CLAS C&C

Agenda Part 2 – Additional Materials

Chair: Pamela Bedore

2.25.2020

**A. Approvals by the Chair**

**2020-65 COMM 5895 Add Special Topic: Advanced Interpersonal Communication**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal:  February 16th, 2020

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

3. Department:  Communication

4. Course number and title proposed:  COMM 5895 – Advanced Interpersonal Communication

5. Number of Credits:  3

6. Instructor:  Amanda Denes, Ph.D.

7. Instructor's position: Associate Professor, COMM

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

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

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

10. Short description: Advanced topics in Interpersonal Communication research, including exploration of relational dynamics.

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

12. Comments, if comment is called for:  N/A

13. Dates approved by:

Department Curriculum Committee: 2/4/20

Department Faculty: 2/4/20

14. Name, Phone Number, and e-mail address of principal contact person: Stephen Stifano; (401)323-4652 & [Stephen.Stifano@uconn.edu](mailto:Stephen.Stifano@uconn.edu)

**Supporting Documents**

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

University of Connecticut

College of Liberal Arts & Sciences

Department of Communication

**Advanced Interpersonal Communication**

COMM 5895 – Fall 2020

Day, Time, and Location TBD

Instructor: Amanda Denes, PhD

E-Mail: Amanda.Denes@uconn.edu

Office Location: Arjona 216

Office Hours: TBD and by appointment. Please book office hours when possible using [www.advapp.uconn.edu](http://www.advapp.uconn.edu/).

**Course Information**

**Course Description**

This course builds upon, extends, and challenges foundational work within the field of Interpersonal Communication, with a focus on relational communication processes. The course begins with a critical orientation to issues of difference in interpersonal communication scholarship, acknowledging that, as social scientists, we study human relationships within a biased and oppressive social world. From this perspective, we proceed to consider a range of key topics studied within the domain of interpersonal communication, addressing both the relationships and perspectives that are privileged in such work and the voices and experiences that are marginalized. In doing so, this course introduces students to advanced and current topics in interpersonal communication, addresses the state of the field, explores major issues and limitations in interpersonal communication scholarship, and discusses key areas for future inquiry. We will explore both seminal pieces within course topics as well as cutting edge research representing the current state of the field. When you are finished with this course, you should be able to do the following:

**Course Objectives**

1. Understand the key topics studied in interpersonal and relational communication.
2. Identify theories employed to study these topics.
3. Evaluate the strengths and weaknesses of research on the interpersonal communication topics addressed throughout the course.
4. Critique current and past research, identifying the consequences of privileging certain relational experiences while marginalizing others, and what this means for the state of interpersonal communication scholarship.
5. Apply a critical interpersonal perspective to a chosen topic.
6. Develop your own understanding of where the area of interpersonal communication has been and where you see its future.
7. Apply your knowledge to a research project.

**Course Organization**

This class meets once a week for approximately 2.5 hours. The first 10-15 minutes of class will be spent catching up on any course-related issues and answering questions. We will spend the next 60 minutes discussing “Part 1” for the week (under the direction of the first discussion leader). We will then take a 15-minute break and resume after the break to discuss “Part 2” (under the direction of the second discussion leader) for 60 minutes. During several class sessions, we will spend time working on the final course papers/projects.

**Course Topics**

* Relational Maintenance
* Relational Transgressions (*including hurt, jealousy, and infidelity*)
* Stigmatized Relational Identities (*including interfaith, interracial, and same-sexl relationships*)
* Racism and Discrimination in Interpersonal Communication
* Information Management (*including self-disclosure, privacy management, and topic avoidance*)
* Supportive Communication, Coping, and Resilience
* Conflict and Forgiveness
* Interpersonal Communication and Health (*including biosocial models of communication*)
* Feminist Approaches and Critiques to Interpersonal Communication
* Interpersonal Power, Dominance, and Influence

The outside readings will be available for you on HuskyCT.

**Assignments and Grading**

**Grading Summary:**

Discussion Leader = 30 points (2 x 15 points each)

Participation = 10 points

Weekly Reflection = 10 points

Final Paper = 40 points

Final Presentation = 10 points

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Total Points = 100 points

***Discussion Leader******(30 points)***

My role is to facilitate discussion in our graduate course and yours is to lead discussion. Thus, a primary aspect of our course is the role of discussion leader. The goal of this assignment is to lead and facilitate intellectual discussion among a group of peers about interpersonal communication research. This is great practice for interactions with colleagues in the field! You will take the role of discussion leader two times this semester. This position involves the following:

* Presenting a 10-15 minute opening orientation and summary of the week’s readings (handouts are suggested, but not required)
* Co-leading the subsequent discussion with me for the remaining 45 minutes
* Preparing and providing to me a list of discussion questions the night before class that you will use to guide class discussion

***Participation (10 points)***

You are expected to come to class ready to engage in thoughtful and critical discussion on the readings. How much you ultimately get out of this class depends, in large part, on your preparedness to push the boundaries of in-class discussion. Therefore, attendance is expected as well as your completion of the readings in advance. A proficient understanding of the information within the course readings will be required to fully participate in discussion. If you expect to miss more than two classes this semester, I would strongly suggest you reconsider taking this course, as it will hinder the learning process and classroom climate.

***Weekly Reflection (10 points)***

It is paramount that you attend class and come to every course session prepared. **Each student must submit via the journal feature on HuskyCT typed responses to at least two of the week’s readings (approximately one paragraph each) and 2-3 discussion questions by 9AM the day of class. The reflections should focus on the assigned readings for the week (e.g., questions about the article, critiques of the methods/literature/research/theory, avenues for future research, links to other articles).** The best way to make sure you understand the articles is to fully participate in the discussions and read the articles thoroughly. It is also important to recognize that participation does not necessarily mean talking more, but providing valuable insights and helping others do the same.

Additional information regarding the weekly reflections:

1. Your response should be two paragraphs total (one paragraph for each reading) and address at least two of the assigned readings for the week. Your reflection should include information that is likely to encourage critical reflection on the material. Your intention with this assignment should be to clearly explicate the issues you would like to raise in class. You may discuss methodological limitations or highlights of the study, faulty or insightful interpretations of the research findings, weak or strong features of the theories employed, etc.
2. Following the above analysis, you should provide 2-3 questions you would like to bring up in class. These questions can be related to your reflection or a summary of the points you made in your reflection.

This assignment should be posted to HuskyCT by 9AM the day of class.

*Note: On a week that you are a discussion leader, you do not need to submit a weekly reflection.*

***Final Paper (40 points)***

Your final paper is meant to be a culmination of what you have learned throughout the course. You should choose a topic that you are interested in and that you are willing to commit substantial time to studying. Your paper can focus on any of the topics covered throughout the course, as well as other topics not discussed, as long as they are approved by the instructor first. Specific details on the paper and requirements will be provided during the first few weeks of the course.

***Grading for All Written Work***. All written work should be typed, double-spaced, and be in accordance with APA guidelines (the new 6th edition). Additional criteria include:

(1) a clear argument and rationale, using the literature as evidence, (2) scope and focus in your work, (3) conciseness and clarity (paying attention to detail in your writing, methods, and theory), (4) knowledge of the topic, (5) depth of your research, (6) unique contribution of your investigation to the existing body of literature (going beyond the argument that “it has never been done before”), and (7) use of scholarly references.

***Final Presentation (10 points)***

The final presentation should be conference-length (10-12 minutes +3 minutes of questions and answers) and provide an overview of your final paper. All presentations will take place on the final day of class. You must bring a copy of your presentation slides to class and hand them to me before your presentation (you can print multiple slides on one page). The order of the presentations will be randomly chosen prior to the presentation day.

**Additional Information**

**Late Work and Incompletes**

Neither of these will be accepted except in cases of dire emergency. Part of the purpose of this course is to prepare you for real life circumstances that accompany your scholarship (e.g., reviewers, editors, publishers, convention planners). You are at the mercy of the person reading your work if you hand it in late. Late submissions may result in no points for the project or a substantial grade deduction.

**Classroom Etiquette**

* The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
* Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
* You may disagree with your colleagues’ opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint; how boring would that be?
* Silence all electronic equipment. It is distracting to the entire class, including the instructor.
* Students are responsible for remembering assigned presentation dates and being prepared on the day to which they have committed. Failure to do so will result in a zero for the assignment.

**Policies & Procedures** *(http://provost.uconn.edu/syllabi-references/)*

Students are responsible for familiarizing themselves with all policies of the University of Connecticut (http://policy.uconn.edu/). Those policies can be found in the following places:

***Attendance and Absences from Final Examinations***

http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence

***Credit Hour***

http://policy.uconn.edu/2012/08/22/credit-hour/

***People with Disabilities, Policy Statement***

http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/

# ***Policy Against Discrimination, Harassment, and Related Interpersonal Violence***

http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/

***The Student Code***

http://community.uconn.edu/the-student-code-preamble/

***Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research***

http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/

***Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities***

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

**Academic Honesty**

The Student Conduct Code states that "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." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See http://www.dosa.uconn.edu/Code2.html for more information on the University's student code.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism is defined as presenting another person's work or ideas as one's own.

**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).

**Center for Students with Disabilities**

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

**2020-66 ENGL 3695 Add Special Topic: Writing with Algorithms**



**Proposal to offer a new or continuing ‘Special Topics’ course (ENGL 3695; 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: 13 February 2020

2. Semester and year this 3695 course will be offered: Fall 2020

3. Department: English

4. Course number and title proposed: ENGL 3695: Writing with Algorithms

5. Number of Credits: 3

6. Instructor:Dr. Kyle Booten

7. Instructor's position: Assistant Professor

Dr. Booten has accepted an offer with the Department of English. He is currently teaching at Dartmouth College

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

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

10. Short description:A literary computation workshop. Students learn coding in the first half of the semester and then develop algorithms for creative text processing and generation.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 12 February 2020

Department Faculty:

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

Lyn Tribble

[evelyn.tribble@uconn.edu](mailto:evelyn.tribble@uconn.edu)

860 931 9051

**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.

**2020-67 HDFS 3095 Add Special Topic: Exploring Conservation and Sustainability**

**with Preschoolers**

|  |  |  |
| --- | --- | --- |
| *STORRS* | *Human Development and Family Sciences*  *HDFS ???* | ***Fall***  ***2020*** |

It’s Never Too Early:

Exploring Conservation and Sustainability with Preschoolers

Credits: 3

Prerequisites: none

Instructor: Anne Bladen, MA

E-mail: [Anne.Bladen@uconn.edu](mailto:Anne.Bladen@uconn.edu)

Phone: 860-486-4490

Office Hours: By appointment

There are no required texts. Course readings and media are available within HuskyCT, through either an Internet link or Library Resources*.*

*“If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it.”—*David Sobel (1998)

**Course description**

What do we mean when we talk sustainability and conservation? Why should we care? When and how should these concepts be introduced to children? What’s the best way for children to learn? This course provides students with an introduction to the broad fields of sustainability and conservation through place-based learning experiences on the Storrs campus. The importance of environmental stewardship will be explored as students actively engage with preschool children in project-based learning related to conservation and sustainability throughout the semester.

**Course objectives**

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

1. Demonstrate the ability to understand, articulate and make decisions related to the interactions between people and the natural world

3. Explain what conservation and sustainability are and why they are important.

2. Identify and discuss sustainability practices at the UConn (Storrs) campus

3. Demonstrate understanding about the importance of teaching the concepts of conservation and sustainability to young children

4. Apply concepts of developmentally appropriately practice and environmental stewardship in the creation of place-based, project-based learning experience.

5. Raise awareness of environmental stewardship in the larger Child Labs and UConn communities

**Class Format**

This course meets weekly and has an additional weekly three hour placement in a preschool classroom at the Child Development Labs

**COURSE FORMAT**:

**Seminar time** will be spent primarily in small group discussion, experiences and project work. The assignments for the course will focus on integrating the readings and class discussions with experiences in the Child Labs preschool classroom.

1. Prompt and regular attendance at weekly seminar
2. Completing all assigned readings and contribute to class discussions.
3. Completing and handing in assignments on time.
4. Taking responsibility for obtaining handouts, assignments, information that you miss if absent.
5. Seeking clarification from seminar instructor when unsure about assignments or responsibilities.

**Application of learning to Preschool placement**: Students will have a weekly three hour placement in one of the preschool classrooms at the UConn Child Development Labs. In the early weeks of the semester, students will focus on getting to know the children and teachers. Students will learn about developmentally appropriate nature and environmental curricula. Students will work collaboratively with CDL teachers and preschool children to develop a project about conservation and sustainability.

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| Group Discussion and Participation | 20% |
| Environmental Reflection Journal | 20% |
| Participation in preschool placement | 15% |
| UConn/Mansfield Conservation and Sustainability | 15% |
| Collaborative Project | 30% |

**Fall 2020 Human Development and Family Sciences (course number)**

**It’s Never Too Early:**

**Exploring Conservation and Sustainability with Preschoolers**

**Readings and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Assignment | To prepare for THIS week’s class you need to: |
| 1  8/31/20 | Introduction to Course  Complete forms/trainings, meet classroom teachers and children |  | Bring required forms |
| 2  9/7/20 | What ARE sustainability and conservation?  Defining the terms | Environmental Reflection Journal Entry 1 | **WATCH**: Emma Marris TED talk  https://www.ted.com/talks/emma\_marris\_nature\_is\_everywhere\_we\_just\_need\_to\_learn\_to\_see\_it  **READ**:  Conservation: History and Future  <https://www.environmentalscience.org/conservation>  **Wilson, R** (2019) What is Nature? |
| 3  9/14/20 | Developing an Ecological Identity: What is your relationship with nature? | Environmental Reflection Journal Reflection 2 Read Article (s) | **READ**  **Louv, R**. (2007, March/April). *Leave No child inside*  **Chawla, L**. *Growing Up Green: Becoming an Agent of Care for the Natural World*  **Sittie***, (2016, March/April): How Nature Can Make You Kinder, Happier and More Creative* |
| 4  9/21/20 | How We Impact the Natural World and How It Impacts Us | Environmental Reflection Journal Entry 3  Nature Immersion Experience 1 | **READ**:  **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections A,B*  **Walker, T***. Kindergarten, Naturally*  <https://www.theatlantic.com/education/archive/2016/09/kindergarten-naturally/500138/>  **WATCH and Complete**: Making the Case for Affirming Children’s Voices in Early Childhood Nature-Based Initiatives:<https://naturalstart.org/bright-ideas/webinar-making-case-affirming-childrens-voices-early-childhood-nature-based-initiatives> |
| 5  9/28/20 | Placed-Based Learning and  Developmentally Appropriate Practice | Environmental Reflection Journal Entry 4 | **READ:**  [*https://promiseofplace.org/what-is-pbe/principles-of-place-based-education*](https://promiseofplace.org/what-is-pbe/principles-of-place-based-education)  *The Benefits of Place-Based Education*  **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections D* |
| 6  10/5/20 | Conservation and Sustainability Project:  -Where do we start?  -Overview of Action Plan | Environmental Reflection Journal Entry 5 | **READ**:  NAAEE: *Guidelines for Excellence* Pages 1-28  *Tools of Engagement,Section C,D* |
| 7  10/12/20 | Conservation and Sustainability Project  --Review of Plans  Classroom groups decide on 2 or 3 topics to propose | Environmental Reflection Journal Entry 6 | **READ**  **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections D*  **WATCH** |
| 8  10/19/20 | Present Proposals to classroom teachers | Meet with teachers | **Audubon Society***Tools of Engagement: A Toolkit for Engaging People in Conservation, Sections E,F* |
| 9  10/26/20 | Project groups:  Developing Community Resources: What’s available? Who is available? What will it look like? | Environmental Reflection Journal Entry 7  Nature Immersion Experience 2 | READ: A Guide to Choosing and Using the Best Books for Children  <https://www.nsta.org/publications/ostb/guidetochoosingkidsbooks.aspx>  READ: <https://www.redleafpress.org/assets/clientdocs/webcomponents/Guidelines-for-Creating-Documentation-Panels.pdf> |
| 10  11/2/20 | Project Work:  Sharing Resources, Finding Books | Environmental Reflection Journal Entry 8  Completed Action Plan | WATCH:  Best Day Ever: Forest Kindergartens in Vermont  <https://www.redleafpress.org/assets/clientdocs/webcomponents/Guidelines-for-Creating-Documentation-Panels.pdf> |
| 11  11/9/20 | Project Work:  Documentation of learning, What are the Children Saying? | Environmental Reflection Journal Entry 9  AND  Book Project |  |
| 12  11/16/20 | Project Work: Extensions in the Classroom and home | Environmental Reflection Journal Entry 10  AND Group Documentation Panels |  |
| 13 | BREAK: NO CLASS |  |  |
| 14  11/30/20 | Sharing Project with CDL families and the community | Environmental Reflection Journal Entry 11  Nature Immersion Experience 3 |  |
| 15  12/7/20 | Final Thoughts | Environmental Reflection Journal Entry 12 |  |

**Group Discussion and Participation 20%** . Participation grade will be assessed on the quality and frequency of your contribution to in-class discussion. This, in turn, relies on the careful reading of assigned materials ahead of class meetings.

**Environmental Reflection Journal: 20%** Students will respond to “Critical Question” prompts in an on-line journal submitted only to the instructor. Over the course of the semester, students may be asked to submit written reflections, photographs, document evidence of research and other forms of response. Further details will be explained at seminar.

**Participation in preschool placement: 15%** Students will actively engage with children and complete required trainings. Further details will be explained at seminar.

**UConn/Mansfield Conservation and Sustainability: 15%** Over the course of the semester, students will research different conservation and sustainability initiatives occurring at UConn and the town of Mansfield. Further details will be explained at seminar.

