/ANTH 3152](https://catalog.uconn.edu/ANTH/#3152); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [AFRA/HRTS/SOCI 3505](https://catalog.uconn.edu/SOCI/#3505); [ARTH 3715](https://catalog.uconn.edu/ARTH/#3715); [DRAM 3131](https://catalog.uconn.edu/DRAM/#3131); [ENGL 2214/W](https://catalog.uconn.edu/ENGL/#2214), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212); [ENGL/AFRA 3213](https://catalog.uconn.edu/AFRA/#3213); [ENGL 3215](https://catalog.uconn.edu/ENGL/#3215); [ENGL/AFRA 3217/W](https://catalog.uconn.edu/AFRA/#3217); [ENGL 3218](https://catalog.uconn.edu/ENGL/#3218), [3605](https://catalog.uconn.edu/ENGL/#3605); [ENGL/WGSS 3613](https://catalog.uconn.edu/WGSS/#3613); [HDFS 3240](https://catalog.uconn.edu/HDFS/#3240)/[SOCI 3459](https://catalog.uconn.edu/SOCI/#3459); [HIST 3554](https://catalog.uconn.edu/HIST/#3554), [3555](https://catalog.uconn.edu/HIST/#3555), [3560](https://catalog.uconn.edu/HIST/#3560), [3561](https://catalog.uconn.edu/HIST/#3561), [3562](https://catalog.uconn.edu/HIST/#3562), [3563](https://catalog.uconn.edu/HIST/#3563); [HIST/AFRA 3569](https://catalog.uconn.edu/AFRA/#3569); [HIST 3564](https://catalog.uconn.edu/HIST/#3564), [3570](https://catalog.uconn.edu/HIST/#3570); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3674](https://catalog.uconn.edu/HIST/#3674); [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3642](https://catalog.uconn.edu/POLS/#3642); [SOCI 3501](https://catalog.uconn.edu/SOCI/#3501).
7. **Politics, Social Movements, and Everyday Life (one of the following): AMST/AASI 2201; AMST/HIST 2810;** [~~ASMT/AASI 3201~~](https://catalog.uconn.edu/AASI/#3201); [AMST/HIST 3568](https://catalog.uconn.edu/HIST/#3568); [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [AMST/POLS 3082](https://catalog.uconn.edu/POLS/#3082), [3807](https://catalog.uconn.edu/POLS/#3087), [3822](https://catalog.uconn.edu/POLS/#3822); [HIST 3504](https://catalog.uconn.edu/HIST/#3504), [3510](https://catalog.uconn.edu/HIST/#3510), [3550](https://catalog.uconn.edu/HIST/#3550), [3555](https://catalog.uconn.edu/HIST/#3555); [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [3218](https://catalog.uconn.edu/POLS/#3218), [3602](https://catalog.uconn.edu/POLS/#3602); [POLS/AFRA/WGSS 3652](https://catalog.uconn.edu/WGSS/#3652); [POLS 3802](https://catalog.uconn.edu/POLS/#3802), [3817](https://catalog.uconn.edu/POLS/#3817); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3821](https://catalog.uconn.edu/SOCI/#3821).
8. **The Americas (one of the following):** [AMST/LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [ANTH/LLAS 3021](https://catalog.uconn.edu/LLAS/#3021); [ANTH 3026](https://catalog.uconn.edu/ANTH/#3026), [3027](https://catalog.uconn.edu/ANTH/#3027); [ANTH/LLAS 3029](https://catalog.uconn.edu/LLAS/#3029); [ANTH 3042](https://catalog.uconn.edu/ANTH/#3042); [ANTH 3531](https://catalog.uconn.edu/ANTH/#3531)/[HIST 3209](https://catalog.uconn.edu/HIST/#3209)/[MAST 3531](https://catalog.uconn.edu/MAST/#3531); [ANTH 3902](https://catalog.uconn.edu/ANTH/#3902); [ENGL 3605](https://catalog.uconn.edu/ENGL/#3605); [HIST/AFRA 3206](https://catalog.uconn.edu/AFRA/#3206); [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), [3609](https://catalog.uconn.edu/LLAS/#3609); [HIST 3610](https://catalog.uconn.edu/HIST/#3610); [HIST/LLAS/AFRA 3618](https://catalog.uconn.edu/AFRA/#3618); [HIST 3621](https://catalog.uconn.edu/HIST/#3621); [HIST/LLAS 3622](https://catalog.uconn.edu/LLAS/#3622); [HIST 3650](https://catalog.uconn.edu/HIST/#3650); [HIST 3875](https://catalog.uconn.edu/HIST/#3875)/[AASI 3875](https://catalog.uconn.edu/AASI/#3875)/[LLAS 3875](https://catalog.uconn.edu/LLAS/#3875); [POLS 3235](https://catalog.uconn.edu/POLS/#3235); [SPAN 3234](https://catalog.uconn.edu/SPAN/#3234), [3265](https://catalog.uconn.edu/SPAN/#3265).
9. **Electives:** One elective, selected from any of the courses above. Additions to these lists may be approved by the Director of American Studies.

### **Related Coursework**

Four courses related to American Studies, approved by the advisor on the final plan of study. Courses from the American Studies course requirements list can also be used to satisfy Related Coursework, so long as they have not been used to satisfy other requirements, and so long as they do not have an AMST designation.

# Justification

1. Reasons for changing the major: *adding new courses*

2. Effects on students: *the major will actually reflect current course offerings*

3. Effects on other departments: *none*

4. Effects on regional campuses: *none*

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

    Department Curriculum Committee: *January 17, 2020*

    Department Faculty: *January 17, 2020*

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

Chris Vials

[Christopher.vials@uconn.edu](mailto:Christopher.vials@uconn.edu)

486-9033

**2020-29 ANTH/HRTS 3230/W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14957 |
| **Request Proposer** | Wilson |
| **Course Title** | Propaganda, Fake News and Hate Speech |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | The course draws on anthropology to study human rights topics |
| **Course Title** | Propaganda, Fake News and Hate Speech |
| **Course Number** | 3230 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Cesar Abadia-Barrero |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | cea14002 |
| **Initiator Email** | [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Wilson |
| **Proposer First Name** | Richard |
| **Select a Person** | raw03003 |
| **Proposer NetId** | raw03003 |
| **Proposer Phone** | +1 860 570 5398 |
| **Proposer Email** | [richard.wilson@uconn.edu](mailto:richard.wilson@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ANTH/HRTS 3230. Propaganda, Disinformation, and Hate Speech Three credits. Drawing on recent social science research, this course will seek to understand the effects of false information and hate speech on our politics and culture, and evaluate various private and public initiatives to regulate speech. |
| **Reason for the course action** | Course addresses new phenomenon of hate speech and false information, including unfounded conspiracy theories, which are increasingly a feature of global politics and public discourse. This cross-listed ANTH-HRTS course will address these issues in a way that is not offered in other courses. |
| **Specify effect on other departments and overlap with existing courses** | None given the emphasis on the intersection between anthropology, law, and human rights. |
| **Please provide a brief description of course goals and learning objectives** | The course's main goal is to address the new and emerging social science literature, primarily from anthropology, on the effects of hate speech, as we as legal and regulatory efforts to constrain disinformation online. Main learning objectives are: • Gain an understanding of the social science and law of social media. • Gain an understanding of the measures designed to moderate content on social media. • Comprehend and evaluate the theories and methods used in social science studies of hate speech and propaganda. • Identify and articulate a position with respect to current debates and areas of contention in a number of different ways, including in seminar discussion, a presentation, reaction papers, and a term paper. • Develop and apply specialized knowledge in one topical area of propaganda, fake news or hate speech. |
| **Describe course assessments** | 1. Class Participation (15%): This course is taught in a seminar format that will engage with complex ideas and challenging topics. I expect each student to participate actively and frequently in class discussions. I expect you to attend all classes. If you are unable to attend class for a compelling reason, then please let me know by email before class. Students who do not attend class will not receive credit for the course. 2. In-Class Presentation (10%): Each student is required to present a summary of the 3-4 main points of the reading on the syllabus that week, to engage with the points (e.g., by agreeing or disagreeing and providing reasons), and to pose relevant questions to other students about the reading. Additionally, the presenter is required to present a news item published in the last year that relates to the topic of that week’s seminar. The article must be sent to my email address 24 hours before the class in which you intend to present it. 3. Reaction Papers (25%): Students are required to submit 4 reaction papers during the semester. Each reaction paper should be at least 3 pages long (double spaced) and should respond to two or more issues arising from the reading. Reaction papers should take a position agreeing or disagreeing with the reading and making further observations about the points in the reading, including applying new insights to current events. It is advantageous to compare and contrast the readings, but no further research is required. You may submit to me via email the reaction papers in the weeks that you choose. The reaction paper must be submitted in advance of our discussion of the reading, and no later than 6PM on the Monday before class. This allows me to read the papers before class and prepare the seminar discussion on Tuesday. I do not accept any late papers. I will grade each reaction paper with a check, a check-plus or a check-minus. 4. Final Term Paper (50%): University rules on academic integrity apply. Guidance on writing your final paper is provided in the syllabus. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2019 Syllabus Propaganda-1.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169262&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf814d5377f0d422e3f1008d7a138517a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155135561973126&sdata=oVrqm9AMnMLCpV8ALnYvzO%2BIAis6v1dcxfDMNcOTTiY%3D&reserved=0) | 2019 Syllabus Propaganda-1.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Cesar Abadia-Barrero | 01/21/2020 - 17:07 | Submit |  | This course was approved by both units. | | Anthropology | Cesar Abadia-Barrero | 01/21/2020 - 17:32 | Approve | 11/12/2019 | Anthropology faculty are very excited about this addition to our programs. | | Human Rights | Cesar Abadia-Barrero | 01/21/2020 - 17:34 | Approve | 11/11/2019 | The Undergraduate Committee were very excited about this addition and approved it unanimously. | |

University of Connecticut Fall 2019

*Propaganda, Fake News, and Hate Speech*

ANTH 3098-006; ANTH 5305-001; HRTS 3298-002;

Professor Richard A. Wilson

Email: [Richard.Wilson@uconn.edu](mailto:Richard.Wilson@uconn.edu)

Office Hours: Tuesdays 1-2PM and by appointment

Office: Beach 405; Tel: 860-486-3851

Class Time & Place: Tuesdays 2-4:30PM, Oak 110

Propaganda is an age-old phenomenon but there seems to be something new about the speed and scope of social media in the current global context. Hate speech and misinformation are increasingly prevalent and have reshaped our politics, culture and public discourse worldwide. Drawing on recent social science research, this course will seek to understand the effects of false information and hate speech on individual moral decision-making as well as wider politics and culture. We will also examine First Amendment and international law of incitement, intimidation and threat, and evaluate the measures taken by social media companies, the courts, and governmental agencies to regulate speech online. The course will enable you to:

* Gain an understanding of the social science and law of social media.
* Gain an understanding of the measures designed to moderate content on social media.
* Comprehend and evaluate the theories and methods used in social science studies of hate speech and propaganda.
* Identify and articulate a position with respect to current debates and areas of contention in a number of different ways, including in seminar discussion, a presentation, reaction papers, and a term paper.
* Develop and apply specialized knowledge in one topical area of propaganda, fake news or hate speech.

**ADA Procedures:** In accordance with the ADA and Section 504 of the Rehabilitation Act, UConn provides reasonable accommodations to students with documented disabilities. Please contact me to request any accommodations as early in the semester as possible.

**The Provost’s policies against discrimination, harassment and interpersonal violence** can be found here: <http://provost.uconn.edu/syllabi-references/>

**Course Organization and Evaluation**

This is a 14-week course, starting Tuesday August 27th and ending on December 3rd. Your grade will be based on four elements of assessment:

**1. Class Participation (15%):** This course is taught in a seminar format that will engage with complex ideas and challenging topics. I expect each student to participate actively and frequently in class discussions. I expect you to attend all classes. If you are unable to attend class for a compelling reason, then please let me know by email before class. Students who do not attend class will not receive credit for the course.

**2. In-Class Presentation (10%):** Each student is required to present a summary of the 3-4 main points of the reading on the syllabus that week, to engage with the points (e.g., by agreeing or disagreeing and providing reasons), and to pose relevant questions to other students about the reading. Additionally, the presenter is required to present a news item published in the last year that relates to the topic of that week’s seminar. The article must be sent to my email address 24 hours before the class in which you intend to present it.

**3. Reaction Papers (25%):** Students are required to submit 4 reaction papers during the semester. Each reaction paper should be at least 3 pages long (double spaced) and should respond to two or more issues arising from the reading. Reaction papers should take a position agreeing or disagreeing with the reading and making further observations about the points in the reading, including applying new insights to current events. It is advantageous to compare and contrast the readings, but no further research is required. You may submit to me via email the reaction papers in the weeks that you choose. The reaction paper must be submitted in advance of our discussion of the reading, and no later than 6PM on the Monday before class. This allows me to read the papers before class and prepare the seminar discussion on Tuesday. *I do not accept any late papers.* I will grade each reaction paper with a check, a check-plus or a check-minus.

**4. Final Term Paper (50%):**

[University rules](https://community.uconn.edu/academic-misconduct/student-undergraduate-faq/) on academic integrity apply. Guidance on writing your final paper is provided below:

1. Each student will prepare a research-based term paper on a topic from the syllabus. The question must have my written approval in an email in advance.
2. After October 1, students are invited to discuss their ideas for the topic of their final paper with me in person. Until then, I recommend that you focus on your learning experience in the course.
3. The paper should be analytical – not purely descriptive. Students are advised to use scholarly sources and primary source materials and to develop their argument in relation to one of the major themes in the course. Preferably, the paper will apply general ideas to a particular country, situation, or set of cases.
4. Papers should be approximately 20 pages in length (double-spaced, 12-point font, 1-inch margins).
5. A 1-page outline and working bibliography are due (two hard copies) in class on November 19th. Students will exchange outlines with a class partner to exchange feedback.
6. **Students must submit their final term paper to me by email by Wednesday, December 11th, 2019 at 5pm.**

**The Course**

**Textbooks**

* Garth Jowett and Victoria O’Donnell (2018) *Propaganda and Persuasion.*
* Richard Perloff (2012) *The Dynamics of Persuasion.*

**Weekly Topics**

1. What Are We Talking About?

* Richard A. Wilson, [Incitement on Trial: Prosecuting International Speech Crimes](https://ssrn.com/abstract=3138603), Chapter 1, pp. 1-24

2. Jowett & O’Donnell, Chapter 1, What is propaganda? pp. 1-46

3. Jowett & O’Donnell, Chapters 7-8, Propaganda in Action, pp. 285-329

4. Perloff, Chapters 3 and 10, Attitudes, Fear and Emotions, pp. 83-107; pp. 385-410

5. Perloff, Chapter 8, “Who Says It:” Source Factors in Persuasion, pp. 277-327

6. Perloff, Chapter 9, Fundamentals of the message, pp. 332-377

7. Hate Speech and Social Media Companies’ Guidelines

* Andrew Sellars [Defining Hate Speech](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2882244), pp. 1-31
* [Facebook: Community Standards](https://www.facebook.com/communitystandards/introduction)
* [Twitter: Hateful Conduct Policy](https://help.twitter.com/en/rules-and-policies/hateful-conduct-policy)

8. Fake News and Misinformation

* Alice Marwick & Rebecca Lewis, [Media Manipulation and Disinformation Online](https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf), pp. 1-56
* Joshua Rothman, “[In the Age of AI, Is Seeing Still Believing?](https://www.newyorker.com/magazine/2018/11/12/in-the-age-of-ai-is-seeing-still-believing)” The New Yorker 2018

9. Are there Any Harms in Hate Speech or Misinformation?

* Edwards, Griffin Sims and Rushin, Stephen, [The Effect of President Trump's Election on Hate Crimes.](https://ssrn.com/abstract=3102652)
* Müller, Karsten and Schwarz, Carlo[, Fanning the Flames of Hate: Social Media and Hate Crime](https://ssrn.com/abstract=3082972).

10. Hate Speech, Free Speech: Content Moderation Online

* Kate Klonick, [The New Governors: The People, Rules, and Processes Governing Online Speech](https://ssrn.com/abstract=2937985), 131 HARV. L. REV. 1598 (2018); pp. 1630-1662.
* Access Now (2019) [Protecting free expression in the era of online content moderation](https://www.accessnow.org/cms/assets/uploads/2019/05/AccessNow-Preliminary-Recommendations-On-Content-Moderation-and-Facebooks-Planned-Oversight-Board.pdf), pp. 1-14
* Jason Koebler & Joseph Cox, [The Impossible Job: Inside Facebook’s Struggle to Moderate Two Billion People](https://motherboard.vice.com/en_us/article/xwk9zd/how-facebook-content-moderation-works), MOTHERBOARD (Aug. 23, 2018)

11. First Amendment Law of Incitement & True Threat

* Brandenburg v. Ohio, 395 U.S. 444 (1969), read all
* R.A.V. v. City of St. Paul, 505 U.S. 377(1992), pp. 379-396
* Virginia v. Black, 538 U.S. 343 (2003), pp. 343-368

12. The Perils of Criminalizing Hate Speech

* Nadine Strossen, Hate: Why We Should Resist it with Free Speech, Not Censorship, pp. 1-36
* Richard Ashby Wilson, [Propaganda on Trial](https://ssrn.com/abstract=2919947), Pp.266-293.

13. A Way Forward: integrating law and social science

* Richard Ashby Wilson and Jordan Kiper (2019) [“Brandenburg in an Era of Populism: Risk Assessment and the First Amendment”](https://ssrn.com/abstract=3330195)

14. Short Presentations of Term Papers

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14977 |
| **Request Proposer** | Wilson |
| **Course Title** | Propaganda, Fake News and Hate Speech |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Anthropology > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | The course draws on anthropology to study human rights topics |
| **Course Title** | Propaganda, Fake News and Hate Speech |
| **Course Number** | 3320W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Cesar Abadia-Barrero |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | cea14002 |
| **Initiator Email** | [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Wilson |
| **Proposer First Name** | Richard |
| **Select a Person** | raw03003 |
| **Proposer NetId** | raw03003 |
| **Proposer Phone** | +1 860 570 5398 |
| **Proposer Email** | [richard.wilson@uconn.edu](mailto:richard.wilson@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ANTH/HRTS 3230W. Propaganda, Fake News and Hate Speech Three credits. Drawing on recent social science research, this course will seek to understand the effects of false information and hate speech on our politics and culture, and evaluate various private and public initiatives to regulate speech. (CA2) |
| **Reason for the course action** | Course addresses new phenomenon of hate speech and false information, including unfounded conspiracy theories, which are increasingly a feature of global politics and public discourse. This cross-listed ANTH-HRTS course will address these issues in a way that is not offered in other courses. It will also satisfy the need to add a W course in our offerings. |
| **Specify effect on other departments and overlap with existing courses** | None given the emphasis on the intersection between anthropology, law, and human rights. |
| **Please provide a brief description of course goals and learning objectives** | The course's main goal is to address the new and emerging social science literature, primarily from anthropology, on the effects of hate speech, as we as legal and regulatory efforts to constrain disinformation online. As a writing (“W”) course one of the course goals is to improve students' writing skills. Main learning objectives are: • Gain an understanding of the social science and law of social media. • Gain an understanding of the measures designed to moderate content on social media. • Comprehend and evaluate the theories and methods used in social science studies of hate speech and propaganda. • Identify and articulate a position with respect to current debates and areas of contention in a number of different ways, including in seminar discussion, a presentation, reaction papers, and a term paper. • Develop and apply specialized knowledge in one topical area of propaganda, fake news or hate speech. |
| **Describe course assessments** | 1. Class Participation (15%): This course is taught in a seminar format that will engage with complex ideas and challenging topics. I expect each student to participate actively and frequently in class discussions. I expect you to attend all classes. If you are unable to attend class for a compelling reason, then please let me know by email before class. Students who do not attend class will not receive credit for the course. 2. In-Class Presentation (10%): Each student is required to present a summary of the 3-4 main points of the reading on the syllabus that week, to engage with the points (e.g., by agreeing or disagreeing and providing reasons), and to pose relevant questions to other students about the reading. Additionally, the presenter is required to present a news item published in the last year that relates to the topic of that week’s seminar. The article must be sent to my email address 24 hours before the class in which you intend to present it. 3. Reaction Papers (25%): Students are required to submit 4 reaction papers during the semester. Each reaction paper should be at least 3 pages long (double spaced) and should respond to two or more issues arising from the reading. Reaction papers should take a position agreeing or disagreeing with the reading and making further observations about the points in the reading, including applying new insights to current events. It is advantageous to compare and contrast the readings, but no further research is required. You may submit to me via email the reaction papers in the weeks that you choose. The reaction paper must be submitted in advance of our discussion of the reading, and no later than 6PM on the Monday before class. This allows me to read the papers before class and prepare the seminar discussion on Tuesday. I do not accept any late papers. I grade each reaction paper with a check, a check-plus or a check-minus and provide feedback on the paper. 4. Final Term Paper (50%): University rules on academic integrity apply. Guidance on writing your final paper is provided below: a) Each student will prepare a research-based term paper on a topic from the syllabus. The question must have my written approval in an email in advance. b) After October 1, students are invited to discuss their ideas for the topic of their final paper with me in person. Until then, I recommend that you focus on your learning experience in the course. c) The paper should be analytical – not purely descriptive. Students are advised to use scholarly sources and primary source materials and to develop their argument in relation to one of the major themes in the course. Preferably, the paper will apply general ideas to a particular country, situation, or set of cases. d) Papers should be approximately 20 pages in length (double-spaced, 12-point font, 1-inch margins). e) A 1-page outline and working bibliography are due (two hard copies) in class on XX. Students will exchange outlines with a class partner in their writing group to exchange feedback. f) An electronic draft of your paper is due to me on email by XX. I will reply with tracked changes and comments within a week. g) Students must submit their final term paper to me by email by XX. |
| **General Education Goals** | This course is intended to satisfy GenEd content area 2-social science and W. Given the seminar methodology and the course's emphasis on presentations, debates, and writing assignments, the students are expected to become articulate and able to offer critical understandings of complex issues such as the circulation of hate speech and fake news and their influences in individuals and communities, whether physical or virtual. By bringing together theories and methods from anthropology, law, and human rights, exploring different examples, and producing a research paper, students will acquire moral sensibility and awareness around these difficult to confront issues, as well as develop a kind of intellectual breadth and versatility that allow them to grapple with these issues and engage in productive discussions. |
| **Content Area: Social Sciences** | In terms of social sciences, this course is based on anthropology, law and human rights theories and methods. It includes case studies and rigorous analysis of speech and social media. The course largely follows the criteria specified for courses in this content area: 1. The course introduces students to theories and concepts of the social sciences, particularly anthropology, law, and human rights. 2. The course introduces students to methods used in the social sciences, particularly persuasion theory, and different emotions such as fear, fate. 3. Through the analysis of rules, policies and community standards, the course Introduces students to ways in which individuals, groups, institutions, or societies deal with fake news and hate speech. 4. Through the discussions and writing components, the students gain tools to analyze the social, cultural, and political dynamics behind individuals and groups/organizations that promote or want to regulate and criminalize hate speech and propaganda that can harm others. |
| **Writing Competency** | The W component (improving students' writing skills) will be accomplished through different formats, including four short 3-page reaction papers and a longer 20-page research paper. Students will submit drafts of their term papers as indicated below and they will be thoroughly line-edit reviewed by me. Students will then revise their drafts for conceptual clarity and development of ideas as well as make recommended edits for expression, social science journal style, and grammar. These revisions are central to your growth as a writer and your learning experience. You will be encouraged to understand and develop your own writing style, as well as learn from an experienced scholar about time-honored principles of clarity and simplicity and structure in writing. The writing in this course is an essential part of the learning experience since it allows you to individually process the readings and central ideas, as well as incorporate your own research investigations into specific topical areas. We will convene two one-hour in-class writing workshops in week 3 and week 9 in which you will receive instruction on writing methods and style. We will dissect various examples of accessible and appealing social science writing (often an oxymoron) and engage in various writing exercises. I will divide students into writing support groups of three students with who you will share writing exercises and provide feedback and commentary on outlines and drafts. Students must pass the ‘W’ component of the course in order to pass the course. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2020 Syllabus Propaganda W.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169297&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C618ff5bfc7504e1d4a9f08d79f624a8d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637153116816946704&sdata=Szuwtszwojj9bsjdydnn%2FVREtW0gR4JkTlc61p6dVwg%3D&reserved=0) | 2020 Syllabus Propaganda W.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Cesar Abadia-Barrero | 01/22/2020 - 11:44 | Submit |  | This is the W version of ANTH/HRTS 3230. | | Anthropology | Cesar Abadia-Barrero | 01/22/2020 - 12:14 | Approve | 11/12/2019 | The Faculty is excited about adding this W course to our course offering. | | Human Rights | Cesar Abadia-Barrero | 01/22/2020 - 12:15 | Approve | 11/11/2019 | The Undergraduate Committee of the Human Rights Institute is in full support of this new addition. | |

University of Connecticut Fall 2020

*Propaganda, Disinformation, and Hate Speech*

ANTH 3230W

Professor Richard A. Wilson

Email: [Richard.Wilson@uconn.edu](mailto:Richard.Wilson@uconn.edu)

Office Hours: Tuesdays 1-2PM and by appointment

Office: Beach 405; Tel: 860-486-3851

Propaganda is an age-old phenomenon written about by Aristotle in the 4th Century BCE, but there is something new about the immediacy and scope of social media in the current global context. Hate speech and disinformation are increasingly prevalent online and they have reshaped our politics, culture and public discourse worldwide. Drawing on recent social science research, this course will seek to understand the effects of disinformation and hate speech on individual moral decision-making as well as wider politics and culture. We will also examine First Amendment and international law of incitement and true threat, and evaluate the measures taken by social media companies, the courts, and governmental agencies to regulate speech online. In this course, students will:

* Gain an understanding of the social science and law of social media.
* Gain an understanding of the content moderation policies and procedures of social media companies.
* Comprehend and evaluate the theories and methods used in social science studies of hate speech and propaganda.
* Identify and articulate a position with respect to current debates and areas of contention in a number of different ways, including in seminar discussion, a presentation, reaction papers, and a term paper.
* Develop and apply specialized knowledge in one topical area of propaganda, disinformation, or hate speech.

**ADA Procedures:** In accordance with the ADA and Section 504 of the Rehabilitation Act, UConn provides reasonable accommodations to students with documented disabilities. Please contact me to request any accommodations as early in the semester as possible.

**The Provost’s policies against discrimination, harassment and interpersonal violence** can be found here: <http://provost.uconn.edu/syllabi-references/>

**Course Organization and Evaluation**

This is a 14-week course, starting on XXXX and ending on XXXX.

**Writing Component**

This is a writing (“W”) course and as such will focus on improving your writing skills in a number of different formats, including four short 3-page reaction papers and a longer 20-page research paper. Students will submit drafts of their term papers as indicated below and they will be thoroughly line-edit reviewed by me. Students will then revise their drafts for conceptual clarity and development of ideas as well as make recommended edits for expression, social science journal style, and grammar. These revisions are central to your growth as a writer and your learning experience. You will be encouraged to understand and develop your own writing style, as well as learn from an experienced scholar about time-honored principles of clarity and simplicity and structure in writing. The writing in this course is an essential part of the learning experience since it allows you to individually process the readings and central ideas, as well as incorporate your own research investigations into specific topical areas. We will convene two one-hour in-class writing workshops in week 3 and week 9 in which you will receive instruction on writing methods and style. We will dissect various examples of accessible and appealing social science writing (often an oxymoron) and engage in various writing exercises. I will divide students into writing support groups of three students with who you will share writing exercises and provide feedback and commentary on outlines and drafts. Students must pass the ‘W’ component of the course in order to pass the course.

Your grade will be based on four elements of assessment:

**1. Class Participation (15%):** This course is taught in a seminar format that will engage with complex ideas and challenging topics. I expect each student to participate actively and frequently in class discussions. I expect you to attend all classes. If you are unable to attend class for a compelling reason, then please let me know by email before class. Students who do not attend class will not receive credit for the course.

**2. In-Class Presentation (10%):** Each student is required to present a summary of the 3-4 main points of the reading on the syllabus that week, to engage with the points (e.g., by agreeing or disagreeing and providing reasons), and to pose relevant questions to other students about the reading. Additionally, the presenter is required to present a news item published in the last year that relates to the topic of that week’s seminar. The article must be sent to my email address 24 hours before the class in which you intend to present it.

**3. Reaction Papers (25%):** Students are required to submit 4 reaction papers during the semester. Each reaction paper should be at least 3 pages long (double spaced) and should respond to two or more issues arising from the reading. Reaction papers should take a position agreeing or disagreeing with the reading and making further observations about the points in the reading, including applying new insights to current events. It is advantageous to compare and contrast the readings, but no further research is required. You may submit to me via email the reaction papers in the weeks that you choose. The reaction paper must be submitted in advance of our discussion of the reading, and no later than 6PM on the Monday before class. This allows me to read the papers before class and prepare the seminar discussion on Tuesday. *I do not accept any late papers.* I grade each reaction paper with a check, a check-plus or a check-minus and provide feedback on the paper.