**Collaborative Project: 30%.** Students will work in small groups to research, write and present proposals and implement a developmentally appropriate project related to conservation and sustainability. Preschool children and Child Labs teachers will work collaboratively on this project. Further details will be explained at seminar.

**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 |

**Classroom Learning Communities**: This course will contribute to building a classroom learning community. Within OUR time together, we support a safe and respectful learning environment that will contribute to your overall success as a student. It is possible that you’ve experienced some of your time at UCONN or other institutions mostly in isolation – learning about topics/content from a professor, sitting alongside your peers but having your learning disconnected from others. Recent research has changed the way we should view your experience in college, creating “learning communities [that] seek to restructure the very classrooms in which students find themselves and alter the way students experience both the curriculum and learning within those classrooms.” (*Learning Better Together, Tinto*)

Throughout the semester, students are encouraged and expected to participate in class discussions. These discussions can often be reflective and may lead to sharing personal experiences, insightful questions and opportunities for shared opinions. I encourage you to share and bring your own experience to the classroom in the way you feel most comfortable and to begin to stretch your experience beyond your comfort zone where you will learn best. Please be respectful of one another during these class discussions. As we begin to get to know one another over the semester consider the following aspects of being an active listener:

•  Pay attention and show that you’re listening – avoid side conversations and interruptions while a student is sharing.

•  Avoid judgment – we all have different life experiences and some may seem different than you are used to but avoid judging someone else’s experience.

•  Respond appropriately – give encouragement or share feedback when appropriate. Ask respectful questions to students when you are unsure or need more information.

We are all part of the same group while we are in class together. That does not mean that you will get along with everyone or share the same beliefs but we must demonstrate a sense of respect for one another. This includes being considerate of your peers and me while you’re in class. I ask that you devote your time to being present in class – avoid using electronic devices, working on other class assignments, engaging in activities or discussions not relevant to class. page3image2954816page3image2941152

**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 <https://writingcenter.uconn.edu>

**In-Class Electronics Policy**:

Please be respectful of your learning and your fellow classmates and refrain from cellphone/smartphone/tablet use during class. Please turn off all cellphones/smartphones during class time. Cellphones/smartphones should be left in personal bag during class time. I will give a reminder at the start of seminar to let you know it is time to begin. In the case of a unique situation (i.e. emergency or critical call) please inform instructor prior to class starting. When these electronics are in use, students are multitasking and robbing themselves of learning the information being discussed in class.

All cellphones must be left in personal bags during scheduled hours at the Child Labs and should not be used at all in your placement classroom.

QUESTIONS OR PROBLEMS

If at any time you are not clear on material we have covered in class, material in the readings, or assignments, please see me, or send e-mail immediately. It is much more productive to deal with questions before an assignment or observation is due, rather than after. Also, if at any time you are having other difficulties with the course or difficulties outside of the course that are interfering with your performance in the course, please come to see me as soon as possible. Many problems can be successfully resolved if they are dealt with in a timely manner.

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/>.

**ACADEMIC MISCONDUCT:**

Academic misconduct in any form is in violation of the University of Connecticut *Student Code* and will not be tolerated. This includes, but is not limited to,: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Please see the Student Code at <https://community.uconn.edu/academic-misconduct/> for more details and a full explanation of the Academic Misconduct policies.

This link <http://provost.uconn.edu/syllabi-references/> will take you directly to the webpage regarding these UConn policies:

Absences from Final Examinations

Class Attendance

Credit Hour

People with Disabilities, Policy Statement

Discrimination, Harassment and Related Interpersonal Violence, Policy Against

The Student Code

**B. New Business**

**2020-68 URBN 3000 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14918 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Anthropology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Urban and Community Studies > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Title** | Urban Anthropology |
| **Course Number** | 3000 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **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 |

|  |  |
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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | URBN 3000. Urban Anthropology 3.00 credits Prerequisites: None. Grading Basis: Graded A general course on urbanization, emphasizing contrasts between "developed" and "developing" countries. |
| **Provide proposed title and complete course catalog copy** | URBN 3210. Urban Anthropology 3.00 credits Prerequisites: None. Grading Basis: Graded A general course on urbanization, emphasizing contrasts between "developed" and "developing" countries. |
| **Reason for the course action** | Changing this course number in advance of possible future cross-listing. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | No change. |
| **Describe course assessments** | No change. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [URBN3000-Renumbering.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169180&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5c401f4301e7463e692808d7b097bc7f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637172038057398325&sdata=6nSnZl8LcJ%2FS1nysJkcu4oF53WeiVEJMG92bqD0AEjo%3D&reserved=0) | URBN3000-Renumbering.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 18:00 | Submit |  | This change was approved by UCS C&C committee, and then by UCS faculty at November meeting. | | Urban and Community Studies | Kenneth Foote | 02/07/2020 - 14:15 | Approve | 2/7/2020 | This renumbering has been approved by UCS C&C and faculty. | |

There is no change in the syllabus. The course is taught periodically by adjunct faculty.

I am changing this number to make space for a crosslisted course that is using the 3000 number.

**2020-69 POLS/URBN 3632 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14919 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Politics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Urban and Community Studies > Political Science > College of Liberal Arts and Sciences > Return > Urban and Community Studies > Political Science > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Subject Area #2** | POLS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Political Science |
| **Reason for Cross Listing** | We have this URBN/POLS 3632W cross listed, but not URBN/POLS 3632. We would like to have a non-W version of this course available to teach on regional campuses. |
| **Course Title** | Urban Politics |
| **Course Number** | 3632 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are simply creating a non-W section of the same course. |

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| **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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | POLS 3632. Urban Politics 3.00 credits Prerequisites: open only to juniors or higher. Grading Basis: Graded Political systems and problems confronting urban governments. |
| **Provide proposed title and complete course catalog copy** | POLS 3632. Urban Politics (also offered as URBN 3632) 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Political systems and problems confronting urban governments. |
| **Reason for the course action** | URBN/POLS 3632W is an existing cross-listed course, but the cross listing was not created for the non-W version: URBN/POLS 3632. We would like to have a non-W version of this course available to teach on regional campuses using qualified UCS staff. This course is a popular course among our majors, but many have already fulfilled their W requirement. |
| **Specify effect on other departments and overlap with existing courses** | This shouldn't affect Political Science. This course already exists as POLS3632 and URBN3632W. |
| **Please provide a brief description of course goals and learning objectives** | From recent syllabus: Cities in Europe are considered the jewels of the continent with residents and tourists flocking to them as the most desirable places. In the U.S. cities grew incredibly quickly as the landing place for millions of immigrants and migrants from rural areas. Their chaotic growth, combined with what was thought of as their less desirable residents, made U.S. cities undesirable to many, and those who could flee to the suburbs did so. Unlike in Europe, then, central cities in the U.S. became areas of decline and controversy by the 1960s, caused by white flight and economic shifts. We will study cities in terms of these changes. We will begin by examining different ways of understanding who controls urban politics. We will then examine the institutional constraints on urban politics imposed by the federal system and the problems of financing urban government. We will analyze the suburbanization of America and how this impacted cities, and conclude by considering race and poverty in American cities. |
| **Describe course assessments** | Assessment: Three essay exams and a final essay. Readings are listed in the attached syllabus. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [UrbanPolitics19.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169182&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C37645f00729648cb981f08d7b48ac586%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637176380420925077&sdata=V6UbE3ZdnmBoVi0OnxpyM88Kk31shXWg9jY5sHCN5oo%3D&reserved=0) | UrbanPolitics19.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 20:37 | Submit |  | I'm not sure why a non-W version of this course wasn't created when it was cross listed, but we would like to do this now. The action has been approved by the UCS C&C committee and by the UCS faculty in November. It has been been reviewed by Political Science. | | Urban and Community Studies | Kenneth Foote | 02/07/2020 - 14:14 | Approve | 2/7/2020 | This has been approved by UCS C&C committee and faculty. | | Political Science | Evan J Perkoski | 02/11/2020 - 11:02 | Approve |  | Approved. -EP | | College of Liberal Arts and Sciences | Pamela Bedore | 02/13/2020 - 10:07 | Return |  | Returning to proposer, as per email 2.12.2020. PB. | | Return | Kenneth Foote | 02/13/2020 - 17:59 | Resubmit |  | I've corrected this submission so that it applies only to POLS/URBN 3632 | | Urban and Community Studies | Kenneth Foote | 02/13/2020 - 18:08 | Approve | 2/13/2020 | I've made the changes in the CAR. | | Political Science | Evan J Perkoski | 02/17/2020 - 08:49 | Approve |  | Approved by POLS | |

Prof. Brian Waddell University of Connecticut

Spring 2019 Political Science 3632

**Urban Politics**

**Required Texts**:

Judd and Swanstrom, CITY POLITICS (I’ll talk about ordering this in class)

\*Plotkin and Scheuerman, PRIVATE INTERESTS, PUBLIC SPENDING (handed out in class)

Hackworth, THE NEOLIBERAL CITY

Dreier, Mollenkopf, and Swanstrom, PLACE MATTERS

Wilson, MORE THAN JUST RACE

Readings designated by an \* will be handed out in class

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Cities in Europe are considered the jewels of the continent with residents and tourists flocking to them as the most desirable places. In the U.S. cities grew incredibly quickly as the landing place for millions of immigrants and migrants from rural areas. Their chaotic growth, combined with what was thought of as their less desirable residents, made U.S. cities undesirable to many, and those who could flee to the suburbs did so. Unlike in Europe, then, central cities in the U.S. became areas of decline and controversy by the 1960s, caused by white flight and economic shifts. We will study cities in terms of these changes. We will begin by examining different ways of understanding who controls urban politics. We will then examine the institutional constraints on urban politics imposed by the federal system and the problems of financing urban government. We will analyze the suburbanization of America and how this impacted cities, and conclude by considering race and poverty in American cities.

I have provided below a day-by-day schedule of our reading and essay assignments. It is necessary to read assigned materials before class and to be prepared to discuss these materials in class. *I would like everyone to bring to class each day a reaction paragraph about that day’s reading to share with the class; these will be handed in, and will count towards your participation grade.* 20% of your grade will be based on class attendance and participation, so more than two absences will result in points off this part of your grade. There will be four take-home essay assignments, based on our readings and class discussions. Drinks are allowed but please no eating. I am in my office before each class so please seek me out with any questions or with any problems you encounter. My office: Room 513; email: [brian.waddell@uconn.edu](mailto:brian.waddell@uconn.edu).

**Course Outline**

I. Debates over Power in Urban Areas

A. Views on Power:\*Dahl, \*Peterson, \*Stone, \*Molotch, \*Domhoff

B. Power in Hartford: \*Neubeck and Ratcliff

***Essay Exam***

II. The Fiscal Constraints of Urban Politics

A. The Imperatives of Balanced Budgets: Plotkin and Scheuerman

B. The Neoliberal City: Hackworth

***Essay Exam***

III. Suburbanization and the Transformation of Cities

A. The Hows and Whys of Suburbanization: Judd and Swanstrom

B. The Impacts of Suburbanization and How Place Determines Life Outcomes: Dreier, Mollenkopf, and Swanstrom

***Essay Exam***

IV. Poverty and Race in America’s Cities

A. Wilson

***Final Essay***

**Class Schedule**

Jan. 22: Introduction

Jan. 24: \*Dahl, \*Peterson

Jan. 29: \*Stone, \*Shefter

Jan. 31: \*Molotch, start \*Neubeck and Ratcliff; **essay assigned**

Feb. 5: Finish \*Neubeck and Ratcliff, review

Feb. 7: **Essay Due**, film

Feb. 12: Plotkin & Scheuerman, chapters 1-2

Feb. 14: P&S, chapter 3

Feb. 19: P&S, chapter 4; start Hackworth, chapter 1

Feb. 21: Hackworth, finish chapter 1, 2, 3 (through p. 53)

Feb. 26: Hackworth, chaps rest of chapter 3, 4

Feb. 28: Hackworth, chap. 5 [skip bot.82-bot.95], 6 [skip mid.105-119], 7

March 5: Hackworth, chaps. 8-9, **essay assigned**

March 7: Hackworth, chap 10, review for essay

March 12: **Essay Due**; film

March 14: Class cancelled

**SPRING BREAK**

March 26: Judd & Swanstrom (J&S), chaps. 6-8 (if using 6th edition, red cover, read chapters 9, 10 (pages 237-249), 6, 7

March 28: J&S, chaps. 9-10 (6th edition: chapters 8, 10 [pages 249-272])

April 2: Place Matters, chapters 1, 2

April 4: Place Matters, chapter 3

April 9: Place Matters, chapter 4-5

April 11: Place Matters, chapter 7

April 16: Place Matters, chapters 8, 9; **essay assigned**

April 18: Place Matters, chapter 10, catch up and review

April 23: **Essay Due**

April 25: Wilson, pp. 1-50

April 30: Wilson, pp.51-94

May 2: Wilson, chapters 4-5, **final essay assigned (due during finals week)**

**2020-70 HIST/URBN 3650 Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14901 |
| **Request Proposer** | Foote |
| **Course Title** | History of Urban Latin America |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Urban and Community Studies > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | Course is already cross listed. This request is to renumber UCS course to align with change made by HIST. |
| **Course Title** | History of Urban Latin America |
| **Course Number** | 3650 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **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** | 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?** | No |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | No change. |
| **Corequisites** | No change. |
| **Recommended Preparation** | No change. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3650. History of Urban Latin America Also offered as: HIST 3650 3.00 credits Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History. Grading Basis: Graded The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1. |
| **Provide proposed title and complete course catalog copy** | 2650. History of Urban Latin America Also offered as: HIST 2650 3.00 credits Prerequisites: Open to sophomores or higher. Not open to students who have passed HIST 3095 when taught as Latin American Urban History. Grading Basis: Graded The development of Latin American cities with emphasis on social, political, physical and environmental change, from Spanish conquest to present. CA 1. |
| **Reason for the course action** | Renumbering is to continue alignment between UCS and HIST course numbers. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | No change. |
| **Describe course assessments** | No change. |
| **General Education Goals** | No change. |
| **Content Area: Arts and Humanities** | No change. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [URBN3541-3650-Renumbering.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169171&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3dd37a49f6f342ee8b2608d7ac1757b1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637167088564193228&sdata=qG%2Bsn6zsqdglqT5%2BhMgodKC8XNcrzs639dmcQJ83ggU%3D&reserved=0) | URBN3541-3650-Renumbering.docx | Other | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 12:15 | Submit |  | I believe this history course has already been renumbered. This change will keep the alignment of courses between URBN and HIST. | | Urban and Community Studies | Kenneth Foote | 02/07/2020 - 14:15 | Approve | 2/7/2020 | This renumbering is approved. | | History | Matthew G McKenzie | 02/07/2020 - 15:03 | Approve | 2/7/2020 | As per History department renumbering initiative approved in AY 2018-2019. | |

**2020-71 AAAS/SOCI 2200 Add Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14636 |
| **Request Proposer** | Desai |
| **Course Title** | Introducing India: Diversity and Dynamism |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > AAAS > UICC > Return > Sociology > 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** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | AAAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AAAS |
| **Reason for Cross Listing** | The course covers subject matter that is related to both units and will be taught by two faculty who are jointly appointed between the two units |
| **Course Title** | Introducing India: Diversity and Dynamism |
| **Course Number** | 2XXX |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Manisha Desai |
| **Initiator Department** | Sociology |
| **Initiator NetId** | mad07014 |
| **Initiator Email** | [manisha.desai@uconn.edu](mailto:manisha.desai@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,Discussion |
| **Enrollment Component** | 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** | The course will be a combination of lectures with discussions. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Any intro sociology or AAAS course would be helpful |
| **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 other campuses may not have faculty with expertise in the subject matter |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | AAAS/SOCI 2200. Introducing India: Diversity and Dynamism Three credits. Recommended Preparation: one introductory AAAS or SOCI course. An introduction to the historical, political, social, economic, and cultural diversity of India, the largest democracy in the world. Topics may include: cultural diversity in languages, religions, and regions; socio-political challenges; power relations that construct patterns of privilege and marginalization; and contemporary human rights issues. |
| **Reason for the course action** | Putting this course on the books will contribute to the India Studies minor as well as the Asian Studies minor. |
| **Specify effect on other departments and overlap with existing courses** | Currently, there are no courses that focus specifically on India in other departments. We consulted with faculty in Political Science and Economics who offer courses with some India content and they see this as complementing what they offer. |
| **Please provide a brief description of course goals and learning objectives** | Upon successful completion of the course, students should be able to: • Identify, describe, and discuss India’s diversity, especially the intersections of gender/class/caste/religion/sexuality/nationality. • Become familiar with Indian authors writing on their country. • Understand the ways in which activism by different groups has fostered change in India. • Critically analyze and discuss India’s dynamic social and political structure. |
| **Describe course assessments** | Course Assessments: Quiz 10% Journal 2x5 points each 10% Discussions 10 + 10 20% Midterm 10% Final Project 30% Final Exam (on readings assigned through the semester) 20% Total 100% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2xxx Introducing India diversity and dynamism.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F167527&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce2d0b9d3a35047b8244008d7b0988a8d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637172041510687748&sdata=ruNK9FgM%2BJa0OusE3PJlSo5GJqBTw%2FHZQ4126vh67fk%3D&reserved=0) | 2xxx Introducing India diversity and dynamism.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Manisha Desai | 12/17/2019 - 15:37 | Submit |  | This course was approved by the Sociology Dept. and AAASI as well as India Studies. | | Sociology | Ralph B McNeal | 01/07/2020 - 15:22 | Approve | 12/11/2019 | Department approved | | AAAS | Na Lae Kim | 01/08/2020 - 11:42 | Approve | 1/8/2020 | AAASI C&C approved | | UICC | Cheryl D Galli | 01/08/2020 - 11:59 | Return | 1/8/2020 | Returning to remove erroneous UNIV designation. UNIV courses are those that are listed under the subject area UNIV, and INTD courses are those that are listed under the subject area INTD, whereas most courses have subject areas such as NRE, ENGL, or ENVT. INTD courses are administered by University Interdisciplinary Courses Committee (UICC). The INTD designation is used for interdepartmental courses sponsored by two or more academic departments. UNIV courses are administered by University Interdisciplinary Courses Committee (UICC). These courses originate from non-department units (such as the Center for Career Development) that report to the Vice-Provost for Academic Affairs. | | Return | Cheryl D Galli | 01/08/2020 - 12:00 | Resubmit |  | Removed UNIV designation and resubmitted - C Galli | | Sociology | Ralph B McNeal | 01/08/2020 - 12:51 | Approve | 12/11/2019 | approved correction | | AAAS | Na Lae Kim | 02/06/2020 - 12:01 | Approve | 2/6/2020 | AAASI C & C Approved | |

SOCI 2200

INTRODUCING INDIA: Diversity and Dynamism

Sociology & Asian & Asian American Studies

Course and Instructor Information

**Course Title: Introducing India: Diversity and Dynamism**

**Credits:**  3

**Format:** In Class

**Prerequisites:**  None

**Professor:** Bandana Purkayastha Or Manisha Desai.

**Email:** Email within HuskyCT (Course Message Area)**.**

**Office Hours/Availability: TBD**

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Course Materials

**Required course materials should be obtained by the end of the first week of class.**

**Book:**

Tharoor, Shashi. **The Elephant, The Tiger, and the Cellphone: India, the Emerging 21st-Century Power**. Arcade Publishing.

Other readings:

*A selection of reading that contain additional details on concepts that will be presented in class.*

* Armstrong, Elizabeth. 2014. *Gender & Neoliberalism: The All India Democratic Women’s Association and Globalization of Politics*. New York: Routledge. Pp 1-4 (introducing AIDWA) and pp.115-123
  + (This selection is on a specific campaign on community/caste and economic and social rights)
* Begum Rokeya. 1905. *Sultana’s Dream* <http://digital.library.upenn.edu/women/sultana/dream/dream.html>
  + A short story on an early claim on women’s rights)
* Chaudhuri, Maitreyee*. 2017. Gender, Media and a Transformed Public Discourse. Orient Blackswan.* 
  + *(This selection* focuses on gender in the public discourse*)*
* *Economic and Political Weekly. Articles will be selected depending on current issues.*
* *Glasberg & Newbeck: Sociological Imagination*

<https://globalsociology.pbworks.com/w/page/14711305/What%20is%20Social%20Structure>

(a section that introduces a foundational concept in Sociology)

* Kannibiran, Kalpana (ed.)*. 2016. Violence Studies. Introduction.* New Delhi: Oxford University Press.
  + *(This inytroduction focuses on a global-to-local analysis of violence and examines how this affects different groups of people based on the intersecting structures of gender/class/caste/religion/sexuality).*
* Kumar, Radha*. 1990. A History of Doing. London: Verso*
  + *(Selection to highlight late 19th century and early 20th century activism against the British and the quest for independence and human rights of different groups).*
* Lakkimsetti, Chaitanya. 2020. *Legalizing Sex: Sexual Minorities, AIDS and Citizenship in India*. New York: NYU Press. Introduction.
  + (This selection traces the context of sexuali minority rights amidst a public health crisis).
* Kamal, Salma and Saha, Monoswita, essays on living Islam and Hinduism. 2009. In Narayan, Anjana and Purkayastha, Bandana (eds) Living Our Religions. Pp. 115-145. Kumarian Press.
  + (selection focuses on the experiences of Hinduism and Islam by two college age authors).
* Mirchandani, Kiran. 2019. Globality in exceptional spaces: Service Workers in India’s transnational economy. In Ajaya Sahoo and Bandana Purkayastha (eds.) Handbook of Indian Transnationalism). Pp. 21-30.
  + (This chapter examines service workers in hi tech industries in India).
* Patil, Vrushali. 2011. Narrating Political History about Contested Space. Annals of Tourism Research, Vol. 38, No. 3, pp. 989–1008.
  + (on the idea of India and how politics structures national images).
* Shiva, Vandana. (2002). Water Wars: Privatization, Pollution and Profit. Boston: South End Press. Pp19-36.\*
  + (HuskyCT, on a contemporary problem)
* Shrivastava, Aseem and Kothari, Ashish. *2012. Churning The Earth: The Making of Global India. New Delhi: Penguin Books. Introduction.* 
  + *(HuskyCT, on neoliberalism in India and the impact on climate and poverty.)*
* Temtulbde, Anand. 2016*. Violence Against Dalits. In Kalpana Kennibiran (ed). Violence Studies. Oxford University Press.* 
  + *(on the contemporary experiences of lower caste groups)*
* *Tharoor, Shashi. 2017. Inglorious Empire (introduction).* 
  + *This selection will summarize the impact of British colonialism and will be read with Radha Kumar’s chapter listed earlier).*

**Additional optional reading for those who want to learn more about some key topics. Will be available via HuskyCT.**

:

* Baxi, Upendra. 2006. The Future of Human Rights. New Delhi: Oxford. (Third edition 2012). Selection.
  + (This selection on an Indian approach to substantive human rights; this is also a critique of the ways in which human rights are interested and practiced by many International entities)
* Kaviraj, Sudipta: 1991. On State, Society and Discourse in India. In *Rethinking Third World Politic*s, edited by James Manor. Orient Black. Pp72-77 *(HUSKY CT).* 
  + *(This selection introduces the organization of society on the basis of caste, the structures of power, and shifts in power hierarchies).*

**Several YouTube clips and other media links will be available via Husky CT.**

Course Description

**Catalog Description**: India’s political, economic, cultural, and social diversity.

**Additional Description**: This course will help you to develop an understanding of India, the largest democracy in the world. You will sample readings and visual material on politics and selected social movements, the country’s economics including wealth and poverty, cultural diversity in language, religions, and regions, and some of the country’s socio-political challenges. You will also learn about power relations that construct patterns of privilege and marginalization. While you will be introduced to Indian’s history, the focus will mostly be on contemporary India. The course will adopt an intersectional approach—we will examine the intersecting structures of gender/class/caste/religion/sexuality--and include at least one contemporary human rights issue.

Course Objectives

Upon successful completion of the course, students should be able to:

* Identify, describe, and discuss India’s diversity, especially the intersections of gender/class/caste/religion/sexuality/nationality.
* Become familiar with Indian authors writing on their country.
* Understand the ways in which activism by different groups has fostered change in India.
* Critically analyze and discuss India’s dynamic social and political structure.

A Positive Climate of learning

Please be respectful of others when you express your views. While I want you to express your views I want you to do so in a way that others continue to feel free to share their views too.

While in class, your cell phones and all other communication devices should be either off or in silent mode. 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 e-devices for note-taking purposes, only.

* Finally, all the material that are on HuskyCT are *for the purposes of this class only*. Treat them as you would any copyrighted material and do not share these with anyone who is not enrolled in this class during this semester.

Course Outline

|  |  |  |
| --- | --- | --- |
| **Weeks and Theme** | **Readings & videos (further details will be provided via HuskyCT).**  . | **Reminders** |
| **Weeks 1-3:**  Topic A: A few core sociological concepts, including sociological imagination, social structure and globalization.  Topic B: Historical overview and introduction to diversity | **Read Glasberg and Neubeck selection on the selection on social structure**  **India’s diversity, overview**: Instructor’s powerpoints.  The Preamble to the Constitution.  Languages  Religions (Clip from Michael Woods India and other contemporary video segments).  Historical overview: YouTube clips on Gandhi’s Salt March & women leaders, Sarojini Naidu, Vijaylakshmi Pandit.  Story by Begum Rokeya.  Readings:  Short introduction from Radha Kumar’s History of Doing & Tharoor’s Inglorious Empire.  Tharoor book: Ideas of Indian-ness | Journal: graded your initial views of India. |
| **Week 4:**  **Difference and Diversity continued:** | **The official image of India/Tourist India**  Instructor’s powerpoint on cultural celebrations  Reading: Patil.  Kamal and Saha on religions. | Graded group discussion 1 on India’s diversity, and the question of intersecting gender/class/caste/religion/sexuality. First class of the week. |
| **Weeks 5-6**.  **Axes of inequality.** | Topic: Inequality **Class/gender/caste/religion, sexuality**  Readings:  Readings:  Mirchandani.  Chowdhury,  Selection on caste by Teltumbde and Kannabiran from Violence Studies) | Beginning of week 5: quiz on India’s historical overview and diversity (graded) |
| Week (7),8 & 9:  India through the lens of local and global and local inequalities:  development, environment.  Begin: Rights, political processes and claiming rights | **Development, environment , and inequalities**  Readings:  Tharoor, (selection from pp79-159)  Shiva,  Srivastava and Kothari  **Claiming Rights,**  **Including** Violence against women  Dalit movements  Armstrong.  Lakkimsetti  Kannabiran  Tharoor: India and Soft Power | Midterm exam first class week 7.  You should have discussed your final project—a presentation, a performance, a series of blogs on a contemporary issue—with your instructor by the last day of week 8.  Graded Group discussion 1 on the environment |
| Week 10,11,12:  Continue : Rights, political processes and claiming rights | **Continued: Claiming Rights,**  **Including** Violence against women  Dalit movements  Armstrong.  Lakkimsetti  Kannabiran  **India through Popular Culture: art, sports, and films**  Tharoor on popular culture  Selected movies by Aparna Sen, Amir Khan, and a contemporary Bollywood movie. | Graded group discussion 2 on Bollywood vs. non Bollywood films.  Journal 2 on India beyond Stereotypes |
|  |  |  |
| **Week 13 -14** | **India: life on streets** (selection of short pieces from Indian newspapers. Focus on different cities)  Reading: Tharoor, Part 4 (pp353) | Final exam (2 hours long) |

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Quiz | 10% |
| Journal 2x5 points each | 10% |
| Discussions 10 + 10 | 20% |
| Midterm | 10% |
| Final Project | 30% |
| Final Exam  (on readings assigned through the semester) | 20% |
| Total | 100% |

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 description of each graded project (on HuskyCT).

Late Policy: I will only allow you to submit your work late if you can send me documentation of a medical emergency or a university official approved event. This documentation should show your name clearly, be written on a medical practitioner’s letterhead, and it has to be signed by the practitioner, or it should be on a University approved form or letterhead (with the appropriate signatures).

I support your right to take your religious holidays. Let me know by the first week when you may not be in class for a religious holiday.

For any absence, be sure *to check with a classmate first* to get the notes from the class you

missed. I am happy to meet with you after you have familiarized yourself with what you

missed.

Please keep me informed of any issues that will impede your ability to attend class and to

fully participate.

If you are often late or absent you will not be able to fully participate in class activities. This

will be reflected in your class participation grade.

Student Responsibilities and Resources

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

Student Code

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

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

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

* [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).

**Communicating with the Instructor:**

* \*Please email us using **course messages on HuskyCT**. If you have to use the instructor’s regular email please note ‘class number XXXX’ on the subject line. You can typically expect the instructor’s response within 24 hours, except on weekends.

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

There are important dates and deadlines for each semester and session classes are offered:

* [Fall and Spring Semester](http://registrar.uconn.edu/academic-calendar/)
* [Summer Session](http://summersession.uconn.edu/fees-and-dates/)
* [Winter Session](http://wintersession.uconn.edu/fees-and-dates/)

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.)

**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.

**2020-72 CHEM 1124Q Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15038 |
| **Request Proposer** | Selampinar |
| **Course Title** | Fundamentals of General Chemistry I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Chemistry > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | CHEM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Chemistry |
| **Course Title** | Fundamentals of General Chemistry I |
| **Course Number** | 1124 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Fatma Selampinar |
| **Initiator Department** | Chemistry |
| **Initiator NetId** | fas00006 |
| **Initiator Email** | [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 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)** | No |
| **Content Area 3 Science and Technology (Lab)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Q |
| **Environmental Literacy** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 100 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | lecture and lab |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Not open to students who have passed CHEM 1127, 1137 or 1147. |
| **Corequisites** | none |
| **Recommended Preparation** | MATH 1011 or equivalent |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | Fundamentals of General Chemistry I 4.00 credits Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Recommended Preparation: MATH 1011 or equivalent. Grading Basis: Graded The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB. |
| **Provide proposed title and complete course catalog copy** | Fundamentals of General Chemistry I 4.00 credits Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Students who have passed CHEM 1122 will receive 2 units for CHEM 1124. Recommended Preparation: MATH 1011 or equivalent. Grading Basis: Graded The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB. |
| **Reason for the course action** | It turns out that some students take CHEM 1122 and then later on want to do CHEM 1124Q or CHEM 1127Q. In the case of CHEM 1127Q, the course catalog states that “Students who have passed CHEM 1122 will receive 2 units for CHEM 1127.” For CHEM 1124Q there is no such statement. That means that a student who has taken CHEM 1122 can get only two credits if they then take CHEM 1127Q but can get four credits if they take CHEM 1124Q. Since there is in my understanding overlap between CHEM 1122 and both CHEM 1124Q and CHEM 1127Q, it would seem that we need to standardize things between the two. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. Standardizes credit allocation within chemistry. |
| **Please provide a brief description of course goals and learning objectives** | The goal of this course is two-fold. First, the students are exposed to the qualitative and quantitative aspects of chemical elements, compounds, and their reactions. It aims to introduce them to the concepts of modern scientific research and the chemical principles behind the products and tools of modern technology. Second, the student is trained to think quantitatively (by looking at and solving word problems with numerical answers), write precisely, and judge critically. |
| **Describe course assessments** | The course consists of 2 in-class exams, final, quizzes, online homework, and weekly homework assignments. Lab and discussion alternate as 3-hour group work (discussion) and a 3-hour lab. Assigned homework problems, group work, and quizzes and exams require numerical answers. Most lab reports require calculations of graph creation or interpretation. |
| **General Education Goals** | Chem 1124Q meets the General Education Goal of assisting students in acquiring intellectual breadth and versatility needed to understand, interpret and process the increasing amount of scientific data and terms that are often used in today's news. This course gives the students enough technical information so that the students acquire an added dimension to their intellectual capabilities. For example, when we teach carbon-dating, it is our goal that students not only know something about the relics found in a new dig but also understand something about the technique used to figure out how old the relics are. Furthermore, the students in this course are exposed to both microscopic (molecular size) and observable phenomena. They learn to observe a reaction in a test tube and translate it into a molecular equation. They also learn the reverse. For example, they are taught to predict observable phenomena based on a model of molecular collisions. While most non-scientists generally do not do this, the student will have learned to look at phenomena from several perspectives. This versatility will stand them in good stead at whatever career they pursue. |
| **Content Area: Science and Technology (Lab)** | This course presents a comprehensive, unified study of the properties of molecules, elements, and compounds. Its unifying theme is the periodic table. With the periodic table as the backdrop, the students learn about “old” theory, proposed new theory, and the refinement of old theory with each new scientific discovery. The students, for example, are told about the alchemists and the atomic theory of Dalton which was a repudiation of alchemy. The experimental inquiry into the properties of the elements led to the periodic table which went through 3 different proposed systems of organization, while quantum mechanics led to a refinement of Dalton 's theories. As an example, students are introduced, to the principles of solubility. While solubility may look like simple phenomena, as they go deeper into the subject, they are led to realize that all solubility data is empirical. There is no formal theory that allows a scientist to look at an unknown substance, and decide, just by calculation whether it will dissolve or not. More practical open questions could be nuclear waste disposal (that satisfies environmental standards), or alternative fuels. Besides exposing students to such unresolved questions, the unorthodox "solutions" to societal problems are discussed. |
| **Quantitative Competency** | Most homework, quiz and exam problems require numerical answers. The level of problems varies throughout the course. On one end are plug and chug questions where numbers are plugged into a formula to get an answer. The next level requires algebraic manipulations of a formula to solve for a variable in terms of other variables and interpret its quantitative significance. At the other end, some problems require setting up and solving two simultaneous equations or deducing a function from the graph obtained by plotting experimental data. Most of the principles explained and tested for use formulas and functions, linear and quadratic equations. Graphs have to be interpreted and the method of successive approximations is used for occasional cubic equations. The students are also expected to have a working knowledge of powers, roots, and logarithms to solve problems. The students (after solving algebraically for numerical answers) are asked to create graphs, draw conclusions, make comparisons and express their results in a precise and accurate manner with an emphasis on scientific notation and significant figures. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [CHEM 1124 syllabus fall 2019.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170964&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C60e15dc9988f44331cc608d7b4881034%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637176368791151694&sdata=aEESd94bdyyKxKZGbyN2RYHEqCZELlzbPngzwF%2BwCtQ%3D&reserved=0) | CHEM 1124 syllabus fall 2019.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Fatma Selampinar | 01/27/2020 - 12:41 | Submit |  | The chair of undergraduate committee, Dr. Nicholas Leadbeater approved the change. "let’s initiate a CAR for the change to the wording for CHEM 1124Q." | | Chemistry | Fatma Selampinar | 02/18/2020 - 10:31 | Approve | 1/7/2020 | Assoc. Department Head approved the change. | |

# Course Information for Chemistry 1124 – Fall 2019

**Dr. Alfredo Angeles-Boza, CHEM A312, (860) 486-6718** [alfredo.angeles@uconn.edu](mailto:alfredo.angeles@uconn.edu)

**Dr. Fatma Selampinar, CHEM A409, (860) 486-6647** [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu)

**Course Web Site:** huskyct.uconn.edu (includes links to OWL, and iClicker)

**Lecture meeting time** : MWF 10 :10 - 11:00 AM CHEM A203 and AUST 105

**Discussion and laboratory** meetings as shown in this syllabus. Discussion and laboratory alternate by week – the course is organized by week (see p. 8).