**4. Final Term Paper (50%):**

[University rules](https://community.uconn.edu/academic-misconduct/student-undergraduate-faq/) on academic integrity apply. Guidance on writing your final paper is provided below:

1. Each student will prepare a research-based term paper on a topic from the syllabus. The question must have my written approval in an email in advance.
2. After October 1, students are invited to discuss their ideas for the topic of their final paper with me in person. Until then, I recommend that you focus on your learning experience in the course.
3. The paper should be analytical – not purely descriptive. Students are advised to use scholarly sources and primary source materials and to develop their argument in relation to one of the major themes in the course. Preferably, the paper will apply general ideas to a particular country, situation, or set of cases.
4. Papers should be approximately 20 pages in length (double-spaced, 12-point font, 1-inch margins).
5. A 1-page outline and working bibliography are due (two hard copies) in class on November 10th. Students will exchange outlines with a class partner in their writing group to exchange feedback.
6. An electronic draft of your paper is due to me on email by November 24th. I will reply with tracked changes and comments within a week.
7. **Students must submit their final term paper to me by email by Wednesday, December 15th, 2019 at 5pm.**

**The Course**

**Textbooks**

* Garth Jowett and Victoria O’Donnell (2018) *Propaganda and Persuasion.*
* Richard Perloff (2012) *The Dynamics of Persuasion.*

**Weekly Topics**

1. What Are We Talking About?

* Richard A. Wilson, [Incitement on Trial: Prosecuting International Speech Crimes](https://ssrn.com/abstract=3138603), Chapter 1, pp. 1-24

2. Jowett & O’Donnell, Chapter 1, What is propaganda? pp. 1-46

3. Jowett & O’Donnell, Chapters 7-8, Propaganda in Action, pp. 285-329

4. Perloff, Chapters 3 and 10, Attitudes, Fear and Emotions, pp. 83-107; pp. 385-410

5. Perloff, Chapter 8, “Who Says It:” Source Factors in Persuasion, pp. 277-327

6. Perloff, Chapter 9, Fundamentals of the message, pp. 332-377

7. Hate Speech and Social Media Companies’ Guidelines

* Andrew Sellars [Defining Hate Speech](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2882244), pp. 1-31
* [Facebook: Community Standards](https://www.facebook.com/communitystandards/introduction)
* [Twitter: Hateful Conduct Policy](https://help.twitter.com/en/rules-and-policies/hateful-conduct-policy)

8. Disinformation

* Alice Marwick & Rebecca Lewis, [Media Manipulation and Disinformation Online](https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf), pp. 1-56
* Joshua Rothman, “[In the Age of AI, Is Seeing Still Believing?](https://www.newyorker.com/magazine/2018/11/12/in-the-age-of-ai-is-seeing-still-believing)” The New Yorker 2018

9. Are there Any Harms in Hate Speech?

* Edwards, Griffin Sims and Rushin, Stephen, [The Effect of President Trump's Election on Hate Crimes.](https://ssrn.com/abstract=3102652)
* Müller, Karsten and Schwarz, Carlo[, Fanning the Flames of Hate: Social Media and Hate Crime](https://ssrn.com/abstract=3082972).

10. Hate Speech, Free Speech: Content Moderation Online

* Kate Klonick, [The New Governors: The People, Rules, and Processes Governing Online Speech](https://ssrn.com/abstract=2937985), 131 HARV. L. REV. 1598 (2018); pp. 1630-1662.
* Access Now (2019) [Protecting free expression in the era of online content moderation](https://www.accessnow.org/cms/assets/uploads/2019/05/AccessNow-Preliminary-Recommendations-On-Content-Moderation-and-Facebooks-Planned-Oversight-Board.pdf), pp. 1-14
* Jason Koebler & Joseph Cox, [The Impossible Job: Inside Facebook’s Struggle to Moderate Two Billion People](https://motherboard.vice.com/en_us/article/xwk9zd/how-facebook-content-moderation-works), MOTHERBOARD (Aug. 23, 2018)

11. First Amendment Law of Incitement & True Threat

* Brandenburg v. Ohio, 395 U.S. 444 (1969), read all
* R.A.V. v. City of St. Paul, 505 U.S. 377(1992), pp. 379-396
* Virginia v. Black, 538 U.S. 343 (2003), pp. 343-368

12. The Perils of Criminalizing Hate Speech

* Nadine Strossen, Hate: Why We Should Resist it with Free Speech, Not Censorship, pp. 1-36
* Richard Ashby Wilson, [Propaganda on Trial](https://ssrn.com/abstract=2919947), Pp.266-293.

13. A Way Forward: integrating law and social science

* Richard Ashby Wilson and Jordan Kiper (2019) [“Brandenburg in an Era of Populism: Risk Assessment and the First Amendment”](https://ssrn.com/abstract=3330195)

14. Short Presentations of Term Papers

**2020-30 HRTS 3540 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14877 |
| **Request Proposer** | Libal |
| **Course Title** | Topics in Human Rights Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Topics in Human Rights Practice |
| **Course Number** | 3540 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kathryn R Libal |
| **Initiator Department** | Social Work Instruct and Rsrch |
| **Initiator NetId** | krl04002 |
| **Initiator Email** | [kathryn.libal@uconn.edu](mailto:kathryn.libal@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Seminar |
| **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, discussion, project-based small group work. |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 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 |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | Capacity to provide an instructor is limited on the Avery Point and Waterbury campuses. Course instructors have already been identified at the Storrs and Hartford campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HRTS 3540 Topics in Human Rights Practice Three credits. May be repeated with a change of topic to a maximum of 9 credits. Instructor consent required. Seminar on topics in theoretical and practice-based knowledge and skills related to human rights. Topics vary by semester. |
| **Reason for the course action** | This course adds a needed dimension to the Human Rights major and minor by providing students an opportunity to apply theoretical and topical knowledge of human rights to practical problems within the state, country or internationally. The proposed syllabus allows students to gain insight into human rights advocacy aims, strategies, and tactics for a particular targeted group (persecuted scholars) and to carry out a collective advocacy project to support the targeted group. Other instructors may lead problem-based projects on crafting and implementing an international human rights treaty, drafting a general comment related to a particular human rights issue for the relevant UN treaty monitoring body, or researching and writing a human rights report that may be submitted to a relevant human rights monitoring body. |
| **Specify effect on other departments and overlap with existing courses** | No known effects, as no class emphasizing collective work on a human rights research or advocacy project exists in other departments and the content is very closely linked to interdisciplinary human rights field. |
| **Please provide a brief description of course goals and learning objectives** | This course allows you to collectively and individually develop your skills in research, analysis, and advocacy related to selected human rights concerns, whether at local, state, national or global levels. The focus and topic of the particular human rights practice course will vary based on instructor background and expertise. In the proposed course on supporting a persecuted scholar at risk, at the end of the semester students should be able to: • Articulate key civil and political rights principles at stake when academics and students are targeted by the state for their ideas; • Identify and synthesize reputable data sources to craft a human rights advocacy brief; • Draft, revise, and submit a human rights advocacy brief to the protection unit of Scholars At Risk that includes country conditions data, an accurate and concise narrative of the scholar or student’s case, cites relevant domestic and international law related to the case; • Develop skills for speaking persuasively and concisely about the advocacy case with public officials, included elected representatives to Congress; • Consider the strengths and risks of waging a public campaign in support of the targeted scholar or student; • Identify how skills for developing an advocacy campaign for targeted scholars or students could be translated to other domains of (human rights) advocacy; • Work in teams to equitably share responsibilities for research, writing, and advocacy efforts and be able to reflect on strengths and limitations of one’s own participation in the group effort. |
| **Describe course assessments** | Students will do reading memos in preparation for class discussion and create a portfolio related to the human rights research/practice project. This latter portfolio will vary depending on the project focus for the semester, but in general students will have some collective responsibilities to contribute to an overall project and will have opportunities to reflect upon their work in short reflection papers, reading memos, and class presentations. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [topics in hr practice.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169143&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cacb7178debd1451bbf4108d79dbb13da%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637151299123608100&sdata=ptesmuL45qh%2BodpdlMnFvpG0KNPtdpqcya1Oxn33QvE%3D&reserved=0) | topics in hr practice.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kathryn R Libal | 01/19/2020 - 16:05 | Submit |  | This course was approved by the Undergraduate Curriculum Committee on January 14, 2020. | | Human Rights | Cesar Abadia-Barrero | 01/20/2020 - 09:50 | Approve | 1/14/2020 | The Human Rights Institute Undergraduate Committee unanimously approved this course. We are very excited about this new addition. | |

**HRTS 3540 Topics in Human Rights Practice**

**Research and Advocacy for At Risk Students and Scholars**

**University of Connecticut**

**Course Rationale**

In recent years awareness has been raised about the targeting of academics and students who work to defend human rights in their societies. These human rights defenders – often working in university settings with severe restrictions on academic freedom – are vulnerable to state repression. Over the past decade human rights advocacy organizations such as Scholars At Risk, Foundation for Refugee Students, and the University Alliance for Refugees and At Risk Migrants have developed strategies for universities and students to support advocacy efforts on behalf of targeted or imprisoned academics and students. This practice-based seminar will provide an opportunity for you to work in small teams on varied aspects of a case of an imprisoned academic or student. You will develop an understanding of the international human rights law that undergirds academic freedom, freedom of expression, freedom of assembly, and other political and civil rights that are violated in such cases. Students and the instructor will work collectively on a case provided by Scholars At Risk over the course of the semester, learning skills of doing “country conditions” research, developing a human rights report and other forms of advocacy materials, and will participate in meetings with Congressional representatives and/or their staff to press for amnesty for the imprisoned/at risk scholar.

**Course Objectives/Goals**

At the end of the semester students should be able to:

* Articulate key civil and political rights principles at stake when academics and students are targeted by the state for their ideas;
* Identify and synthesize reputable data sources to craft a human rights advocacy brief;
* Draft, revise, and submit a human rights advocacy brief to the protection unit of Scholars At Risk that includes country conditions data, an accurate and concise narrative of the scholar or student’s case, cites relevant domestic and international law related to the case;
* Develop skills for speaking persuasively and concisely about the advocacy case with public officials, included elected representatives to Congress;
* Consider the strengths and risks of waging a public campaign in support of the targeted scholar or student;
* Identify how skills for developing an advocacy campaign for targeted scholars or students could be translated to other domains of (human rights) advocacy;
* Work in teams to equitably share responsibilities for research, writing, and advocacy efforts and be able to reflect on strengths and limitations of one’s own participation in the group effort.

**Texts**

* Braver, A. & A. DeVueve. (2017). *We Are Syrians: Three Generations, Three Dissidents.* University of New Orleans Press.
* Scholars at Risk. (2019). *Free to Think 2018.* Retrieved from: <https://www.scholarsatrisk.org/resources/free-to-think-2018/>

**Assignments**

**Series of online response memos to class readings (35% of grade for course)**.

To allow us to have richer discussions during class, every other week, I will ask you to submit one discussion question and a typed *paragraph* synthesizing the key points that you took away from the readings and *any critiques* or *critical comments* you may want to share (paragraphs should be no more than 250 words). Submit your responses online. Half the students in class will submit in one week and the other half in the next week. You will each submit a question and paragraph reading response six times during the semester. Please submit your questions and paragraphs to me electronically by 10 pm on Monday, so that I can review them before class on Tuesday. These are graded as “plus,” “check,” or “minus.”

You can attend one human rights event during the semester to replace the grade of one submission or to make up a missed submission. You should submit a 200-250 word review of the event, including any critiques or critical comments you may have. I will regularly announce events throughout the semester.

**Advocacy project/portfolio and presentation (50% of grade for course).**

The Scholars at Risk Advocacy Project will provide students an opportunity to work in small teams to support a specific protection case provided by Scholars at Risk. Students will conduct research, carry out monitoring, and develop several types of advocacy materials to be shared. Activities by the small group may include: launching a social media advocacy campaign; hosting a campus event; partnering with other student groups on other campuses; meeting with government officials; and/or conducting collaborative research.

At the end of the semester students also collectively draft a report for SAR and as a capstone to the class. The report will become part of the scholar’s file in SAR’s ongoing casework.

The report includes:

1) Summary of case(s), including background information and latest case developments;

2) Timeline of seminar’s advocacy activities;

3) Contacts or informational sources developed by students;

4) Assessment of most successful advocacy activities;

5) Recommended next steps for SAR staff.

**Participation (15% of grade for course).**

Assessment of student participation will be based on the following:

* + Completing readings prior to class;
  + Verbally participating in both small and large groups regularly;
  + Providing substantive comments based on readings, class material, personal experience, or current events;
  + Seeking to promote a class atmosphere conducive to learning;
  + Raising concerns, questions, or difficulties in a solution-oriented manner;
  + Refraining from distracting activities (texting/using computers except for note-taking).

**Note:** If modifications of the schedule must be made due to weather conditions, reading availability, or other, I will notify you by email and on HuskyCT, as well as post changes to HuskyCT.

**Topics of Sessions, Readings and Activities**

**Week 1 What Is Human Rights Advocacy?**

~Advocates for Human Rights, Human Rights Tools for a Changing World, 2015, Ch. 2

“Human Rights Background”: <http://TheAdvocatesForHumanRights.org/Change>

~Merry, “Transnational Human Rights and Local Activism: Mapping the Middle,”

*American* *Anthropologist* 108 (1), 2006, pp. 38-51

~Keck & Sikkink, “Human Rights Advocacy Networks in Latin America.” In *Activists Beyond Borders: Advocacy Networks in International Politics*, 1998.

~Braver & DeVueve, Selected Chapters from *We Are Syrians.*

**Week 2 E-Witnessing, Narrative, and Human Rights Claims-Making**

~Schaffer and Smith, “Conjunctions: Life Narratives in Human Rights,” *Biography* 27(1),

2004, pp 1-25.

~Schaffer and Smith, “E-witnessing in the Digital Age.” In *We Shall Bear Witness,* Eds. Jolly and Jenson, 2014, pp. 223-37.

~Orentlicher, “Bearing Witness: The Art and Science of Human Rights Fact-Finding,” *Harvard Human Rights Journal,* Vol. 3, 1990, 83-135.

~Review Scholars at Risk. (2019). *Free to Think 2018.* Retrieved from: <https://www.scholarsatrisk.org/resources/free-to-think-2018/>

~Braver & DeVueve, Selected Chapters from *We Are Syrians.*

**Week 3 Advocacy Studio/Casework, Part 1**

~ Scholars at Risk. Student Advocacy Seminars: Educating the Next Generation to be Human Rights Leaders. Retrieved from <https://www.scholarsatrisk.org/wp-content/uploads/2017/10/SAR-Student-Advocacy-Information.pdf>

~ Butler, Judith. “Academic Freedom and the Critical Task of the University.” *Globalizations*, 2017.

~Braver & DeVueve, Selected Chapters from *We Are Syrians.*

~Small group selected case research and writing projects (two to three projects/groups)

~E-Meeting with Adam Braver, Roger Williams College, and a Representative of Scholars At Risk Protection Unit

**Week 4 Human Rights Reporting**

~Bornstein, “The Report: A Strategy and a Nonprofit Public Good,” *Humanity* 10(1),

2019, pp. 109-131

~Cohen, “Government responses to human rights reports: claims, denials and

counterclaims,” *Human Rights Quarterly* 18 (3), 1996, 517-543

~De Waal, “Writing Human Rights and Getting it Wrong,” *Boston Review*, 2016, Retrieved from: <http://bostonreview.net/world/alex-de-waal-writing-human-rights>

~Satterthwaithe and Simeone, “A Social Science of Human Rights? A Conceptual Roadmap for Social Science Methods in Human Rights Fact-Finding,” in P. Alston and S. Knuckey, eds., *The Transformation of Human Rights Fact-Finding,* Oxford University Press, 2015.

~Braver & DeVueve, Selected Chapters from *We Are Syrians.*

~Small group work on advocacy campaign

**Week 5 Mobilizing Shame – Prospects and Limits**

~Pruce and Budabin, “Beyond Naming and Shaming: New Modalities of Information

Politics in Human Rights,” *Journal of Human Rights* 15(3), 2016, pp. 408-425.

~Thrall, Stecula and Sweet, “May We Have Your Attention Please? Human Rights NGOs and the Problem of Global Communication,” *The International Journal of Press/Politics* 19(2), 2014, pp. 135-159.

~Braver & DeVueve, Selected Chapters from *We Are Syrians.*

~Small group work on advocacy campaign

**Week 6 Advocacy Studio/Casework, Part 2**

~ Marefka, Michael. “Beginner’s Guide: How to Write a Human Rights Report.” Human

Rights Careers Blog.

~Scholars at Risk. “Advocacy Guide: Creating a Successful Action Alert.”

~Small group selected case research and writing projects (two to three projects/groups)

~Meetings with scholars who have background on country conditions

~Drafting advocacy documentation

**Week 7 Human Rights of Scholars and Students**

~Quinn and Levine, “Intellectual-HRDs and Claims for Academic Freedom under Human

Rights Law,” *International Journal of Human Rights* 18 (7-8), 2014, pp. 898-920.

~Quinn, “Is the Threat to Academic Freedom Growing?” *Chronicle of Higher Education*,

2019.

*~Rajagopal,* “Defending Academic Freedom as a Human Right: An Internationalist Perspective,” *International Higher Education*, 3, 2015. <https://doi.org/10.6017/ihe.2003.33.7390>

~Small group work on advocacy campaign

**Week 8 History of Protecting Scholars**

~Friedlander, Chapter 8 from *A Light in Dark Times: The New School for Social Research and Its University in Exile*, Columbia University Press, 2019.

~Blackburn, Chelsea. “Chapter IV: Who Are the Scholars at Risk and What Have They Endured?” and “Chapter V: Academic Freedom and Censorship in the Globalized Economy” in *Globalization and the Mobility of Ideas: A Critical Account of Academics in Exile at Colleges and Universities in the United States.* Dissertation, University of Wisconsin, 2018.

~Virtual Q & A with member of Scholars At Risk Program (Chelsea Blackburn)

~Small group work on advocacy campaign

**Week 9 Case Example: Turkey**

~Özkirimli, “How to Liquidate a People? Academic Freedom in Turkey and Beyond,”

*Globalizations*, 14, 6, 851-856.

~Quinn, Robert. “Academic freedom on trial in Turkey.” *Washington Post*, April 26, 2016.

~Small group work on advocacy campaign

**Week 10 Case Example: China**

~Scholars at Risk. *Obstacles to Excellence: Academic Freedom in China’s Quest for*

*World Class Universities*, 2019. Retrieved from: <https://www.scholarsatrisk.org/wp-content/uploads/2019/09/Scholars-at-Risk-Obstacles-to-Excellence_EN.pdf>

~Sharma, “Scholars Targeted as Uighur Purge Engulfs Universities,” *University World* *News*, 2018. Retrieved from: <https://www.universityworldnews.com/post.php?story=20180928160408284>

~Pen America, Sections II and III from Forbidden Feeds: Government Controls on Social Media in China, 2018. Retrieved from: <https://pen.org/wp-content/uploads/2018/06/PEN-America_Forbidden-Feeds-report-6.6.18.pdf>

~Small group work on advocacy campaign

**Week 11 Advocacy Studio/Case Work, Part 3**

~Small group selected case research and writing projects (two to three projects/groups)

~Meetings with scholars who have background on country conditions

~Drafting advocacy & revising documentation for SAR (peer feedback and presentations)

**Week 12 Case Example: United States**

~White House. “Executive Order on Combatting Anti-Semitism,” December 11, 2019. Retrieved from: <https://www.whitehouse.gov/presidential-actions/executive-order-combating-anti-semitism/>

~Scholars at Risk, “SAR’s Response to the US Executive Order Titled ‘Combatting Anti-Semitism,” 2019. Retrieved from: <https://www.scholarsatrisk.org/2019/12/sars-response-to-the-us-executive-order-titled-combating-anti-semitism/>

~On Point. “Trump Order on Anti-Semitism Sets Off Fear, Praise from Jewish Community.” 2019. Listen to episode at: <https://www.wbur.org/onpoint/2019/12/17/trump-anti-semitism-jewish-community>

~Small group work on advocacy campaign

**Week 13 Congressional Representative Advocacy Simulation**

~Class will be devoted to dry runs for meetings with government officials/congressional representatives.

~Small group work on advocacy campaign

**Week 14 Congressional Advocacy (in Connecticut or remotely by video conference)**

~Advocacy in Hartford with staffers or congressional representatives based on availability. Note, this may take place in Week 13 or Week 15 depending on Congressional office scheduling.

**Week 15 Summing Up/Class Reflection**

~Final report due in class.

**2020-31 HRTS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 23, 2020

2. Department or Program: Human Rights Institute

3. Title of Major: Human Rights

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

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

5. Nature of change: Adding new courses

# Existing Catalog Description of Major

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212), [HRTS 3420](https://catalog.uconn.edu/HRTS/#3420), [3428](https://catalog.uconn.edu/HRTS/#3428); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [3837/W](https://catalog.uconn.edu/HRTS/#3837).

**B. History, Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ANTH](https://catalog.uconn.edu/ANTH/#3327)/[HRTS](https://catalog.uconn.edu/HRTS/#3327)/[LLAS 3327](https://catalog.uconn.edu/LLAS/#3327); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207), [3232](https://catalog.uconn.edu/HRTS/#3232); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220/W](https://catalog.uconn.edu/HRTS/#3220); [HRTS 3710.](https://catalog.uconn.edu/HRTS/#3710)

**C. Applications and Methods**

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM](https://catalog.uconn.edu/BADM/#3254) or [BLAW](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AAAS 3531](https://catalog.uconn.edu/AAAS/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215/W](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3240](https://catalog.uconn.edu/POLS/#3240), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AAAS 3222](https://catalog.uconn.edu/AAAS/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996).

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [2215W](https://catalog.uconn.edu/HRTS/#2215W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Proposed Catalog Description of Major

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

**Recommended course:** [HRTS 1007](https://catalog.uconn.edu/HRTS/#1007)

**Requirements for the Major in Human Rights**

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [4996W](https://catalog.uconn.edu/HRTS/#4996W).

**Core Courses**

**A. Institutions and Laws**

ANTH/HRTS 3230; [HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420), [3428](https://catalog.uconn.edu/HRTS/#3428); [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [3837/W](https://catalog.uconn.edu/HRTS/#3837).

**B. History, Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ANTH](https://catalog.uconn.edu/ANTH/#3327)/[HRTS](https://catalog.uconn.edu/HRTS/#3327)/[LLAS 3327](https://catalog.uconn.edu/LLAS/#3327); [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/HRTS/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207), [3232](https://catalog.uconn.edu/HRTS/#3232); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220/W](https://catalog.uconn.edu/HRTS/#3220); [HRTS 3710.](https://catalog.uconn.edu/HRTS/#3710)

**C. Applications and Methods**

[BADM](https://catalog.uconn.edu/BADM/#3252) or [BLAW](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252), [3254](https://catalog.uconn.edu/BLAW/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/DRAM/#3139); [ENGR](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475), 3540; [POLS/HRTS 3256/W](https://catalog.uconn.edu/POLS/#3256), [3430](https://catalog.uconn.edu/POLS/#3430); [SOCI/HRTS 3835/W](https://catalog.uconn.edu/SOCI/#3835).

**D. Elective Courses**

Any [HRTS](https://catalog.uconn.edu/HRTS/) course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/WGSS/#3445); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AAAS 3531](https://catalog.uconn.edu/AAAS/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/HRTS/#3219); [PHIL 2215/W](https://catalog.uconn.edu/PHIL/#2215), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418), [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/WGSS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3240](https://catalog.uconn.edu/POLS/#3240), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AAAS 3222](https://catalog.uconn.edu/AAAS/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421); [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503), 3833; [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/HRTS/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**E. Related Courses**

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

**F. Capstone Course (3 credits)**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291) or [HRTS 4996/W](https://catalog.uconn.edu/HRTS/#4996).

**Information Literacy and Writing Requirements**

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W](https://catalog.uconn.edu/HRTS/#3028W), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150W](https://catalog.uconn.edu/ANTH/#3150W); [ARTH 3575W](https://catalog.uconn.edu/ARTH/#3575W); [ECON 3473W](https://catalog.uconn.edu/ECON/#3473W); [EDCI 3100W](https://catalog.uconn.edu/EDCI/#3100W); [HRTS 3149W](https://catalog.uconn.edu/HRTS/#3149W), [3200W](https://catalog.uconn.edu/HRTS/#3200W), [3250W](https://catalog.uconn.edu/HRTS/#3250W), [4996W](https://catalog.uconn.edu/HRTS/#4996W); [HRTS/PHIL 2170W](https://catalog.uconn.edu/PHIL/#2170W), [2215W](https://catalog.uconn.edu/HRTS/#2215W), [3219W](https://catalog.uconn.edu/PHIL/#3219W), [3220W](https://catalog.uconn.edu/PHIL/#3220W); [POLS 3211W](https://catalog.uconn.edu/POLS/#3211W); [POLS/HRTS 3256W](https://catalog.uconn.edu/HRTS/#3256W), [3418W](https://catalog.uconn.edu/POLS/#3418W); [SOCI 2503W](https://catalog.uconn.edu/SOCI/#2503W), [3421W](https://catalog.uconn.edu/SOCI/#3421W); [SOCI/HRTS 3835W](https://catalog.uconn.edu/HRTS/#3835W), [3837W](https://catalog.uconn.edu/HRTS/#3837W); and [WGSS 2255W](https://catalog.uconn.edu/WGSS/#2255W), [3105W](https://catalog.uconn.edu/WGSS/#3105W), [3257W](https://catalog.uconn.edu/WGSS/#3257W).

A minor in Human Rights is described in the [Minors](https://catalog.uconn.edu/minors/human-rights/) section.

# Justification

1. Reasons for changing the major: Adding new courses, adding a missing course (BADM/BLAW/HRTS 3254)

2. Effects on students: Expand the options for core and elective courses.

3. Effects on other departments: Sociology and Anthropology add one course to their course options.

4. Effects on regional campuses: None.

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

    Department Curriculum Committee: 1/14/2020

    Department Faculty: 1/14/2020

6. Name, Phone Number, and e-mail address of principal contact person: Cesar Abadia-Barrero, 6179993612, cesar.abadia@uconn.edu

**2020-32 HRTS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 24, 2020

2. Department or Program: Human Rights Institute

3. Title of Minor: Human Rights

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

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

5. Nature of change: Adding new courses

# Existing Catalog Description of Minor

**Human Rights Minor**

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

**Group A**

**Institutions and Laws**

[HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420), [3428](https://catalog.uconn.edu/HRTS/#3428); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [HRTS/SOCI 3837/W](https://catalog.uconn.edu/SOCI/#3837).

**History Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ANTH](https://catalog.uconn.edu/ANTH/#3327)/[HRTS](https://catalog.uconn.edu/HRTS/#3327)/[LLAS 3327](https://catalog.uconn.edu/LLAS/#3327), [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207), [3232](https://catalog.uconn.edu/HRTS/#3232); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220](https://catalog.uconn.edu/PHIL/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710).

**Group B Applications and Methods**

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252)/[HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475); [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

**Group C Electives**

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AAAS 3531](https://catalog.uconn.edu/AAAS/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215)/[W](https://catalog.uconn.edu/PHIL/#2215W), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3240](https://catalog.uconn.edu/POLS/#3240), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AAAS 3222](https://catalog.uconn.edu/AAAS/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421), [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503); [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**Group D Internship**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Proposed Catalog Description of Minor

**Human Rights Minor**

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

**Group A**

**Institutions and Laws**

ANTH/HRTS 3230; [HIST/HRTS 3202](https://catalog.uconn.edu/HRTS/#3202); [HRTS 3050](https://catalog.uconn.edu/HRTS/#3050), [3055](https://catalog.uconn.edu/HRTS/#3055), [3200/W](https://catalog.uconn.edu/HRTS/#3200), [3420](https://catalog.uconn.edu/HRTS/#3420), [3428](https://catalog.uconn.edu/HRTS/#3428); [HRTS/POLS 3212](https://catalog.uconn.edu/HRTS/#3212); [HRTS/SOCI 3831](https://catalog.uconn.edu/HRTS/#3831), [~~HRTS/SOCI~~ 3837/W](https://catalog.uconn.edu/SOCI/#3837).

**History Philosophy and Theory**

[ANTH/HRTS 3326](https://catalog.uconn.edu/HRTS/#3326); [ANTH](https://catalog.uconn.edu/ANTH/#3327)/[HRTS](https://catalog.uconn.edu/HRTS/#3327)/[LLAS 3327](https://catalog.uconn.edu/LLAS/#3327), [ECON 3128](https://catalog.uconn.edu/ECON/#3128); [ENGL/HRTS 3631](https://catalog.uconn.edu/ENGL/#3631); [HIST/HRTS 3201](https://catalog.uconn.edu/HRTS/#3201), [3207](https://catalog.uconn.edu/HRTS/#3207), [3232](https://catalog.uconn.edu/HRTS/#3232); [HRTS/POLS 3042](https://catalog.uconn.edu/HRTS/#3042); [HRTS/PHIL 3220](https://catalog.uconn.edu/PHIL/#3220); [HRTS 3710](https://catalog.uconn.edu/HRTS/#3710).

**Group B Applications and Methods**

[BADM 3252](https://catalog.uconn.edu/BADM/#3252) or [BLAW 3252](https://catalog.uconn.edu/BLAW/#3252) or [HRTS 3252](https://catalog.uconn.edu/HRTS/#3252); [BADM 3254](https://catalog.uconn.edu/BADM/#3254) or [BLAW 3254](https://catalog.uconn.edu/BLAW/#3254) or [HRTS 3254](https://catalog.uconn.edu/HRTS/#3254); [DRAM/HRTS 3139](https://catalog.uconn.edu/HRTS/#3139); [ENGR 3257](https://catalog.uconn.edu/ENGR/#3257) or [HRTS 3257](https://catalog.uconn.edu/HRTS/#3257); [HRTS 3149/W](https://catalog.uconn.edu/HRTS/#3149), [3250/W](https://catalog.uconn.edu/HRTS/#3250), [3475](https://catalog.uconn.edu/HRTS/#3475), 3540; [POLS/HRTS 3256/W](https://catalog.uconn.edu/HRTS/#3256), [3430](https://catalog.uconn.edu/HRTS/#3430); [SOCI/HRTS 3835](https://catalog.uconn.edu/HRTS/#3835).