**Office hours :** Open door, by advance notice, and as announced. Office hours are also posted outside Room A301 and on HuskyCT.

## Course Needs:

1. Required materials:

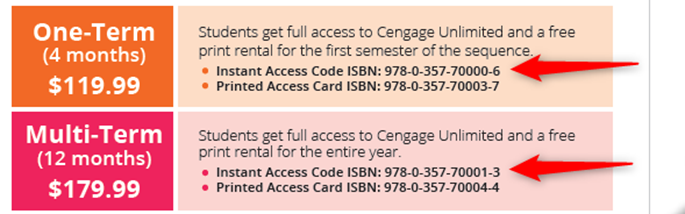
Textbook:

# Chemistry: An Atoms First Approach , 2nd Edition

Steven S. Zumdahl; Susan A. Zumdahl

ISBN-10: 1-305-07924-8

ISBN-13: 978-1-305-07924-3



**Relating to new student Cengage Unlimited IAC (Instant Access Code) purchase flow at Barnes &Noble, the pdf created** [**here**](https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A0f1efbbd-2627-41f7-a236-60a38ce47a9d) **explains everything but this also boils it down:** [**here**](https://play.vidyard.com/bWp64GjS8Wv6Q6RUvmM3UF)

· **Upon instore or online purchase from B&N, student receives 2 e-mails, one to confirm purchase and the other containing a CU activation link**

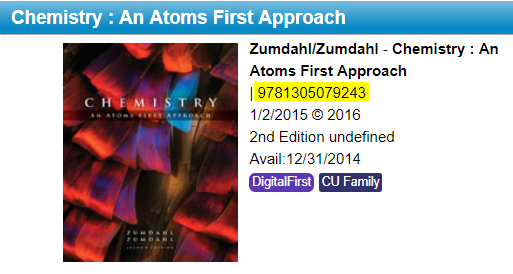
· **Clicking on the activation link prompts students to create Cengage account or log in**

· **Activation code appears in second e-mail but is not necessary, unless student is accessing Cengage content for the first time via an LMS integrated course, in which case they could use the code when prompted in the LMS (most common issue, students try to use the activation code at cengage.com when they are actually already in, will say “code in use”).**

· **Clicking on the activation link is all the student will need to do to proceed to paid Cengage account creation, they do not need to apply the code**

· **Activation link should only be used once, after student has successfully registered a Cengage account they would simply go to cengage.com after that to log in to their CU dashboard**

Here is the text alone information.



With Cengage Unlimited students get a Free hard copy rental of the text for the length of their subscription. They just need to pay $7.99 for shipping and return label.

Please also remember students can get all three semesters of OWLv2 with eText (CHEM 1124 – 1126) for the $119.99 single-term subscription.

1. **iClicker or iClicker2** Personal Response Device or Android/iOS phone app.

Please register your iclicker2 on HuskyCT.

1. Laboratory manual for general chemistry – UConn
2. Safety goggles (only the approved type will be allowed).These can be purchased

From UConn PLU after class ($5) during the first weeks of class.

1. Calculator: You will need a calculator capable of doing scientific notation and logarithms. Graphing calculators are acceptable***provided they are not used to store alphanumeric data.*** No cell phone, tablet or computer calculators.

# Course Overview:

## Attendance:

**You are expected to attend lecture, discussion and laboratory.** Many times, announcements are made in lecture; you are responsible for these announcements. **Unexcused absence from more than one laboratory *or* discussion will result in a grade of “F”.** Both sessions are vital to the integrity of the course.

## Lecture:

Lectures and demonstrations will be done using PowerPoint and other multimedia methods. There will be opportunities for small-group interaction and interaction with the instructor, and interactive questions via iClicker2. You may also ask questions on lecture, homework or discussion material. At times, problems will be suggested during lecture. These should be done in your notebook. *Note: if you forget your clicker or miss class, clicker points CANNOT be made up.*

*The lectures, notes, handouts, assessments, and displays are protected by state common law and federal copyright law. Students are authorized to take notes in the class: however, this authorization extends only to making one set of notes for your own personal use and not other use. You must obtain a permission from the instructor if you wish to audio record, video record, or take pictures during the lecture. If you are authorized to record the lectures, you many not copy this recording or any other materials, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.* ***Posting of any of the materials presented in this class, including but not limited to exams, quizzes, lab assignments pre-lab assignments, PowerPoint slides, and solutions to recommended problems, to any website or social media site violates this policy.***

## Discussion Session:

For more information click [here](https://docs.google.com/document/d/1RUXDgVHpvbvtxwn8Nohy3LNh_0nEeL2RSnTwNwP6dek/edit#heading=h.kby2sy3i6eb0).

### Discussion:

### Format:

Discussions will **alternate with laboratory sessions** as noted on the syllabus.

It is a chance for you to build your confidence and skills using input from other students, your TA, and your instructor. Your teaching assistant (TA) will explain the format of your discussion session. The time in discussion is devoted to interactive problem solving, collaborative group work, and exercises designed to strengthen skills and review material introduced in lecture. You are expected to contribute to this joint effort. The purpose of the group work is to reinforce material and encourage collaborative problem solving – the latter has been shown in studies to have a major impact on success in learning the natural sciences. The better prepared you are when you arrive, the more effective the discussion will be in preparing you for course assessments.

The discussion hour is also the time when grades for the hour exams are discussed and returned. At this time, you may also return your paper with a regrade request. If you are absent when exams are discussed and returned, you must get your exam back from your instructor (not the TA) and **NO REGRADE** requests may be made.

### Missing Discussion:

The discussion section is an integral part of the course.Because of the length of the discussion periods, scheduling make-ups is difficult. **If you must miss a discussion, please see your TA as soon as possible.** Unexcused absence from more than one discussion is grounds for failing the course. See the master schedule on HuskyCT for details on assignments and due dates.

Group exercises can be made up once in case of absence only by attending another discussion session during the same week as the absence. This is valid in case of an emergency. Missing more than **one** discussion without a legitimate excuse will result in a grade of **“F”** for the entire course.

### Teamwork and Individual Success:

Teamwork has been shown to be an effective learning tool in chemistry in particular and the natural sciences in general. You will benefit from the group assignments in proportion to the effort you put into them. Each worksheet will count up to **five** points toward your discussion grade.

You will receive **0 to 5 points** for the effort you put into each group discussion. These points cannot be made up.

**Laboratory check in:**

For more information click [here](https://docs.google.com/document/d/1RUXDgVHpvbvtxwn8Nohy3LNh_0nEeL2RSnTwNwP6dek/edit#heading=h.kby2sy3i6eb0).

Check in is the only time you will be able to exchange or obtain equipment for your locker without being charged. Follow the instructions on the check in sheet.

#### Lockers

* The locker you are assigned is your responsibility and is to be used only by you. After completing the experiment, return all equipment to your drawer. Make sure that your drawer is locked by tugging on the lock a few times. **NEVER LEAVE YOUR LOCKER OPEN.**
* If your lock is not working properly, or if you suspect that someone else has had access to your locker, a different lock can be issued at CHM A-003.
* Make sure that you remember your locker number and your lock’s combination. Write these numbers down in a secure place. Have these numbers with you every time you come to lab. If you forget the combination, then it can be obtained by presenting your photo ID to the teaching stockroom (CHM A-003).
* You are required to check out of your locker whether you complete the course or not. Failure to do so will result in a **$25.00 fine**. You may check-out only at the scheduled time for your section (See syllabus). If you drop the course, see a stockroom attendant (in CHM A-003) as soon as possible, or you may check out during the check out week during the regularly scheduled lab time.

#### Pre-lab Assignment

* You must complete the **Prelab** posted on HuskyCT.
* The students who do not complete the **Prelab** before the discussion **will NOT be allowed** to do the lab.
* The deadline for each prelab will be **SUNDAY, 11:59 PM**, the weekend before the experiment. If you complete the prelab after the due date but before the lab you will be allowed to participate in the lab but you will not receive the points.

#### Making up the lab work

* If you miss a lab or anticipate missing a lab, **try to make up this work the same week the experiment is assigned.** Follow the procedure below:
  1. See the stockroom attendant in CHM A-003 to make arrangements to reserve a space.
  2. Fill out a make-up sheet.
  3. The stockroom attendant will assign you to a section and TA.
  4. Turn in your make-up sheet and get an unknown.
  5. When you have finished, give your data and unknown report to the TA.

Make-ups are assigned on a *first come available space basis*. You will be allowed to do this only **once** in a semester.

* **Do NOT** make private arrangements with your TA to make-up a lab.
* If you cannot make up the lab the week the experiment is assigned, then you can make up **one** experiment at the end of the semester. All students (including those taking the course for pass/fail) must perform **all of the experiments** to pass the course. If you have a legitimate written excuse for missing more than **one experiment**, see your instructor. Unexcused absence from more than one laboratory will result in a grade of **“F”**.

## Resources for Help:

### Professors

Each professor will announce his/her office hour schedule.

In order to make an appointment with Dr. Selampinar, please use nexus.uconn.edu

### TA Tutoring/Office Hours:

The TAs and the instructor will keep office hours during the course of the term. You are urged to seek help from the course instructor and TAs as you need it. It is important not to let things slip – the semester will pass quickly and the workload will overwhelm you if you do not keep up with the schedule. TAs will be located in Room A301, which is shared with TAs for Chem 1127 and 1128 – it is better to see TAs from Chemistry 1124 and 1126, who are familiar with the format of this course. In addition to these you may seek help from the Q Center which is located in Library.

### Q Center:

The Q Center is a tutoring service provided by UCONN for undergraduate courses taking Q courses. In order to find out the details about the Q-Center, please click on <http://qcenter.uconn.edu>

### Supplemental Instruction (SI):

The details will be provided the first week of classes.

### WIMSE (Women in Math Science and Engineering):

Some of the learning communities such as WIMSE may provide tutoring on certain days of a week.

## Communication and Technology:

All students are issued a netid and email account – your TA will use the University email account to communicate with you.

The course has a website on the UConn HuskyCT (Blackboard) site. Most of the course information – solutions to problem sets/worksheets, practice material, study guides, etc. will be posted there, as will course announcements.

An introduction to OWL will be presented during the first class and you will be shown how to register and enroll in and use the system. OWL due dates are shown in the OWL system and are almost always on Sundays at 11:59 PM. Please check HuskyCT at least daily for announcements, including any due-date changes.

An introduction to the iClicker2 (the personal response devices, or “clickers”) will be presented during the first week of class, and you will be shown how to enroll in and use the system. Clicker credit will be awarded based on the percentage of questions answered and answered correctly. You need not get every question correct to receive credit – credit will be awarded according to a generous sliding scale.

## About Exams – Please Read Carefully

***Exams are given only at the times noted on page 5 of this syllabus.***

***There will be no make-ups for missed hour exams.* Note the dates and times of hour exams on your syllabus. PLEASE MARK THESE DATES ON YOUR CALENDAR and make sure not to schedule any events on these days and times.**

If you take the exam, make sure that you are physically able to do so. Once the exam is started, the work you do on that exam will be graded and counted toward your final course grade. The request that the work you did on that exam be nullified because you were ill at the time will not be accepted.

Emergency situations where events (illness, death in the immediate family, etc.) prevent a student from taking a scheduled hour examination: ***on approval by the instructor***, the grade on the final examination corresponding will be substituted for the missed exam.

All students in this course MUST take the final examination at the scheduled time. Absence from the final or changes to the timing of the final exam can be granted ONLY by the Dean of Students office.

### Exam Grades:

The exam grades will be posted on HuskyCT after all regrades are completed. After the grades are posted you have **72 hours** to verify whether the grade which shows on HuskyCT is correct or not. After that time, grades are final and cannot be changed for any reason. Exam grades are posted to HuskyCT; you can track your progress with OWL through HuskyCT as well.

### Final Course Grade:

The syllabus lists the value of each part of the course according to Plan 1 and Plan 2. Your final letter grade for the course will be calculated according to the percent values of both Plan 1 and Plan 2. You will receive the higher of the two grades (See Course Outline). Note that once the course grade has been issued, it can be changed ***only*** if a computational error is shown. **Reconsideration of grades after they are issued is not permitted by University Registrar policy.**

**GRADING SCALE:**

Grade Scale: A (100-93%) B+ (89-88%) C+ (79-78%) D+ (69-68%)  
 A-(92-90%) B (87-82%) C (77-72%) D (67-62%)  
 B- (82-80%) C- (71-70%) D- (61-60%)  
 F (59-0%)

Grade Means: Excellent- Very Good- Satisfactory- Deficient-   
 Very Good Good Deficient Unacceptable

### Extra Credit:

### Extra credit assignments are not possible.

### Grade Appeals:

**No grades will ever be sent by email, nor will grade appeals be handled by email.**  If you have a question about your grade, please see the instructor or TA *in person*.

### Grading:

Plan1 Plan2

Exam 1, 2 and Quizzes 45% 25% (see below\*)

Final exam 15% 35%

Laboratory 10% 10%

Discussion 10% 10%

OWL 15% 15%

Clicker 5% 5%

Total 100% 100%

\*Plan 1 Lowest exam/quiz grade total: 10 % Highest: 20% Middle: 15%

\*Plan 2 Lowest exam/quiz grade total: 5.6% Highest: 11.1% Middle: 8.3%

**Point values:**

* Quizzes: 20 points each (given in class only; 100 points total count as one exam)
* Worksheet: 5 points each (to be completed in discussion)
* Hmw: 0 - 2 points (handed in at the start of the discussion)
* Laboratory quiz: 10 points each quiz (prelab quizzes posted on HuskyCT)
  + Laboratory experiments: May vary depending on the experiment, but all of the experiments will be normalized to 10 points at the end of the term.
  + In most classes, we will have an iClicker session. Grade based on 75% participation and 25% correctness. You can miss a maximum of **two** iClicker sessions without penalty.

Grades will be calculated according to both plans and the higher number will prevail.

## Additional information:

### Academic Integrity

Cheating in any form and at any task will not be tolerated. The minimum consequence will be an F for the course. For possible University sanctions, consult Section VI of “The Student Conduct Code” available at <http://www.dosa.uconn.edu/student_code.html> by reading Appendix A, “[Appendix A - Academic Integrity in Undergraduate Education and Research](http://www.dosa.uconn.edu/student_code_appendixa.html)”.

Each student is required to do his or her own work on exams, quizzes, and all lab related work (Pre-Lab Assignments and Lab assignments). This is true even when students work with a lab partner to collect data.

Using another student’s iClicker or having another student use your iClicker during lecture is considered cheating.

### Support Services:

* + Counseling and Mental Health Services: 486-4705 (after hours: 486-3427) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)
  + Career Services: 486-3013 [www.career.uconn.edu](http://www.career.uconn.edu)
  + Alcohol and Other Drug Services: 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)
  + Dean of Students Office: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**FROM Center for Students with Disabilities:**

Please contact your instructor during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

**Chemistry 1124 Fall 2019 University of Connecticut**

**Subject to Change**

**Course website:** [**http://huskyct.uconn.edu**](http://huskyct.uconn.edu)

**Week Date Lecture Material Laboratory/Discussion**

1 8/26 – 8/30 Review chapter Check-in and safety

2 9/3 – 9/6 Chapter 1 Discussion (review chapter)

3\* 9/9 – 9/13 Chapter 1 and 2 Experiment 1 – Mass/Volume Relationships

4 9/16 – 9/20 Chapter 2 Discussion (Chapter 1 and 2)

5 9/23 – 9/27 Chapter 3 Experiment 2 – Chemical Separation

**Exam 1 – Friday, October 4, 2014, in class (Ch 1 – 2)**

6\*\* 9/30 – 10/4 Chapter 3 Discussion (Chapter 3)

7\* 10/7 – 10/11 Chapter 4 Experiment 4 – Chemical Formula

8 10/14 –10/18 Chapter 4 Discussion (Chapter 3)

9\* 10/21 – 10/25 Chapter 5 Discussion (Chapter 4)

**Exam 2 – Friday, November 1, 2019, in class, (Ch 3 – 4)**

10\*\* 10/28 – 11/1 Chapter 5 Experiment 8 – Lewis Structures/geometry

11 11/4 – 11/8 Chapter 5 Discussion (Chapter 5)

12\* 11/11 – 11/15 Chapter 6 Experiment 5 – Gravimetric analysis of phosphate

13 11/18 – 11/22 Chapter 6 Discussion (Chapter 6)

14\* 12/2 – 12/6 Chapter 6 Discussion (Chapter 6)/make up check out

**Final Exam – Date TBA – Week of December 9 - 15, 2019**

**Exams will be given in class during the weeks marked with \*\*. There are NO MAKEUPS for the in-class exams.**

**Quizzes will be given in class during the weeks marked with asterisks. There are NO MAKEUPS for the in-class quizzes. The quiz total will count as the third exam score.**

***This syllabus is subject to change by the instructor at any time.***

**\*\* Exam week**

**\*Quiz week (will be administered on selected Fridays)**

**Assigned problems: you will be earning 0 to 2 points based on completion not correctness.**

**The problem set that you need to submit at the beginning of each discussion will be posted on HuskyCT depending on the coverage in lecture.**

|  |  |
| --- | --- |
| **Chapter** | **Assigned Problems** |
| **Review chapter** | 16, 18, 24, 32, 34, 48, 50, 60, 70, 72 |
| **1** | 12, 18, 28, 30, 32, 42, 44, 48, 52, 58 |
| **2** | 20, 24, 32, 36, 40, 42, 46, 50, 58, 64, 68, 74, 78, 82, 86, 94, 102, 108, 110, 112, 118, 124, 130, 134 |
| **3** | 22, 28, 30, 32, 34, 38, 42, 46, 48, 50, 54, 58, 80, 82, 88, 92, 108, 110, 112, 114, 120 |
| **4** | 12, 20, 22, 28, 32, 34, 42, 48, 50, 58, 84, 92 |
| **5** | 24, 30, 34, 42, 48, 54 and 56,58, 62, 68, 72, 78, 84, 88, 90, 94, 100, 106, 110, 114, 118, 122, 126, 130 |
| **6** | 16, 20, 28, 30, 32, 34, 40, 42, 46, 48 and 50, 58, 62, 66, 68, 72, 78, 82, 86, 90, 94, 98, 103 |

**2020-73 ENGL 3303 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14635 |
| **Request Proposer** | Bedore |
| **Course Title** | Studies in Early Literature in English |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Studies in Early Literature in English |
| **Course Number** | 3303 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision only |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 99 |
| **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 |

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | available faculty at Storrs; could be taught at others if faculty interested. |
| **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** | 3303. Studies in Early Literature in English 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011; open to juniors or higher. Grading Basis: Graded Studies in literature written in English before 1800. |
| **Provide proposed title and complete course catalog copy** | 3303. Studies in Early Literature in English 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011; open to juniors or higher. Repeatable with a change of topic. Grading Basis: Graded Studies in literature written in English before 1800. |
| **Reason for the course action** | Make the course repeatable, like other English courses whose content may be quite different when taught by different faculty. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course uses a combination of literary and cultural material such as diaries, letters, and travelogues to educate students about some of the most important aspects of English literature and life before 1800, developments that were to shape English society in centuries to come. |
| **Describe course assessments** | The course will make use of a combination of examinations and papers to assess students' understanding of the course materials, including two five-page papers, one to be assigned in the first half of the semester, the other in the second half of the semester. The course will also include a take-home midterm exam and a final exam to be given during exam week. Short response papers assigned weekly on specific discussion prompts will take the place of formal quizzes. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL 3303 Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170031&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C77f0b066ed7a4dbe023108d7b6138bc5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637178067372782083&sdata=V3Wz5%2FSPTtZ6YreQxs9V89RQ0D0kCXi%2FekjJyrkvTTQ%3D&reserved=0) | ENGL 3303 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 12/14/2019 - 14:51 | Submit |  | In consultation with Jean Marsden (who teaches this course), I am submitting this revision request. PB. | | English | Evelyn B Tribble | 02/20/2020 - 09:38 | Approve | 2/12/2020 | Approved. | |

**English 3303: Studies in Early English Literature**

**Exotic Lands and Unusual Voyages: The Beginnings of Empire**

Week 1: Introduction, theoretical readings/historical backgrounds

Week 2: Shakespeare, *The Tempest*

Week 3: *Tempest*, continued

Week 4: John Dryden, *The Indian Queen*

Week 5: Aphra Behn, *Oroonoko*

Week 6: Aphra Behn, *The Widow Ranter*

Week 7: Daniel Defoe, *Robinson Crusoe*

Week 8: *Robinson Crusoe*, continued

Week 9: Captain James Cook, *Voyages of Discovery* (excerpts)

Week 10: Women Travelers I -- Anna Maria Falconbridge

Week 11: Women Travelers II – Janet Shaw

Week 12: Richard Cumberland, *The West Indian*

Week 13: Richard Ligon, *A Tue and Exact History of the Island of Barbados*

Richard Steele, *Spectator* 11 (Inkle and Yarico)

Week 14: George Colman, *Inkle and Yarico*

**Requirements:**

Five one-page response papers (10% total)

Class presentation (10%)

Midterm (15%)

Two five-page papers, (15% each, total 30%)

Final examination (25%)

Class participation (10%)

**Please note:** Plagiarism and other forms of academic misconduct will result in a failing grade. The University defines plagiarism as:

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.

**2020-74 FREN 3211W Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14782 |
| **Request Proposer** | Terni |
| **Course Title** | Contemporary France |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | 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** | Contemporary France |
| **Course Number** | 3211 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will be modifying an existing course to add a W |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](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 |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **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)** | 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** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** |  |
| **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** | lecture |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | N/A |
| **Recommended Preparation** | FREN 1164 or 1175 or 3 years high school French or instructor consent. |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 3211W. Contemporary France 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011. Recommended preparation: FREN 1164 or 1175 or 3 years high school French or instructor consent. Grading Basis: Graded An historical and cultural overview of France in the 20th and 21st centuries: from D-Day to the European Union, from Communism to the Green Party, from ballad crooners to rap, from love stories to action films; the changing French nation through authentic documents, literary texts, and films. CA 1. CA 4-INT. |
| **Reason for the course action** | We would like to make this into a W course. |
| **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 issues and changes that have shaped and defined the French society since the 1880s. The course helps students reflect upon and relate to a foreign culture, by considering the questions of national identity, and of international relations between the Francophone world, Europe, and North America. Students will learn interpretive techniques like close reading, alongside basic discursive and rhetorical tools to help them improve their argumentative skills. |
| **Describe course assessments** | The textbook goes over many aspects of a French citizen’s everyday life, from education, to health, leisure times, labor laws or political institutions. Students will read one chapter a week. Students will also read newspaper articles, watch and listen to the news on public TV or public radio, watch movie clips, and listen to contemporary songs. This will help them understand and compare the opinions and demands of various grass roots movements, particular groups, as well as a more centralized and official set of beliefs. Students will take a brief weekly quiz to assess their basic understanding (vocabulary and main ideas) of the assigned reading. Students will take a midterm and final exam, with multiple choice questions, vocabulary words to explain in the context of the current French society, and short essay questions, summarizing the information learned in the textbook. Students will submit 2 drafts for 5 compositions (3-pages each). They will be asked to reflect on the information learned, make bridges between past events and currents trends, compare with issues encountered in North America, and argue in favor of a controversial topic. The instructor will indicate where there are possible grammatical mistakes, a lack of details and examples, a lack of organization, an improbable argument, a misunderstanding of the culture, among possible problems. Students will then revise their composition by looking for a correct form or more convincing language. |
| **General Education Goals** | This course has a dual mandate, on the one hand, to provide a broad survey of the major institutions of France, the history of their development, and their impact in the Francophone world and, on the other, to survey current events on a weekly basis. The course helps students reflect upon and relate to a foreign culture, by considering the questions of national identity and international relations between France and the Francophone world, Europe, and North America. 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** | This course uses a wide variety of sources including newspaper and magazine articles, televised news reports, along with more formal supports to provide a broad survey of the major institutions of France, the history of their development, and their impact in the Francophone world and, on the other, to survey current events on a weekly basis. The course helps students reflect upon and relate to a foreign culture, by considering the questions of national identity and international relations between France and the Francophone world, Europe, and North America. |
| **Content Area: Diversity and Multiculturalism (International)** | This course has a dual mandate to, on the one hand, provide a broad survey of the major institutions of France, the history of their development, and their impact in the Francophone world and, on the other, to survey current events on a weekly basis. This course is designed to provide students with an overview of some of the major issues and changes that have shaped and defined the French society since the 1880s. The course helps students reflect upon and relate to a foreign culture, by considering the questions of national identity and international relations between France and the Francophone world, Europe, and North America. |
| **Writing Competency** | Students will submit 2 drafts for 5 compositions (3-pages each). They will be asked to reflect on the information learned, make bridges between past events and currents trends, compare with issues encountered in North America, and argue in favor of a controversial topic. The instructor will indicate where there are possible grammatical mistakes, a lack of details and examples, a lack of organization, an improbable argument, a misunderstanding of the culture, among possible problems. Students will then revise their composition by looking for a correct form or more convincing language. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SP20syll3211.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169452&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C567112b8ed164385f19f08d7b170b7c0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637172970001982245&sdata=EAOU31faAWypTmkmA2dIzmsV0yriZ1jVR8fMJDU71G8%3D&reserved=0) | SP20syll3211.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 01/14/2020 - 22:31 | Submit |  | This course has been on our books as a CA1 and CA4 W for many years. We would like to transform it to a CA1 CA4 only. | | Literatures, Cultures and Languages | Jennifer Terni | 01/24/2020 - 10:48 | Approve | 1/24/2020 | Amendment to comments below. This course is a CA1 and CA4. We want to add the W here since we are removing it from two other reading-intensive courses as part of the re-structuring of our Major. | |

Printemps 2020 Français 3211 : La France contemporaine

Prof. Florence Marsal

Cours : mardi et jeudi, 9h30-10h45, CHM T112

Heures de bureau : Oak Hall 251, mardi, jeudi, 13h50 à 14h50, et sur rendez-vous.

Téléphone : 486-9247

E-mail : [florence.marsal@uconn.edu](mailto:florence.marsal@uconn.edu)

Dans ce cours, nous étudierons les transformations historiques, sociales et culturelles qui ont bouleversé la France aux XXe et XXIe siècles, et qui ont façonné le pays d’aujourd’hui. Avec l’aide de vidéos, de l’internet, de journaux et de magazines, nous discuterons et débattrons des questions contemporaines qui se posent en France, et qui touchent au sentiment national ainsi qu’aux relations des Français avec le reste du monde, l’Europe, la francophonie, et les Etats-Unis.

**Texte et références obligatoires :**

* Edward Ousselin, La France. Histoire, société, culture. Toronto, Vancouver : Canadian Scholars, 2018.
* Principaux journaux et magazines français (Le Monde, Libération, Le Figaro, Le Nouvel Observateur, L’Express) et leur site internet. Les chaînes de télévisions (France 2, France 3, TF1, TV5) et les radios (Radio France).
* Documents et liens internet sur Husky CT

# Travail, devoirs et examens

La participation active est indispensable au bon déroulement du cours. Pour cela, il vous faut lire le chapitre **avant** la classe. La section « Pour aller plus loin », à la fin de chaque chapitre, vous aidera à tester vos connaissances, et les mettre en pratique.

Chaque jour, un étudiant présentera en 5-10 minutes un problème de l’actualité française, lu et étudié dans les journaux français sur internet.

Des tests courts et très réguliers (1 par semaine environ, c’est-à-dire au moins un par chapitre) permettront de contrôler votre lecture assidue et votre compréhension des chapitres du manuel.

Ce cours est un cours intensif de composition : vous écrirez et réviserez 5 devoirs de 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.

Nous aurons également un examen de mi-semestre et un examen final.

**Aucun devoir en retard ne sera accepté.**

# Note

Participation : 10%

Présentations de l’actualité : 20%

Tests: 15% :

Travaux écrits et révisions : 35%

Examen de mi-semestre : 10%

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.

# 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.**

**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.

**Programme**

21 et 23 janvier Introduction et Chapitre 1 : Généralités, données de base, pp. 1-32

28 et 30 janvier Chapitre 2 : Histoire de la IIIe République, pp. 33-64

4 et 6 février Chapitre 3 : Histoire de la Seconde Guerre mondiale et les Trente Glorieuses, pp. 65-95

11 et 13 février Chapitre 4 : Les institutions, pp. 96-122

18 et 20 février Chapitre 5 : L’Union européenne, pp. 123-144

25 et 27 février Chapitre 6 : L’éducation, pp. 145-165

3 et 5 mars Chapitre 7 : L’économie, pp. 166-189

10 mars révisions et 12 mars **examen de mi-semestre**

14-22 mars : vacances de printemps

24 et 26 mars Chapitre 8 : Le monde francophone, pp. 190-212

31 mars et 2 avril Chapitre 9 : La diversité religieuse, ethnique et culturelle, pp. 213-232

7 et 9 avril Chapitre 10 : les droits des femmes et des minorités sexuelles, pp. 237-259

14 et 16 avril Chapitre 11 : Les familles, la sécu, et les loisirs, pp. 260-283

21 et 23 avril Chapitre 12 : Les médias et la culture, pp. 284-309

28 et 30 avril révisions

**examen final**: date à déterminer

# Note sur le travail personnel, les recherches et l’honnêteté académique

Vous allez faire beaucoup de recherche dans les journaux et les sites internet. Vérifiez toujours d’où viennent les informations que vous trouvez (est-ce le site personnel de n’importe qui ou le site d’un journal, une radio ou une chaîne de télé reconnus?), avant de vous en servir.

Dans tous les cas, il vous faut citer votre source quand vous faites une présentation orale. A l’écrit, il faut absolument mettre en guillemets (« … ») tout mot, toute phrase, toute idée, tout paragraphe, empruntés à quelqu’un d’autre. Il faut indiquer le nom de l’auteur, la date, et le nom du site consulté à la fin de votre devoir.

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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.

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.

**2020-75 GEOG 4090 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-14088 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | Internship in Geography: Field Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Internship in Geography: Field Study |
| **Course Number** | 4090 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This proposal seeks to revise the existing course so the existing number will be retained. |

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

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| **COURSE FEATURES** | |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 1 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Internship |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester; Open to sophomores or higher |
| **Corequisites** | None |
| **Recommended Preparation** | At least two 2000+ level classes in Geography. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester |
| **List courses that cannot be taken concurrently** | None |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | A student may not count more than six internship credits (between GEOG 4090 and GEOG 4091) toward the completion of the Geography or GIS major. |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 15 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | The fieldwork portion of the internship is S/U because it relies upon the judgement of the internship supervisor, who is often a non-academic, community member, to assess the quality of the students' work. For any internship of two or more credits, at least one of the credits must be GEOG 4091 where the student is required to provide regular written work to a supervising faculty member who assesses that work for a grade. |

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | Many internships could involve working with an off-campus partner. Students are encourage to obtain valuable, practical experiences in the community with non-profits, business, government agencies, etc. |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 4090. Internship in Geography: Field Study 1.00 - 3.00 credits Prerequisites: Must be taken with GEOG 4091; open to juniors or higher Grading Basis: Satisfactory/Unsatisfactory A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) May not be repeated for credit. Hours by arrangement with hosting agency, not to exceed 16 hours per week. |
| **Provide proposed title and complete course catalog copy** | 4090. Internship in Geography: Field Study 1.00 - 3.00 credits. May be repeated to a maximum of fifteen credits. Only six credits of internship (between GEOG 4090 and 4091) may count towards the GEOG or GIS major. Prerequisites: Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester; Open to sophomores or higher. Grading Basis: Satisfactory/Unsatisfactory A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) Hours by arrangement with hosting agency, not to exceed 16 hours per week. |
| **Reason for the course action** | The existing internship is too restrictive for the Geography Department's ambitions to encourage more students to gain internship experience. We have expanded the student range to Sophomores or higher and made it possible to repeat the internship for credit. We have set a limit of six credits of internship being able to count toward the Geography or GIS major, but theoretically, a student could take up to the University maximum of 15 internship credits as part of their academic program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students will acquire knowledge of the workings of the organization or research program they are working with. Students will develop skills to work independently on a project and report their findings to their supervisor and/or faculty sponsor. Many additional goals may be developed, depending on the nature of the specific internship. |
| **Describe course assessments** | Assessments will depend on the specific internship, but will be developed at the beginning of the semester through communication between the student, internship supervisor, and faculty sponsor (if different from the internship supervisor). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GrowWindham Internship Application.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F164538&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C475dd24ce08f4b17f9f308d7b0f03678%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637172418064891895&sdata=uFZaRhu%2BsL5se00Qh4X%2FuPLFfBvcWGT5dQhIQa0iXho%3D&reserved=0) | GrowWindham Internship Application.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | John A Jolly-Ballantine | 11/04/2019 - 11:20 | Submit |  | Internships are highly variable so the syllabus is only a sample of pre-semester internship guidelines. | | Geography | Carol Atkinson-Palombo | 02/13/2020 - 17:26 | Approve | 2/12/2020 | Approved by Department C&C Committee: 2/11/2020 Approved by Department Faculty: 2/12/2020 | |

**Application for GrowWindham Internship:**

**Human Modifications of the Natural Environment, Spring 2018**

As a part of this class, up to ten students will have an opportunity to do a service learning internship with GrowWindham. This experience has been tremendously rewarding for students in the past - for many it has led to continued opportunities for personal and career development.  I hope you will consider it. If you would like to do the internship, you would sign up for a one credit internship class, on top of your enrollment in GEOG 3410. As part of this credit, you would do an additional 42 hours of work over the semester that would be approximately broken down as 20 hours on a specific project of your choice, 10 hours helping your fellow students with their projects or helping the garden during work days, and 10 hours working on research, reflections, and a final report. You will get to do some phenomenal, hands-on work as part of the Windham community food system. If you choose to do the internship, you will not need to do the service learning project for 3410, nor will you do the poster project.

If you are interested in the service learning internship at the GrowWindham garden, please answer these questions and e-mail them to me at [andy.ballantine@uconn.edu](mailto:andy.ballantine@uconn.edu) and also to Jaron at [jaron.gaier@growwindham.org](mailto:jaron.gaier@growwindham.org) and Sydney at sydneykclements@gmail.com.

- why are you applying for this internship?

- please rank order your top three roles that you are most excited about? See below for more description of each

- what are you good at?  What do you love to do?  how might these skills/interests enhance your role at GrowWindham? (note that you do not need any specific skills beyond enthusiasm to join)

- what do you hope to get out of this experience (personally?  academically? professionally?)

I will work with Jaron and Sydney to pick the students to join the internship since we have a limited number of students we can work with. Please get your answers to these questions to me by Monday evening (1/22) (earlier is even better). We need to review your answers and pick the interns before the end of the add/drop period. If we choose you as one of the ten interns, you will need to attend an intern orientation after class on Friday, 1/26.