**Group C Electives**

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](https://catalog.uconn.edu/HRTS/#3028), [3153W](https://catalog.uconn.edu/HRTS/#3153W); [ANTH 3150/W](https://catalog.uconn.edu/ANTH/#3150); [ANTH/WGSS 3350](https://catalog.uconn.edu/WGSS/#3350); [ARTH/HRTS 3575](https://catalog.uconn.edu/HRTS/#3575); [DRAM/HEJS/HRTS 2203](https://catalog.uconn.edu/HEJS/#2203); [ECON 2445](https://catalog.uconn.edu/ECON/#2445)/[HRTS/WGSS 3445](https://catalog.uconn.edu/HRTS/#3445); [ECON 2126](https://catalog.uconn.edu/ECON/#2126), [2127](https://catalog.uconn.edu/ECON/#2127), [3473/W](https://catalog.uconn.edu/ECON/#3473); [EDCI 2100](https://catalog.uconn.edu/EDCI/#2100), [3100](https://catalog.uconn.edu/EDCI/#3100); [ENGL/HRTS 3619](https://catalog.uconn.edu/HRTS/#3619); [ENGL 3629](https://catalog.uconn.edu/ENGL/#3629); [GEOG 3240](https://catalog.uconn.edu/GEOG/#3240); [HDFS 3251](https://catalog.uconn.edu/HDFS/#3251); [HIST/AAAS 3531](https://catalog.uconn.edu/AAAS/#3531); [HIST/WGSS 3562](https://catalog.uconn.edu/WGSS/#3562); [HIST/HRTS/AFRA 3563](https://catalog.uconn.edu/AFRA/#3563); [HIST 3100W](https://catalog.uconn.edu/HIST/#3100W), [3418](https://catalog.uconn.edu/HIST/#3418), [3570](https://catalog.uconn.edu/HIST/#3570); [LLAS/HRTS 3221](https://catalog.uconn.edu/HRTS/#3221)/[HIST 3575](https://catalog.uconn.edu/HIST/#3575); [LLAS 3271](https://catalog.uconn.edu/LLAS/#3271)/[POLS 3834](https://catalog.uconn.edu/POLS/#3834); [NRE 2600](https://catalog.uconn.edu/NRE/#2600); [NURS 3225](https://catalog.uconn.edu/NURS/#3225); [PHIL/HRTS 2170W](https://catalog.uconn.edu/HRTS/#2170W), [3219/W](https://catalog.uconn.edu/PHIL/#3219); [PHIL 2215](https://catalog.uconn.edu/PHIL/#2215)/[W](https://catalog.uconn.edu/PHIL/#2215W), [3218](https://catalog.uconn.edu/PHIL/#3218); [POLS/HRTS 3418/W](https://catalog.uconn.edu/HRTS/#3418); [3807](https://catalog.uconn.edu/POLS/#3807); [POLS/WGSS 3249](https://catalog.uconn.edu/POLS/#3249); [POLS 3672](https://catalog.uconn.edu/POLS/#3672)/[WGSS 3052](https://catalog.uconn.edu/WGSS/#3052); [POLS 3211](https://catalog.uconn.edu/POLS/#3211), [3214](https://catalog.uconn.edu/POLS/#3214), [3240](https://catalog.uconn.edu/POLS/#3240), [3255](https://catalog.uconn.edu/POLS/#3255); [POLS/ENGR/HRTS 3209](https://catalog.uconn.edu/HRTS/#3209); [SOCI/AAAS 3222](https://catalog.uconn.edu/AAAS/#3222)/[HRTS 3573](https://catalog.uconn.edu/HRTS/#3573); [SOCI/HRTS 3421/W](https://catalog.uconn.edu/HRTS/#3421), [SOCI 2503/W](https://catalog.uconn.edu/SOCI/#2503), 3833; [SOCI/HRTS/AFRA 3505](https://catalog.uconn.edu/AFRA/#3505), [3825](https://catalog.uconn.edu/HRTS/#3825); [WGSS/HRTS 2263](https://catalog.uconn.edu/HRTS/#2263); [WGSS 2255](https://catalog.uconn.edu/WGSS/#2255), [3105](https://catalog.uconn.edu/WGSS/#3105), [3257](https://catalog.uconn.edu/WGSS/#3257), [3269](https://catalog.uconn.edu/WGSS/#3269).

**Group D Internship**

[HRTS 4291](https://catalog.uconn.edu/HRTS/#4291)

The minor is offered by the [College of Liberal Arts and Sciences](http://clas.uconn.edu/).

# Justification

1. Reasons for changing the minor: Adding New Courses

2. Effects on students: Expand the options for core and elective courses.

3. Effects on other departments: Sociology and Anthropology add one course to their course options.

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 1/14/2020

    Department Faculty: 1/14/2020

6. Name, Phone Number, and e-mail address of principal contact person: Cesar Abadia-Barrero, 6179993612, cesar.abadia@uconn.edu

**2020-33 GEOG/URBN 3200 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14902 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > Urban and Community Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Subject Area #2** | URBN |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Urban and Community Studies |
| **Reason for Cross Listing** | This course is part of both the UCS and GEOG majors. |
| **Course Title** | Urban Geography |
| **Course Number** | 3200 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This action is to add a W option to this course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kenneth Foote |
| **Initiator Department** | Geography |
| **Initiator NetId** | kef13010 |
| **Initiator Email** | [ken.foote@uconn.edu](mailto:ken.foote@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs,Waterbury |
| **If not generally available at all campuses, please explain why** | We only have instructors available to teach this course on three campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | URBN 3200. Urban Geography Also offered as: GEOG 3200 3.00 credits Prerequisites: None. Grading Basis: Graded Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems. |
| **Provide proposed title and complete course catalog copy** | URBN 3200. Urban Geography Also offered as: GEOG 3200 3.00 credits Prerequisites: None. Grading Basis: Graded Analysis of the growth, distribution, and functional patterns within and among Western cities. Application of urban geographical concepts to city planning problems. URBN 3200W. Urban Geography Also offered as: GEOG 3200W 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | GEOG 3200 is a popular course in GEOG and URBN. Adding an option for offering it as a W course, gives us an option for an additional writing courses if we need to offer one. At the moment, the W version will be offered in Hartford. |
| **Specify effect on other departments and overlap with existing courses** | This change will allow the Urban and Community Studies Program to have another course that fulfills the W requirement. |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of the course, students should be able to: ▪ Engage in close reading of historically and theoretically driven writing on urban revitalization. ▪ Identify and synthesize key themes and debates in urban policy. ▪ Explain how particular policies are situated within the broader history of urban revitalization. ▪ Communicate these explanations in writing, discussion, and formal presentations |
| **Describe course assessments** | Reading Responses: (15%) Each week, you will have between 2 and 4 chapters/articles to read. Each week you will write, and answer, an exam style essay question based on 1 or more of the readings. The lowest 2 grades will be dropped when calculating your final grade. All reading responses must be uploaded to HuskyCT by the start of class on the date listed in the syllabus. Participation/Preparation: (20%) Attendance is expected. Since this class mets only once per week, a single absence will result in a large amount of missed material. In addition to being physically present, you are expected to take an active part in the class. Full participation in the class will enable you to get the most out of the experience. Participation could include commenting on readings and brief lectures, as well as careful and active note taking. Asking questions always is encouraged. Each week you’ll need to self-evaluate your participation by completing a discussion reflection log. Mid-Term & Final Exams: (15% each) The exams will be take-home exams, and will consist of essay questions. Research Paper (20%) & Class Presentation (5%) You will select a city and write a 15 page paper about a redevelopment effort in that city. Each student will select a different city from the list at HuskyCT. You will also present your research in class. The paper will be completed in several stages and you will have several opportunities to revise each section as you prepare the final paper. Please note that to pass the class, you must pass this writing component. ▪ Stage 1: Select a city from the list provided at HuskyCT, and state your interest in this city. ▪ Stage 2: Write a 5 page introduction to your city. In this stage, be sure to identify the major issues facing the city. You will need to do some background historical research to identify major eras of the city’s history. ▪ Stage 3: Write a 10 page draft that discusses the redevelopment plan for the city. In this stage, you are interpreting/evaluating the plan to, among other things, see how it sets out to rebuild the central core, sustain viable neighborhoods, repurposes vacant land for new activities, and uses assets to build competitive advantages. Be critical in your evaluation of the plan. Ask critical questions, like: ▪ Who benefits from the implementation of the plan? ▪ Does the plan have the potential to marginalize any group(s) of residents? If so, who? ▪ What are the class and racial implications of implementing the plan? ▪ How will it help make the city more sustainable? ▪ Stage 4: Write a complete 15 page draft of the paper. You’ve already written the two important sections of the paper (the city introduction and plan evaluation), but you will need to revise them and expand them by adding a separate paper introduction and conclusion. Be sure to address questions and feedback provided on previous drafts. ▪ Stage 5: Submit a revised 15 page paper. Class Facilitation: (5%) Each week, the first half of the class will consist of discussions guided by student facilitators who will prepare a set of discussion questions. |
| **General Education Goals** | Writing and revision of written work are major elements of this syllabus. |
| **Writing Competency** | Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness; This proposal will have students write more than 15 pages, but the research paper has a 15-page minimum length and is revised. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.); This is included in the plan. Have an enrollment cap of nineteen students per section: Done. Make explicit the relation between writing and learning in the course: The instructor has developed an very close connection between the course topic and the writing assignments. Articulate the structure of supervision of student writing; The research paper is written in stages with feedback at each stage and noted in the syllabus. Explain the place and function of revision in the course; The instructor uses a five-stage sequence to guide students through the editing process. Detail how the page requirement will be met; This is met through the Research Paper, although the students submit other written assignments that are graded though not edited and resubmitted. Require that students must pass the writing component in order to pass the course. Included. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG\_URBN 3200W syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169173&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C240c0104fe8c4b349a2f08d7a05957b0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154177906730404&sdata=E4Bi%2BGpEIs1l2gaqJ%2FeF%2Fm0acdOBKvcqjF2NvymZXcg%3D&reserved=0) | GEOG\_URBN 3200W syllabus.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 12:31 | Submit |  | This action was discussed and approved by the UCS C&C committee and faculty in fall 2019. The plan was approved by the GEOG C&C committee and faculty in Nov. 2019. | | Geography | Carol Atkinson-Palombo | 01/22/2020 - 17:24 | Approve | 10/27/2019 | Departmental C&C Committee approved via email vote on 10/27. Department faculty approved in faculty meeting on 11/6. | | Urban and Community Studies | Kenneth Foote | 01/23/2020 - 06:56 | Approve | 1/23/2020 | Yes, this change has been discussed and approved in UCS by the C&C committee and faculty. | |

**2020-34 HDFS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 1/24/20

2. Department or Program: HDFS

3. Title of Major: HDFS

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

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

5. Nature of change: Add new course to the major

# Existing Catalog Description of Major

Students in the Human Development and Family Sciences major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Sciences requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Sciences and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Sciences. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Policy, or Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3127](https://catalog.uconn.edu/HDFS/#3127), [3141](https://catalog.uconn.edu/HDFS/#3141), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3251](https://catalog.uconn.edu/HDFS/#3251), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3341](https://catalog.uconn.edu/HDFS/#3341), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3425](https://catalog.uconn.edu/HDFS/#3425), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3432](https://catalog.uconn.edu/HDFS/#3432), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or [4007W](https://catalog.uconn.edu/HDFS/#4007W) if not applied to satisfaction of the foregoing requirements.

\* No more than six credits can be counted toward the 12 selected credits.

\*\* No more than three credits can be counted toward the 12 selected credits.

# Proposed Catalog Description of Major

Students in the Human Development and Family Sciences major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Sciences requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Sciences and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Sciences. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Policy, or Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 2142E, 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3127](https://catalog.uconn.edu/HDFS/#3127), [3141](https://catalog.uconn.edu/HDFS/#3141), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3251](https://catalog.uconn.edu/HDFS/#3251), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3341](https://catalog.uconn.edu/HDFS/#3341), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3425](https://catalog.uconn.edu/HDFS/#3425), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3432](https://catalog.uconn.edu/HDFS/#3432), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or [4007W](https://catalog.uconn.edu/HDFS/#4007W) if not applied to satisfaction of the foregoing requirements.

\* No more than six credits can be counted toward the 12 selected credits.

\*\* No more than three credits can be counted toward the 12 selected credits.

# Justification

1. Reasons for changing the major: Added new course in the fall

2. Effects on students: More available courses for the major

3. Effects on other departments: N/A

4. Effects on regional campuses: N/A – only available at Storrs

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

    Department Curriculum Committee: 1/24/20

    Department Faculty: 1/24/20

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

**2020-35 CHIN 3230 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **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 > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | 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. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Chunsheng Yang |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | chy13003 |
| **Initiator Email** | [chunsheng.yang@uconn.edu](mailto: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 |

|  |  |
| --- | --- |
| **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 E: World Culture |
| **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 |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 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 (E) 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** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [language and identity syllabus\_CA1y.docx](https://nam10.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%7C1365061ca2264a7533b908d7a0556dc6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154161087708407&sdata=IbmC2L7PBhg2TeUUBtRLBB8AhGZW9O11tka7DnprFpw%3D&reserved=0) | language and identity syllabus\_CA1y.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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 | | College of Liberal Arts and Sciences | Pamela Bedore | 01/16/2020 - 19:43 | Return |  | Returning as per Terni email, 1.16.2020. | | Return | Chunsheng Yang | 01/17/2020 - 09:34 | Resubmit |  | changed the content area to literature | | Literatures, Cultures and Languages | Jennifer Terni | 01/23/2020 - 10:56 | Approve | 1/22/2020 | Discussed and approved. | |

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](mailto: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

|  |  |  |
| --- | --- | --- |
| 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.

**2020-36 Film Studies Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: December 6, 2019

2. Department or Program: Literatures, Cultures & Languages

3. Title of Minor: Film Studies

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

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

5. Nature of change:

# Film Studies Minor

Students electing this minor must take one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses):

* **One course in core film studies:**[**CLCS 3207**](https://catalog.uconn.edu/CLCS/#3207)**,**[**3208,**](https://catalog.uconn.edu/CLCS/#3208)[**3293\*\*\*;**](https://catalog.uconn.edu/CLCS/#3293)[**DRAM 4152.**](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:**[**ARAB 3771**](https://catalog.uconn.edu/ARAB/#3771)**;**[**CHIN 3270**](https://catalog.uconn.edu/CHIN/#3270)**,**[**3282**](https://catalog.uconn.edu/CHIN/#3282)**;**[**CLCS 3211,**](https://catalog.uconn.edu/CLCS/#3211)[**3293\*\*\*;**](https://catalog.uconn.edu/CLCS/#3293)[**DRAM 4151**](https://catalog.uconn.edu/DRAM/#4151)**;**[**FREN 3223**](https://catalog.uconn.edu/FREN/#3223)**\*,**[**3226**](https://catalog.uconn.edu/FREN/#3226)**\*\*;**[**GERM 3261W**](https://catalog.uconn.edu/GERM/#3261W)**,**[**3264W**](https://catalog.uconn.edu/GERM/#3264W)**\*\*;**[**ILCS 3259**](https://catalog.uconn.edu/ILCS/#3259)**\*;**[**ILCS 3260W**](https://catalog.uconn.edu/ILCS/#3260W)**\*\*;**[**SPAN 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)**\*\*.**
* **Two interdisciplinary courses:**[**AAAS/ENGL 3212**](https://catalog.uconn.edu/ENGL/#3212)**;**[**CLCS 3201,**](https://catalog.uconn.edu/CLCS/#3201)[**3293\*\*\*;**](https://catalog.uconn.edu/CLCS/#3293)[**CAMS 3245**](https://catalog.uconn.edu/CAMS/#3245)**;**[**COMM**](https://catalog.uconn.edu/COMM/#4320)**/**[**LLAS 4320**](https://catalog.uconn.edu/LLAS/#4320)**;**[**COMM/LLAS 4470**](https://catalog.uconn.edu/COMM/#4470)**;**[**ENGL 3621**](https://catalog.uconn.edu/ENGL/#3621)**;**[**DRAM**](https://catalog.uconn.edu/DRAM/#2203)**/**[**HEJS**](https://catalog.uconn.edu/HEJS/#2203)**/**[**HRTS 2203**](https://catalog.uconn.edu/HRTS/#2203)**;**[**ILCS 3258W**](https://catalog.uconn.edu/ILCS/#3258W)**;**[**JOUR 2010**](https://catalog.uconn.edu/JOUR/#2010)**;**[**LLAS 3575**](https://catalog.uconn.edu/LLAS/#3575)**;**[**POLS 3426**](https://catalog.uconn.edu/POLS/#3426)**;**[**POLS 3822**](https://catalog.uconn.edu/POLS/#3822)**;**[**WGSS 3217**](https://catalog.uconn.edu/WGSS/#3217)**,**[**3253/W.**](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

\*\*\*With advisor’s consent.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

# Proposed Catalog Description of Minor

# Film Studies Minor

Students electing this minor must take one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses).

* **One course in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208); [**3293\*\*\*;**](https://catalog.uconn.edu/CLCS/#3293) [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152), ENGL 2640W\*\*
* **Two courses in national cinemas:** [ARAB 3771](https://catalog.uconn.edu/ARAB/#3771), ARIS 2200\*\*, [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270), [3282](https://catalog.uconn.edu/CHIN/#3282); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211); 3293\*\*\*, [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); ENGL 3640W\*\*; [FREN 3223](https://catalog.uconn.edu/FREN/#3223)\*, [3226](https://catalog.uconn.edu/FREN/#3226)\*\*; [GERM 3261W](https://catalog.uconn.edu/GERM/#3261W), [3264W](https://catalog.uconn.edu/GERM/#3264W)\*\*; [ILCS 3259](https://catalog.uconn.edu/ILCS/#3259)\*; [ILCS 3260W](https://catalog.uconn.edu/ILCS/#3260W)\*\*; [SPAN 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)\*\*
* **Two interdisciplinary courses:** [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [CLCS 3201](https://catalog.uconn.edu/CLCS/#3201); [**3293\*\*\*;**](https://catalog.uconn.edu/CLCS/#3293) [CAMS 3245](https://catalog.uconn.edu/CAMS/#3245); [COMM](https://catalog.uconn.edu/COMM/#4320)/[LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [COMM/LLAS 4470](https://catalog.uconn.edu/COMM/#4470); [ENGL 3621](https://catalog.uconn.edu/ENGL/#3621); [DRAM](https://catalog.uconn.edu/DRAM/#2203)/[HEJS](https://catalog.uconn.edu/HEJS/#2203)/[HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ILCS 3258W](https://catalog.uconn.edu/ILCS/#3258W); [JOUR 2010](https://catalog.uconn.edu/JOUR/#2010); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575); [POLS 3426](https://catalog.uconn.edu/POLS/#3426); [POLS 3822](https://catalog.uconn.edu/POLS/#3822); [WGSS 3217](https://catalog.uconn.edu/WGSS/#3217), [3253/W](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

\*\*\*With advisor’s consent.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

# Justification

1. Reasons for changing the minor: To allow students to include a more diverse range of courses that are currently being offered in film studies on campus

2. Effects on students: Allows more flexibility for students pursuing the minor in terms of course offerings in English.

3. Effects on other departments: New English department courses have been added.

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 1/23/2020

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni, jennifer.terni@uconn.edu

**2020-37 FREN 3261 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15003 |
| **Request Proposer** | Terni |
| **Course Title** | From the Holy Grail to the Revolution: Introduction to Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add 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** | From the Holy Grail to the Revolution: Introduction to Literature |
| **Course Number** | 3261 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Adding a non-W version of an existing W course. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed 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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | FREN 1004, three years of high school French, or instructor consent. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 3261. From the Holy Grail to the Revolution: Introduction to Literature 3.00 credits Recommended preparation: FREN 1004 or three years of high school French or instructor consent. Grading Basis: Graded Texts from the Middle Ages to the 18th Century, including the Arthurian legend, Renaissance poetry, Classical theater, and the philosophy of the Enlightenment in the cultural context in which they were produced. CA 1 (B). |
| **Reason for the course action** | This course already exists on our catalog as a CA1 W. We are transforming it to a CA1 only as part of our reform of the Major. We found the stringent reading requirements in a second langue were hard to reconcile with the W requirements. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to provide students with an overview of some of the major works, genres, and authors that define the evolution of French literature from the Middle Ages to the French Revolution. The course helps students recognize major aesthetic trends, the reasons they developed, and the ways in which they were in conversation with critical religious, social, political and cultural transformations of their period. Students will also learn interpretive techniques like close reading, poetics, alongside basic discursive and rhetorical tools to help them improve their communicative and interpretive skills. |
| **Describe course assessments** | Intensive reading, active participation in class discussion and small-group activities, in-class presentations of the reading or of new vocabulary, reading quizzes, short essays, the preparation of an analytical reading grid, a midterm and a final exam. |
| **General Education Goals** | To become conversant with the major literary trends and authors that define the evolution of French literature from the Middle Ages to the French Revolution. Through their engagement with major literary texts, students will be asked to consider some of the major dilemmas both within particular historic and cultural contexts, particularly the ways in which standards vary from culture to culture and over time, how power and culture intersect, attitudes towards love, rivalry, family, community, religion, and power. Students will learn interpretive techniques like close reading, alongside basic discursive and rhetorical tools to help them improve their argumentative skills. |
| **Content Area: Arts and Humanities** | To become conversant with the major literary trends and authors that define the evolution of French literature from the Middle Ages to the French Revolution. Through their engagement with major literary texts, students will be asked to consider some of the major dilemmas both within particular historic and cultural contexts, particularly the ways in which standards vary from culture to culture and over time, how power and culture intersect, attitudes towards love, rivalry, family, community, religion, and power. Students will learn interpretive techniques like close reading, alongside basic discursive and rhetorical tools to help them improve their argumentative skills. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [From Holy Grail to Revolution\_Automne2019.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169456&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C549ebe4622c2434d5a6708d7a132381b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155109374264203&sdata=5bRGB5a4TTtmInGB0dnMt9nKnjU9PR8zcaRGr53QVt8%3D&reserved=0) | From Holy Grail to Revolution\_Automne2019.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer Terni | 01/24/2020 - 10:52 | Submit |  | The course is being offered as a W. We''d like to remove the W, but continue it as a CA1 and CA4. The W was too much in such a reading intensive course given that all the reading and writing takes place in a second language. | | Literatures, Cultures and Languages | Jennifer Terni | 01/24/2020 - 11:37 | Approve | 1/24/2020 | This change has been discussed and approved. | | College of Liberal Arts and Sciences | Pamela Bedore | 01/24/2020 - 11:50 | Return |  | Returning to proposer to correct a typo on first page (course #). Thanks! | | Return | Jennifer Terni | 01/24/2020 - 12:20 | Resubmit |  | Car returned to repair typo. Corrected and approved | | Literatures, Cultures and Languages | Jennifer Terni | 01/24/2020 - 12:23 | Approve | 1/24/2020 | Vetted correction... and approved. | |

**From Holy Grail to Revolution: Introduction à la littérature française**

FREN 3261W

Lun, Mer, Ven 12h20-13h10

BOUS A105

**Description du cours :**

Ce cours propose une introduction à la littérature française du XIIe au XVIIIe siècle et à différentes approches d’analyse littéraire. On mettra l’accent sur le contexte historique et esthétique des œuvres, ainsi que sur le rôle de la littérature dans les pratiques sociales. Qu’est-ce qu’un texte littéraire ? Pourquoi écrire un texte littéraire ? Comment comprendre les liens entre la littérature et des autorités séculières et religieuses de l’époque ? Comment la forme d’une œuvre influe-t-elle sur notre interprétation ?

Nous explorerons différents genres, tels que le lai, le sonnet, l’essai, le théâtre, et la prose romanesque. Une partie de chaque semaine sera consacrée à des ateliers qui permettent aux participants de développer leurs compétences de lecture et d’écriture, de se familiariser avec la recherche en français à la bibliothèque et sur Internet, et de formuler une réflexion critique sur des œuvres littéraires. Notre objectif sera à la fois de comprendre les diverses fonctions de la littérature comme pratique culturelle de l’Ancien Régime et de préparer les étudiants à suivre des cours plus avancés.

**Coordonnées du prof :**

Prof. Matthew Landry

Adresse e-mail : matthew.p.landry@uconn.edu

Bureau : OAK 250

Heures de permanence : lundi et vendredi, 13h30 à 14h30, et sur rendez-vous

**Participation : 10%**

**Devoirs et exercices en classe : 15%**

**Explication de texte : 30 % (3 x 10%)**

**Révisions des explications : 15% (3 x 5%)**

**Présentation finale : 10%**

**Travail final (avec premier jet) : 20%**

Les notes correspondent aux lettres suivantes :

A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 et en dessous.

**Travail, devoirs, examens, et notes :**

* **Participation (10%) :** La participation active de chaque étudiant est d’une importance capitale dans ce cours. Il faut venir en cours à l’heure, prêt à discuter le texte (ce qui implique avoir lu le texte bien d’avance).
* **Devoirs et exercices de classe (15%) :** On va souvent lire et critiquer l’écriture de nos collègues, alors une attitude respectueuse et constructive est absolument essentielle.
* **Travaux écrits (65%) :** En tant que cours W, l’écriture d’essais critiques et la révision de votre écriture constitueront la partie majeure de votre travail.
  + Trois **explications de texte** **(10% chacun),** 3 pages (~1000 mots) plus 5% pour les révisions.
  + Un ***paper* (20%)** de 7 à 10 pages (avec premier jet de 5 pages), avec une thèse bien développée, autour d’une problématique que vous allez développer au cours du semestre
* **Présentation orale de votre thèse finale (10%)**

# Note sur le travail personnel, les recherches et l’honnêteté académique

Seule la fiche de lecture est réellement un travail de recherche : les autres devoirs sont surtout des devoirs de réaction personnelle et de compréhension générale. Mais c’est toujours une bonne idée de rechercher des informations sur l’auteur et la période en dehors de votre manuel. Les meilleurs outils de recherche restent l’encyclopédie, les livres de références et les journaux qui sont à la bibliothèque. Si vous décidez de faire des recherches sur l’internet, vérifiez d’où viennent les informations que vous trouvez (est-ce le site personnel de n’importe qui ou le site d’une université, d’un journal littéraire reconnu, d’une organisation officielle ?), avant de vous en servir.

Dans tous les cas, livre ou site internet, il vous faut absolument mettre en guillemets (« … ») tout mot, toute phrase, toute idée, et *a fortiori* tout paragraphe empruntés à quelqu’un d’autre, et indiquer le nom de l’auteur, le titre et les références des ouvrages consultés à la fin de votre devoir. **Tout devoir plagié entièrement ou en partie recevra un F.**

Vous pouvez vous aider d’un dictionnaire en ligne, d’un conjugueur, du correcteur automatique de grammaire et d’orthographe de Word (n’oubliez pas de sauvegarder tout votre texte en langue française).

Google translate ne doit pas vous servir pour plus de 3 mots à la suite. **Il est évident, mais utile de rappeler, que je n’accepterai pas de devoir écrit en anglais et recopié en français de google translate.** Vous ne pouvez pas apprendre à manipuler la langue française correctement si vous tapez une phrase qui est automatiquement traduite pour vous. Or, le but de ce cours est de vous apprendre à utiliser correctement les règles de grammaire, le vocabulaire et les éléments de culture française que vous connaissez déjà, et d’en apprendre d’autres.

**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).

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 for French courses], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**Uconn Policies for W courses**

According to university-wide policies for W courses, you cannot pass this course, unless you receive a passing grade for its writing components.

**University Writing Center**

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

**Academic Integrity**

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

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

**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.

**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=LMa96q2t-Ey-bRzGhgYQwgiGC95_B9II7Ih5jNjbAhTpm6Xlw6M1d2-_-__xNLJgzYYha0Pv2sM.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=LMa96q2t-Ey-bRzGhgYQwgiGC95_B9II7Ih5jNjbAhTpm6Xlw6M1d2-_-__xNLJgzYYha0Pv2sM.&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.