The internship roles for this semester will likely be:

**Greenhouse:** Set up inside with tables, hoses, clamps, maintaining plant arrangement, etc.

**WAIM Garden Irrigation**: Connecting the irrigation lines from the faucet and rain barrels

**SNAP Benefits**: Working on the program that improves SNAP benefits for buying local produce

**Construction**: Building raised beds, finding materials, making plans

**Labeling**: Using artistic talents to make attractive and useful signs for the plants in the beds

**Biological**: Working with soil biology and chemistry to go beyond compost in assessing and building soil health

**Prune trees and maintain perennials**: Learn about different perennial food plants and how best to care for them

**Row Covers and Pest Management:** Use materials to protect plants and prevent pests

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**2020-76 GEOG Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 2/9/2020

2. Department or Program: Geography

3. Title of Major: BS in Geography

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

(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 existing courses to the list of courses that may be counted towards the major.

# Existing Catalog Description of Major

Bachelor of Sciences

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and [2500](https://catalog.uconn.edu/GEOG/#2500). B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505), [2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3420](https://catalog.uconn.edu/GEOG/#3420), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), or [4520](https://catalog.uconn.edu/GEOG/#4520)), or “physical” courses (choice of [GEOG 2310](https://catalog.uconn.edu/GEOG/#2310), [3310](https://catalog.uconn.edu/GEOG/#3310), [3400](https://catalog.uconn.edu/GEOG/#3400), [3410](https://catalog.uconn.edu/GEOG/#3410), [3420](https://catalog.uconn.edu/GEOG/#3420), [3505](https://catalog.uconn.edu/GEOG/#3505), [4230](https://catalog.uconn.edu/GEOG/#4230), or [4300](https://catalog.uconn.edu/GEOG/#4300)), in addition to one “W” course, in consultation with their departmental advisor.

# Proposed Catalog Description of Major

Bachelor of Sciences

The B.S. degree requires 31 credits in 2000-level or above geography courses and 12 credits of closely related course work in other departments. B.S. majors must complete a basic core of three courses: [GEOG 2100](https://catalog.uconn.edu/GEOG/#2100) or [2200](https://catalog.uconn.edu/GEOG/#2200), [2300](https://catalog.uconn.edu/GEOG/#2300), and [2500](https://catalog.uconn.edu/GEOG/#2500). B.S. majors must take 21 additional credits in Geography, including at least four courses from either “methods” courses (choice of [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505), [2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3420](https://catalog.uconn.edu/GEOG/#3420), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), or [4520](https://catalog.uconn.edu/GEOG/#4520)), or “physical” courses (choice of [GEOG 2310](https://catalog.uconn.edu/GEOG/#2310), [3310](https://catalog.uconn.edu/GEOG/#3310), [3400](https://catalog.uconn.edu/GEOG/#3400), [3410](https://catalog.uconn.edu/GEOG/#3410), [3420](https://catalog.uconn.edu/GEOG/#3420), [3505](https://catalog.uconn.edu/GEOG/#3505), [4230](https://catalog.uconn.edu/GEOG/#4230), or [4300](https://catalog.uconn.edu/GEOG/#4300)), in addition to one “W” course, in consultation with their departmental advisor. The 31 credit requirement may also be met with 4090, 4091, 4093, and 4095, with advisor consent.

# Justification

1. Reasons for changing the major: To capture course offerings that we had not initially included in the plan of study.

2. Effects on students: Allows a wider range of options such as independent study, internships, and foreign study to be counted towards credit requirements if they are considered, by the advisor, to have contained appropriate content.

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: 2/11/2020

    Department Faculty: 2/12/2020

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

Carol Atkinson-Palombo, [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu), 860-486-3023.

**2020-77 GIS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: November 5, 2019

2. Department or Program: Geography

3. Title of Minor: GIS

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: Change the GIS minor to align elective classes outside of Geography with the list approved for the GIS Major

# Existing Catalog Description of Minor

Geographic Information Science Minor

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500).
2. At least three credits from the following [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505) and [3530](https://catalog.uconn.edu/GEOG/#3530). Students are encouraged to take both.
3. At least six credits from the following courses, including three credits in GEOG: [CSE 2050](https://catalog.uconn.edu/CSE/#2050), [2100](https://catalog.uconn.edu/CSE/#2100); [ECON 2326](https://catalog.uconn.edu/ECON/#2326); [GEOG 2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3110](https://catalog.uconn.edu/GEOG/#3110), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [3512](https://catalog.uconn.edu/GEOG/#3512), [4090](https://catalog.uconn.edu/GEOG/#4090)\*, [4095](https://catalog.uconn.edu/GEOG/#4095)\*, [4099](https://catalog.uconn.edu/GEOG/#4099)\*, [4130](https://catalog.uconn.edu/GEOG/#4130), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), [4516](https://catalog.uconn.edu/GEOG/#4516), [4518](https://catalog.uconn.edu/GEOG/#4518); [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [3710](https://catalog.uconn.edu/MATH/#3710); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q).

\* Using GEOG 4090, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

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

# Proposed Catalog Description of Minor

Geographic Information Science Minor

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science – the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500).
2. At least three credits from the following [GEOG 2505](https://catalog.uconn.edu/GEOG/#2505) and [3530](https://catalog.uconn.edu/GEOG/#3530). Students are encouraged to take both.
3. Three elective credits from GEOG methods classes: [GEOG 2410](https://catalog.uconn.edu/GEOG/#2410), [2510](https://catalog.uconn.edu/GEOG/#2510), [3110](https://catalog.uconn.edu/GEOG/#3110), [3500Q](https://catalog.uconn.edu/GEOG/#3500Q), [3505](https://catalog.uconn.edu/GEOG/#3505), [3510](https://catalog.uconn.edu/GEOG/#3510), [3512](https://catalog.uconn.edu/GEOG/#3512), [4090](https://catalog.uconn.edu/GEOG/#4090)\*, 4091\*, [4095](https://catalog.uconn.edu/GEOG/#4095)\*, [4099](https://catalog.uconn.edu/GEOG/#4099)\*, [4130](https://catalog.uconn.edu/GEOG/#4130), [4230](https://catalog.uconn.edu/GEOG/#4230), [4515](https://catalog.uconn.edu/GEOG/#4515), [4516](https://catalog.uconn.edu/GEOG/#4516), [4518](https://catalog.uconn.edu/GEOG/#4518), 4519.
4. Three additional credits from either the list of GEOG classes in the previous two points or the list of approved, related classes associated with the GIS Major.

\* Using GEOG 4090, 4091, 4095, 4099 requires permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

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

# Justification

1. Reasons for changing the minor: With the approval of the Geographic Information Science (GIS) major, we want to align the minor elective with the interdisciplinary menu of classes available to students through the GIS major. The wording of point 4 also allows us to add classes to the list without needing to change both the GIS major and minor.

2. Effects on students: This will expand the range of classes available to students seeking the GIS minor.

3. Effects on other departments: This change greatly expands the number of elective classes outside of Geography so no one class will be as heavily affected by students in the GIS minor.

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 2/11/2020

    Department Faculty: 2/12/2020

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

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

**2020-78 MARN 1002E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15079 |
| **Request Proposer** | Dierssen |
| **Course Title** | Introduction to Oceanography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Introduction to Oceanography |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed 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)** | 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** | 60 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures 150/week |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | A background in secondary school physics, chemistry or biology. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MARN 1002. Introduction to Oceanography 3.00 credits Prerequisites: A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003, 2002 or 3001. Grading Basis: Graded Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. First and second semester Storrs and Avery Point. Students who complete both MARN 1002 and 1004 will receive credit for a CA 3 laboratory course. CA 3. |
| **Provide proposed title and complete course catalog copy** | MARN 1002E. Introduction to Oceanography 3.00 credits Recommended Preparation: A background in secondary school physics, chemistry or biology. Not open to students who have passed MARN 1003, 2002 or 3001. Grading Basis: Graded Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Students who complete both MARN 1002 and 1004 will receive credit for a CA 3 laboratory course. CA 3. |
| **Reason for the course action** | Modification to course description and add E designation. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | As an ocean-literate person, you should be able to communicate about the ocean in a meaningful way and make informed and responsible decisions regarding the ocean and its resources. By the end of the semester, students should be able to describe: • the physical and chemical characteristics of seawater • the global patterns of phytoplankton biomass, salinity, temperature, and bathymetry • how oceans modify weather and climate on Earth • characteristics of marine life and controls on the marine trophic web including humans • the scientific method, scientific ethics, and critical thinking  • environmental issues concerning marine resources and ecosystems Throughout the course we will describe how knowledge of ocean processes influences understanding of the role |
| **Describe course assessments** | Midterm 1 20% Midterm 2 20% Homework 15% In Class Participation 15% Final Exam 30% Midterms Midterms will be taken during class. A calculator is required. If you have a scheduling conflict, please let me know well in advance and we can make accommodations Homework Homework assignments must be uploaded online before the start of class. In Class Participation These will include in class assignments that you will turn in during the lecture period. I will also dismiss class early and assign a podcast with questions as part of your class grade. Oceanography in the News: This will also be included in your In-Class grades. Final Exam The final exam will be cumulative and will be based on the midterms and will also be a synthesis of the many components of the class. |
| **General Education Goals** | The broad subject matter included in MARN 1003 makes it a course that meets the goals of General Education in several ways. Class discussion and written assignments encourage the students to become articulate about the contemporary environmental issues included in the course. Background information, required for each subsection of the course, provides a broad foundation within an applied context. Practice in analysis of relevant topics stimulates a sharpened awareness of how humans impact and are impacted by the marine environment. As a science class focused on environmental topics, MARN 1003 also educates students to think critically, distinguishing conclusions based on scientific data and credible evidence, from conclusions based on subjective opinions, economics and/or self interest. |
| **Content Area: Science and Technology (non-Lab)** | Students are taught that oceanography is by its very nature an interdisciplinary field of science. It encompasses physical, chemical, and biological processes across temporal scales of minutes to billions of years and dimensions from micrometers to thousands of kilometers. This course applies critical thinking, mathematical analysis and hypothesis testing to introduce the student to ocean sciences. Students apply mathematical analysis to data obtained by oceanographers and learn to interpret graphical presentation of data. Students are exposed to a wide range of modern scientific techniques used to observe and quantify ocean properties. The laboratory component applies the scientific method to a variety of topics using a diverse suite of instrumentation and data analysis tools to further deepen the understanding of ocean properties. |
| **Environmental Literacy** | The ocean environment is dynamic in space and time. The natural and anthropogenic forces that shape the ocean are changing and will impact marine ecosystems and the communities that rely on the ocean as a resource. The tools acquired through this course better equip the students to understand policy decisions that may shape the oceans and allow them to have an informed voicein their communities. Some of the students pursue Marine Sciences as their major, while others may become inspired to be local citizen scientists. This course serves as a gateway to environmental literacy on the oceans and cryosphere. “The open sea, the Arctic, the Antarctic and the high mountains may seem far away to many people,” said Hoesung Lee, Chair of the IPCC (Intergovernmental Panel on Climate Change). “But we depend on them and are influenced by them directly and indirectly in many ways – for weather and climate, for food and water, for energy, trade, transport, recreation and tourism, for health and well being, for culture and identity.” The focus of this introductory oceanography course is to provide and understanding of the functioning of the oceans and begin engagement with how important the ocean processes are to human society. The attached document further describes how the course each of the course sections is grounded in the science of how the ocean works as a physical/biological system, and each section includes coverage of the implications for human habitation of the planet. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN\_1002\_LECTURE\_2019Fall\_Syllabus\_V2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169685&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8c9f46946adb456c9f3808d7a6581f09%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637160769717637008&sdata=Q0pJf6SL0ukxhg%2Bt2ISaPFGt0wNDj7QRzS88LomMLxE%3D&reserved=0) | MARN\_1002\_LECTURE\_2019Fall\_Syllabus\_V2.docx | Syllabus | | [MARN\_1002\_1003 as E course.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169686&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8c9f46946adb456c9f3808d7a6581f09%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637160769717637008&sdata=r1RgxRuvft5U0z27OyEoXyCBCsllYeTsYuqlj%2BnyBAc%3D&reserved=0) | MARN\_1002\_1003 as E course.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 01/28/2020 - 15:45 | Submit |  | This change is in conjunction with MARN 1003 (the lecture portion of 1003). Faculty approved. | | Marine Sciences | Heidi M Dierssen | 01/28/2020 - 16:35 | Approve | 12/1/2019 | In conjunction with MARN 1003. Approved by faculty at retreat. | |

MARN 1002/1003

 **Introduction to Oceanography**

**Marine Sciences**

Syllabus – Fall 2019

**Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Course and Instructor Information

**Lectures:** T Th 11 am – 12:15 pm ACB 211

**Instructor:** Dr. Heidi Dierssen, Professor, Marine Sciences

**Office hours:** MAR 289, Tuesday 3-4 pm or by appointment

**email:** [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu)

Course Description

This general education course covers the processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis is placed on the interactions between physical, chemical, biological, and geological processes that contribute to both the stability, variability, and vulnerability of the marine environment. This is an overview class of the essential principles and fundamental concepts about ocean life and processes.

Course Objectives

Together we will investigate contemporary problems in the oceans from sea level rise to overfishing. To answer these questions, students learn about modern techniques to collect data and observations, formation and testing of hypotheses and methods of presenting data. Students interpret records from the satellites, aircraft, ships, floats, and remotely operated vehicles to assess the oceans at different time and space scales. Students receive exercises to learn how to prepare and interpret graphs demonstrating such concepts as paleomagnetism on the seafloor, attenuation of light in the ocean, wind mixing of the surface ocean, and phytoplankton growth rates. Students learn how convection in the ocean and atmosphere help explain the biogeography of life in the oceans. As an ocean-literate person, you should be able to communicate about the ocean in a meaningful way and make informed and responsible decisions regarding the ocean and its resources.

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

* the physical and chemical characteristics of seawater
* the global patterns of phytoplankton biomass, salinity, temperature, and bathymetry
* how oceans modify weather and climate on Earth
* characteristics of marine life and controls on the marine trophic web including humans
* the scientific method, scientific ethics, and critical thinking
* environmental issues concerning marine resources and ecosystems

Throughout the course we will describe how knowledge of ocean processes influences understanding of the role the ocean have in making the planet habitable and also the role humans play on the environment 

Course Materials

We will be experimenting with an online text. This can be downloaded to a tablet for ease in reading or your can buy a hard copy. This is a bit briefer than many of the textbooks required in the past, but it has most of the major points and excellent figures that will be explained and described during lectures.

There will be a weekly updates on the HuskyCT.

Reading Materials

I will assign readings from several free online textbooks during the semester:

*T1: Introduction to Physical Oceanography* by Robert H. Stewart, Texas A&M University

<https://open.umn.edu/opentextbooks/textbooks/20>

pdf downloadable

T2: Introduction to Oceanography

<https://rwu.pressbooks.pub/webboceanography/>

*T3:* Dierssen and Theberge. 2014. Bathymetry: History of Seafloor Mapping. *Encyclopedia of Natural Resources DOI: 10.1081/E-ENRW-120047531.*

*T4: This Dynamic Earth: The Story of Plate Tectonics*. W.J. Kious and R. I Tilling. U.S. Geological Survey (USGS). Ver. 1.2. Free Online: <http://pubs.usgs.gov/gip/dynamic/dynamic.html>

Also, I will put several larger oceanography textbooks on reserve in the library for those who wish to explore some of the concepts in further description and detail. These textbooks have more explanatory text that may work well with your learning style. Feel free to delve into these or any Introductory Oceanography text you may have to enhance your knowledge and fill in gaps. I also recommend that students, particularly Marine Sciences majors, start a library of relevant books including a general Oceanography textbook. If you learn best by reading textbooks, then I recommend purchasing a text and reading the related chapters. The content of most editions of Oceanography textbooks is very similar and a useful resource for you.

Course Structure and Recommendations

I strongly recommend that you attend class regularly and participate actively by reviewing lecture notes, reading supplemental materials and doing homeworks. I will take sporadic attendance as part of the participation grade. Lectures will be broken up into several segments including: Chalk Time, Short Videos, In-class demonstrations and exercises. You will be responsible for all material presented, including in-class exercises, videos, and material discussed during class. A PowerPoint outline will be provided on HuskyCT but much of the chalk and in class exercises will not be posted.

HuskyCT is required for readings, assignments, and due dates.

Calculators are required for the exams.

Laptops are generally not permitted in class during our lecture time. Actively lit screens are distracting for those around you and are not required in class. If you do take notes on a laptop, please let me know on the first day of class and I will place you in seating that does not conflict with other students.

Oceanography in the News

A component of your grade that is a presentation on a current news story that involves the oceans. from the news. The Rubric for the Oceanography in the News is as follows:

25% Selection -- pick a suitable article from the recent news (<6 months old) that relates to topics we have covered in class regarding oceanography and the environment.

25% Presentation – create a visually appealing presentation that demonstrates key points and graphics from the article and from other sources that can help explain the article.

25% Discussion – present your own discussion of (some suggestions not limited to):

- how this news story relates to topics we have learned in class

- what is new about the science (new discoveries)?

- does the topic relate to natural or anthropogenic (i.e., created by human civilization) causes? Why?

- does the topic present any implications for human society now and in the future?

- are there any ways to mitigate this problem or topic?

25% Speaking – were you clear and concise in your presentation. could the audience understand your message.

Extra Credit +10 points

Please keep a running log of all of the news stories presented in class and provide a written documentation at the end of the semester describing the news story and topics covered by each presentation and one new thing you learned from each talk. You can miss only one

Course Requirements and Grading

| Course Components | Weight |
| --- | --- |
| Midterm 1 | 20% |
| Midterm 2 | 20% |
| Homework | 15% |
| In Class Participation | 15% |
| Final Exam | 30% |

Midterms

Midterms will be taken during class. A calculator is required. If you have a scheduling conflict, please let me know well in advance and we can make accommodations

Homework

Homework assignments must be uploaded online before the start of class.