**Corpus: tous les textes sont disponibles sur HuskyCT**

Coursepack : Berthelot, Bury, Charpentier, *Anthologie de langue et littérature, Moyen Age, XVIe-XVIIe-XVIIIe siècles*

*La Chanson de Roland* (c.1040-1115)\*

Marie de France, *Les Lais* (12e siècle)\*

Montaigne, *Essais I* (1580)\*

Charles Perrault, *Les Contes* (1696)\*

Laclos, *Les Liaisons dangereuses* (1782)\*

\* Extraits

**Programme du cours :**

lun 26 août – Introduction : le monde francophone au Moyen Age

mer 28 août – *Chanson de Roland* (online: pp. 75-79)

ven 30 août – *Chanson de Roland* (*Anthologie* 8-11)

lun 2 septembre – LABOR DAY; pas de cours

mercredi 4 septembre – *Chanson de Roland* (*Anthologie* 12-15)

vendredi 6 septembre – Chrétien de Troyes et *Tristan et Yseult* (*Anthologie* 30-37)

lundi 9 septembre – Guillaume de Poitiers (*Anthologie* 18-20)

\*\***Explication de texte 1 : brouillon**

mercredi 11 septembre – Poésies médiévales diverses (*Anthologie* 20-24)

vendredi 13 septembre – Marie de France, *Lais*, « Bisclavret »

lundi 16 septembre – Marie de France, *Lais*, « Bisclavret »

mercredi 18 septembre – Rabelais (*Anthologie* 74-80)

vendredi 20 septembre – Rabelais (*Anthologie* 81-86)

**\*\*Explication de texte 1 : révision**

lundi 23 septembre – Du Bellay (*Anthologie* 88-101)

mercredi 25 septembre – Ronsard (*Anthologie* 104-117)

vendredi 27 septembre – Montaigne, *Essais* (*Anthologie* 148-157)

lundi 30 septembre – Montaigne, *Les Essais* (*Anthologie* 158-162)

mercredi 2 octobre – Montaigne, *Essais I*,« De l’amitié »

vendredi 4 octobre – Montaigne, *Essais I*,« De l’amitié »

lundi 7 octobre – Montaigne, *Essais I*, « De l’amitié »

**\*\*Explication de texte 2 : brouillon**

mercredi 9 octobre – Film, *La Reine Margot* (*Anthologie* 202-205)

vendredi 11 octobre – Film, *La Reine Margot* (*Anthologie* 208-210)

lundi 14 octobre – Corneille (*Anthologie* 252-260)

mercredi 16 octobre – Molière (*Anthologie* 288-303)

vendredi 18 octobre – Racine (*Anthologie* 304-317)

\*\***Explication de texte 2 : révision**

lundi 21 octobre – Atelier d’écriture—propositions de thèse

mercredi 23 octobre – Atelier d’écriture—propositions de thèse

vendredi 25 octobre – Perrault, « Cendrillon »

lundi 28 octobre – Perrault, « Cendrillon »

mercredi 30 octobre – Perrault, « La Belle au bois dormant »

vendredi 1 novembre – Perrault, « La Belle au bois dormant »

lundi 4 novembrePerrault, « La Belle au bois dormant »

\*\***Explication de texte 3 : brouillon**

mercredi 6 novembre – Montesquieu (*Anthologie* 416-423)

vendredi 8 novembre – Montesquieu (*Anthologie* 425-30)

lundi 11 novembre – Diderot (*Anthologie* 494-497)

mercredi 13 novembre – Rousseau (*Anthologie* 508-513)

vendredi 15 novembre –Rousseau, *Confessions*(*Anthologie* 520-fin)

\*\***Explication de texte 3 : révision**

lundi 19 novembre – Rousseau, *Confessions*

mercredi 20 novembre – Laclos, *Les Liaisons dangereuses*

vendredi 22 novembre – Laclos, *Les Liaisons dangereuses*

lundi 25 – vendredi 29 novembre –THANKSGIVING RECESS ; PAS DE COURS

lundi 2 décembre – Laclos, *Les Liaisons dangereuses*

mercredi 4 décembre – Atelier d’écriture : présentations des travaux

vendredi 6 décembre – Atelier d’écriture : présentations des travaux

**Devoir final à rendre le 13 décembre**

**Sites utiles pour la technique de l’analyse littéraire:**

http://www.etudes-litteraires.com http://www .fabula.org http://www.lettres.org

**Dictionnaires:**

« Dictionnaires d’Autrefois », http://artfl-project.uchicago.edu/node/17 Dictionnairefrançais,http://www.cnrtl.fr/definition/ (*lexicographie,synonymie,antonymie)* Dictionnaire français, http://www.lexilogos.com/francais\_langue\_dictionnaires.htm Dictionnaire Oxford-Hachette, disponsible sur Bobcat Conjugaison des verbes - http://leconjugueur.com/ MOLINIÉ, Georges. *Dictionnaire de Rhétorique,* Paris, Livre de poche, 1992.

**Ouvrages de reference:**

HOLLIER, Denis. *A New History of French Literature,* Cambridge (MA), Harvard UP, 1989. COUTY, Daniel, *Histoire de la littérature française,* Paris, Larousse-Bordas, 2000.

**2020-38 FREN 3261W Drop Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14780 |
| **Request Proposer** | Terni |
| **Course Title** | From the Holy Grail to the Revolution: Introduction to Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | From the Holy Grail to the Revolution: Introduction to Literature |
| **Course Number** | 3261W |

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

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

|  |
| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | Removal of the W from the course description. |
| **Specify effect on other departments and overlap with existing courses** | None |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 01/14/2020 - 22:09 | Submit |  | This action is being taken in the context of a general revision of the French Major. | | Literatures, Cultures and Languages | Jennifer Terni | 01/23/2020 - 10:55 | Approve | 1/22/2020 | Thoroughly discussed, vetted and approved in section. | |

**2020-39 FREN 3262 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15002 |
| **Request Proposer** | Terni |
| **Course Title** | From the Romantics to the Moderns: Introduction to Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | From the Romantics to the Moderns: Introduction to Literature |
| **Course Number** | 3262 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | adding a non-W version to a course that's currently W only. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed 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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | FREN 1004 or three years of high school French or instructor consent |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 3262. From the Romantics to the Moderns: Introduction to Literature 3.00 credits. Recommended preparation: FREN 1004 or three years of high school French or instructor consent. Grading Basis: Graded Study of poetry, theater and prose fiction that marks the evolution from the psychology of the romantic hero and heroine to Existentialist philosophy and the New Novel, and contemporary fiction and poetry. CA 1 (B). |
| **Reason for the course action** | This course already exists on our catalog as a CA1 W. We are transforming it to a CA1 only as part of our reform of the Major. We found the stringent reading requirements in a second langue were hard to reconcile with the W requirements. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course is designed to provide students with an overview of some of the major works, genres, and authors that define French and Francophone literature since the French Revolution. The course helps students recognize major aesthetic trends, the reasons they developed, and the ways in which they were in conversation with critical social, political and cultural transformations of their period. Students will also learn interpretive techniques like close reading, poetics, alongside basic discursive and rhetorical tools to help them improve their communicative and interpretive skills. |
| **Describe course assessments** | Intensive reading, active participation in class discussion and small-group activities, in-class presentations of the reading or of new vocabulary, reading quizzes, short essays, the preparation of an analytical reading grid, a midterm and a final exam. |
| **General Education Goals** | To become conversant with the major literary trends of the past two centuries and some of the major literary works produced, during that time, in France and the Francophone world. Through their engagement with major literary texts, students will be asked to consider some of the major dilemmas of the past two centuries, particularly the impacts on individuals of major social, cultural, and political trends, the ways in which standards vary from culture to culture, how power and culture intersect, and the ways in which individuals and communities cope (or fail to cope) with conflict and power. Students will learn interpretive techniques like close reading, alongside basic discursive and rhetorical tools to help them improve their argumentative skills. |
| **Content Area: Arts and Humanities** | To become conversant with the major literary trends of the past two centuries and some of the major literary works produced, during that time, in France and the Francophone world. Through their engagement with major literary texts, students will be asked to consider some of the major dilemmas of the past two centuries, particularly the impacts on individuals of major social, cultural, and political trends, the ways in which standards vary from culture to culture, how power and culture intersect, and the ways in which individuals and communities cope (or fail to cope) with conflict and power. Students will learn interpretive techniques like close reading, basic discursive and rhetorical tools, and through intense class discussions and written reflections how to sharpen their communicative effectiveness. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3262Sp20.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169454&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5f9bfb1cbba34d8aca1008d7a0ea5221%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154800565316021&sdata=GoMuiI8sb7u7%2BrRhP2sX5%2BPdTMXw50g%2BAYlwJmfAC%2BQ%3D&reserved=0) | 3262Sp20.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer Terni | 01/24/2020 - 09:24 | Submit |  | This course is exists as a W and a CA1 E and CA4 W. We are reorganizing our major and realize this course would work better without the W, since reading is really its main focus and in a second language, this is already pretty challenging. | | Literatures, Cultures and Languages | Jennifer Terni | 01/24/2020 - 10:50 | Approve | 1/24/2020 | Vetted and approved. | |

Printemps 2020 Français 3262 W : Des Romantiques aux Modernes

Prof. Florence Marsal

Cours : mardi, jeudi, 11h-12h15

Heures de bureau : mardi, jeudi, de 13h50 à 14h50 et sur rendez-vous, Oak Hall 251

Téléphone : 6-9247

E-mail : [florence.marsal@uconn.edu](mailto:florence.marsal@uconn.edu)

Nous explorerons les grands courants de la littérature des XIXème et XXème siècles en France : Romantisme, Réalisme, Surréalisme, Existentialisme, Théâtre de l’Absurde, Nouveau Roman, Postmodernisme, entre autres, ainsi que les différents genres littéraires, poésie, roman, théâtre, nouvelle ou conte. Nous étudierons également comment les textes littéraires transcrivent et représentent les évènements historiques et sociaux, et l’évolution de la subjectivité, dans ces deux siècles qui précèdent le nôtre. Enfin, nous pratiquerons intensivement l’écriture à partir des thèmes littéraires trouvés dans les textes.

**Textes obligatoires :**

D. Rincé, D. Barberis, Langue et littérature, anthologie, XIXe-XXe siècles, Nathan, 1992, cahier de photocopies.

Guy de Maupassant, Le Horla et autres contes fantastiques.

Marguerite Duras, Moderato Cantabile.

Annie Ernaux, L’événement

**Références suggérées :**

Un bon dictionnaire français-anglais

Un bon dictionnaire français-français

Bescherelle de la conjugaison des verbes français.

**Travail, devoirs, examens :**

Nous lirons des extraits de textes, tirés d’une anthologie littéraire ; et 2 textes entiers, mais relativement courts, *Le Horla* de Maupassant, et *Moderato Cantabile* de Duras.

Le travail préparatoire est très important pour la compréhension générale, et pour vous permettre de rester actif en classe, de participer et de poser des questions : il est impératif de lire le(s) texte(s) du jour, chercher le vocabulaire, lire l’introduction sur l’auteur et la synthèse, **avant** la classe.

Nous aurons un petit quiz de compréhension en début de classe, pour chaque nouveau texte.

Chaque jour, un étudiant présentera à la classe ses recherches de vocabulaire et ses premières hypothèses d’interprétation.

Ce cours est un cours intensif de composition : vous écrirez et réviserez 4 devoirs d’une ou trois pages sur un texte étudié en classe. Chaque devoir sera écrit en deux étapes : un premier brouillon, puis la version finale, corrigée selon mes indications, la semaine suivante. La note de chaque devoir portera sur le travail de réflexion, d’écriture et de correction.

De plus, pendant le semestre, vous lirez le texte d’Annie Ernaux, L’événement, de manière indépendante, et vous écrirez une fiche de lecture de 7 pages, en plusieurs étapes là aussi, sur ce texte.

Nous aurons également un examen de mi-semestre, et un examen final.

**Note :**

Participation : 10%

4 Devoirs : 30% (compos 1 et 3, 5% chacune, compos 2 et 4, 10 % chacune)

Quizzes et présentation(s) de texte: 20%

Examen de mi-semestre : 10%

Fiche de lecture : 20%

Examen final : 10%

Les notes correspondent aux lettres suivantes :

A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 et en dessous.

Ce cours étant un cours W, si vous obtenez un F pour la partie écrite (devoirs et fiche de lecture), vous obtiendrez aussi un F comme note finale pour le cours.

**Programme :**

21 janvier Introduction, XIXème siècle, le Romantisme

23 janvier Chateaubriand, *Mémoires d’Outre-Tombe*, pp. 26-29

28 janvier Chateaubriand, *Mémoires d’Outre-Tombe*, pp. 29-34

30 janvier Victor Hugo, *Les Contemplations,* pp. 62-63

4 février Victor Hugo, *Les Contemplations*, pp. 64-65

6 févrierAlfred de Musset, *Confession d’un enfant du siècle*, pp. 97-99

11 février Aloysius Bertrand, *Gaspard de la nuit*, Gérard de Nerval, « El desdichado », pp. 128-131

13 février Balzac, *La comédie humaine*, pp. 165-167. **Devoir** Balzac.

18 février Balzac, *La comédie humaine*, pp. 168-170. En 2020, faire un seul cours sur Balzac.

20 févrierBaudelaire, *Les fleurs du mal*. pp. 191-193 plus textes sur husky CT. **Version finale** Balzac.

25 février Flaubert, *Madame Bovary*, pp. 216-217. Zola, *L’assommoir,* pp. 245-248. Séparer les 2 en 2020

27 févrierMaupassant, *Le Horla*. Livre à acheter.

3 mars. Maupassant, *Le Horla*. Révisions. **Devoir** Maupassant.

5 mars **examen de midterm.**

10 mars Maupassant. « Dormeur du Val » Rimbaud

12 mars. Rimbaud, pp. 270-271, Verlaine, pp. 284-286.**Version finale** Maupassant.

14-22 mars, vacances de printemps

24 mars Mallarmé, pp. 291-296 **Résumé** de *L’événement* à m’envoyer en version électronique

26 marsIntroduction au XXème siècle. Proust, *La recherche du temps perdu*, pp. 344-349.

31 mars **Devoir** Proust. Apollinaire, *Alcools*, pp. 322-325.

2 avrilLes surréalistes, pp. 376-381, 384-386

7 avril **Version finale** Proust. l’Existentialisme, Sartre, Camus, Simone de Beauvoir, pp. 444-448, 458-460

9 avril Nouveau Roman. Marguerite Duras, *Moderato Cantabile*. Livre à acheter

14 avril Marguerite Duras, *Moderato Cantabile*.

16 avril **Devoir** Duras. L’OuLiPo, Queneau, Roubaud. Textes sur husky CT

21 avril Georges Pérec. Textes sur husky CT

23 avril **Version finale** Duras. Annie Ernaux

28 avril Annie Ernaux. Première version de la **fiche de lecture**.

30 avril Révisions

**examen final, date à déterminer**

**Version finale de la fiche de lecture à rendre :** 5 mai

# Note sur le travail personnel, les recherches et l’honnêteté académique

Seule la fiche de lecture est réellement un travail de recherche : les autres devoirs sont surtout des devoirs de réaction personnelle et de compréhension générale. Mais c’est toujours une bonne idée de rechercher des informations sur l’auteur et la période en dehors de votre manuel. Les meilleurs outils de recherche restent l’encyclopédie, les livres de références et les journaux qui sont à la bibliothèque. Si vous décidez de faire des recherches sur l’internet, vérifiez d’où viennent les informations que vous trouvez (est-ce le site personnel de n’importe qui ou le site d’une université, d’un journal littéraire reconnu, d’une organisation officielle ?), avant de vous en servir.

Dans tous les cas, livre ou site internet, il vous faut absolument mettre en guillemets (« … ») tout mot, toute phrase, toute idée, et *a fortiori* tout paragraphe empruntés à quelqu’un d’autre, et indiquer le nom de l’auteur, le titre et les références des ouvrages consultés à la fin de votre devoir. **Tout devoir plagié entièrement ou en partie recevra un F.**

Vous pouvez vous aider d’un dictionnaire en ligne, d’un conjugueur, du correcteur automatique de grammaire et d’orthographe de Word (n’oubliez pas de sauvegarder tout votre texte en langue française).

Google translate ne doit pas vous servir pour plus de 3 mots à la suite. **Il est évident, mais utile de rappeler, que je n’accepterai pas de devoir écrit en anglais et recopié en français de google translate.** Vous ne pouvez pas apprendre à manipuler la langue française correctement si vous tapez une phrase qui est automatiquement traduite pour vous. Or, le but de ce cours est de vous apprendre à utiliser correctement les règles de grammaire, le vocabulaire et les éléments de culture française que vous connaissez déjà, et d’en apprendre d’autres.

**Chaque brouillon est à rendre avant minuit sur Husky CT (il faut utiliser le programme de SafeAssign).**

**10% de la note finale sera retiré pour chaque journée de retard.**

**50% de la note finale sera retiré s’il manque le premier brouillon, ou la version finale. Il faut impérativement 2 versions pour chaque composition.**

**Programme des compositions :**

Compo 1 : Balzac, extrait de La comédie humaine, 1 page minimum

Premier brouillon : 13 février

Version finale : 20 février

Compo 2 : Maupassant, Le Horla, 3 pages minimum

Premier brouillon : 3 mars

Version finale : 12 mars

Compo 3 : Proust, La recherche du temps perdu 1 page minimum

Premier brouillon : 2 avril

Version finale : 9 avril

Compo 4 : Duras, Moderato Cantabile, 3 pages minimum

Premier brouillon : 16 avril

Version finale : 23 avril

Fiche de lecture sur L’événement d’Annie Ernaux. 7 pages minimum.

Résumé de l’histoire : 26 mars

Premier brouillon de la fiche entière: 30 avril

Version finale : 5 mai

**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).

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 for French courses], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

**Uconn Policies for W courses**

According to university-wide policies for W courses, you cannot pass this course, unless you receive a passing grade for its writing components.

**University Writing Center**

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

**Academic Integrity**

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

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

**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.

**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=LMa96q2t-Ey-bRzGhgYQwgiGC95_B9II7Ih5jNjbAhTpm6Xlw6M1d2-_-__xNLJgzYYha0Pv2sM.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=LMa96q2t-Ey-bRzGhgYQwgiGC95_B9II7Ih5jNjbAhTpm6Xlw6M1d2-_-__xNLJgzYYha0Pv2sM.&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.

**2020-40 FREN 3262W Drop Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14781 |
| **Request Proposer** | Terni |
| **Course Title** | From the Romantics to the Moderns: Introduction to Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | From the Romantics to the Moderns: Introduction to Literature |
| **Course Number** | 3262W |

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

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

|  |
| --- |
| **COURSE RESTRICTIONS** |

|  |  |
| --- | --- |
| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | We are dropping the W as part of a revision of the French Major. The course, which is a historical literary survey is very demanding in terms of reading, all in a second language. We have found that this is too much in conjunction with a W, and the course's core aims would be better served by being more focused on just the readings. |
| **Specify effect on other departments and overlap with existing courses** | None |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 01/14/2020 - 22:20 | Submit |  | This change is being requested in light of a general revision of the French Major. | | Literatures, Cultures and Languages | Jennifer Terni | 01/23/2020 - 10:57 | Approve | 1/22/2020 | Discussed, vetted and approved. | |

**2020-41 HEJS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 20, 2020

2. Department or Program: HEJS

3. Title of Major: JUDAIC STUDIES

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

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

5. Nature of change: ADD COURSES TO LIST OF GROUP 2 COURSES FOR MAJOR

# Existing Catalog Description of Major

### Judaic Studies

Based in the Department of Literatures, Cultures, and Languages and sponsored by the department’s Hebrew and Judaic Studies section, UConn’s major in Judaic Studies offers a unique interdisciplinary approach to the study of the languages, literatures, culture, history and religion of the Jews. Students are especially encouraged to pursue their interests in Jewish civilization by learning about the experience of the Jewish people within other cultures from ancient to modern times. This truly interdisciplinary approach, which allows students to include relevant courses offered by other sections of the department, is further enhanced by the many courses that are cross-listed with other departments and programs at the university.

All students are required to study Hebrew language. Fulfillment of this requirement depends upon the student’s area of interest. There are two Tracks, each with a distinct orientation: Track A, General Judaic Studies and Track B, Classical Judaic Studies. While both tracks provide grounding in all periods of Jewish civilization, Track B emphasizes the pre-modern experience and “classical” texts of the Jews.

Students in Track A are required to have two years of Modern Hebrew (or the equivalent, which would include credits from Israeli or other “ulpan” programs).

Students in Track B are required to complete the single year sequence of courses in Biblical Hebrew, which prepares the student to read Hebrew scripture in the original.

Students in Track A and B are required to take 24 credits beyond the required language preparation in their track as specified below.

Students who are majoring in other disciplines and may not be able to pursue Hebrew language proficiency but wish to obtain a solid grounding in Judaic civilization are encouraged to pursue a minor in Judaic Studies.

#### Track A: General Judaic Studies

General Judaic Studies majors are required to complete the following courses: [HEJS 1103](https://catalog.uconn.edu/HEJS/#1103), [1151](https://catalog.uconn.edu/HEJS/#1151), [1152](https://catalog.uconn.edu/HEJS/#1152), [1153](https://catalog.uconn.edu/HEJS/#1153), and [1154](https://catalog.uconn.edu/HEJS/#1154). These courses do not count toward the 24 credits required for the major.

##### Information Literacy and Writing in the Major requirements

General Judaic Studies majors are required to complete [HEJS 3401W](https://catalog.uconn.edu/HEJS/#3401W) (included in 24 required credits) to fulfill their information literacy and writing (“W”) requirements. [SOCI 2509W](https://catalog.uconn.edu/SOCI/#2509W) may be substituted for [HEJS 3401W](https://catalog.uconn.edu/HEJS/#3401W) with the approval of the student’s HEJS advisor.

Four courses (12 credits) from Group 1 including one each from the Biblical, Ancient/Rabbinic, Medieval, and Modern periods, and three additional courses (9 credits) drawn from either Group 1 or Group 2.

##### GROUP 2

[CAMS 3244](https://catalog.uconn.edu/CAMS/#3244); [HEJS 3202](https://catalog.uconn.edu/HEJS/#3202); [HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)/[HIST 3418](https://catalog.uconn.edu/HIST/#3418); [HEJS 3241](https://catalog.uconn.edu/HEJS/#3241); [HIST 3243](https://catalog.uconn.edu/HIST/#3243), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712).

The following courses may also be included in the required 24 credits with the approval of the student’s HEJS advisor: [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3298](https://catalog.uconn.edu/HEJS/#3298), [3299](https://catalog.uconn.edu/HEJS/#3299).

Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the student’s HEJS advisor. In addition, students may also take upper-level undergraduate and graduate courses in other sections of LCL that have significant Judaic content provided they have been approved by their HEJS advisor.

#### Track B: Classical Judaic Studies

Classical Judaic Studies majors are required to complete the following courses, which are not included in the 24 credits required for the major: [HEJS 1103](https://catalog.uconn.edu/HEJS/#1103), [1149](https://catalog.uconn.edu/HEJS/#1149), and [1150](https://catalog.uconn.edu/HEJS/#1150).

##### Information Literacy and Writing in the Major requirements

Classical Judaic Studies majors are required to complete [HEJS 3218W](https://catalog.uconn.edu/HEJS/#3218W)/[CAMS 3256W](https://catalog.uconn.edu/CAMS/#3256W)/[HIST 3330W](https://catalog.uconn.edu/HIST/#3330W) (included in 24 required credits) to fulfill their information literacy and writing (“W”) requirements.

Seven courses amounting to 21 credits chosen from Groups 1 (Core Courses) and 2 (Specialized Courses). The selection of Group 2 courses depends upon the student’s specific interests in the pre-Modern experience of the Jews and should be chosen with the approval of the student’s HEJS advisor.

##### GROUP 1 (Core Courses)

[CAMS 3244](https://catalog.uconn.edu/CAMS/#3244); [CAMS/HIST 3301](https://catalog.uconn.edu/HIST/#3301); [HEJS 3201](https://catalog.uconn.edu/HEJS/#3201), [3241](https://catalog.uconn.edu/HEJS/#3241), [3243](https://catalog.uconn.edu/HEJS/#3243), [3301](https://catalog.uconn.edu/HEJS/#3301); [INTD 3260](https://catalog.uconn.edu/INTD/#3260).

##### GROUP 2 (Specialized Courses)

HEJS 5316, 5326.

One of the following courses may also be included in the 24 credits, depending upon the student’s pre-modern period of interest. Approval of the student’s HEJS advisor is required: [ARTH 3150](https://catalog.uconn.edu/ARTH/#3150); [CAMS 3246](https://catalog.uconn.edu/CAMS/#3246); [CAMS/HIST 3335](https://catalog.uconn.edu/HIST/#3335); [CAMS 3251](https://catalog.uconn.edu/CAMS/#3251)/[ARTH 3140](https://catalog.uconn.edu/ARTH/#3140); [CAMS/HIST 3320](https://catalog.uconn.edu/HIST/#3320); [CAMS/HIST 3325](https://catalog.uconn.edu/HIST/#3325).

The following courses may also be included in the required 24 credits with the approval of the student’s HEJS advisor: [CAMS 3298](https://catalog.uconn.edu/CAMS/#3298); [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3299](https://catalog.uconn.edu/HEJS/#3299), [3298](https://catalog.uconn.edu/HEJS/#3298) and [CAMS 3298](https://catalog.uconn.edu/CAMS/#3298).

# Proposed Catalog Description of Major

### Judaic Studies

Based in the Department of Literatures, Cultures, and Languages and sponsored by the department’s Hebrew and Judaic Studies section, UConn’s major in Judaic Studies offers a unique interdisciplinary approach to the study of the languages, literatures, culture, history and religion of the Jews. Students are especially encouraged to pursue their interests in Jewish civilization by learning about the experience of the Jewish people within other cultures from ancient to modern times. This truly interdisciplinary approach, which allows students to include relevant courses offered by other sections of the department, is further enhanced by the many courses that are cross-listed with other departments and programs at the university.

All students are required to study Hebrew language. Fulfillment of this requirement depends upon the student’s area of interest. There are two Tracks, each with a distinct orientation: Track A, General Judaic Studies and Track B, Classical Judaic Studies. While both tracks provide grounding in all periods of Jewish civilization, Track B emphasizes the pre-modern experience and “classical” texts of the Jews.

Students in Track A are required to have two years of Modern Hebrew (or the equivalent, which would include credits from Israeli or other “ulpan” programs).

Students in Track B are required to complete the single year sequence of courses in Biblical Hebrew, which prepares the student to read Hebrew scripture in the original.

Students in Track A and B are required to take 24 credits beyond the required language preparation in their track as specified below.

Students who are majoring in other disciplines and may not be able to pursue Hebrew language proficiency but wish to obtain a solid grounding in Judaic civilization are encouraged to pursue a minor in Judaic Studies.

#### Track A: General Judaic Studies

General Judaic Studies majors are required to complete the following courses: [HEJS 1103](https://catalog.uconn.edu/HEJS/#1103), [1151](https://catalog.uconn.edu/HEJS/#1151), [1152](https://catalog.uconn.edu/HEJS/#1152), [1153](https://catalog.uconn.edu/HEJS/#1153), and [1154](https://catalog.uconn.edu/HEJS/#1154). These courses do not count toward the 24 credits required for the major.

##### Information Literacy and Writing in the Major requirements

General Judaic Studies majors are required to complete [HEJS 3401W](https://catalog.uconn.edu/HEJS/#3401W) (included in 24 required credits) to fulfill their information literacy and writing (“W”) requirements. [SOCI 2509W](https://catalog.uconn.edu/SOCI/#2509W) may be substituted for [HEJS 3401W](https://catalog.uconn.edu/HEJS/#3401W) with the approval of the student’s HEJS advisor.

Four courses (12 credits) from Group 1 including one each from the Biblical, Ancient/Rabbinic, Medieval, and Modern periods, and three additional courses (9 credits) drawn from either Group 1 or Group 2.

##### GROUP 2

[HEJS 2104](https://catalog.uconn.edu/HEJS/#2104); HEJS [2203;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2203) HEJS [2204;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2204) HEJS [2301;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2301/)[CAMS 3244](https://catalog.uconn.edu/CAMS/#3244); [HEJS 3202](https://catalog.uconn.edu/HEJS/#3202); [HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)/[HIST 3418](https://catalog.uconn.edu/HIST/#3418); [HEJS 3241](https://catalog.uconn.edu/HEJS/#3241); [HIST 3243](https://catalog.uconn.edu/HIST/#3243), [3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712).

The following courses may also be included in the required 24 credits with the approval of the student’s HEJS advisor: [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3298](https://catalog.uconn.edu/HEJS/#3298), [3299](https://catalog.uconn.edu/HEJS/#3299).

Some HEJS Graduate courses that are open to undergraduates may also be substituted with the permission of the student’s HEJS advisor. In addition, students may also take upper-level undergraduate and graduate courses in other sections of LCL that have significant Judaic content provided they have been approved by their HEJS advisor.

#### Track B: Classical Judaic Studies

Classical Judaic Studies majors are required to complete the following courses, which are not included in the 24 credits required for the major: [HEJS 1103](https://catalog.uconn.edu/HEJS/#1103), [1149](https://catalog.uconn.edu/HEJS/#1149), and [1150](https://catalog.uconn.edu/HEJS/#1150).

##### Information Literacy and Writing in the Major requirements

Classical Judaic Studies majors are required to complete [HEJS 3218W](https://catalog.uconn.edu/HEJS/#3218W)/[CAMS 3256W](https://catalog.uconn.edu/CAMS/#3256W)/[HIST 3330W](https://catalog.uconn.edu/HIST/#3330W) (included in 24 required credits) to fulfill their information literacy and writing (“W”) requirements.

Seven courses amounting to 21 credits chosen from Groups 1 (Core Courses) and 2 (Specialized Courses). The selection of Group 2 courses depends upon the student’s specific interests in the pre-Modern experience of the Jews and should be chosen with the approval of the student’s HEJS advisor.

##### GROUP 1 (Core Courses)

[CAMS 3244](https://catalog.uconn.edu/CAMS/#3244); [CAMS/HIST 3301](https://catalog.uconn.edu/HIST/#3301); [HEJS 3201](https://catalog.uconn.edu/HEJS/#3201), [3241](https://catalog.uconn.edu/HEJS/#3241), [3243](https://catalog.uconn.edu/HEJS/#3243), [3301](https://catalog.uconn.edu/HEJS/#3301); [INTD 3260](https://catalog.uconn.edu/INTD/#3260).

##### GROUP 2 (Specialized Courses)

HEJS 5316, 5326.

One of the following courses may also be included in the 24 credits, depending upon the student’s pre-modern period of interest. Approval of the student’s HEJS advisor is required: [ARTH 3150](https://catalog.uconn.edu/ARTH/#3150); [CAMS 3246](https://catalog.uconn.edu/CAMS/#3246); [CAMS/HIST 3335](https://catalog.uconn.edu/HIST/#3335); [CAMS 3251](https://catalog.uconn.edu/CAMS/#3251)/[ARTH 3140](https://catalog.uconn.edu/ARTH/#3140); [CAMS/HIST 3320](https://catalog.uconn.edu/HIST/#3320); [CAMS/HIST 3325](https://catalog.uconn.edu/HIST/#3325).

The following courses may also be included in the required 24 credits with the approval of the student’s HEJS advisor: [CAMS 3298](https://catalog.uconn.edu/CAMS/#3298); [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3299](https://catalog.uconn.edu/HEJS/#3299), [3298](https://catalog.uconn.edu/HEJS/#3298) and [CAMS 3298](https://catalog.uconn.edu/CAMS/#3298).

# Justification

1. Reasons for changing the major: NEW FACULTY HIRE AND NEW COURSES ADDED TO PROGRAM

2. Effects on students: REACH A NEW COHORT OF STUDENTS

3. Effects on other departments: Courses already on the books, so no changes for crosslisted courses with History

4. Effects on regional campuses: none

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

    Department Curriculum Committee: Jan 22, 2020

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: AVINOAM PATT; 860.486.8165; [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu)

**2020-42 HEJS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 20, 2020

2. Department or Program: HEJS

3. Title of Minor: JUDAIC STUDIES MINOR

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

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

5. Nature of change: ADD COURSES TO LIST OF TOPICAL COURSES FOR MINOR

# Existing Catalog Description of Minor

# Judaic Studies Minor

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

### Course Requirements

[HEJS 1103](https://catalog.uconn.edu/HEJS/#1103) is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): [HEJS 3201](https://catalog.uconn.edu/HEJS/#3201); [HEJS](https://catalog.uconn.edu/HEJS/#3330)/[CAMS](https://catalog.uconn.edu/CAMS/#3330)/[HIST 3330](https://catalog.uconn.edu/HIST/#3330); [HEJS 3301](https://catalog.uconn.edu/HEJS/#3301); [INTD 3260](https://catalog.uconn.edu/INTD/#3260).

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): [HEJS 2104](https://catalog.uconn.edu/HEJS/#2104), [3202](https://catalog.uconn.edu/HEJS/#3202); [HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)/[HIST 3418](https://catalog.uconn.edu/HIST/#3418); [HEJS 3241](https://catalog.uconn.edu/HEJS/#3241), [3279](https://catalog.uconn.edu/HEJS/#3279), [3401/W](https://catalog.uconn.edu/HEJS/#3401); [CAMS 3244](https://catalog.uconn.edu/CAMS/#3244), [CAMS](https://catalog.uconn.edu/CAMS/#3301)/[HIST 3301](https://catalog.uconn.edu/HIST/#3301); [HIST 3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712).

The following may be substituted for Group B courses with the approval of the student’s HEJS advisor: [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3299](https://catalog.uconn.edu/HEJS/#3299); and [SPAN 3200](https://catalog.uconn.edu/SPAN/#3200).

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student’s HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section of the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/)

# Proposed Catalog Description of Minor

# Judaic Studies Minor

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

### Course Requirements

[HEJS 1103](https://catalog.uconn.edu/HEJS/#1103) is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): [HEJS 3201](https://catalog.uconn.edu/HEJS/#3201); [HEJS](https://catalog.uconn.edu/HEJS/#3330)/[CAMS](https://catalog.uconn.edu/CAMS/#3330)/[HIST 3330](https://catalog.uconn.edu/HIST/#3330); [HEJS 3301](https://catalog.uconn.edu/HEJS/#3301); [INTD 3260](https://catalog.uconn.edu/INTD/#3260).

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): [HEJS 2104](https://catalog.uconn.edu/HEJS/#2104); [2203;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2203) [2204;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2204) [2301;](https://catalog.uconn.edu/directory-of-courses/course/HEJS/2301/) [3202](https://catalog.uconn.edu/HEJS/#3202); [HEJS 3203](https://catalog.uconn.edu/HEJS/#3203)/[HIST 3418](https://catalog.uconn.edu/HIST/#3418); [HEJS 3241](https://catalog.uconn.edu/HEJS/#3241), [3279](https://catalog.uconn.edu/HEJS/#3279), [3401/W](https://catalog.uconn.edu/HEJS/#3401); [CAMS 3244](https://catalog.uconn.edu/CAMS/#3244), [CAMS](https://catalog.uconn.edu/CAMS/#3301)/[HIST 3301](https://catalog.uconn.edu/HIST/#3301); [HIST 3705](https://catalog.uconn.edu/HIST/#3705), [3712](https://catalog.uconn.edu/HIST/#3712).

The following may be substituted for Group B courses with the approval of the student’s HEJS advisor: [HEJS 3293](https://catalog.uconn.edu/HEJS/#3293), [3299](https://catalog.uconn.edu/HEJS/#3299); and [SPAN 3200](https://catalog.uconn.edu/SPAN/#3200).

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student’s HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section of the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/)

# Justification

1. Reasons for changing the minor: NEW FACULTY HIRE AND NEW COURSES ADDED TO PROGRAM

2. Effects on students: REACH A NEW COHORT OF STUDENTS

3. Effects on other departments: Courses already on books, so no change for interdisciplinary offerings

4. Effects on regional campuses: none

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

    Department Curriculum Committee: Jan 22

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: AVINOAM PATT; 860.486.8165; [avinoam.patt@uconn.edu](mailto:avinoam.patt@uconn.edu)

**2020-43 SPAN 3291 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14779 |
| **Request Proposer** | Terni |
| **Course Title** | Spanish Internship |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SPAN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Spanish Internship |
| **Course Number** | 3291 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Because we are simply revising this course. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Spanish |
| **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?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Internship means students will be performing work independently of formal instruction |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Must be registered for an Internship-oriented program |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3291. Spanish Internship 1.00 - 6.00 credits Prerequisites: None. Grading Basis: Satisfactory/Unsatisfactory Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country. Requires contract agreed to in advance by student, internship field supervisor, and program director, detailing expectations for the credits earned. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). |
| **Provide proposed title and complete course catalog copy** | 3291. Spanish Internship 1.00 - 6.00 credits Prerequisites: None. Grading Basis: Graded Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country. Requires contract agreed to in advance by student, internship field supervisor, and program director, detailing expectations for the credits earned. |
| **Reason for the course action** | Change course from Pass/Fail to Graded. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | To allow students to acquire experiential learning in the US or Abroad in a Spanish-speaking environment. |
| **Describe course assessments** | Students generate reports to explain what kinds of experiences the internship provided and how the student was able to progress both professionally and in terms of language skills to their Advisor in Storrs. An on-site mentor also assesses and provides feedback directly to the student on their progress and submits a report to the Advisor for assessment. Students and advisors meet or Skype to perform a self-assessment once all of the reports are in. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SPAN 3291 Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169355&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cefa77aa847cc4bd8709c08d7a04e2105%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154129734905520&sdata=2E28iotBYu0qYZMQde%2FxKm%2Ft8yGfbzQjCg671DV2BZE%3D&reserved=0) | SPAN 3291 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 01/14/2020 - 17:23 | Submit |  | Submitted in close consultation with the SPAN section | | Literatures, Cultures and Languages | Jennifer Terni | 01/23/2020 - 11:14 | Approve | 1/23/2020 | Vetted and approved. This is just a change from an ungraded to a graded Internship. | |

**In Lieu of Syllabus: SPAN Internship 3291**

Every internship is individualized and thus involves the negotiation of a learning contract between the Spanish Studies advisor overseeing the Internship in LCL, the student, and the student’s on-site Internship supervisor. The only constant is that the students will have to submit a final report on their internship in Spanish. Included in the contract, alongside, the list of responsibilities and learning objectives, will be the criterion according to which the student will be graded.

**2020-44 SPAN Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01-22-2020

2. Department or Program: Literatures, Cultures and Languages

3. Title of Major: Major in Spanish

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

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

5. Nature of change: Inclusion of new courses and removal of one course.

# Existing Catalog Description of Major

### Spanish

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

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.

#### Group 1 (Literature)

[SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3265](https://catalog.uconn.edu/SPAN/#3265), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 2 (Culture)

[SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Group 3 (Language and Communication)

[SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3177](https://catalog.uconn.edu/SPAN/#3177), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3178](https://catalog.uconn.edu/SPAN/#3178), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)

#### Guidelines

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

1. One composition course ([SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)).
2. One introductory or literary survey course ([SPAN 3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3242](https://catalog.uconn.edu/SPAN/#3242)).
3. Two courses from Group 1 (not used to satisfy requirement B).
4. Two courses from Group 2.
5. Two courses from Group 3 (not used to satisfy requirements A or B).
6. All majors must take at least one W course as part of the previous 24 required Spanish credits.
7. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses ([ARTH 2993](https://catalog.uconn.edu/ARTH/#2993); [POLS 3993](https://catalog.uconn.edu/POLS/#3993); [INTD 3993](https://catalog.uconn.edu/INTD/#3993); [ECON 2493](https://catalog.uconn.edu/ECON/#2493); [HIST 3993](https://catalog.uconn.edu/HIST/#3993)). Other related courses require advisor’s prior consent.
8. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of [SPAN 3240W](https://catalog.uconn.edu/SPAN/#3240W) or [4200W](https://catalog.uconn.edu/SPAN/#4200W).

# Proposed Catalog Description of Major

**Spanish**

[Course descriptions](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2Fspan%2F&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268141383&sdata=v2TgHu5f4SD5lpn4JmZkePbWD07I9%2FBSRG%2F4cObDROk%3D&reserved=0)

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.

**Group 1 (Literature)**

[SPAN 3207](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233207&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268141383&sdata=aoOuYicn5Bp9CvKuPUZp4xwXdFIxk9PGH3ofGuKfL0A%3D&reserved=0), [3208](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233208&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268151381&sdata=%2B4W7M8hO1LSRIqPh8Hg5U8FyHbTrwfQcM302vf3DyVo%3D&reserved=0), [3230](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233230&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268151381&sdata=Nss2uEYa3qokyFqKYNS3X8Qe9ikjaroNrNzs%2BC4EOQg%3D&reserved=0), [3231](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233231&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268161379&sdata=ey74m1cZaMcia6%2FOlfAmL0TcBhvuM52HruISphPDXh8%3D&reserved=0), [3232](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233232&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268161379&sdata=%2F8NFeu3D2oDfMdz7AK6UIv5YEgYT0zOUPb4Eom0Qbb0%3D&reserved=0), [3233](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233233&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268171373&sdata=eqsRSrY1V0jF9pauXWPNNBv9VdUqxdQOH3ERsm2CDA8%3D&reserved=0), [3234](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233234&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268171373&sdata=lnkN78JoupR9O7ol23l4AlqJWQz1W%2FlUN0COsAqZ7v8%3D&reserved=0), [3260](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233260&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268181366&sdata=b3uZ9BZlxLKH%2FGbR7XITkPbKt005rop5EY1b%2FwRq49g%3D&reserved=0), [3261](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233261&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268181366&sdata=%2B7JQcmmUuEfbJsh9g3SprtJJWgp09LE3%2BpcZgzTct78%3D&reserved=0), [3262](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233262&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268191357&sdata=vaJRUyFT9nrSCLtqm5TdTGqiLrrtgLw8TWV4B1J8oxk%3D&reserved=0), [3263](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233263&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268191357&sdata=%2BtrAySdtt%2B3KOv6s1XeXe7bRb%2BvruD8q6RGqVRv58yM%3D&reserved=0), [3264](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233264&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268201352&sdata=HCdovBvieyt6%2FPnv3jo4%2BqHvrW9laeTCet4368u3De8%3D&reserved=0),[3265](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233265&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268201352&sdata=LhSAq%2FZbNJjXdUcCedy2G0nCaejFOMi34TjkgqOPuhQ%3D&reserved=0),[3267W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233267W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268211352&sdata=v3%2F%2BJ4BJMTTb9gAXPepv1IjCoQZBAAU9%2Bh7AS9V97Fw%3D&reserved=0), [3293](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233293&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268221346&sdata=gDswkzpfHjwWSWi59enomdC03%2Ba8ceJORJELK%2ByKeIg%3D&reserved=0), [4200W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%234200W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268221346&sdata=swPKNhuTy4CubZ1yNyZJtl7TYYiaqr8CXm44CiixwvU%3D&reserved=0)

**Group 2 (Culture)**

[SPAN 3179](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233179&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268231334&sdata=gVuJwYHwgzVIsyH7UqhOBWR7GPjoZV6kWI29iwhZaws%3D&reserved=0), [3200](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233200&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268231334&sdata=79tNZBNFPiTFd3CbDMgDHcLn5WKqLkS2WWTcA8jmrcs%3D&reserved=0), [3201](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233201&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268241332&sdata=Z8cUpwrxYwGlFyZHx9lMnzVAfonmDeCn4elbGX9IP%2FI%3D&reserved=0), [3204](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233204&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268241332&sdata=zR34Negdx3Pffv9jA49TryMMKbca%2FTuR15AWCD%2BQXjs%3D&reserved=0), [3205](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233205&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268251324&sdata=n%2Bs5MKKeDl7KSC4%2BPxHJqxxLk03cx6wPUAGQJwNTOoY%3D&reserved=0), [3206](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233206&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268251324&sdata=R22QrH3OrDzR0ZFn%2BT1x5TwCEa8te8PbCAr%2FxJ8d%2Fvk%3D&reserved=0), [3207](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233207&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268261318&sdata=ByxzA4MwPHWcHPlLxKWmDwOso3V2m0%2F8idSonUGvqcE%3D&reserved=0), [3208](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233208&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268261318&sdata=8OpEruJ85QlO0Iqlzbr8lJGhmfAum098ayK8ONnHWLQ%3D&reserved=0), [3214](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233214&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268271314&sdata=vd6K9LWTgHtIu2USkODPJQJIpR2Nw2YD%2BbUCHW8sP2k%3D&reserved=0), [3250](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233250&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268271314&sdata=RwBPT7KuHhWFLBOJwEYpbpnHub5rWZPvBtJSLT49T%2BY%3D&reserved=0), [3251](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233251&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268281309&sdata=fostQLbprfUMs%2BAgYut06IgMDi%2B6Z7r3UQnuqSg%2FBSc%3D&reserved=0), [3252](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233252&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268281309&sdata=vCIAza7Qx7Aw8t%2FgW3Hr6dGMAx2NU%2BHERIvzYxDLDnI%3D&reserved=0), [3254](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233254&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268291302&sdata=9h2c9kN7QokEgwVfx9eZD2nAARWnxt3%2BOXaRapCxPQY%3D&reserved=0), [3293](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233293&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268291302&sdata=yzj4M2JKnWh8dCjRckG27oBdp%2Fmmo774erwmS6Gz31g%3D&reserved=0), [4200W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%234200W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268301300&sdata=ezrcG8jI1oP9A1zn1A2LJoYUgX0buUrlWztyzWOKP%2F8%3D&reserved=0)

**Group 3 (Language and Communication)**

[~~SPAN 3170~~](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233170&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268301300&sdata=idfC4wwYQa0BHZ1B8URNsJNKvjpRf4Y8n0xQzl5fOoY%3D&reserved=0)~~,~~SPAN 3101,\* 3102,\* 3103,\*  [3177](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233177&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268311291&sdata=yQEwQNrRs7WDl0MevpEFV6XjVpQTAcHgkI1YSiFj4%2BU%3D&reserved=0), [3178,](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233177&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268311291&sdata=yQEwQNrRs7WDl0MevpEFV6XjVpQTAcHgkI1YSiFj4%2BU%3D&reserved=0) [3179](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233179&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268311291&sdata=6DBGNvu0DDlNIoibAYgalhVJVUupQ%2BIhZgpYKO1DzHE%3D&reserved=0), [3204](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233204&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268311291&sdata=Rtk43w4uq3mcvoMt%2F1rc42cy6alVQu6JlCLZL81IxR0%3D&reserved=0), [3240W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233240W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268321286&sdata=4dya3oFJ2B9JE5yC51OH8QvE1NfUWAijZZx7fzAzuDk%3D&reserved=0), [3241](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233241&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268321286&sdata=7dNOLWrYfMg0yKU1EeIJUwHMWxCWLrNKPvHn3wDGFjk%3D&reserved=0), [3242](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233242&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268331286&sdata=aJJ%2FL8fV372N%2BXgEVnH0TSd%2FB1mHs6sNhSR7n1w3Sfg%3D&reserved=0), [3261](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233261&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268331286&sdata=A%2Fnf6UwPJYAJLp%2BHTh2I9ufFVXttJZoO6Lq9DdJ4IrE%3D&reserved=0), [3267W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233267W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268341276&sdata=A5ILNtHjfLY13SwcNBjU8PPDT8zd8xoWSU3uzWusofw%3D&reserved=0), 3272,\*\* 3291, [3293](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233293&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268351273&sdata=aq4Xem%2FwYs17jNw56T%2F6NoF8L5b%2FimKhiiEgyTSURBg%3D&reserved=0), [4200W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%234200W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268351273&sdata=W82Uj5uvV0amGqrDknKWVWcs67G%2Fr3yKFJuj1fI%2FChU%3D&reserved=0).

**Guidelines**

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

1. One composition course ([SPAN 3178](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233178&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268351273&sdata=fLSI7Mbn2IVm%2FnmaV2SHIFZQH9p91zyb%2BK8T6vffgUM%3D&reserved=0), [3240W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233240W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268361261&sdata=IZZLGkjulbCBT9BXoZG5kuuvN3i9K855TpyWIyxBFZI%3D&reserved=0) or [3293](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233293&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268361261&sdata=Hr6D7NZgysrGAcwpXnnrLIzPOjHpbhKiHGVRuW%2BnIBs%3D&reserved=0)).
2. One introductory or literary survey course ([SPAN 3230](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233230&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268371254&sdata=NgTl8%2FC34ak7l5A%2BdZriJi5VQVhUjkW%2Fyuvya4PfsOA%3D&reserved=0), [3231](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233231&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268371254&sdata=%2BMk3l8t6HxSQnI2D%2FfQnsD26HcYNGsUujvoBfaCOM60%3D&reserved=0), [3232](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233232&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268371254&sdata=ZrGS%2BmQZ9JSVq7J7iektD1tOwi7tvFixJoKySTpbwew%3D&reserved=0), [3233](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233233&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268381245&sdata=BLpyU73a7cfnSa7BuSVBVuQ91XdQ%2B3zWRDHz2sYPlHc%3D&reserved=0), [3234](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233234&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268381245&sdata=qEr76idk87Rcpbr7r0IuETtvMkxOy3VE9dQ7%2FOlLSOk%3D&reserved=0), [3242](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233242&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268391249&sdata=RTgi75DK3QIV%2FyXWmyqDXQM5inu2cRCaLJCGUp6mnPg%3D&reserved=0)).
3. Two courses from Group 1 (not used to satisfy requirement B).
4. Two courses from Group 2.
5. Two courses from Group 3 (not used to satisfy requirements A or B).
6. All majors must take at least one W course as part of the previous 24 required Spanish credits.
7. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses ([ARTH 2993](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FARTH%2F%232993&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268391249&sdata=%2F7y2dUYGAMOCIg%2BNPbeVseArZqY6%2FiRQqQruJLlJFLg%3D&reserved=0); [POLS 3993](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FPOLS%2F%233993&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268401237&sdata=oCbI3XkdXFpGvrgD6inblVjEhFhk52Lyb%2BBWxayyZwU%3D&reserved=0); [INTD 3993](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FINTD%2F%233993&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268401237&sdata=09zgdZt9l8XzZjhnF6qD6%2F4Uow9h5CiNhlzD2MUJMV4%3D&reserved=0); [ECON 2493](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FECON%2F%232493&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268401237&sdata=6JkRclZ%2FSLg1HWJI%2BzMgSrY62ZJQ0YOEdj%2BDFFFvQU0%3D&reserved=0); [HIST 3993](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FHIST%2F%233993&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268411234&sdata=UNsprlJlGPHG4vNgZHQwcT81oIAf%2BlM%2BajpJPxALoow%3D&reserved=0)). Other related courses require advisor’s prior consent.
8. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by [SPAN 3293](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233293&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268411234&sdata=mGAWuSLmFI5jislxYcatfqlRQQ8%2BUlotcFRqWfzV9nk%3D&reserved=0). Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. Only 3 Internship credits of SPAN 3291 can count towards the major. To satisfy the information literacy and writing in the major requirements, all students must pass one of [SPAN 3240W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%233240W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268421231&sdata=8ZVRs9k8dz97ICicxDbO5bpzhIRZWnEtU4DARrfaqAk%3D&reserved=0) or [4200W](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uconn.edu%2FSPAN%2F%234200W&data=02%7C01%7Cana_maria.marcos%40uconn.edu%7Cd8aadfc4430e4e8a88e508d799d698d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637147019268421231&sdata=qAIDWPuSA7lTV7bpQsRFUVQoai0epMnosAYGcY%2F3h%2F0%3D&reserved=0).

\*SPAN 3101-3102-3103 is a sequence of three one-credit classes that are open only to Engineering Spanish Program students. The three credits equal one course that counts towards the major.

\*\*SPAN 3272 is open only to students preparing to leave for the Spanish Allied Health Program in Granada.

# Justification

1. Reasons for changing the major: Including courses for Dual Degree programs and Allied Health Program

2. Effects on students: To provide students with a wider variety of courses

3. Effects on other departments: NONE

4. Effects on regional campuses: NONE

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

    Department Curriculum Committee: Jan 23, 2020

    Department Faculty: Fall 2019

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

Prof. Ana María Díaz-Marcos

[Ana\_maria.marcos@uconn.edu](mailto:Ana_maria.marcos@uconn.edu)

860 486 3314

**2020-45 JOUR 3035 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14997 |
| **Request Proposer** | Croteau |
| **Course Title** | Podcasting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Journalism > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | Podcasting |
| **Course Number** | 3XXX |
| **Will this use an existing course number?** | No |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 16 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | JOUR 2000W |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | The prerequisite is taught only at Avery Point and Storrs. It can be added to other campuses as its prerequisite becomes available there. Stamford and Hartford are likely sites. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | JOUR 3035. Podcasting Three credits. Prerequisite: JOUR 2000W Grading Basis: Graded Researching, recording, writing and producing news podcasts and associated web and social media posts. Ethical considerations. |
| **Reason for the course action** | The growth of podcasting demands a separate course for students entering the field. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: ● Identify, define, pitch, structure, research and build a compelling audio story. ● Utilize professional audio equipment to collect high quality sound and conduct interviews -- asking good questions that result in what is needed to tell an audio story. ● Write / edit an audio script. ● Improve narrative performance (reading for effect) ● Edit audio clips into a cohesive, engaging narrative using current software. ● Export and upload multi-track audio content onto a web server. ● Describe the history of podcasts and podcast industry trends, standards, ethics and practices. ● Evaluate podcasts for their journalistic quality and overall engagement level. ● Create a podcast RSS feed and submit it to iTunes, Google Play, Spotify, Stitcher and TuneIn. ● Create accompanying web pages and social media content to promote podcasts, develop listenership/audience. |
| **Describe course assessments** | Work includes one response essay for each of six course modules, demonstrating knowledge of assigned readings and discussions. Three individual and one group podcast. Web and social media exercises. Current reading and listening assignments posted weekly to WebCT. Mastery of audio hardware and software. Graded elements: •Three individual podcasts and one group podcast account for 60 percent of the final grade. (Story development and reporting of these podcasts: 30 percent of final grade. Audio editing, production and performance: 30 percent of final grade). • Class participation, online responses to assigned readings, in-class quizzes account for 20 percent of final grade • Distribution of podcasts and engagement of listeners (through web, social media) account for 20 percent of final grade. Current readings |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [JOUR 3XXX Podcasting Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169321&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4d0038f6d3c74a452bd308d7a0ec64db%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154809471134634&sdata=SQnmAQ%2Ba6qvx8fZrjFhhUrZ2ohQayMdy8XVxgDcAUWc%3D&reserved=0) | JOUR 3XXX Podcasting Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Maureen E Croteau | 01/22/2020 - 15:45 | Submit |  | We have offered this course twice as a special topics course. Interest in the field has caused us to plan to offer it regularly. | | Journalism | Maureen E Croteau | 01/22/2020 - 16:56 | Approve | 1/22/2020 | Approved by department. | |

**JOUR 3XXX: Podcasting**

**INSTRUCTOR: Marie K. Shanahan,** Associate Professor of Journalism, [marie.shanahan@uconn.edu](mailto:marie.shanahan@uconn.edu), Office Oak 461.

In person appointments can be booked [via https://marie-shanahan-journalism.youcanbook.me](https://marie-shanahan-journalism.youcanbook.me/)

. Virtual appointments available by request.

**PREREQUISITE:** JOUR2000W Newswriting I

**Welcome to Introduction to Podcasting.** This course will expose students to the key concepts of podcast development and production, as well as the technology and software that facilitates podcasting.

No prior experience in podcasting is necessary. The course is intended to build upon the basic journalism skills and news ethics learned in Newswriting I. Students will research, interview, record, write and produce digital audio content to create podcasts and associated web pages/social media posts.

The course is a series of exercises and projects, beginning with listening, writing and basic audio editing. It will increase in complexity to include performance, interviewing, audio collection, script writing and advanced audio editing. The course will culminate with the development of a publishable narrative/explainer podcast that is journalistically sound and serves the public interest.

This is a demanding course, both technically and conceptually. It will also give students many opportunities to flex their creativity and storytelling abilities. Core components of audio reporting, performance and production will be presented, practiced and evaluated each week during class meetings, **so attendance is essential**.

Outside of class, there are required reading assignments, podcasts for listening, and online content to evaluate. After each module, students will be expected to demonstrate that they understand the techniques presented by instructors during class as well as in the reading and listening materials. Students will compose and post short response essays (about 150-200 words) by assigned deadlines showing understanding of the material and the ability to think critically about the topics.

All required reading/listening will be linked from HuskyCT.

*The more objectively-evaluable topics in this class will be assessed with short quizzes, which will be completed online within HuskyCT.*

# COURSE OBJECTIVES

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

* Identify, define, pitch, structure, research and build a compelling audio story.
* Utilize professional audio equipment to collect high quality sound and conduct interviews

-- asking good questions that result in what is needed to tell an audio story.

* Write / edit an audio script.
* Improve narrative performance (reading for effect)
* Edit audio clips into a cohesive, engaging narrative using Adobe Audition.
* Export and upload multi-track audio content onto a web server.
* Describe the history of podcasts and podcast industry trends, standards, ethics and practices.
* Evaluate podcasts for their journalistic quality and overall engagement level.
* Create a podcast RSS feed and submit it to iTunes, Google Play, Spotify, Stitcher and TuneIn.
* Create accompanying web pages and social media content to promote podcasts, develop listenership/audience.

# COURSE MATERIALS

* Adobe Audition
* Podcast app - such as iTunes
* Tascam Audio Recorder (provided)
* Microphone (provided)
* Headphones
* Wordpress account
* Slack account
* Courage
* Creativity

●

*Required course readings and other media will be posted in HuskyCT.*

# ONLINE TEAM WORKSPACE IN SLACK

Please bookmark this web address: [http://uconnjournalism.slack.com](http://uconnjournalism.slack.com/)

You will receive an email invitation to join the UConn Journalism Slack group.

Posts from all class members should be posted in our private **#intro-to-podcasting** channel. You can also send DMs to any class member and instructor through this Slack workspace.

Slack is a teamwork and project management tool used by many newsrooms. It also has a mobile app. <https://apps.apple.com/us/app/slack/id618783545>

*\*See Slack discussion guidelines below.*

# MODULES

**One.** What is a podcast? An overview of the podcasting landscape. How to be a good listener. Evaluating different types of podcasts.

**Two.** Writing for the ear. Performance (reading for effect). Recording tools and techniques. Chat-cast. Basic scripting, simple audio editing techniques.

**Three.** Interviewing skills for audio storytelling. How to ask good questions for audio interviews. In-depth interview.

**Four.** How to shape a narrative idea into a podcasting pitch. Field reporting. Ethics. Copyright. How to record phone interviews.

**Five.** Scripting our narratives based on our reporting. Advanced editing. Narration/performance. Music/background sound/texture.

**Six.** Getting our stories out into the world. Publishing and promoting our podcasts. Podcasting analytics and audience engagement. Revenue models in podcasting and their implications for media companies and independent creators.

# PROJECTS

Students will each produce three podcasts during the course, and work as a team to produce a UConn Journalism ‘Behind the Stories’ podcast

-A chat cast.

-An in-depth audio interview.

-Team contribution to ‘Behind the Stories’ podcast

-Narrative/explainer (longform) podcast

These projects will serve as mid-semester and final assessments of the material. Projects may also serve as portfolio items for students.

# GRADING

Instructor will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT.

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| Class discussion, audio & writing  exercises, quizzes | 20% |
| Story development and reporting | 30% |

|  |  |
| --- | --- |
| Audio  editing/production/performance | 30% |
| Distribution & engagement | 20% |

# UCONN JOURNALISM DEPARTMENT GRADING STANDARDS

A - No factual errors; a first-rate lead; outstanding structure and organization throughout; thorough coverage of the story subject; excellent writing, excellent audio quality and audio editing. In other words, of publishable quality as is.

B - No serious factual errors; an acceptable lead; acceptable story structure, organization; thorough coverage of the story subject; clear, concise writing, good sound and audio editing. Could be published with minor editing.

C - No serious factual errors; an acceptable lead; acceptable story structure, organization; adequate coverage of the story subject. Adequate audio quality and audio editing. Could be published with average editing.

D - Minor, sloppy factual errors; weak lead; poor story structure, organization; errors; inadequate coverage of story subject; unclear audio and foggy writing. Could not be published without substantial editing and rewriting/rerecording.

F - Major factual errors including misspelled/mispronounced names; plagiarism/copyright infringement. Missed deadline; unacceptable lead; unacceptable story structure, organization; omission of important information; numerous errors - the kind of errors that would cause the story to be returned to the reporter for a second effort.

# DEADLINES AND LATE POLICY

All coursework due dates are identified in the class Schedule, which will be linked from HuskyCT. *Instructors reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in a timely manner.*

UConn journalism students are preparing for a profession in which deadlines are absolute, so

# late work is not accepted.

If you experience special circumstances such as illness, emergency or religious observance wherein work will be submitted late, you are to make arrangements with instructors **at least 48 hours prior to the due date. It is the student's responsibility to take the initiative to make up missed work by the next class meeting or receive ZERO points for the assignment**

Students who must miss class due to extracurricular activities, such as scholarly presentations, performing arts and intercollegiate sports, are also **required to inform their instructor in writing PRIOR to the anticipated absence** and make up missed work by the next class meeting.