**In Class Participation**

These will include in class assignments that you will turn in during the lecture period. I will also dismiss class early and assign a podcast with questions as part of your class grade.

**Oceanography in the News:** This will also be included in your In-Class grades.

Final Exam

The final exam will be cumulative and will be based on the midterms and will also be a synthesis of the many components of the class.

Grading Scale:

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

Due Dates and Late Policy

All course due dates are identified on HuskyCT. 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.*

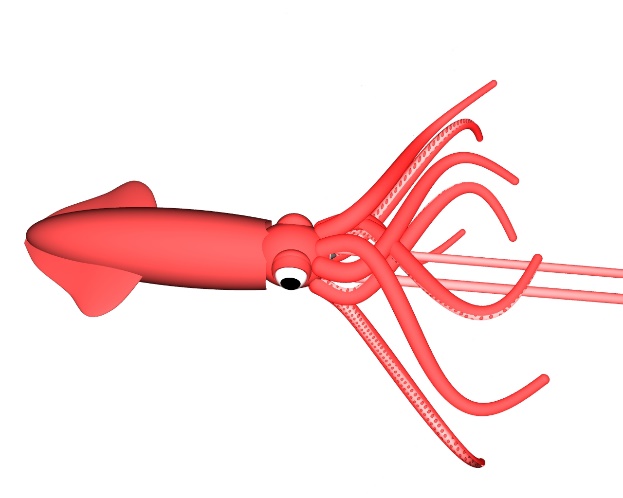
*Late Policy.* Homeworks can be submitted late, with a deduction of 10% per day up until the homeworks are graded and returned to the other students.

Feedback and Grades

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

Course Outline (and Calendar if Applicable)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading** | **Homework due Tuesday** |
| 1 | 27,29 Aug | Introduction/The water of the oceans  Water planet | T1: 6.1-6.4 |  |
| 2 | 3, 5 Sep | Salinity and Density | T1: 6.5-6.9 | 1 |
| 3 | 10,12 Sep | Stratification, thermohaline circulation  Water masses | T1:9 | 2 |
| 4 | 17,19 Sep | Atmosphere Winds  Coriolis, Gyres | T1: 10  T1: 16 | 3 |
| 5 | 25 Sep  27 Sep | Guest: Dr. Brad Seibel – Brooding Squid  Guest: Josiah Grzywacz -- Tides | T1: 17 | 4 |
| 6 | 1 Oct | Linking spatial patterns / Review |  |  |
|  | **3 Oct** | **Midterm 1** |  |  |
| 7 | 8, 10 Oct | Deep and Shallow Waves | T2 |  |
| 8 | 15,17 Oct | Light and Heat in Ocean  CO2 and climate | T2 | 5 |
| 9 | 22,24 Oct | pH and Acidification  Classifying Life | T2 | 6 |
| 10 | 29,31 Oct | Classifying Life  Primary Productivity | T2 | 7 |
| 11 | 5, 7 Nov | Food webs | T2 | 8 |
| 12 | **12 Nov**  14 Nov | **Midterm 2**  Bathymetry | T3 |  |
| 13 | 19, 21 Nov | Plate Tectonics | T4 | 9 |
| 14 | 26, 28 Nov | THANKSGIVING |  |  |
| 14 | 3 Dec  5 Dec | Seafloor processes  Review | T4 |  |
| Final | 10 Dec  10:30 am -12:30 pm | ***Final Exam*** |  |  |



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 and policies on the following webpage:

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

* Absences from Final Examinations
* Class Attendance
* Credit Hour
* People with Disabilities, Policy Statement
* Discrimination, Harassment and Related Interpersonal Violence, Policy Against
* Sexual Assault Reporting Policy
* The Student Code
* Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Software Requirements

The technical requirements for this course include:

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

Help

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

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 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 and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

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

Justification for MARN1002/3 as an E course

*Introduction to Oceanography* (3 credits) and *Introduction to Oceanography with laboratory* (4 credits) are the highest-enrollment courses offered by the Department of Marine Sciences. As Content Area 3 offerings, they serve to greatly broaden scientific education by integrating physical and biological sciences related to the ocean with implications for human populations, both historically and into the future. However, this courses also serves as a gateway to environmental literacy on the oceans and cryosphere. “The open sea, the Arctic, the Antarctic and the high mountains may seem far away to many people,” said Hoesung Lee, Chair of the IPCC (Intergovernmental Panel on Climate Change). “But we depend on them and are influenced by them directly and indirectly in many ways – for weather and climate, for food and water, for energy, trade, transport, recreation and tourism, for health and wellbeing, for culture and identity.” The focus of this introductory oceanography course is to provide and understanding of the functioning of the oceans and begin engagement with how important the ocean processes are to human society.

As noted in the recently released IPCC “Special Report on the Ocean and Cryosphere in a Changing Climate,” the ocean is warmer, more acidic and less productive. Melting glaciers and ice sheets are causing sea level rise, and coastal extreme events are becoming more severe. This course serves as a foundation for the science content inherent to “environmental literacy” including how the ocean currently functions in terms of the biophysical and geochemical properties that contribute to sea level, ocean pH, and primary productivity. In conjunction, the course serves to introduce the importance of such processes to climate and human ecosystem services and the interplay between humans and the sea.

The exact content varies slightly with the instructor's personal expertise, and different course materials are used. However, in all cases, the material can be divided into 5 main sections. Each of the sections is grounded in the science of how the ocean works as a physical/biological system, and each section includes coverage of the implications for human habitation of the planet.

1. Earth as a water planet
2. Geological Oceanography
3. Physical Oceanography
4. Chemical Oceanography
5. Biological Oceanography

This justification will provide a list of environmental-connection topics taught in each section, specifically defining which of the 5 EL criteria the topic satisfies.

1. Earth as a water planet

Criteria 2 and 5: The role of ocean exploration in human history, including seaborne human migrations and scientific expeditions; cartography and navigation.

Criterion 2: How the differences in ocean vs land coverage of Earth’s surface affect climate differences between the northern and southern hemispheres.

Criterion 2: How natural time and relative location on Earth influences human daily life.

1. Geological Oceanography

Criterion 2: Development of sonar and detailed seafloor maps during WWII for use in the war effort.

Criterion 2: Tsunami formation and threats to coastal populations and living resources.

Criteria 1, 2 and 3: Coastal shelf distributions and Exclusive Economic Zones.

Criterion 2: How active versus passive coastal margins create different human coastal habitats.

Criterion 2: How active versus passive coastal margins affect threats from sea-level rise. Glacial cycles and human habitation of North America.

Criterion 2: Tracing previous climate change events in the ocean sediment record and relating them to current climate change.

Criteria 1 and 2: Sea level rise: Relative stable sea level conditions have existed in the last 15,000 years. How does increasing sea level result from and impact human civilization?

1. Physical Oceanography

Criterion 2: How heat transport by ocean currents modifies climate on meso and macro-scales, and therefore our living conditions.

Criterion 1: How anthropogenic climate change may affect ocean circulation.

Criterion 1 and 2: How do we monitor thermal expansion of the oceans with networks of floats and how this influences sea level rise along coasts.

Criterion 2: Wave and tide formation and how they affect shipping and recreation.

Criterion 2: How coastal upwelling and the El Nino cycle control locations of high-density fishing areas.

Criterion 1 and 2: What factors are used to forecast sea level rise along the Connecticut coast for coastal resilience planning and which terms have the most uncertainty.

1. Chemical Oceanography

Criteria 2 and 4: How life may have developed in the ocean – our role in the Universe.

Criterion 2: The economic role of dissolved compounds in the ocean and possible mining of ocean minerals.

Criteria 2: Climate change: The role of the marine carbonate system in buffering pH changes and CO2 concentration increases from fossil fuel burning.

Criteria 2: How water's heat capacity determines heat carried around the planet and how it affects our climate.

Criteria 2: How water chemistry controls locations of high-density fishing areas

Criterion 1: Fate of pollutant substances in the ocean and impact on the trophic web including humans.

1. Biological Oceanography

Criteria 2: Controls on primary production and food chains leading to fisheries and site selection for aquaculture production

Criterion 1 and 3: Sustainable fisheries, overfishing and bycatch.

Criteria 1 and 2: Cultivation of marine species for human food; impacts of fisheries and aquaculture on coral reefs, mangroves, and other critical habitats.

Criteria 1 and 2: Ocean technology; observations of the ocean from satellites, monitoring the ocean from moored arrays document a changing ocean and are used for forecasting episodic events that impact the coastal zone.

**2020-79 MARN 1003E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15078 |
| **Request Proposer** | Dierssen |
| **Course Title** | Introduction to Oceanography with Laboratory |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | Introduction to Oceanography with Laboratory |
| **Course Number** | 1003 |
| **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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lectures 150 min/week and one 3 hour Laboratory per week |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | A background in secondary school physics, chemistry or biology. |
| **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** | Only Marine Sciences staff at both campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MARN 1003. Introduction to Oceanography with Laboratory 4.00 credits Prerequisites: Not open to students who have passed MARN 1002, 2002 or 3001. Recommended preparation: A background in secondary school physics, chemistry or biology. Grading Basis: Graded Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is on the interactions and interrelationships of physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations including required cruise on research vessel. First semester (Avery Point). First and second semester (Storrs). CA 3-LAB. |
| **Provide proposed title and complete course catalog copy** | MARN 1003E. Introduction to Oceanography with Laboratory 4.00 credits Recommended preparation: A background in secondary school physics, chemistry or biology. Not open to students who have passed MARN 1002, 2002 or 3001. Grading Basis: Graded Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is on the interactions and interrelationships of physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations. CA 3-LAB. |
| **Reason for the course action** | Small modifications to course description and adding Environmental Literacy designation |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | As an ocean-literate person, you should be able to communicate about the ocean in a meaningful way and make informed and responsible decisions regarding the ocean and its resources. By the end of the semester, students should be able to describe: • the physical and chemical characteristics of seawater • the global patterns of phytoplankton biomass, salinity, temperature, and bathymetry • how oceans modify weather and climate on Earth • characteristics of marine life and controls on the marine trophic web including humans • the scientific method, scientific ethics, and critical thinking  • environmental issues concerning marine resources and ecosystems Throughout the course we will describe how knowledge of ocean processes influences understanding of the role |
| **Describe course assessments** | Midterm 1 20% Midterm 2 20% Homework 15% In Class Participation 15% Final Exam 30% Midterms Midterms will be taken during class. A calculator is required. If you have a scheduling conflict, please let me know well in advance and we can make accommodations Homework Homework assignments must be uploaded online before the start of class. In Class Participation These will include in class assignments that you will turn in during the lecture period. I will also dismiss class early and assign a podcast with questions as part of your class grade. Oceanography in the News: This will also be included in your In-Class grades. Final Exam The final exam will be cumulative and will be based on the midterms and will also be a synthesis of the many components of the class. |
| **General Education Goals** | The broad subject matter included in MARN 1003 makes it a course that meets the goals of General Education in several ways. Class discussion and written assignments encourage the students to become articulate about the contemporary environmental issues included in the course. Background information, required for each subsection of the course, provides a broad foundation within an applied context. Practice in analysis of relevant topics stimulates a sharpened awareness of how humans impact and are impacted by the marine environment. As a science class focused on environmental topics, MARN 1003 also educates students to think critically , distinguishing conclusions based on scientific data and credible evidence, from conclusions based on subjective opinions, economics and/or self interest. |
| **Content Area: Science and Technology (Lab)** | Students are taught that oceanography is by its very nature an interdisciplinary field of science. It encompasses physical, chemical, and biological processes across temporal scales of minutes to billions of years and dimensions from micrometers to thousands of kilometers. This course applies critical thinking, mathematical analysis and hypothesis testing to introduce the student to ocean sciences. Students apply mathematical analysis to data obtained by oceanographers and learn to interpret graphical presentation of data. Students are exposed to a wide range of modern scientific techniques used to observe and quantify ocean properties. The laboratory component applies the scientific method to a variety of topics using a diverse suite of instrumentation and data analysis tools to further deepen the understanding of ocean properties. Since oceanography is an interdisciplinary science the goal of laboratory component is to teach students about physical, chemical and biological ocean properties through hands-on lab exercises, hypothesis driven experimentation and mathematical analysis of the data recorded for each laboratory exercise. For example in one laboratory exercise the densities (specific gravity) of different concentrations of seawater is compared to the density of freshwater through the use of hydrometers and a graph is generated from the data. The seawater concentration of an unknown water sample is determined by using hydrometer and the standard curve. The stratification of salt water and freshwater are demonstrated in the laboratory and the adaptations of organisms to different densities is determined by sinking rates. Laboratory reports are submitted after each lab with data, graphical presentation of the data and interpretation of the data. |
| **Environmental Literacy** | The ocean environment is dynamic in space and time. The natural and anthropogenic forces that shape the ocean are changing and will impact marine ecosystems and the communities that rely on the ocean as a resource. The tools acquired through this course better equip the students to understand policy decisions that may shape the oceans and allow them to have an informed voicein their communities. Some of the students pursue Marine Sciences as their major, while others may become inspired to be local citizen scientists. This course serves as a gateway to environmental literacy on the oceans and cryosphere. “The open sea, the Arctic, the Antarctic and the high mountains may seem far away to many people,” said Hoesung Lee, Chair of the IPCC (Intergovernmental Panel on Climate Change). “But we depend on them and are influenced by them directly and indirectly in many ways – for weather and climate, for food and water, for energy, trade, transport, recreation and tourism, for health and wellbeing, for culture and identity.” The focus of this introductory oceanography course is to provide and understanding of the functioning of the oceans and begin engagement with how important the ocean processes are to human society. The attached document further describes how the course each of the course sections is grounded in the science of how the ocean works as a physical/biological system, and each section includes coverage of the implications for human habitation of the planet. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN\_1002\_LECTURE\_2019Fall\_Syllabus\_V2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169670&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C32c68fcf9df14118b5e308d7a65854c2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637160770614847035&sdata=vla9qAVQt90y4ThY9BV9ao8kFcVBWzMSz1p24e6d5OI%3D&reserved=0) | MARN\_1002\_LECTURE\_2019Fall\_Syllabus\_V2.docx | Syllabus | | [MARN\_1002\_1003 as E course.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169671&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C32c68fcf9df14118b5e308d7a65854c2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637160770614847035&sdata=BtGFxRiu9BXlGDdKtSk0yLo0iZM2E9eV9TZkszWZCR8%3D&reserved=0) | MARN\_1002\_1003 as E course.docx | Other | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Heidi M Dierssen | 01/28/2020 - 14:57 | Submit |  | This was approved by faculty at retreat | | Marine Sciences | Heidi M Dierssen | 01/28/2020 - 16:32 | Approve | 12/1/2019 | In conjunction with MARN 1002 (without laboratory). Approved by faculty. | |

**2020-80 MARN 5201 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15312 |
| **Request Proposer** | Dierssen |
| **Course Title** | Oceanographic Expedition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Oceanographic Expedition |
| **Course Number** | 5201 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 18 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Field study on a research cruises and lecture/data analysis sessions weekly. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | Oceanography core courses |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Number restricted to 12 due to limitations on the ship. |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | Course taught in Marine Science Department |
| **Will this course be taught off campus?** | Yes |
| **Off campus details** | A field expedition is required |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 5201. Oceanographic Expedition Three credits. Instructor consent required. May be repeated to a maximum of six credits with a change of topic. Development of skills with modern and traditional methods used in making physical, chemical, biological and geological observation at sea from the R.V. Connecticut. Students should be prepared for a three-day expedition. Instrumentation, methods, data analysis and synthesis will be conducted in pre- and post-cruise seminars. |
| **Reason for the course action** | This is a highly desired course by our graduate students and has been taught previously as a special topics. |
| **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. Acquire water and sediment samples from the RV Connecticut using known protocols and standards. 2. Operate electronic instruments. 3. Log and report data and meta-data. 4. Create publication quality graphics. 5. Synthesize information from surveys and data archives. 6. Present the results of an observation campaign. |
| **Describe course assessments** | Course Components Weight Component A 25% Component B 25% Component C 25% Component D 25% Component A Weeks 1-5: Read key papers about the region and learn about logistics to prepare for and participate in a three to seven-day cruise. Learn to operate equipment, and log data. This is equivalent to 36 hours of lab experience. Component B Weeks 6-8. Work in groups to process samples, calibrate instruments, perform data quality assurance checks, archive data, and prepare standard data presentation graphics. Component C Weeks 8-10. In small groups, share the results of the data analyses with class and contrast with prior observations in the same, and similar areas. Component D Weeks 11-14. Prepare a data report and a 15 minute summary of the observations. Demonstrate whether the new observations are consistent with existing knowledge and contrast with other regions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ExpeditionCourseSyllabusV2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170793&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca5c32b777570491d968c08d7b5468538%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637177186795758551&sdata=otT7G0pSlV%2Fi5Wkt5INyq2QyuOC3jQhFHVAiQCWkXlA%3D&reserved=0) | ExpeditionCourseSyllabusV2.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 02/14/2020 - 15:35 | Submit |  | Faculty approved | | Marine Sciences | Heidi M Dierssen | 02/18/2020 - 23:49 | Approve | 2/14/2020 | Approved by DMS | |



### MARN 5995. Special Topics

### Oceanographic Expedition

### Dept. of Marine Sciences

Syllabus – Fall, 2018

**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

Priority is given to students enrolled in the M.S. or Ph.D. program in Oceanography.

Course and Instructor Information

**Course Title:** Oceanographic Expedition

**Credits:** 3

**Format:** Work at sea and in class.

**Prerequisites**: Consent of instructor

**Recommended Preparation:**  Oceanography core courses

**Professor:** Samantha Siedlecki

**Email:** [samantha.siedlecki@uconn.edu](mailto:samantha.siedlecki@uconn.edu)

**Telephone:** 860 992 2499

**Other:**

**Office Hours/Availability: Tues and Thurs,** 2-4

Course Description

Development of skills with modern and traditional methods used in making physical, chemical, biological and geological observation at sea from the R.V. Connecticut. Students should be prepared for a three-day expedition. Data analysis and synthesis will be conducted in post-cruise seminars.