This course will be held for 14 weeks, from January 21, 2020 through April 30, 2020. Final projects are due on the date of the final exam.

# FINAL GRADE SCALE

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

**COMMITMENT TO DIVERSITY**

The UConn Journalism Department strongly encourages students to seek out assignment ideas and journalistic sources and experiences that will help them hear, understand and tell the stories of people whose circumstances, backgrounds and perspectives are unlike their own.

# STUDENT RESPONSIBILITIES AND RESOURCES

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

* The Student Code
* Copyrighted Materials
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

# ACADEMIC MISCONDUCT AND PLAGIARISM

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly 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).

In addition, the UConn Journalism Program is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the [Society of Professional Journalists' Code of Ethics.](http://www.spj.org/ethicscode.asp)

Do not plagiarize. Plagiarism involves using another person’s language, ideas, photos, graphics or other original material without acknowledging its source, as if it were one’s own work.

Plagiarism is copyright infringement. It is also considered a breach of journalistic ethics and is detrimental to academic integrity and professional reputation.

* If you make use of another person’s ideas, citations must be included.
* If you make use of words and phrases that are substantially similar to another person’s work, you must provide attribution.
* If you make use of phrases that are identical to another writer, regardless of the length of the phrase, you must place these in quotations and provide the source of the material.
* If you make use of another person's images, photographs or other copyrighted graphical material, you must provide source attribution, including a hyperlink back to where you obtained the content. You must also obtain written permission to use the content.

**Failure to properly cite constitutes academic and journalistic misconduct and will result in a failing grade in the course.** Remember: ignorance is not an acceptable excuse.

# CLASSROOM MISCONDUCT

UConn is a proponent of civility among members of its learning community. As such, classroom misconduct includes obstruction or disruption of teaching, including late arrival or early departure; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct offline or online in class-designated spaces or activities; failure to turn off cellular telephones leading to disruption of teaching; abuse of computer time such as playing games or surfing the Internet on personal electronic devices unless instructed to do so; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

# 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 instructors know immediately so that we can discuss options.

Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or<http://csd.uconn.edu/>.

# HELP

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

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

# EVALUATION OF THE COURSE

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

# SLACK DISCUSSION GUIDELINES

One of the advantages of having an online teamwork space is that we can engage in online discussions with each other at times when it is convenient. The intention of the online teamwork space is to encourage lively, informative exchanges about course-related topics that increase our knowledge and skills set.

Here are some general guidelines for participating in an online discussion:

* Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
* Share your experience with your fellow students. Listening to a great podcast episode? Tell us why you liked it. Stumble upon some podcasting news? Share the link with your take on the topic.
* Ask questions! As a community of learners, we all can help each other.
* Respect others' ideas and opinions. Feel free to disagree, but express your disagreement with civility. Disrespectful communication is poor communication and not acceptable.
* If you disagree with something, say why. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you really like something that someone else has posted, let us know what makes you think that way.
* Proofread your posts before sending. This is a journalism course, so spelling and grammar count and reflect on your own credibility. Be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.

# SCHEDULE: INTRODUCTION TO PODCASTING, JOUR 3098 SPRING 2020

NOTE: The class schedule will be updated throughout the semester, so please check it at the beginning of each week.

# WEEK 1

**Tuesday:** Introductions. Podcasting 101.

After class, LISTEN: To the first episode of Serial, the most popular podcast ever (so far). Come in prepared to discuss what you liked/didn’t like.

READ: The Podcast Consumer, 2019 from Edison Research (PDF) [http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-Podcast-Consu](http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-Podcast-Consumer-2019.pdf) [mer-2019.pdf](http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-Podcast-Consumer-2019.pdf)

READ: Sternbergh, Adam. “How Podcasts Learned to Speak: The once useless-seeming medium that became essential.” March 18, 2019. Vulture/New York Magazine. <https://www.vulture.com/2019/03/the-great-podcast-rush.html>

READ: Podcast types: <https://rachelcorbett.com.au/podcast-types/>

# ---

**Thursday:** Critically evaluating the first episode of "Serial" podcast. Writing exercises for audio. AFTER CLASS:

LISTEN: Pick a podcast you like and one that bores you to tears. Come in with a bullet point list of what you liked (and more importantly) what you hated. The hated has to be longer than the liked in the bullet list of the podcast you hated. Post on our Slack Channel. Due by class time on Tuesday.

READ: Starting your podcast guide. NPR. October 30, 2018. [https://www.npr.org/2018/10/30/662070097/starting-your-podcast-a-guide-for-students#intervie](https://www.npr.org/2018/10/30/662070097/starting-your-podcast-a-guide-for-students#interviews) [ws](https://www.npr.org/2018/10/30/662070097/starting-your-podcast-a-guide-for-students#interviews)

READ: Why are there so many podcasts? New York Times. July 18, 2019. [https://www.nytimes.com/2019/07/18/style/why-are-there-so-many-podcasts.html](https://www.nytimes.com/2019/07/18/style/why-are-there-so-many-podcasts.html?action=click&module=Editors%20Picks&pgtype=Homepage)

READ: Pesca, Mike. "Podcasts are the perfect antidote to our poisonous news environment." Washington Post. May 2, 2019.

[https://www.washingtonpost.com/outlook/2019/05/02/podcasts-are-perfect-antidote-our-poisono](https://www.washingtonpost.com/outlook/2019/05/02/podcasts-are-perfect-antidote-our-poisonous-news-environment/) [us-news-environment/](https://www.washingtonpost.com/outlook/2019/05/02/podcasts-are-perfect-antidote-our-poisonous-news-environment/)

# WEEK 2

**Tuesday:** Things we like about podcasts and things we hate. The podcast landscape - who are the major players? More writing exercises for audio, and reading them out loud.

AFTER CLASS:

LISTEN and EVALUATE a "Chat Cast" - a roundtable show with back and forth banter, constant sound, laughing, music bed under the whole thing adding energy. A well done chat cast comes across as free flowing, but is actually delivering info in a structured way based off a script/outline.

EXAMPLES: "Pod Save America." Pick an episode. <https://www.stitcher.com/podcast/cadence13/pod-save-america>

Eater's Digest/Vox: <https://podcasts.apple.com/us/podcast/the-eater-upsell/id992181345> The Nod from Gimlet Media: <https://gimletmedia.com/shows/the-nod/v4h62v/back-to-school> Any of The Ringer podcasts: <https://www.theringer.com/podcasts>

or pitch your favorite chat cast to Prof. Shanahan for approval.

READ: "Writing news for radio and television." The News Manual <https://www.thenewsmanual.net/Manuals%20Volume%202/volume2_48.htm>

# ---

**Thursday:** Critical discussion of chat casts. Basic scripting of a chat cast. Moderating a discussion. Three different formats for presenting content In a podcast.

* + Script—you write and read the script verbatim into your podcast.
  + Ad-lib—you speak freely without restriction or direction.
  + Outline—you have a basic list of content you want to share

SUCCESSFUL CHAT CASTS HAVE:

-At least two voices, but not so many that we get confused. The voices aren't annoying or grating or boring. They are conversational and/or entertaining.

-Interchange - discourse - a back-and-forth that we can follow - not shouting over each other/crosstalk.

-New information (also known as NEWS). You are giving the audience new info they didn't know before. They come away happy they learned something new. Time well spent.

AFTER CLASS:

WEEKEND WORK: Research a topic for your 10 minute chat cast. Gather interesting factoids. "Storyboard" your chat cast. What are you and your co-host going to talk about in what order?

Write an intro. Questions. Explain, present an anecdote. Factoids. Other audio clips/sounds to gather, etc.

READ: "Rules For Writing For Audio" - [https://docs.google.com/document/d/12hoGfMpQFD1Vi9VsBLdfTTMr\_O\_aIt8NttLg0IqYKvw/edit](https://docs.google.com/document/d/12hoGfMpQFD1Vi9VsBLdfTTMr_O_aIt8NttLg0IqYKvw/edit?usp=sharing)

[?usp=sharing](https://docs.google.com/document/d/12hoGfMpQFD1Vi9VsBLdfTTMr_O_aIt8NttLg0IqYKvw/edit?usp=sharing)

READ: "How to be a great moderator" - [https://docs.google.com/document/d/1wsHyUAgvg7SQcuITTlpFFwlOwpyszBCvz\_jmyD\_iYnU/e](https://docs.google.com/document/d/1wsHyUAgvg7SQcuITTlpFFwlOwpyszBCvz_jmyD_iYnU/edit?usp=sharing) [dit?usp=sharing](https://docs.google.com/document/d/1wsHyUAgvg7SQcuITTlpFFwlOwpyszBCvz_jmyD_iYnU/edit?usp=sharing)

WEEKEND LISTEN (and react on Slack with what worked, what didn't): “The Snapchat Thief" from Reply All, Gimlet Media

<https://gimletmedia.com/shows/reply-all/49ho5a/130-the-snapchat-thief>

# WEEK 3

**Tuesday:** Guest speaker on performance (John Dankosky?). Practicing our performance. “Your voice performs what you write.”

LISTEN: “Sounding Like Yourself” by HowSound. Why is it so hard to sound like yourself when reading narration for radio stories? Transom's Viki Merrick offers some voicing coaching gold. <https://podcasts.apple.com/us/podcast/sounding-like-yourself/id453044527?i=1000393029482>

REVIEW: <https://helpx.adobe.com/audition/using/creating-podcasts.html>[/](https://www.audacityteam.org/download/)

# ---

**Thursday:** Recording our chat-casts. Audio editing techniques and best practices.

WEEKEND LISTENING (and react on Slack with what worked, what didn't): [Food Fight](http://revisionisthistory.com/episodes/05-food-fight) and [My](http://revisionisthistory.com/episodes/06-my-little-hundred-million) [Little Hundred Million](http://revisionisthistory.com/episodes/06-my-little-hundred-million), *Revisionist History*. This two-parter on food at universities and college endowments.

READ: <https://convertkit.com/better-podcast-interviews>

# WEEK 4

**Tuesday:** Re-recording our chat casts. Editing our chat casts using Audition. More audio editing techniques and best practices.

AFTER CLASS: FINISH EDITING your chat cast. Submit on Slack.

# ---

**Thursday:** Listening day. Evaluating our own chat casts. What worked, what didn’t.

Create webpage, social media promos for your chat cast.

WEEKEND LISTENING (and react on Slack with what worked, what didn't): 15 Years Later, An Iraq Veteran Looks Back - Death, Sex and Money podcast: <https://www.wnycstudios.org/story/thom-tran-death-sex-money>

LISTEN TO SOME (OR ALL): Veterans' stories from Storycorps:

* + The Nature of War: <http://storycorps.org/animation/the-nature-of-war/>
  + The Last Viewing: <http://storycorps.org/animation/the-last-viewing/>
  + Tom’s War: <https://www.youtube.com/watch?v=9BICRXSb3bI>
  + My American soldier became by Iraqi brother:<https://www.youtube.com/watch?v=tJaoeyikVPM>
  + 1st Squad, 3rd Platoon: <https://storycorps.org/animation/1st-squad-3rd-platoon/>
  + Germans in the Woods: <https://storycorps.org/animation/germans-in-the-woods/>
  + Lisa & Tony: <https://storycorps.org/stories/tony-cistaro-and-lisa-torello-150522/>

# WEEK 5

**Tuesday:** “Interview” podcasts. Interviewing skills for audio storytelling. How to prepare for our in-depth interview. How to ask good questions for audio interviews. How to conduct an interview that results in what you need to tell an audio story. Guest speaker on interviewing (Kerry Donahue of PRX?)

# ---

**Thursday:** Come to class prepared to conduct In-depth interview with veterans during class. AFTER CLASS: Log interview. Try Descript or Trint to create transcript of audio.

WEEKEND LISTENING (and react on Slack with what worked, what didn't): [Michael Pollan:](https://www.stitcher.com/podcast/own/oprahs-supersoul-conversations/e/55243724?autoplay=true) [Conscious Eating](https://www.stitcher.com/podcast/own/oprahs-supersoul-conversations/e/55243724?autoplay=true), *Oprah’s Super Soul Conversations*

Or different types of “interview” podcasts:

* + WTF With Marc Maron: <http://www.wtfpod.com/>
  + Jordan Harbinger podcast: <https://www.jordanharbinger.com/about/>
  + Fresh Air with Terry Gross: <https://www.npr.org/programs/fresh-air/>
  + The Ted Interview: <https://www.ted.com/podcasts/ted-interview>
  + Table Manners: <https://play.acast.com/s/tablemanners>

# WEEK 6

**Tuesday**: A lesson on copyright and why it matters. Music choices.

How to arrange and augment the material so it makes sense and unravels in a way that is compelling for the people experiencing it.

Storyboard/script your interview with the veteran(s) into an original story. Here's an example edited interview, six minutes long:

[https://www.npr.org/2019/09/24/763679511/survivor-of-torture-in-syrias-prisons-is-telling-his-stor](https://www.npr.org/2019/09/24/763679511/survivor-of-torture-in-syrias-prisons-is-telling-his-story)

[y](https://www.npr.org/2019/09/24/763679511/survivor-of-torture-in-syrias-prisons-is-telling-his-story)

AFTER CLASS: Gather additional audio clips if needed. Record narration for interview podcast. Finish script - intro, consider transitions, etc. Start assembling/editing audio in Audition.

# ---

**Thursday:** Edit your interview podcast in Audition.

ASSIGNMENT: Finish editing your veteran interview podcast in Audition. Post in Slack by Sunday night.

WEEKEND LISTENING (and react on Slack with what worked, what didn't): [Tushy](https://www.gimletmedia.com/the-pitch/14-tushy), *The Pitch*.

# WEEK 7

**Tuesday:** Feedback and time for revisions. Bring your headphones and your interview podcast to revise and resubmit during class time.

ASSIGNMENT 1: Finish your revision and resubmit your podcast on Slack.

ASSIGNMENT 2: Look at how three of your favorite podcasts are promoted online (social, webpages, etc) and explain in a brief post in Slack.

# ---

**Thursday:** Create a webpage for your interview podcast. It should include a photo with caption and credit. Hyperlinks to useful additional information or background information. It can also include a transcript of your podcast.

Create five(5) social media posts to promote your interview podcast (for Twitter, Instagram, Facebook, etc). Try to create a shareable audio clip with <https://www.chirbit.com/>for at least one of them. Or try <https://www.headliner.app/>. Post your five promos in a file on SLACK.

WEEKEND LISTENING: Listen to the introduction and first episode of "Believed." We will discuss your impressions of this podcast during class on Tuesday.

"Believed" is an award winning podcast from Michigan Public Radio. One of the producers of the podcast will be our guest speaker in the coming weeks.

"How did Larry Nassar, an Olympic gymnastics doctor, get away with abusing hundreds of women and girls for more than two decades? Believed is an inside look at how a team of women won a conviction in one of the largest serial sexual abuse cases in U.S. history."

<https://www.npr.org/2018/10/12/656875902/introducing-believed> <https://www.npr.org/2018/10/19/658884010/the-good-guy>

# WEEK 8

Tuesday: Discussing “Believed” podcast. Hearing from one of the creators of the Believed Podcast.

Critiquing your webpages and promos for your veteran interview podcast.

Brainstorming for our topic/interview subjects for episode of UConn Journalism’s “Behind the Stories” podcast.

# ---

**Thursday:**

How to pitch. Reporting assignments and research for “Behind The Stories podcast.” WEEKEND LISTENING:

Listen to 1 episode from two different daily podcasts (for a total of 2 podcasts) and compare them:

“The Daily,” with Michael Barbaro - New York Times ‘Post Reports’ with Martine Powers - Washington Post The Gist with Mike Pesca - Slate

Today, Explained with Sean Rameswaram - Vox. ‘What a Day’ with Akilah Hughes and Gideon Resnick

READ: Hear all about it: how daily news podcasts became publishing's new hope, [https://www.theguardian.com/tv-and-radio/2018/mar/30/hear-all-about-it-how-daily-news-podcas](https://www.theguardian.com/tv-and-radio/2018/mar/30/hear-all-about-it-how-daily-news-podcasts-became-publishings-new-hope) [ts-became-publishings-new-hope](https://www.theguardian.com/tv-and-radio/2018/mar/30/hear-all-about-it-how-daily-news-podcasts-became-publishings-new-hope)

# WEEK 9

**Tuesday:** Guest speaker (Amy Westervelt of Critical Frequency?)

Complete interviews for your ‘Behind the Stories’ interview podcast. Log your “behind the stories” interviews.

# ---

**Thursday:** Edit your audio from your "behind the stories" interview. Write some script for the host to read for your section of the podcast. Post clip on Slack.

WEEKEND LISTENING: 1619 Podcast: How The Bad Blood Started <https://www.nytimes.com/2019/09/13/podcasts/1619-slavery-healthcare.html>

# WEEK 10

**Tuesday:** Discussing your final project ideas. Narrowing down our topics.

ASSIGNMENT: Prepare and RECORD your pitch for your final explanatory podcast. Instructions here:

[https://docs.google.com/document/d/1Cxdf74QCttMm\_J5EG5N-e6roQsGlPqzrXQOI1jg2a\_Y/edi](https://docs.google.com/document/d/1Cxdf74QCttMm_J5EG5N-e6roQsGlPqzrXQOI1jg2a_Y/edit?usp=sharing) [t?usp=sharing](https://docs.google.com/document/d/1Cxdf74QCttMm_J5EG5N-e6roQsGlPqzrXQOI1jg2a_Y/edit?usp=sharing)

# ---

**Thursday:** Everyone will pitching their final explanatory podcast of the semester during class. We will listen to your 3-5 minute pitch and looking at your web page.

WEEKEND LISTENING: [Lower 9 + 10](https://www.thisamericanlife.org/565/lower-9-10), This American Life.

# WEEK 11

**Tuesday:** Local podcasters. Learning from the "Case Unsolved" podcast producers - Carlos Virgen and Peter Huoppi of The Day.

Finishing our pitches for our explainer podcasts. Our written pitch plans are due TODAY.

Contribute to web page for 'Behind the Stories' interview. We need image of interviewee and caption and hyperlink to more about them.

AFTER CLASS:

Storyboard your podcast. Research. Reporting. Email your sources and set up interviews. Collect audio.

# ---

**Thursday:** Research. Reporting. CONDUCT YOUR INTERVIEWS. Collect audio. Make sure you collect images, too, for your podcast web page and podcast social media promos. Get pictures of all your sources, original photos of places and things related to your topics. Historical images.

ASSIGNMENT: Write your script. Be prepared to show it to Prof. Shanahan on Tuesday.

WEEKEND LISTENING: [Hoodies Up](https://30for30podcasts.com/episodes/hoodies-up/), *30 for 30*.

# WEEK 12

**Tuesday: Feedback on scripts. Work on explanatory podcast project.**

ASSIGNMENT: Tweak your script based on Profs feedback. Finish your interviews. Start recording your narration.

# ---

**Thursday:** Guest speaker. ESPN Podcasts? ASSIGNMENT: Finish your explainer podcast draft. WEEKEND LISTENING: [The Gondolier](https://www.wnycstudios.org/story/gondo), *Radiolab*.

# WEEK 13

**Tuesday: First draft of your explainer podcast due!** Come to class with your multi-track audio file editing session so we can see it, listen and help you work on it.

# ---

**Thursday:** Feedback on your explainer podcast draft. Keep working. Revise. WEEKEND LISTENING: [Sounds Natural](https://99percentinvisible.org/episode/sounds-natural/), *99% invisible*.

# WEEK 14

**Tuesday:** Create a webpage and promos for your podcast.

Upload your podcast to webserver and submit your RSS feed to iTunes, Stitcher, etc.

--

**Thursday:** Final in-class listening day. Last minute tasks. Where to find podcast job opportunities.

Final podcast revision deadline: the date of the final exam (TBD).

**2020-46 JOUR Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date:

2. Department or Program:

3. Title of Major:

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

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

5. Nature of change: Add advising information per accrediting requirements.

# Existing Catalog Description of Major

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department’s internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete 27 credits in journalism at the 2000-level or above, including [JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030); the three credit portfolio sequence ([JOUR 2111](https://catalog.uconn.edu/JOUR/#2111), [3111](https://catalog.uconn.edu/JOUR/#3111), and [4111](https://catalog.uconn.edu/JOUR/#4111)) and one of the following courses: [JOUR 3000](https://catalog.uconn.edu/JOUR/#3000), [3012](https://catalog.uconn.edu/JOUR/#3012), [3013](https://catalog.uconn.edu/JOUR/#3013), [3041](https://catalog.uconn.edu/JOUR/#3041), [3045](https://catalog.uconn.edu/JOUR/#3045), [3046](https://catalog.uconn.edu/JOUR/#3046), [4035](https://catalog.uconn.edu/JOUR/#4035), or other advanced courses if accepted with the consent of the department. [JOUR 1002](https://catalog.uconn.edu/JOUR/#1002) is a prerequisite for [JOUR 3002](https://catalog.uconn.edu/JOUR/#3002).

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department’s core courses ([JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030)).

Journalism majors are advised to consult with their advisors about computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally.

The [Journalism department website](http://journalism.uconn.edu/) lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester.

A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Office, 468 Oak Hall.

Admission is limited to students who:

1. Have successfully completed at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
2. Have a cumulative GPA of at least 2.6 or have a GPA below 2.6 and provide a personal essay that shows mastery of the fundamental tools of writing, including spelling, grammar, and syntax. The applicant’s academic record and goals also will be considered.

# Proposed Catalog Description of Major

This department offers professional preparation for students who are planning careers in journalism. It also offers other students the chance to improve their writing, interviewing and research skills and to learn about the news media. Students in writing courses are expected to produce work of professional quality and to publish that work when possible.

Students who major in journalism should also take related courses in history, economics, political science and other liberal arts disciplines as a sound preparation for news reporting. The department strongly urges students to complete a second major. Students also should gain professional experience before graduation, either through part-time jobs, the Co-operative Education Program or the department’s internship program. Internships are available at newspapers, radio and television stations, magazines, online publications and political press offices.

In addition to satisfying the requirements of the College, majors must complete 27 credits in journalism at the 2000-level or above, including [JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030); the three credit portfolio sequence ([JOUR 2111](https://catalog.uconn.edu/JOUR/#2111), [3111](https://catalog.uconn.edu/JOUR/#3111), and [4111](https://catalog.uconn.edu/JOUR/#4111)) and one of the following courses: [JOUR 3000](https://catalog.uconn.edu/JOUR/#3000), [3012](https://catalog.uconn.edu/JOUR/#3012), [3013](https://catalog.uconn.edu/JOUR/#3013), [3041](https://catalog.uconn.edu/JOUR/#3041), [3045](https://catalog.uconn.edu/JOUR/#3045), [3046](https://catalog.uconn.edu/JOUR/#3046), [4035](https://catalog.uconn.edu/JOUR/#4035), or other advanced courses if accepted with the consent of the department. [JOUR 1002](https://catalog.uconn.edu/JOUR/#1002) is a prerequisite for [JOUR 3002](https://catalog.uconn.edu/JOUR/#3002).

National accrediting rules require a broad education outside of journalism. Our students usually meet this standard when they complete college and university requirements. However, when planning their programs, students should review the standard with their advisors.

A journalism education is, by definition, an education in writing and information literacy. A journalism major will fulfill the writing in the major requirement and the information literacy competency by completing the department’s core courses ([JOUR 2000W](https://catalog.uconn.edu/JOUR/#2000W), [2001W](https://catalog.uconn.edu/JOUR/#2001W), [3002](https://catalog.uconn.edu/JOUR/#3002), [3020](https://catalog.uconn.edu/JOUR/#3020), and [3030](https://catalog.uconn.edu/JOUR/#3030)).

Journalism majors are advised to consult with their advisors about computer skills that may be helpful to them, based on individual career plans. Students who major in journalism will be expected to own basic digital audio and imaging equipment for use in classes and professionally.

The [Journalism department website](http://journalism.uconn.edu/) lists current requirements.

Students must apply to the Journalism Department to become majors. They must do so by the end of the third full week of classes in the fall or spring semester.

A student who is not accepted initially may reapply in subsequent semesters. Forms can be obtained online or in the Journalism Department Office, 468 Oak Hall.

Admission is limited to students who:

1. Have successfully completed at least 39 credits. (Students who are members in good standing of the University Honors Program may apply after completing 23 credits at UConn.)
2. Have a cumulative GPA of at least 2.6 or have a GPA below 2.6 and provide a personal essay that shows mastery of the fundamental tools of writing, including spelling, grammar, and syntax. The applicant’s academic record and goals also will be considered.

# Justification

1. Reasons for changing the major: The department’s accrediting agency requires 72 credits outside of journalism and certain other skills courses. This is rarely an issue for our students, but this alerts students to the possibility and identifies it to our reviewers it as an advising principle. The wording is not more specific because the rule is adjusted from time to time by the accrediting agency.

2. Effects on students: None.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 1/22/20

    Department Faculty:1/22/20

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

Maureen Croteau

860-486-1547

Maureen.Croteau@uconn.edu

**2020-47 LLAS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 23, 2020

2. Department or Program: LLAS/ El Instituto

3. Title of Minor: Latin American Studies

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

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

5. Nature of change:

a) Add courses HIST/LLAS/AFRA 3208: Making the Black Atlantic; HIST/AFRA 3206: Black Experience in the Americas; HIST/AFRA 3618 Comparative Slavery in the Americas;

b) Add crosslists on crosslisted courses, as students sign up under several different sections and still want credit; and we want to avoid many emails like this: Since the registrar said that I could count ANTH 3021 as LLAS 3021 for the minor, I just wanted to make sure that LLAS 3021 would actually count for my minor even though only ANTH 3021 is listed under the possible courses

c) Eliminate HIST 3610 and 3640, ARTH 3610 and 3620 as they are no longer in HIST and ARTH catalog

# Existing Catalog Description of Minor

# Latin American Studies Minor

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

### Requirements

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

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

*With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special topics courses HRTS 3298, AFRA 3898, ANTH 3098, SPAN 3298, HIST 3098, WGSS 3998 and POLS 2998 may also count towards the minor with advisor consent.*

### Language Requirement

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

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

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

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

# Proposed Catalog Description of Minor

# Latin American Studies Minor

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

### Requirements

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

* [LLAS 2011W](https://catalog.uconn.edu/LLAS/#2011W), [2012,](https://catalog.uconn.edu/LLAS/#2012) [2995](https://catalog.uconn.edu/LLAS/#2995), [3293](https://catalog.uconn.edu/LLAS/#3293), [3998](https://catalog.uconn.edu/LLAS/#3998), [3999](https://catalog.uconn.edu/LLAS/#3999), [4212](https://catalog.uconn.edu/LLAS/#4212), [4994W](https://catalog.uconn.edu/LLAS/#4994W) ;
* [ANTH/LLAS 3021](https://catalog.uconn.edu/ANTH/#3021), ANTH/LLAS [3029](https://catalog.uconn.edu/ANTH/#3029), [ANTH 3041/LLAS 3241](https://catalog.uconn.edu/LLAS/#3241), ANTH [3042](https://catalog.uconn.edu/ANTH/#3042), ANTH [3150](https://catalog.uconn.edu/ANTH/#3150), ANTH/AFRA [3152](https://catalog.uconn.edu/ANTH/#3152); ANTH/HRTS/LLAS 3327
* [~~ARTH 3610~~](https://catalog.uconn.edu/ARTH/#3610)~~,~~ [~~3620~~](https://catalog.uconn.edu/ARTH/#3620), ARTH [3630](https://catalog.uconn.edu/ARTH/#3630)/W, [3640](https://catalog.uconn.edu/ARTH/#3640)/W, [3645](https://catalog.uconn.edu/ARTH/#3645)/W;
* [ECON](https://catalog.uconn.edu/ECON/#2474)/[LLAS 2474](https://catalog.uconn.edu/LLAS/#2474)
* [GEOG 4710](https://catalog.uconn.edu/GEOG/#4710);
* ~~HIST 3610,~~ HIST/LLAS/AFRA 3618, HIST/LLAS/AFRA [3619](https://catalog.uconn.edu/HIST/#3619), HIST/LLAS/AFRA 3619W, HIST/AFRA [3620](https://catalog.uconn.edu/HIST/#3620), HIST [3621](https://catalog.uconn.edu/HIST/#3621), HIST/LLAS/AFRA/WGSS [3622](https://catalog.uconn.edu/HIST/#3622), [~~3640~~](https://catalog.uconn.edu/HIST/#3640)~~,~~ HIST [3643](https://catalog.uconn.edu/HIST/#3643), HIST/URBN [3650](https://catalog.uconn.edu/HIST/#3650), HIST [4994W](https://catalog.uconn.edu/HIST/#4994W); HIST/AFRA 3206; HIST/LLAS/AFRA 3208; [HIST/LLAS 3607](https://catalog.uconn.edu/LLAS/#3607), HIST/LLAS [3608W](https://catalog.uconn.edu/HIST/#3608W), HIST/LLAS [3609](https://catalog.uconn.edu/LLAS/#3609), HIST/LLAS [3635](https://catalog.uconn.edu/LLAS/#3635), HIST/LLAS [3660W](https://catalog.uconn.edu/LLAS/#3660W);
* [POLS 3218](https://catalog.uconn.edu/POLS/#3218), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237); POLS/LLAS [3667](https://catalog.uconn.edu/LLAS/#3667), [POLS 3834](https://catalog.uconn.edu/POLS/#3834)/[LLAS 3271,](https://catalog.uconn.edu/LLAS/#3271)
* [SPAN 3201](https://catalog.uconn.edu/SPAN/#3201), [3205](https://catalog.uconn.edu/SPAN/#3205), [3207](https://catalog.uconn.edu/SPAN/#3207), [3214](https://catalog.uconn.edu/SPAN/#3214), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3254](https://catalog.uconn.edu/SPAN/#3254), [3260](https://catalog.uconn.edu/SPAN/#3260), [3266,](https://catalog.uconn.edu/SPAN/#3266) [3267W](https://catalog.uconn.edu/SPAN/#3267W); [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)

*With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special topics courses HRTS 3298, AFRA 3898, ANTH 3098, SPAN 3298, HIST 3098, WGSS 3998 and POLS 2998 may also count towards the minor with advisor consent.*

### Language Requirement

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

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

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

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

# Justification

1. Reasons for changing the minor: History is now offering more regularly courses in question, and adding them to our minor will increase course options for students; addition of cross-list language will facilitate student understanding of their ability to balance 3 disciplines within the minor in a wide variety of ways; elimination of no longer extant courses reduces confusion.

2. Effects on students: Can take any open seat in a course

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 01/20/20 by email.

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

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

**2020-48 MARN 3060 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15000 |
| **Request Proposer** | Dierssen |
| **Course Title** | Coastal Circulation and Sediment Transport |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Coastal Circulation and Sediment Transport |
| **Course Number** | 3060 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2022 |
| **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** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and experiential learning via field trips |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | MARN 3001 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MARN 3060. Coastal Circulation and Sediment Transport 3.00 credits Prerequisites: MARN 2002 and 3001; MATH 1110 or 1120 or 1131 or 1151. Grading Basis: Graded Circulation and mixing in estuaries and the inner continental shelf, including surface gravity waves, tides, and buoyancy and wind-driven circulation. Coastal sediments, geomorphology, and processes of sedimentation, erosion and bioturbation. Required field trips. |
| **Provide proposed title and complete course catalog copy** | MARN 3060. Coastal Circulation and Sediment Transport 3.00 credits Prerequisites: MARN 3001 Grading Basis: Graded Circulation and mixing in estuaries and the inner continental shelf, including surface gravity waves, tides, and buoyancy and wind-driven circulation. Coastal sediments, geomorphology, and processes of sedimentation, erosion and bioturbation. Required field trips |
| **Reason for the course action** | Change the prerequisites to remove MARN 2002 which is no longer offered and remove Math prerequisites which are already included in MARN 3001. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Identify mechanisms of resuspension and turbulence in estuarine waters 2. Understand the theory of waves in coastal waters and impact on sediment processes 3. Evaluate and implement methods to measure and model sediment processes 4. Identify and evaluate shoreline protection strategies |
| **Describe course assessments** | Grades will be based on 6 homework sets (30%), 4 Quizzes (40%), and a final exam (30%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN3060\_Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169375&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc3b87c531e544c14ea9208d7a04c87bc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637154122877581352&sdata=IgmbcYElpcA2uhxXxaRtbNzDjGx4cEKciZLpTYpstLE%3D&reserved=0) | MARN3060\_Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 01/23/2020 - 14:30 | Submit |  | Submit this for approval. | | Marine Sciences | Heidi M Dierssen | 01/23/2020 - 15:23 | Approve | 1/17/2020 | Please approve so we can delete MARN 2002 | |

**2020-49 MATH-ACT-FINA    Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: January 6, 2020

2. Department or Program: Mathematics

3. Title of Major: Mathematics-Actuarial Science-Finance

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

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

5. Nature of change: This major has existed for about 5 years. The major currently requires students to take five specific Finance courses, in addition to all of the courses required in the Mathematics-Actuarial Science major. After this major was created, the Finance Department has added numerous new courses that would be beneficial to students in this major. With the changes, students in the major will be required to take three specific Finance courses (including one new course) and choose two additional Finance courses from a list of six options. These choices allow students to choose Finance courses that closely align with their career and learning objectives.

# Existing Catalog Description of Major

### **Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance**

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 40 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas and 15 credits in Finance.

The required courses are MATH 2110Q or 2130 or 2143, MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445; ACCT 2001; FNCE 3302, 4209, 4302, 4305, and either FNCE 4306 or 4895.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

# Proposed Catalog Description of Major

### **Bachelor of Science or Arts in Mathematics-Actuarial Science-Finance**

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 40 credits at the 2000 level or above in Mathematics, Statistics, Business, and related areas and 15 credits in Finance.

The required courses are MATH 2110Q or 2130 or 2143, MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445; ACCT 2001; FNCE ~~3302,~~ 4209, ~~4302, 4305, and either FNCE~~ 4306, 4430 ~~or 4895~~.

The remainder of the 15 credits of finance must be chosen from FNCE 4302, 4304, 4305, 4307, 4308 and 4309.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2705W, 2710W, 2720W, 2794W, 3670W, 3710W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least “B”;

2. successfully completed an honors calculus course with a grade of at least “C”;

3. received AP credit for MATH 1131Q; or

4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

# Justification

1. Reasons for changing the major: The Finance Department has added numerous new courses that would be beneficial to students in the Mathematics-Actuarial Science-Finance major. The change to the major makes these courses available to Mathematics-Actuarial Science-Finance majors, and provides these students the opportunity to choose Finance courses that more closely align with their career and learning objectives.

2. Effects on students: The change provides students the opportunity to enroll in new Finance courses that were added after this major was created, and to choose Finance courses that more closely align with their career and learning objectives without changing the required number of courses nor the required number of credits.

3. Effects on other departments: No effect on other departments within CLAS. It actually benefits the School of Business by lessening the demand for seats in certain classes, because these students will now be choosing amongst a list of optional courses, rather than competing for seats in a narrower list of required courses.

4. Effects on regional campuses: None

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

    Math Department Curriculum Committee: 10/15/19

Finance Department: 11/15/2019

    Math Department Faculty: 1/2/2020

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

James E. Trimble, 486-8392, james.trimble@uconn.edu

**2020-50 Physics BS General Concentration Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01/19/2020

2. Department or Program: PHYS

3. Title of Major: **Physics BS General Concentration**

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

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

5. Nature of change: several required courses and course number updates made in catalog description of major

# Existing Catalog Description of Major

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 36 credits must be physics courses. The 36 credits of physics must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), and [3401](https://catalog.uconn.edu/PHYS/#3401), and at least three credits of an advanced laboratory ([PHYS 2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). It is strongly recommended that students going on to graduate school in physics take [PHYS 3402](https://catalog.uconn.edu/PHYS/#3402). All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

# Proposed Catalog Description of Major

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 36 credits must be physics courses. The 36 credits of physics must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), and [3401](https://catalog.uconn.edu/PHYS/#3401), and at least three credits of an advanced laboratory (PHYS **3501**, [3150](https://catalog.uconn.edu/PHYS/#3150), or **4150**). It is strongly recommended that students going on to graduate school in physics take [PHYS 3402](https://catalog.uconn.edu/PHYS/#3402). All students are strongly encouraged to participate in an undergraduate research project. An experimental research project (PHYS **3989**) may count towards the advanced laboratory requirement. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099) may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

# Justification

1. Reasons for changing the major: PHYS 2502 was replaced by PHYS 3501;

PHYS 4900 should be changed to PHYS 4150; and

the independent study most appropriate to count as an advanced lab would be PHYS 3989 (Undergraduate Research) rather than 4099.

2. Effects on students: none; physics advisors will apply appropriate credit for students who have older course requirement before replacement courses and numbers took effect.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 01/16/2020

    Department Faculty:

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

Vernon Cormier, 6-3547, vernon.cormier@uconn.edu

**2020-51 Physics BS Applied Concentration Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01/19/2020

2. Department or Program: PHYS

3. Title of Major: **Physics BS Applied Concentration**

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

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

5. Nature of change: several required courses and course number updates made in catalog description of major

# Existing Catalog Description of Major

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 30 credits must be physics courses. The 30 credits must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300), plus a minimum of nine credits from the following eight courses: [PHYS 2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900), and 5621, with at least three of the nine credits being from an advanced laboratory ([PHYS 2502](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or [4900](https://catalog.uconn.edu/PHYS/#4900)). These eight courses involve the application of knowledge from multiple basic subjects, i.e., from mechanics, electricity and magnetism, statistical and thermal physics, and quantum mechanics. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering. To complete the 48 total required credits for the applied option, the remaining six credits may come from 2000-level or above courses in physics, other sciences, mathematics, or engineering. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099), may be counted towards this degree option.

# Proposed Catalog Description of Major

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 30 credits must be physics courses. The 30 credits must include [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), and [3300](https://catalog.uconn.edu/PHYS/#3300), plus a minimum of nine credits from the following courses: PHYS **3501**, [3150](https://catalog.uconn.edu/PHYS/#3150), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), **and either 4710 or 4720 or 4730 or 4740**, with at least three of the nine credits being from an advanced laboratory ([PHYS **3501**](https://catalog.uconn.edu/PHYS/#2502), [3150](https://catalog.uconn.edu/PHYS/#3150), or **4150**). **These courses involve the application of the basic physics subjects; i.e. mechanics, electricity and magnetism, thermodynamics, and quantum mechanics, in the introduction of the major subfields of physics.** All students are strongly encouraged to participate in an undergraduate research project. An experimental research project ([PHYS 4099](https://catalog.uconn.edu/PHYS/#4099)) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering. To complete the 48 total required credits for the applied option, the remaining six credits may come from 2000-level or above courses in physics, other sciences, mathematics, or engineering. No more than six credits from [PHYS 4099](https://catalog.uconn.edu/PHYS/#4099), may be counted towards this degree option.

# Justification

1. Reasons for changing the major: PHYS 2502 was replaced by PHYS 3501;

PHYS 4900 and 5621 are removed from list of restricted electives; removed description of “eight” elective courses; newly approved astrophysics courses added as possible electives.

2. Effects on students: none; physics advisors will apply appropriate credit for students who have older course requirement before replacement courses and numbers took effect.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 01/16/2020

    Department Faculty:

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

Vernon Cormier, 6-3547, vernon.cormier@uconn.edu

**2020-52 Physics BS Math-Physics Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01/19/2020

2. Department or Program: PHYS

3. Title of Major: **Physics BS Math-Physics**

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

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

5. Nature of change: several required courses and course number updates made in catalog description of major

# Existing Catalog Description of Major

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W).

**Track A – Physics Emphasis**

In addition to the general education’s requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q).
2. All of: [MATH 3146](https://catalog.uconn.edu/MATH/#3146), [3410](https://catalog.uconn.edu/MATH/#3410), [3510](https://catalog.uconn.edu/MATH/#3510) and [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any nine credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [2502](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).

**Track B – Math Emphasis**

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)) [2710](https://catalog.uconn.edu/MATH/#2710) (or [2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q)) and [3146](https://catalog.uconn.edu/MATH/#3146); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q) and [3146](https://catalog.uconn.edu/MATH/#3146)
2. All of: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any 3 credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), [2502](https://catalog.uconn.edu/PHYS/#2502), [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3300](https://catalog.uconn.edu/PHYS/#3300), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4300](https://catalog.uconn.edu/PHYS/#4300), [4350](https://catalog.uconn.edu/PHYS/#4350), [4900](https://catalog.uconn.edu/PHYS/#4900).
4. Any 4 courses from [MATH 3150](https://catalog.uconn.edu/MATH/#3150) (or [4110](https://catalog.uconn.edu/MATH/#4110)), [3151](https://catalog.uconn.edu/MATH/#3151), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230) (or [4210](https://catalog.uconn.edu/MATH/#4210)), [3330](https://catalog.uconn.edu/MATH/#3330) (or [4310](https://catalog.uconn.edu/MATH/#4310)), [3370](https://catalog.uconn.edu/MATH/#3370), [3410](https://catalog.uconn.edu/MATH/#3410).

# Proposed Catalog Description of Major

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W).

**Track A – Physics Emphasis**

In addition to the general education’s requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q).
2. All of: [MATH 3146](https://catalog.uconn.edu/MATH/#3146), [3410](https://catalog.uconn.edu/MATH/#3410), [3510](https://catalog.uconn.edu/MATH/#3510) and [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3300](https://catalog.uconn.edu/PHYS/#3300), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any nine credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), **3501**, [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), **or one of 4710, 4720, 4730 or 4740**

**Track B – Math Emphasis**

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

1. Either: (i) [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](https://catalog.uconn.edu/MATH/#2130Q) or [2143Q](https://catalog.uconn.edu/MATH/#2143Q)) and [2210Q](https://catalog.uconn.edu/MATH/#2210Q) and [2410Q](https://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](https://catalog.uconn.edu/MATH/#2420Q)) [2710](https://catalog.uconn.edu/MATH/#2710) (or [2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q)) and [3146](https://catalog.uconn.edu/MATH/#3146); or (ii) [MATH 2141Q](https://catalog.uconn.edu/MATH/#2141Q) and [2142Q](https://catalog.uconn.edu/MATH/#2142Q) and [2143Q](https://catalog.uconn.edu/MATH/#2143Q) and [2144Q](https://catalog.uconn.edu/MATH/#2144Q) and [3146](https://catalog.uconn.edu/MATH/#3146)
2. All of: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), [3401](https://catalog.uconn.edu/PHYS/#3401).
3. Any 3 credits from: [PHYS 2200](https://catalog.uconn.edu/PHYS/#2200), [2400](https://catalog.uconn.edu/PHYS/#2400), **3501**, [3102](https://catalog.uconn.edu/PHYS/#3102), [3150](https://catalog.uconn.edu/PHYS/#3150), [3300](https://catalog.uconn.edu/PHYS/#3300), [3989](https://catalog.uconn.edu/PHYS/#3989), [4093](https://catalog.uconn.edu/PHYS/#4093), [4095](https://catalog.uconn.edu/PHYS/#4095), [4096W](https://catalog.uconn.edu/PHYS/#4096W), [4098](https://catalog.uconn.edu/PHYS/#4098), [4099](https://catalog.uconn.edu/PHYS/#4099), [3402](https://catalog.uconn.edu/PHYS/#3402), [4100](https://catalog.uconn.edu/PHYS/#4100), [4130](https://catalog.uconn.edu/PHYS/#4130), [4140](https://catalog.uconn.edu/PHYS/#4140), [4150](https://catalog.uconn.edu/PHYS/#4150), [4210](https://catalog.uconn.edu/PHYS/#4210), [4350](https://catalog.uconn.edu/PHYS/#4350), **4710**, **4720**, **4730**, **4740** [4900](https://catalog.uconn.edu/PHYS/#4900).

Any 4 courses from [MATH 3150](https://catalog.uconn.edu/MATH/#3150) (or [4110](https://catalog.uconn.edu/MATH/#4110)), [3151](https://catalog.uconn.edu/MATH/#3151), [3160](https://catalog.uconn.edu/MATH/#3160), [3210](https://catalog.uconn.edu/MATH/#3210), [3230](https://catalog.uconn.edu/MATH/#3230) (or [4210](https://catalog.uconn.edu/MATH/#4210)), [3330](https://catalog.uconn.edu/MATH/#3330) (or [4310](https://catalog.uconn.edu/MATH/#4310)), [3370](https://catalog.uconn.edu/MATH/#3370), [3410](https://catalog.uconn.edu/MATH/#3410).

# Justification

1. Reasons for changing the major: PHYS 2502 was replaced by PHYS 3501;

PHYS 4300 has been revised and renumbered to 4730; remove PHYS 4900; newly approved astrophysics courses added among electives.

2. Effects on students: none; physics advisors will apply appropriate credit for students who have older course requirement before replacement courses and numbers took effect.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 01/16/2020

    Department Faculty:

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

Vernon Cormier, 6-3547, vernon.cormier@uconn.edu

**2020-53 BS in Engineering Physics Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 01/19/2020

2. Department or Program: PHYS

3. Title of Major: **Bachelor of Science in Engineering Physics**

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

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

5. Nature of change: 1 of 2 possible courses, either ECE 4111 or ECE 4112, is now allowed to satisfy requirements in electrical engineering.

# Existing Catalog Description of Major

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225), [4111](https://catalog.uconn.edu/ECE/#4111), [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

# Proposed Catalog Description of Major

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225), [4111](https://catalog.uconn.edu/ECE/#4111) or 4112, [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

# Justification

1. Reasons for changing the major: This is a joint major managed between physics and engineering. Engineering has already approved and been implementing the change since 2013. This is submitted to make the PHYS catalog section compatible with engineering listing of this major.

2. Effects on students: none

3. Effects on other departments: none – see item 1. Above.

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 01/16/2020

    Department Faculty:

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

Vernon Cormier, 6-3547, vernon.cormier@uconn.edu

Note: the change is very small and hard to detect in comparing listings. See the underlining in the new proposed listing “4111 or 4112”.

**2020-54 POLS                     Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 12/4/19

2. Department or Program: Political Science

3. Title of Major: Political Science

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

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

5. Nature of change: Adding new courses to the major plan of study

# Existing Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

### **Major Courses**

1. A minimum of nine credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](https://catalog.uconn.edu/POLS/#1002)), Comparative Politics ([POLS 1202](https://catalog.uconn.edu/POLS/#1202) or [1207](https://catalog.uconn.edu/POLS/#1207)), International Relations ([POLS 1402](https://catalog.uconn.edu/POLS/#1402)), and American Politics ([POLS 1602](https://catalog.uconn.edu/POLS/#1602)). It is recommended that these courses be taken during the first two years of study.
2. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
   1. At least one course in four of the following six subdivisions (total of 12 credits):
      * **Theory and Methodology:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017),[3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672)
      * **Comparative Politics:** [POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202), [3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239),[3245](https://catalog.uconn.edu/POLS/#3245), [3249](https://catalog.uconn.edu/POLS/#3249), [3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)
      * **International Relations:** [POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432),[3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476)
      * **American Politics:** [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), [3602](https://catalog.uconn.edu/POLS/#3602), [3604](https://catalog.uconn.edu/POLS/#3604), [3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617), [3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3850](https://catalog.uconn.edu/POLS/#3850)
      * **Public Administration, Policy and Law:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)
      * **Race, Gender, and Ethnic Politics:** [POLS 3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218), [3247](https://catalog.uconn.edu/POLS/#3247), [3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632), [3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837)
   2. Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
   3. Students must take at least one 3 credit W course within the major. Advanced information literary exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

#### **Notes**

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](https://catalog.uconn.edu/POLS/#2998) courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at [polisci.uconn.edu](http://polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted towards part one only with the consent of the advisor. [POLS 3023](https://catalog.uconn.edu/POLS/#3023), [3426](https://catalog.uconn.edu/POLS/#3426), [3991](https://catalog.uconn.edu/POLS/#3991), [3993](https://catalog.uconn.edu/POLS/#3993), [3999](https://catalog.uconn.edu/POLS/#3999), [4994](https://catalog.uconn.edu/POLS/#4994), and [4997W](https://catalog.uconn.edu/POLS/#4997W) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](https://catalog.uconn.edu/POLS/#3991)) can be counted toward the 24 credits.

#### **Related Courses**

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on [polisci.uconn.edu](http://polisci.uconn.edu/). Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

A minor in [Political Science](https://catalog.uconn.edu/minors/political-science/) is described in the Minors section.

# Proposed Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

### **Major Courses**

1. A minimum of nine credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](https://catalog.uconn.edu/POLS/#1002)), Comparative Politics ([POLS 1202](https://catalog.uconn.edu/POLS/#1202) or [1207](https://catalog.uconn.edu/POLS/#1207)), International Relations ([POLS 1402](https://catalog.uconn.edu/POLS/#1402)), and American Politics ([POLS 1602](https://catalog.uconn.edu/POLS/#1602)). It is recommended that these courses be taken during the first two years of study.
2. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
   1. At least one course in four of the following six subdivisions (total of 12 credits):
      * **Theory and Methodology:** [POLS 2023, 2062](https://catalog.uconn.edu/POLS/#2062), [2072Q](https://catalog.uconn.edu/POLS/#2072Q), 2073Q, [3002](https://catalog.uconn.edu/POLS/#3002), [3012](https://catalog.uconn.edu/POLS/#3012), [3017](https://catalog.uconn.edu/POLS/#3017), 3019,[3022W](https://catalog.uconn.edu/POLS/#3022W), [3032](https://catalog.uconn.edu/POLS/#3032), [3042](https://catalog.uconn.edu/POLS/#3042), [3062](https://catalog.uconn.edu/POLS/#3062), [3072](https://catalog.uconn.edu/POLS/#3072), [3082](https://catalog.uconn.edu/POLS/#3082), [3672](https://catalog.uconn.edu/POLS/#3672)
      * **Comparative Politics:** [POLS 2222](https://catalog.uconn.edu/POLS/#2222), [3202](https://catalog.uconn.edu/POLS/#3202), [3203](https://catalog.uconn.edu/POLS/#3203), [3205](https://catalog.uconn.edu/POLS/#3205), [3206](https://catalog.uconn.edu/POLS/#3206), [3208](https://catalog.uconn.edu/POLS/#3208), [3209](https://catalog.uconn.edu/POLS/#3209), [3211](https://catalog.uconn.edu/POLS/#3211), [3212](https://catalog.uconn.edu/POLS/#3212), [3214](https://catalog.uconn.edu/POLS/#3214), [3216](https://catalog.uconn.edu/POLS/#3216), [3228](https://catalog.uconn.edu/POLS/#3228), [3235](https://catalog.uconn.edu/POLS/#3235), [3237](https://catalog.uconn.edu/POLS/#3237), [3239](https://catalog.uconn.edu/POLS/#3239), 3240,[3245](https://catalog.uconn.edu/POLS/#3245), [3249](https://catalog.uconn.edu/POLS/#3249), [3250](https://catalog.uconn.edu/POLS/#3250), [3252](https://catalog.uconn.edu/POLS/#3252), [3255](https://catalog.uconn.edu/POLS/#3255), [3256](https://catalog.uconn.edu/POLS/#3256)
      * **International Relations:** [POLS 3247](https://catalog.uconn.edu/POLS/#3247), [3402](https://catalog.uconn.edu/POLS/#3402), [3406](https://catalog.uconn.edu/POLS/#3406), [3410](https://catalog.uconn.edu/POLS/#3410), [3412](https://catalog.uconn.edu/POLS/#3412), [3414](https://catalog.uconn.edu/POLS/#3414), [3418](https://catalog.uconn.edu/POLS/#3418), [3422](https://catalog.uconn.edu/POLS/#3422), [3428](https://catalog.uconn.edu/POLS/#3428), [3429](https://catalog.uconn.edu/POLS/#3429), [3430](https://catalog.uconn.edu/POLS/#3430), [3432](https://catalog.uconn.edu/POLS/#3432), 3434,[3437](https://catalog.uconn.edu/POLS/#3437), [3438W](https://catalog.uconn.edu/POLS/#3438W), [3442](https://catalog.uconn.edu/POLS/#3442), [3447](https://catalog.uconn.edu/POLS/#3447), [3457](https://catalog.uconn.edu/POLS/#3457), [3462](https://catalog.uconn.edu/POLS/#3462), [3464](https://catalog.uconn.edu/POLS/#3464), [3472](https://catalog.uconn.edu/POLS/#3472), [3476](https://catalog.uconn.edu/POLS/#3476), 3710
      * **American Politics:** [POLS 2607](https://catalog.uconn.edu/POLS/#2607), [2622](https://catalog.uconn.edu/POLS/#2622), 3600, 3601, [3602](https://catalog.uconn.edu/POLS/#3602), 3603WQ, [3604](https://catalog.uconn.edu/POLS/#3604), 3606,3608,3610,[3612](https://catalog.uconn.edu/POLS/#3612), [3613](https://catalog.uconn.edu/POLS/#3613), [3615](https://catalog.uconn.edu/POLS/#3615), [3617](https://catalog.uconn.edu/POLS/#3617), [3618](https://catalog.uconn.edu/POLS/#3618), [3622](https://catalog.uconn.edu/POLS/#3622), [3625](https://catalog.uconn.edu/POLS/#3625), [3627](https://catalog.uconn.edu/POLS/#3627), [3632](https://catalog.uconn.edu/POLS/#3632), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), 3720,[3850](https://catalog.uconn.edu/POLS/#3850)
      * **Public Administration, Policy and Law:** [POLS 2062](https://catalog.uconn.edu/POLS/#2062), [3802](https://catalog.uconn.edu/POLS/#3802), [3807](https://catalog.uconn.edu/POLS/#3807), [3812](https://catalog.uconn.edu/POLS/#3812), [3817](https://catalog.uconn.edu/POLS/#3817), [3822](https://catalog.uconn.edu/POLS/#3822), [3827](https://catalog.uconn.edu/POLS/#3827), [3832](https://catalog.uconn.edu/POLS/#3832), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837), [3842](https://catalog.uconn.edu/POLS/#3842), [3847](https://catalog.uconn.edu/POLS/#3847), [3857](https://catalog.uconn.edu/POLS/#3857)
      * **Race, Gender, and Ethnic Politics:** [POLS 3019,3082](https://catalog.uconn.edu/POLS/#3082), [3210](https://catalog.uconn.edu/POLS/#3210), [3216](https://catalog.uconn.edu/POLS/#3216), [3218](https://catalog.uconn.edu/POLS/#3218), [3247](https://catalog.uconn.edu/POLS/#3247), [3249](https://catalog.uconn.edu/POLS/#3249), [3252](https://catalog.uconn.edu/POLS/#3252), [3418](https://catalog.uconn.edu/POLS/#3418), [3464](https://catalog.uconn.edu/POLS/#3464), [3632](https://catalog.uconn.edu/POLS/#3632), [3633](https://catalog.uconn.edu/POLS/#3633), [3642](https://catalog.uconn.edu/POLS/#3642), [3647](https://catalog.uconn.edu/POLS/#3647), [3652](https://catalog.uconn.edu/POLS/#3652), [3662](https://catalog.uconn.edu/POLS/#3662), [3667](https://catalog.uconn.edu/POLS/#3667), [3672](https://catalog.uconn.edu/POLS/#3672), [3807](https://catalog.uconn.edu/POLS/#3807), [3834](https://catalog.uconn.edu/POLS/#3834), [3837](https://catalog.uconn.edu/POLS/#3837)
   2. Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
   3. Students must take at least one 3 credit W course within the major. Advanced information literary exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

#### **Notes**

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](https://catalog.uconn.edu/POLS/#2998) courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at [polisci.uconn.edu](http://polisci.uconn.edu/). [POLS 3995](https://catalog.uconn.edu/POLS/#3995) courses may be counted towards part one only with the consent of the advisor. [POLS 2993, 3023](https://catalog.uconn.edu/POLS/#3023), [3426](https://catalog.uconn.edu/POLS/#3426), [3991](https://catalog.uconn.edu/POLS/#3991), [3993](https://catalog.uconn.edu/POLS/#3993), [3999](https://catalog.uconn.edu/POLS/#3999), [4994](https://catalog.uconn.edu/POLS/#4994), and [4997W](https://catalog.uconn.edu/POLS/#4997W) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](https://catalog.uconn.edu/POLS/#3991)) can be counted toward the 24 credits.

#### **Related Courses**

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on [polisci.uconn.edu](http://polisci.uconn.edu/). Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

A minor in [Political Science](https://catalog.uconn.edu/minors/political-science/) is described in the Minors section.

# Justification

1. Reasons for changing the major: Adding the following courses:

* 2073Q Advanced Quantitative Methods (Theory Subdivision)
* 3600 Making the Modern American Presidency (American Subdivision)
* 3601 Modern American Presidency (American Subdivision)
* 3603WQ: Congressional Apportionment and Redistricting (American Subdivision)
* 2023/W Political Theory in Film (Theory Subdivision)

Added a POLS 2993 Foreign Study course and updated the “rules” on the plan of study to include this course.

2. Effects on students: Additional major courses

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee:

    Department Faculty: 12/4/19

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

Oksan Bayulgen

[Oksan.bayulgen@uconn.edu](mailto:Oksan.bayulgen@uconn.edu)

**2020-55 SCFS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: October 22, 2019

2. Department or Program: EVST

3. Title of Minor: Sustainable Community Food Systems

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

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

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

# Existing Catalog Description of Minor

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

**Requirements**

The minor consists of 18 credits as follows:

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

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

# Proposed Catalog Description of Minor

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

**Requirements**

The minor consists of 18 credits as follows:

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

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

# Justification

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

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

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

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

4. Effects on regional campuses: None

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

    Department Curriculum Committee:

    Department Faculty:

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

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

**2020-56 STAT 6315 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14898 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Statistical Inference I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Statistical Inference I |
| **Course Number** | 6315 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just adding a note in the prerequisite of this course. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.0 |
| **Instructional Pattern** | Lectures |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission (RG814). |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | STAT 6315. Statistical Inference I 3.00 credits Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Exponential families, sufficient statistics, loss function, decision rules, convexity, prior information, unbiasedness, Bayesian analysis, minimaxity, admissibility, simultaneous and shrinkage estimation, invariance, equivariant estimation. |
| **Provide proposed title and complete course catalog copy** | STAT 6315. Statistical Inference I 3.00 credits Prerequisites: Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission (RG814). Grading Basis: Graded Exponential families, sufficient statistics, loss function, decision rules, convexity, prior information, unbiasedness, Bayesian analysis, minimaxity, admissibility, simultaneous and shrinkage estimation, invariance, equivariant estimation. |
| **Reason for the course action** | Currently, several of our advanced courses are open to all the graduate students in our department. These courses are required for PhD students to pass the General Examination. However, many MS students are taking the courses. This action is to help maintain the standard of these advance PhD level courses (and also the MS's GPA). |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course will develop a theoretical understanding of statistical decision theory and Bayesian analysis. |
| **Describe course assessments** | Homework, quizzes, exams, and a course project is recomended. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [stat6315Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169300&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3af1d4cbcaa54696e1b608d7a13302a5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155112782021546&sdata=pSwr8eGKc8sIvt%2BVB57FyvjX09Dfgdv0QZ7X3regYrQ%3D&reserved=0) | stat6315Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 01/20/2020 - 10:16 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 01/22/2020 - 14:29 | Approve | 1/22/2020 | none | |

**Stat 6315-001. Statistical Inference I**

Fall 2019

**Instructor:** Dr. Dipak K. Dey

Board of Trustees Distinguished Professor, Department of Statistics

AUST 327, Phone: (860) 486-4755; Email: [dipak.dey@uconn.edu](mailto:dipak.dey@uconn.edu) Personal Website: [http://merlot.stat.uconn.edu/*∼*dey](http://merlot.stat.uconn.edu/%7Edey)

**Office Hours**: Tuesday 1:00pm-2:00pm and Thursday 1:00pm-2:00pm or by appointment **Class Hours**: Tuesday and Thursday 2:00-3:30pm; **Class Room:** AUST 163 **Teaching Assistant:** Jiyeon Song, *Office:* AUST 325, Email: [jiy](mailto:jiyeon.song@uconn.edu)[eon.song@uconn.edu](mailto:eon.song@uconn.edu) **Textbook:**

*Statistical Decision Theory and Bayesian Analysis*, Second Edition, James O. Berger,

Springer-Verlag, 1985

# References:

*The Bayesian Choice*, Second Edition, Christian P. Robert, Springer-Verlag, 2001.

*Theory of Point Estimation*, Second Edition, E.L. Lehmann and G. Casella, Springer- Verlag, 1998.

# Topics:

Topics to be covered are: exponential families, sufficient statistics, loss function, decision rules, convexity, prior information, unbiasedness, Bayesian analysis, minimaxity, admissibil- ity, simultaneous and shrinkage estimation, and invariance.

# Chapters:

We will mainly cover Chapters 1, 2, 3, 4, 5, and 8 of the textbook. The students will be expected to master the basic material and to demonstrate a broader and deeper understanding in those chapters. If time permits, some selected topics will be covered.

# Course Material:

Course syllabus, lecture notes, homework assignments, and some other related course materials will be posted on the HuskyCT course website:

*•*

https://learn.uconn.edu/.

The lecture notes will be available before each class. The students are responsible to download or print out all required course materials.

*•*

# Assignments:

Problems from the chapters of the textbook will be routinely assigned. Some additional problems which are not from the textbook may also be assigned.

*•*

The assignment along with the due day information will be posted on the HuskyCT course website.

*•*

* The students are required to complete every problem assigned.

Please note that **No late assignment** is accepted except for medical emergencies with appropriate documents.

*•*

# Exams:

* There will be one midterm exam, one final exam.

All exams are in-class and close book. Class notes are not allowed; but one “cheat sheet” is allowed to be used in each exam.

*•*

Only in case of medical emergencies with appropriate documents, a make-up can be arranged. Normally no make-ups are given.

*•*

# Important Dates:

* The midterm exam. will be in class from 2 to 3:30 PM.
* The final exam will be given on the last day of class.
* A class project will be given before the Midterm and will be due before the final exam.

# Grading:

The grades will be assigned as follows:

|  |  |
| --- | --- |
| Homework Assignments | 30% |
| Midterm | 30% |
| Project | 10% |
| Final Exam | 30% |

**2020-57 STAT 6325 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14900 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Advanced Probability |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Advanced Probability |
| **Course Number** | 6325 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just adding a note in the prerequisite of this course. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.0 |
| **Instructional Pattern** | Lectures |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission (RG814). |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | STAT 6325. Advanced Probability 3.00 credits Prerequisites: Open to graduate students in Statistics, others with permission (RG814). Grading Basis: Graded Fundamentals of measure and integration theory: fields, o-fields, and measures; extension of measures; Lebesgue-Stieltjes measures and distribution functions; measurable functions and integration theorems; the Radon-Nikodym Theorem, product measures, and Fubini's Theorem. Introduction to measure-theoretic probability: probability spaces and random variables; expectation and moments; independence, conditioning, the Borel-Cantelli Lemmas, and other topics as time allows. |
| **Provide proposed title and complete course catalog copy** | STAT 6325. Advanced Probability 3.00 credits Prerequisites: Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission (RG814). Grading Basis: Graded Fundamentals of measure and integration theory: fields, o-fields, and measures; extension of measures; Lebesgue-Stieltjes measures and distribution functions; measurable functions and integration theorems; the Radon-Nikodym Theorem, product measures, and Fubini's Theorem. Introduction to measure-theoretic probability: probability spaces and random variables; expectation and moments; independence, conditioning, the Borel-Cantelli Lemmas, and other topics as time allows. |
| **Reason for the course action** | Currently, several of our advanced courses are open to all the graduate students in our department. These courses are required for PhD students to pass the General Examination. However, many MS students are taking the courses. This action is to help maintain the standard of these advance PhD level courses (and also the MS's GPA). |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course will develop a theoretical understanding of more advanced methods in probability. |
| **Describe course assessments** | Homework, quizzes, exams, and a course project is recomended. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus6325.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169304&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C46093c6db33b43d3380b08d7a132b1ad%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155111411273385&sdata=P5ppAurpCkIDWkwC05qWROSPXZJTH53m2goVIW2qfIw%3D&reserved=0) | syllabus6325.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 01/20/2020 - 10:24 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 01/22/2020 - 14:30 | Approve | 1/22/2020 | none | |

*University of Connecticut*

*STAT 6325, Advanced Probability*

**Instructor** Vladimir Pozdnyakov

*•*

Office CLAS 336

Email [Vladimir.Pozdnyakov@uconn.edu](mailto:Vladimir.Pozdnyakov@uconn.edu)

Office Hours Mon/Wed 11-noon, CLAS 336

* **Lectures** Mon 3-4pm/Wed 2-4pm, CLAS 313
* **Class Web Page** [http://merlot.stat.uconn.edu/~boba/stat6325/](http://merlot.stat.uconn.edu/%7Eboba/stat6325/)

**Text** Probability Essentials

*•*

*by Jean Jacod and Philip Protter*

# Syllabus

* + **Basic Set Theory**: Terminology and Notation, Limits of Sets, Fields, Monotonic Class, Dynkin’s theorem, Borel *σ*-fields
  + **Probability Space**: Definition and Basic Properties, Cumulative Distribution Function, Set Induction: Dynkin’s Theorem Again, Construction of Probability Spaces: Discrete Models, Construction of Probability Spaces: Uncountable Spaces, Lebesgue Measure on [0; 1]
  + **Random Variables**: Measurability Approximation by Simple Random Variables, Limits and Measurability, Composition and Measurability, Random Elements of Metric Spaces
  + **Independence**: Definitions of Independence, Basic Criterion of Independence, Borel- Cantelli Lemmas, Tail *σ*-field. Kolmogorov’s 0-1 Theorem
  + **Expectation**: Expectation of Simple Functions, Expectation (Lebesgue Integral), Prop- erties of Expectation, Taking Limits under Expectation Sign, Uniform Integrability, In- equalities for Expectations, Radon-Nikodym Theorem, Change of Variables in a Lebesgue Integral, Product Spaces and Fubini’s Theorem

# Exam

* + Midterm exam TBA
  + Final exam TBA

# Grades

* + both exams are oral
  + grades are based on the following sum: midterm (50 points) + final exam (100 points) + homework (50 points)
  + there will be no make-up exams

**2020-58 STAT 6515 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14897 |
| **Request Proposer** | Lachos Davila |
| **Course Title** | Statistical Inference II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Title** | Statistical Inference II |
| **Course Number** | 6515 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are just adding a note in the prerequisite of this course. |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.0 |
| **Instructional Pattern** | Lectures |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | STAT 6315. Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission. (RG527). |
| **Corequisites** | noe |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 6515. Statistical Inference II 3.00 credits Prerequisite: STAT 6315; Open to graduate students in Statisitcs, others with permission. (RG527). Grading Basis: Graded Statistics and subfields, conditional expectations and probability distributions, uniformly most powerful tests, uniformly most powerful unbiased tests, confidence sets, conditional inference, robustness, change point problems, order restricted inference, asymptotics of likelihood ratio tests. |
| **Provide proposed title and complete course catalog copy** | 6515. Statistical Inference II 3.00 credits Prerequisite: STAT 6315; Open to PhD students who have passed the PhD Qualifying Exam in Statistics, others with permission. (RG527). Grading Basis: Graded Statistics and subfields, conditional expectations and probability distributions, uniformly most powerful tests, uniformly most powerful unbiased tests, confidence sets, conditional inference, robustness, change point problems, order restricted inference, asymptotics of likelihood ratio tests. |
| **Reason for the course action** | Currently, several of our advanced courses are open to all the graduate students in our department. These courses are required for PhD students to pass the General Examination. However, many MS students are taking the courses. This action is to help maintain the standard of these advance PhD level courses (and also the MS's GPA). |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course will develop a theoretical understanding of more advanced statistical methods related to statistical inference. |
| **Describe course assessments** | Homework, quizzes, exams, and a course project is recomended. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [InfII\_syllabusSpring2019.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169302&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3dfffde6c18149a25ee008d7a13388d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637155115018416728&sdata=UTMMCnHLd%2FC8omHvACQBWPhL95yg%2FQ%2FNZy2QNsBaNRo%3D&reserved=0) | InfII\_syllabusSpring2019.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Victor Hugo Lachos Davila | 01/20/2020 - 09:16 | Submit |  | none | | Statistics | Victor Hugo Lachos Davila | 01/22/2020 - 14:28 | Approve | 1/22/2020 | none | |

STAT 6515: Statistical Inference II

Spring 2019

January 22, 2019

**Instructor :** Víctor Hugo Lachos Dávila

**Office :** 316 (AUSTIN BUILDING)

**Telephone :** (860) 486-5804

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

**Office hours :** TuTh 3:30pm – 4:30pm

**Class meetings :** TuTh 9:30 AM - 10:45 AM: MCHU 107

**Grader :** Daeyoung Lim

E-mail: daeyoung.lim@uconn.edu

**Textbooks :**

* Yudi Pawitan, In All Likelihood (IAL), Oxford University Press, 2001.
* E.L. Lehmann and G. Casella, Theory of Point Estimation, 2nd Edition (TPE2), Springer-Verlag, 1998.
* E.L. Lehmann and J.P. Romano. Testing Statistical Hypotheses, 3rd Edition (TSH3), Springer-Verlag, 2005.

**Class materials:** Available in HuskyCT

* Log in using your NetID and NetID password at <http://huskyct.uconn.edu>.
* Use HuskyCT to access homework assignment, assessment, but nothing else (no homework submission, no chatting, no mail, etc.).

**Tentative Topics:**

Maximum likelihood principles, sufficiency and completeness, exponential family, uniform minimum

variance unbiased estimator, shrinkage estimator, Fisher information, asymptotic theory of estimation,

nuisance parameters, UMP tests, multiple testing, EM algorithms.

**Tentative Topics:**

Chapters 2, 3, 5, 10, 11, 12, and 15 of IAL. Chapters 1, 2, and 6 of TPE2, and Chapters 3 and 9 of

TSH3.

**Grades:** Your course grade will be determined as follows:

Homework 20%

2 midterm exams 50% (25% each)

Final Exam 30%

Grades will be assigned according to the scale (but may be slightly adjusted): A = 87-100, B = 73-86, C 60-72, D = 50-59 and F= 0-50, with course components weighted as listed above.

**Homework:**

Problems from the chapters of the textbooks will be routinely assigned. Some additional problems which are not from the textbooks may also be assigned. The assignment along with the due day information will be posted on the HuskyCT course website. The students are required to complete every problem assigned. Please note that no late assignment is accepted except for medical emergencies with appropriate documents.

Although you are encouraged to discuss problems with each other, I expect each person to hand in their own work . No credit will be given to assignments that are substantially similar.

Homework will be due in the first 10 minutes of classes on the due date. Late homework will not be accepted for any reason.

The lowest homework grade will not count toward your final grade.

**Exams:** The three exams will feature questions covering mathematical details, conceptual understanding, and application of the procedures and techniques learned. They may involve in-class portions, take-home portions, or a mixture of the two.

The midterm exams are in-class and closed-book. You can bring in a two-sided sheet of notes. No calculators are allowed. The final exam will be comprehensive and cover the entire course.

Missed exams cannot be made up unless with documentation of reasons required by University policy.

**Tentative Schedule**:

Midterm Exam 1 Week 6 (Feb 25-March 01)

Midterm Exam 2 Week 10 (March 25-29)

Final Exam Week 15 (Saturday May 04, 10:00 AM to 12:00 AM)

**Class sessions:** Regular attendance is essential.

**Important notes:**

* This should not be your first course in Statistics.
* Working on all the exercise problems is recommended. You will not learn how to solve problems by merely watching someone else do them; you must do them on your own.
* Academic integrity is seriously regarded and academic misconduct has severe consequences; students from a different culture please be aware.
* Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Dean of Students Office with any questions. Thank you in advance for your cooperation.
* Do not ever hesitate to email me or stop by for a visit, my door is always open. I hope you have a great semester! I look forward to teaching you.

**2020-59 WGSS 5395 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14906 |
| **Request Proposer** | Naples |
| **Course Title** | Special Topics Seminiar in WGSS |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Special Topics Seminiar in WGSS |
| **Course Number** | 5395 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Change is only the title and description of the course. Course number remains the same |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture/seminar. |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 per course |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5395. Special Topics Seminar in Women's Studies 3.00 credits | May be repeated for a total of 9 credits. Prerequisites: None. Grading Basis: Graded Topics of current interest from a feminist perspective. |
| **Provide proposed title and complete course catalog copy** | 5395. Special Topics Seminar in Women's, Gender, and Sexuality Studies 3.00 credits | May be repeated for a total of 9 credits. Prerequisites: None. Grading Basis: Graded Topics of current interest from a feminist perspective. |
| **Reason for the course action** | To update the title to reflect the change in program title from Women's Studies to Women's, Gender and Sexuality Studies |
| **Specify effect on other departments and overlap with existing courses** | None anticipated |
| **Please provide a brief description of course goals and learning objectives** | Description varies depending on topic. |
| **Describe course assessments** | Assessment varies depending on topic. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [gender and human rights 5395 SYLLABUS.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169277&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2a1e234d674c419cd14908d79f489178%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637153006339322090&sdata=%2BGKK4EQzJikNsMNrsKAEBzX%2Ff1ZMkvsB6Mp0RvvXJvg%3D&reserved=0) | gender and human rights 5395 SYLLABUS.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 01/20/2020 - 14:19 | Submit |  | Approved by WGSS faculty October 20, 2019. If the course is relevant to another unit, we will reach out to cross-list with their Special Topics (e.g. this sample course would be ideal to cross-list with Human Rights. | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/22/2020 - 09:09 | Approve | 10/20/2020 | per director | |

**2020-60 WGSS 5398 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14907 |
| **Request Proposer** | Naples |
| **Course Title** | Variable Topics in WGSS |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Variable Topics in WGSS |
| **Course Number** | 5398 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Change is only in title. Will use the same course number. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 3 |
| **Variable Credits Max** | 9 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | seminar/lecture |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 per course |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5398. Variable Topics in Women's Studies 3.00 credits | May be repeated for a total of 9 credits. Prerequisites: None. Grading Basis: Graded With a change in topics, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | 5398. Variable Topics in Women's, Gender, and Sexuality Studies 3.00 credits | May be repeated for a total of 9 credits. Prerequisites: None. Grading Basis: Graded With a change in topics, may be repeated for credit. |
| **Reason for the course action** | Change in title from Variable topics in WS to WGSS to reflect change in program name. |
| **Specify effect on other departments and overlap with existing courses** | none anticipated |
| **Please provide a brief description of course goals and learning objectives** | Varies depending on course |
| **Describe course assessments** | Varies depending on course |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Race Sex and Place Grad Sem 5398.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169278&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C01d15f5fd81c43c8773908d79f48691e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637153005716083260&sdata=YqNcbgWcOs3qskDxkzbcvoxU0rIb%2BKxm0qjqhEKEx%2F8%3D&reserved=0) | Race Sex and Place Grad Sem 5398.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 01/20/2020 - 14:33 | Submit |  | Approved by WGSS faculty October 20, 1920. Depending on the course we would reach out to relevant unit to cross list with their variable topics course. For example, the sample syllabi would be ideal for cross-listing with Geography. | | Women's Gender and Sexuality Studies | Sherry L Zane | 01/22/2020 - 09:09 | Approve | 10/20/2020 | per director | |

**WGSS 5398**

**Theorizing Race, Sex, Space and Place**

***Instructor: Dr. Debanuj DasGupta***

The present political conjuncture is marked by uprisings against police brutality, contentious debates about borders, immigration and race in the US. The killing of black and brown bodies is a spatialized phenomenon, wherein, police and immigration agencies target specific neighborhoods and border areas. Such selective targeting frame racialized bodies in and through certain spaces. Further, the targeting is overtly sexual-through profiling black men and women, poor transgender people of color, migrant sex workers as criminalized bodies. The focus of the course is to understand how sex and gender based differences are constituted in and through space. Conversely, we shall consider how gender and sex norms, laws and statutes come to constitute space. Special emphasis will be given to topics such as #blacklivesmatter, detention and deportation, new ways of thinking about borders/territories/boundaries, police brutality, HIV/AIDS, and Human Rights.

The directed reading style seminar draws upon the field of Feminist and Queer geography. We shall first explore the vibrant, if often contentious, field of feminist geography. As a field, feminist geography has a relatively short but rich history, stemming in part from post-war feminist political movements. Today, feminist geography is characterized by its continued commitment to the politics of the personal, the contestation of knowledge production and conversations with other approaches, including queer, anti-racist, post-structuralist and Marxist theories. It covers many thematic areas, from established research on women’s participation in the paid labor market and the emergence of gendered divisions of work in the home to more nascent areas of inquiry on such topics as the cultural politics of masculinity, gender and affect and the geographies of the techno-cultural body. The course shall then introduce students to geographic approaches toward studies of sex and sexualities, and geographic approaches to justice & Human Rights. Drawing from these three inter-related fields, the seminar is clustered around urgent political themes that address issues of race, sex, gender, labor, capital and place at a multi-scalar level.

Assignments include:

1. Reading Responses: Students are required to choose three books from different themes and write a brief response of 1,500 words. The response needs to summarize main arguments, theoretical contributions, and critical assessment of methods & theoretical engagements. One of the response needs to be written as a book review.
2. Leading Seminar Discussions: Each student will choose 2 themes & prepare a set of questions that help frame conversations for this day. Students will collaboratively facilitate the discussions for the day.
3. Drawing upon the foundational texts, and the reading responses, students will write an original paper (8000-word) that helps deepen their analysis of race, sex, and place in their respective areas of research. We shall workshop abstract, and drafts during the semester in order to develop healthy writing practices & peer to peer writing support.

**Some Suggested Themes and Readings Include (these can be modified based on student interest):**

**What does Race, Sex, and Gender have to do with Space & Place?**

bell hooks: *Belonging: A Culture of Place*

Rashad Shabazz: *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago*

Lynda Johnston & Robyn Longhurst: *Space, Place, and Sex: Geographies of Sexualities*

Keeanga-Yamahtta Taylor: *From Black Lives Matter to Black Liberation*

Jafari S. Allen: *iVenceremos?: the Erotics of Black Self Making in Cuba*

Jin Haritaworn: *Queer Lovers and Hateful Others: Regenerating Violent Times and Places*

**Sex, Gender, and Spaces of Global Capitalism**

Melissa Wright. *Disposable Women and Other Myths of Global Capitalism*

J.K. Gibson-Graham. *The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy.*

John Binnie. *The Globalization of Sexuality*.

Cynthia Weber. *Queer International Relations: Sovereignty, Sexuality, and the Will to Knowledge*

**Geographic Approaches to Migration**

Alyson Mountz. *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*

Lionel Cantu. Nancy Naples, & Salvador Vidal-Ortiz. *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*.

Trystan Cotton. Eds. *Transgender Migrations: The Bodies, Borders, and Politics of Transition.*

**Sex, Race, and Spatial Politics**

Phil Hubbard. *Cities and Sexualities*.

Katherine McKittrick. *Demonic Grounds: Black Women and Cartographies of Struggle.*

Eric Tang. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*

**Spatial Justice**

Ed Soja: *Seeking Spatial Justice: Globalization & Community*

Andreas Philippopoulos: *Spatial Justice: Body, Laws, Atmosphere*

Daniel Levy and Natan Sznaider: Human Rights & Memory

***For interest & queries please write to Dr. Debanuj DasGupta:*** [***Debanuj.dasgupta@uconn.edu***](mailto:Debanuj.dasgupta@uconn.edu)

***For information about my work, please visit:*** [***http://geography.uconn.edu/people/faculty/debanuj-dasgupta/***](http://geography.uconn.edu/people/faculty/debanuj-dasgupta/)

**2020-61 GSCI 4850 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14763 |
| **Request Proposer** | Tabor |
| **Course Title** | Paleoclimatology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Paleoclimatology |
| **Course Number** | 4850 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am using an existing course number because I am revising the course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Geosciences |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | GSCI 1010, 1050, 1055, or 1070 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4850. Paleoclimatology Three credits. Prerequisites: GSCI 1050 or both GSCI 1052 and one of GSCI 1010, 1051, 1055, or 1070, open to juniors or higher. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth's history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Provide proposed title and complete course catalog copy** | 4850. Paleoclimatology Three credits. Prerequisites: Recommended preparation: GSCI 1010, 1050, 1055, or 1070. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth's history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Reason for the course action** | The currently required prerequisites for GSCI 4850 should have been recommended preparation. Also, I have had sophomores successfully complete the class, so I do not believe limiting the course to "juniors or higher" is necessary. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives: -Model and proxy climate reconstruction techniques -Climate forcings and feedbacks across time scales -Paleoclimate perspectives on future climate change |
| **Describe course assessments** | -Exam format: concept-based short answer and quantitative questions that test comprehension of topics covered in lecture -Readings: a combination of book chapters and peer-reviewed journal articles that reinforce and expand upon concepts covered in lecture -Quizzes: fact-based questions that motivate students to keep up with course material -Homework: quantitative questions that test students’ ability to apply key concepts from lecture in new scenarios -Project: use a lower complexity climate model to simulate, analyze, and report on a past climate event of interest (see attachment for details) -Presentation: a short presentation on the finding of their class project prepared in a common scientific conference format |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_paleoclimate\_u.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F168662&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C468247db493240bf059608d7a426164a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637158355808659096&sdata=BjnyWJNMa89yCR6yrw%2BK65D6MliHTcMrD8fRjHZM3pg%3D&reserved=0) | syllabus\_paleoclimate | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 01/10/2020 - 18:50 | Submit |  | I am simply requesting the removal of unnecessary prerequisites. | | Geosciences | Robert M Thorson | 01/27/2020 - 10:38 | Approve | 11/18/2019 | Approved by the whole GSCI C&C committee at one of our fall Monday meetings. I approve this form now after reviewing it with the instructor. | |

**2020-62 GSCI 4240 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14455 |
| **Request Proposer** | Ouimet |
| **Course Title** | Watershed Processes and Records of Environmental Change |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Watershed Processes and Records of Environmental Change |
| **Course Number** | 4240 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | William B Ouimet |
| **Initiator Department** | Geosciences |
| **Initiator NetId** | wio10001 |
| **Initiator Email** | [william.ouimet@uconn.edu](mailto:william.ouimet@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, Discussion, Field Trips with Data Collection, Laboratory Work |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | GSCI 3020 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Equipment for field work and sediment core collection, as well as laboratory analyses, are currently located within the Geosciences Department at Beach Hall (Storrs campus) only. |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Field Trips within Eastern Connecticut |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | GSCI 4240. Watershed Processes and Records of Environmental Change. Three Credits. Recommended preparation: GSCI 3020. Introduction to watershed processes, lake systems, late Pleistocene to present environmental change, the environmental impacts of dams, and the application of sediment coring. Includes field trips to lakes and reservoirs in eastern Connecticut. |
| **Reason for the course action** | The proposed class was previously taught as a special topics course It was designed as an upper level GSCI course offering students the opportunity to learn about watershed processes and records of environmental change while at the same time providing hands-on, field and lab-based skills associated with sediment coring. The course was successful, and the Department of Geosciences has decided to permanently add it to the curriculum. For Geoscience students, this course will be an important addition to the Environmental Track within the major. It will provide students will valuable skills and methods related to watershed management that can be used by municipalities for planning and remediation purposes. It also includes a service learning component, where students core a local lake or pond and communicate their findings with community members. |
| **Specify effect on other departments and overlap with existing courses** | This course is not cross-listed. Themes and methods of the course will be beneficial to Environmental Science and Geography majors, possibly as a related course. NRE 3125 (Watershed Hydrology) focuses on watersheds solely from the perspective of the transport and storage of water. There is some overlap of material, but this course focuses on watersheds in their entirety and emphasizes the transport and storage of sediments, nutrients and pollutants, particularly as they relate to studying records of environment change preserved in sediment cores. Earth Surface Processes (GSCI 3020) is a survey of all earth surface processes and is recommended preparation. Glacial Processes and Materials (GSCI 4210) and Fluvial Geomorphology (GEOG 3310) have a small amount of overlapping content. |
| **Please provide a brief description of course goals and learning objectives** | 1) to provide students with a fundamental understanding of watershed processes, lake systems, late Pleistocene to present environmental change, and the environmental impacts of dams; 2) to expose students to methods, analysis and interpretations of sediment cores and sediment characterization (composition, textures, and heavy mineral assemblages). |
| **Describe course assessments** | Grades will be based on homework assignments, 2 short quizzes, a final project and participation. There is no final exam. Below are the approximate weightings, which will undoubtedly change as timing, data, instrument and equipment glitches, etc. may keep us from finishing some projects or modifying the schedule. • Homework: 50% • Quizzes: 10% • Final Project: 35%\* - Presentation: 15% - Final write-up: 20% • Class participation: 5% \* No final exam Preliminary List of Homework Assignments: • Connecticut Lake Assignment (Maps and Background Research) • Landscape Change Analysis • Core Description Assignment • Core Data and Plotting Assignment (Grain Size, LOI analysis, XRF/XRD) • Age Model Assignment • Journal Article Assignment (presentation and summary) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Watershed\_Course\_Info DRAFT Syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169553&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C871e73475e14437e808c08d7a426cdd7%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637158358878555359&sdata=ZVDHo8VTgrzxPO7BIB6EZhvkO8n78CbGNqBWW8U4svk%3D&reserved=0) | Watershed\_Course\_Info DRAFT Syllabus.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | William B Ouimet | 12/02/2019 - 09:17 | Submit |  | Draft ready for Departmental REVIEW | | Geosciences | Robert M Thorson | 01/26/2020 - 16:03 | Approve | 9/23/2019 | The GSCI curriculum committee approved this course last fall, based on the fact that it was successfully taught as a special topics. This proposal is totally consistent with what we voted on, so I approve this proposal on behalf of the committee. Clay Tabor, will be taking over the GSCI C&C committee for Spring 2020, was present at that meeting and can defend this. NOTE: This approval may have been submitted a few minutes ago by accident. I resubmit it here after studying everything including the syllabus. I suggested a possible name change, which I will leave up to Ouimet, the proposer. | |

**2020-63 COGS 3584 Revise Course (guest: Bernard Grela)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14938 |
| **Request Proposer** | Grela |
| **Course Title** | Seminar in Cognitive Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Cognitive Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | COGS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Cognitive Science |
| **Course Title** | Seminar in Cognitive Science |
| **Course Number** | 3584 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Only modifications are being made to this course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Bernard Grela |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | beg02004 |
| **Initiator Email** | [bernard.grela@uconn.edu](mailto:bernard.grela@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Lecture & Discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | COGS 2201 |
| **Corequisites** | NA |
| **Recommended Preparation** | At least two of ANTH 3250, CSE 4705, LING 2010Q, PHIL 3250/W, PSYC 2501, or SLHS 4245/W. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Only open to COGS majors and minors. |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | COGS 3584. Seminar in Cognitive Science 1.00 - 3.00 credits | May be repeated for credit. Prerequisites: COGS 2201; open only with the consent of instructor. Recommended preparation: At least two of ANTH 3002, CSE 4705, PHIL 3250, or PSYC 2501. Grading Basis: Graded Recent developments in Cognitive Science. With a change of content, may be repeated for credit. |
| **Provide proposed title and complete course catalog copy** | COGS 3584. Seminar in Cognitive Science 1.00 - 3.00 credits | May be repeated for credit. Prerequisite: COGS 2201. Recommended preparation: At least two of ANTH 3250, CSE 4705, LING 2010Q, PHIL 3250/W, PSYC 2501, or SLHS 4245/W. Other Restrictions: Only open to COGS majors and minors who are juniors or higher. Grading Basis: Graded Recent developments in Cognitive Science. With a change of content, may be repeated for credit. |
| **Reason for the course action** | 1. Course has been updated to reflect changes in the core courses in COGS. 2. To keep enrollments to a seminar size, this course will only be open to COGS majors and minors. 3. It will be offered both Fall and Spring semesters. |
| **Specify effect on other departments and overlap with existing courses** | This will have no effect on other departments and does overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The objectives of this course is to provide COGS majors and minors information about the breadth of faculty of the UConn program and to provide them information about the rapidly changing field of Cognitive Sciences. |
| **Describe course assessments** | Weekly reading assignments and discussions with the instructor and guest speakers. Written summaries of the readings and discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [COGS-3584 Syllabus\_Spring 2020 DRAFT.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169453&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2ef9dabc0bd341a932a108d7a424ef09%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637158350839110586&sdata=lz11%2FldEHy5LH8xthw%2BTq52NZgpD%2BXPoX%2B9KQqrQvhc%3D&reserved=0) | COGS-3584 Syllabus\_Spring 2020 DRAFT.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Bernard Grela | 01/21/2020 - 13:00 | Submit |  | Changes have been approved by the Cognitive Science Steering Committee. | | Cognitive Science | William B Snyder | 01/28/2020 - 12:10 | Approve | 12/4/2019 | Sorry for delay. | |

1. There are very few readings by European authors listed here. Depending on your interest we can add readings on migrants, racisms, and environmental justice movements. [↑](#footnote-ref-1)