Course Objectives

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

1. Acquire water and sediment samples from the RV Connecticut using known protocols and standards.
2. Operate electronic instruments.
3. Log and report data and meta-data.
4. Create publication quality graphics.
5. Synthesize information from surveys and data archives.
6. Present the results of an observation campaign.

Course Outline (and Calendar if Applicable)

Module 1: Cruise participation

Module 2: Data reduction

Module 3: Data synthesis

Module 4: Report and presentation

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 25% |
| Component B | 25% |
| Component C | 25% |
| Component D | 25% |

Component A

Weeks 1-5: Read key papers about the region and learn about logistics to prepare for and participate in a three to seven-day cruise. Learn to operate equipment, and log data. This is equivalent to 36 hours of lab experience.

Component B

Weeks 6-8. Work in groups to process samples, calibrate instruments, perform data quality assurance checks, archive data, and prepare standard data presentation graphics.

Component C

Weeks 8-10. In small groups, share the results of the data analyses with class and contrast with prior observations in the same, and similar areas.

Component D

Weeks 11-14. Prepare a data report and a 15 minute summary of the observations. Demonstrate whether the new observations are consistent with existing knowledge and contrast with other regions.

Grading Scale:

Graduate

| 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 due dates are identified in the (choose appropriate location). 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.*

Feedback and Grades

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

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html) 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://www.community.uconn.edu/student_code_appendixa.html)
* [Academic Integrity in Graduate Education and Research](http://web9.uits.uconn.edu/gradschool/current/academic_integrity.html)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following 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://www.csd.uconn.edu/index.html). 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
* Graphics and data analysis software.
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

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.
* Make graphics and compute statistics.

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).

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

**2020-81 MARN 6032 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15310 |
| **Request Proposer** | Dierssen |
| **Course Title** | Environmental Organic Chemistry I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Environmental Organic Chemistry I |
| **Course Number** | 6032 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **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** | 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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion/problem solving sessions |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | MARN 5030 or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 6032. Environmental Organic Chemistry I Three credits. Prerequisite: MARN 5030 or instructor consent. Not open for credit to students who have passed MARN 5995 when offered as "Environmental Organic Chemistry I." Environmental factors governing the processes that determine the fate of organic chemicals in natural and engineered systems. Quantitative assessments based on thermodynamic principles of the environmental behavior of organic chemicals. Topics include multimedia partitioning between air, water, and particles, and photochemical and biodegradation models. |
| **Reason for the course action** | This course has been taught twice previously as a special topics course for graduate students in the Marine Sciences Department. It builds off of the Chemical Oceanography and provides a foundation in organic chemistry. |
| **Specify effect on other departments and overlap with existing courses** | This has some topical overlap with Chemistry, but there are no similar graduate courses offered in their Department. Chemistry graduates who want to come to Avery Point are welcome to take the course, if they have the appropriate background. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: To gain an understanding of the thermodynamics that govern the movement and reactivity of organic molecules in the environment. Expectations: Students will be required to complete assigned reading prior to class and weekly homework assignments covering key processes. |
| **Describe course assessments** | Participation 20% Active discussions are mandatory Assignments 80% A homework assignment will follow each topic. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN 5995 Env Organic Chem I and II Syllabi\_V2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170790&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6f25aca3c968498679c908d7b546fa3b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637177188754630428&sdata=QR1wP%2FgKuZSQ2S2Ec7uLdRDw0uDBEHN1nNLTv67BOz0%3D&reserved=0) | MARN 5995 Env Organic Chem I and II Syllabi\_V2.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 02/14/2020 - 15:06 | Submit |  | Approved by faculty | | Marine Sciences | Heidi M Dierssen | 02/18/2020 - 23:49 | Approve | 2/14/2020 | Also received approval from Chemistry | |



MARN 6032/6033

Environmental Organic Chemistry I and II

Department of Marine Sciences & Graduate Program in Oceanography

Syllabus – Fall 2017/Spring2018

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

Course and Instructor Information

**Course Title:** Environmental Organic Chemistry I and II

**Credits:** Three credits each

**Format:** in class

**Prerequisites:**  MARN5030 Chemical Oceanography. Graduate Special Topics by permission

**Professor:** Penny Vlahos

**Email:** penny.vlahos@uconn.edu

**Telephone:** 860-405-9269 (please use email)

**Office Hours/Availability:** By appointment

Course Description

Environmental factors governing the processes that determine the fate of organic chemicals in natural and engineered systems. Quantitative assessments based on thermodynamic principles of the environmental behavior of organic chemicals. Topics include multimedia partitioning between air, water, and particles, and photochemical and biodegradation models.

Course Objectives and Expectations

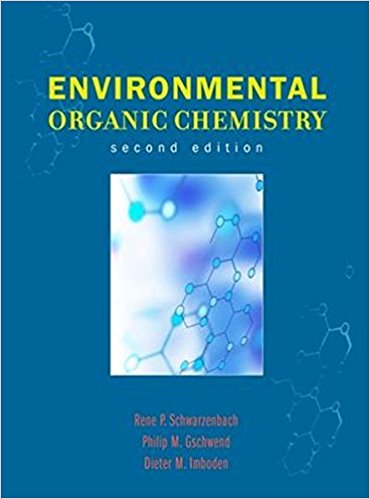
**Course Objectives:** To gain an understanding of the thermodynamics that govern the movement and reactivity of organic molecules in the environment.

**Expectations:** Students will be required to complete assigned reading **prior** to class and weekly homework assignments covering key processes.

Course Materials

**Required course materials should be obtained before the first day of class**.

Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.



Environmental Organic Chemistry 2nd Edition

by Rene P. Schwarzenbach (Author), Philip M. Gschwend (Author), Dieter M. Imboden (Author)

ISBN-13: 978-0471357506

ISBN-10: 0471357502

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

Course Outline (and Calendar)

**Schedule:**

PART I Chapters 1-14

* Background on Organic Chemicals
* Anthropogenic Organic Chemicals
* Background Thermodynamics, Equilibrium Partitioning and Acidity Constants
* Earth Systems and Compartments
* Environmental Systems: Physical Processes and Mathematical Modelling
* Partitioning Between Bulk Phases
* Vapor Pressure
* Solubility
* Liquid-Air, Liquid-Water Partitioning
* Partitioning of Non-ionic Compounds
* Sorption Processes
* Sorption to Natural Organic Matter from Water
* Sorption of Ionic Compounds

PART II Chapters 15-28

* Dry and Wet Deposition
* Equilibrium partitioning to Biota
* Random Motion and Diffusivity
* Transport at Boundaries
* Air-Water Exchange
* Interfaces Involving Solids
* Transformation Reaction of Organic Pollutants
* Hydrolysis and Reaction with Nucleophiles
* Redox Reactions
* Direct Photolysis in Aquatic Systems
* Indirect Photolysis
* Biotransformation
* Compound Specific Isotope Analysis
* Exposure Assessment

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Summary of Course Grading:

| Course Components | Weight | Details |
| --- | --- | --- |
| Participation | 20% | Active discussions are mandatory |
| Assignments | 80% | A homework assignment will follow each topic. |

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| 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 |

Graduate

| Grade | Letter Grade | GPA |
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| 93-96 | A | 4.0 |
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* *Please email assignments when appropriate in order to have a timestamp and an archive of the message!*
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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
* Excel and/or MATLAB (for homework)

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.
* Fluency with word processing and graphing software

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).

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

**2020-82 MARN 6033 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15311 |
| **Request Proposer** | Dierssen |
| **Course Title** | Environmental Organic Chemistry II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Environmental Organic Chemistry II |
| **Course Number** | 6033 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **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** | 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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Weekly lectures and problem solving sessions |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | MARN 6032 or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | Taught in the Marine Sciences Department at Avery Point. |
| **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** | MARN 6033 Environmental Organic Chemistry II Three credits. Prerequisite: MARN 6032 or instructor consent. Not open for credit to students who have passed MARN 5995 when offered as “Environmental Organic Chemistry II.” Environmental factors governing the processes that determine the fate of organic chemicals in natural and engineered systems. Quantitative assessments based on thermodynamic principles of the environmental behavior of organic chemicals. Topics include multimedia partitioning between air, water, and particles, and photochemical and biodegradation models. |
| **Reason for the course action** | This has been taught as special topics twice and we are now making it a permanent offering for advanced graduate students in marine chemistry |
| **Specify effect on other departments and overlap with existing courses** | There is some overlap in content with chemistry, but no similar courses offered in their Department. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: To gain an understanding of the thermodynamics that govern the movement and reactivity of organic molecules in the environment. Expectations: Students will be required to complete assigned reading prior to class and weekly homework assignments covering key processes. |
| **Describe course assessments** | Participation 20% Active discussions are mandatory Assignments 80% A homework assignment will follow each topic. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN 5995 Env Organic Chem I and II Syllabi\_V2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170792&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4473d35232eb4cbd4cc908d7b5457ff2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637177182416548714&sdata=9de6nLW%2BUlxl6zEIsP3N4L3Quq%2FrKx4zi8QcH8mMY0U%3D&reserved=0) | MARN 5995 Env Organic Chem I and II Syllabi\_V2.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 02/14/2020 - 15:27 | Submit |  | Approved by faculty | | Marine Sciences | Heidi M Dierssen | 02/18/2020 - 23:51 | Approve | 2/14/2020 | Also approved by Chemistry Dept. | |



MARN 6032/6033

Environmental Organic Chemistry I and II

Department of Marine Sciences & Graduate Program in Oceanography

Syllabus – Fall 2017/Spring2018

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

Course and Instructor Information

**Course Title:** Environmental Organic Chemistry I and II

**Credits:** Three credits each

**Format:** in class

**Prerequisites:**  MARN5030 Chemical Oceanography. Graduate Special Topics by permission

**Professor:** Penny Vlahos

**Email:** penny.vlahos@uconn.edu

**Telephone:** 860-405-9269 (please use email)

**Office Hours/Availability:** By appointment

Course Description

Environmental factors governing the processes that determine the fate of organic chemicals in natural and engineered systems. Quantitative assessments based on thermodynamic principles of the environmental behavior of organic chemicals. Topics include multimedia partitioning between air, water, and particles, and photochemical and biodegradation models.

Course Objectives and Expectations

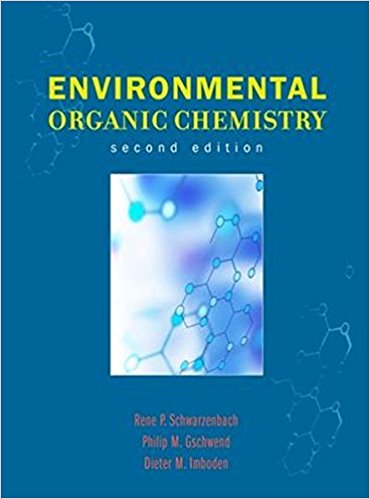
**Course Objectives:** To gain an understanding of the thermodynamics that govern the movement and reactivity of organic molecules in the environment.

**Expectations:** Students will be required to complete assigned reading **prior** to class and weekly homework assignments covering key processes.

Course Materials

**Required course materials should be obtained before the first day of class**.

Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.



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* Sorption to Natural Organic Matter from Water
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* Hydrolysis and Reaction with Nucleophiles
* Redox Reactions
* Direct Photolysis in Aquatic Systems
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<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

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* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
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* Excel and/or MATLAB (for homework)

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

**2020-83 Marine Sciences Add Minor**



**Proposal to Add a Minor**

Last revised: September 24, 2013

1. Date: 9/20/2019

2. Department or Program: Marine Sciences

3. Title of Minor: Marine Sciences

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

Department? \_x\_\_ Yes \_\_\_ No

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

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

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

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

# Catalog Description of Minor

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

Marine Sciences Minor

Students wishing to complete this minor must take at least 15 credits of 2000-level or higher MARN courses.

The minor is offered by the Department of Marine Sciences. Students may not count the same course towards the Marine Biology minor offered by the Department of Marine Sciences.

# Justification

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

Students in the Marine Sciences receive multidisciplinary training in the biological, chemical, physical, and geological processes of the ocean with emphasis on how humans impact the coastal environment. In addition to receiving a strong foundation in mathematics and natural sciences, students engage in experiential learning, fieldwork, internships, study abroad and senior-year capstone courses that foster interdisciplinary training.

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

For the minor, students will have the ability to choose from a variety of courses that encompass the broad interdisciplinary nature of marine sciences and can specialize their interests within tracks the cover marine biology and biodiversity, climate and ocean processes, and marine chemistry and water quality.

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

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

    Department Curriculum Committee: 9/20/2019

    Department Faculty: 10/11/2019

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

Heidi Dierssen, [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu)

**2020-84 Oceanography Delete Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 10/11/2019

2. Department or Program: Marine Sciences

3. Title of Minor: Oceanography

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: Delete minor

# Existing Catalog Description of Minor

Oceanography Minor

This minor focuses on biological, chemical, geological, and physical oceanography. Students pursuing the minor must take at least 15 credits of 2000-level and above courses, including 3 courses from Group A, and 2 additional courses from either group A or B:

Group A: MARN 4010, 4030W, 4050, 4060

Group B: MARN 2002, 3000, 3001, 3015, 3017, 3060

Marine Sciences majors may not choose MARN 4010. No more than 2 courses may be counted towards both this minor and the student’s major.

The minor is offered by the Department of Marine Sciences. More information is available by email at marinesciences@uconn.edu, or by phone at 860-405-9152.

# Proposed Catalog Description of Minor

None

# Justification

1. Reasons for changing the minor: The Department has never had a student complete this minor to our recollection. We are proposing to add a Marine Sciences minor, which follows from the name of our major, and is more consistent with the Departmental goals for reaching non-majors.

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: Most of the marine sciences courses are offered at Avery Point.

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

    Department Curriculum Committee:9/20/2019

    Department Faculty:10/11/2019

6. Name, Phone Number, and e-mail address of principal contact person: Heidi Dierssen, [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu), 860-405-9239

**2020-85 SLHS 1150W Add Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15156 |
| **Request Proposer** | Coelho |
| **Course Title** | Intro. to Communication Disorders |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > College of Liberal Arts and Sciences > Return > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Intro. to Communication Disorders |
| **Course Number** | 1150 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The only change to the original course is to add W section |

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| **CONTACT INFO** | |
| **Initiator Name** | Carl A Coelho |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | cac02021 |
| **Initiator Email** | [carl.coelho@uconn.edu](mailto:carl.coelho@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?** | No |
| **Please explain why and what resources are required to offer the course** | Department will need additional staff or TAs to offer the W sections. |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | 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)** | Yes |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | Yes |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture,Seminar |
| **Enrollment Component** | Lecture |
| **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** | seminar, discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. RHAG students cannot take more than 22 credits of 1000 level courses. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SLHS 1150W. Introduction to Communication Disorders 3.00 credits Prerequisites: ENGL 1010 or 1011 or 2011. RHAG students cannot take more than 22 credits of 1000 level courses Grading Basis: Graded Introduction to normal communicative processes and to disorders of communication. CA 2. CA 4. |
| **Reason for the course action** | Adding W sections |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **General Education Goals** | Listed below are the stated objectives of Genreral Education courses. Below these goals are course objectives from SLHS 1150W. 1. become articulate, 2. acquire intellectual breadth and versatility, 3. acquire critical judgment, 4. acquire moral sensitivity, 5. acquire awareness of their era and society, 6. . acquire consciousness of the diversity of human culture and experience, and 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge. At the end of the semester, students in SLHS 1150W will: 1. have a wider and more comprehensive idea of communication disorders, their causes, and applications of this knowledge their your own field of interest/major. 2. be able to describe the typical sequence of speech, language, and hearing system development. 3. be able to define the basic models of communication. 4. be able describe the different communication disorders of speech, language, hearing, literacy, and cognition. 5. be able to identify techniques of assessment and intervention used to address communication disorders in children and adults. 6. be familiar with multicultural issues related to communication and communication disorders across the lifespan. 7. write a well-developed thesis-driven 15-page paper. |
| **Content Area: Social Sciences** | What follows is the stated definition and criteria for Content Area 2: Social Sciences. "The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems." SLHS 1150W provides an overview of the normal developmental processes for speech, language, and hearing. In addition, it describes how these skills may be disrupted by atypical development or acquired disorders such as stroke, neurological disease, or trauma (i.e., traumatic brain injury). Communication disorders result when speech, language, and/or hearing processes are compromised. The course describes how communication disorders change lives and an individual's ability to maintain a chosen role in society (e.g., spouse. partner, parent, friend, employee, student, etc.). |
| **Content Area: Diversity and Multiculturalism (International)** | Definition of Diversity and Multiculturalism for General Education: "In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the University curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities." SLHS 1150W is one of a small number of courses offered at UCONN that focuses on increasing the understanding of disabilities, specifically communication disorders. The criteria for Content Area 4 this course is most aligned with are: a. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; e. Develop an awareness of the dynamics of social, political, and/or economic power. |
| **Writing Competency** | The W section will focus on thesis-driven writing and essential writing mechanics, in the context of issues related to communication disorders. Students will examine basic writing techniques as well as the structuring of scientific papers. There will be focus on properly implementing the American Psychological Association (APA) format in papers. This course will provide students with the necessary skills to formulate, structure, and present a written argument based on research in the field of audiology or speech-language pathology around the scientific study of cognitive and communication disorders. By the end of this course, you will be able to: 1. Create a well-developed thesis-driven 15-page paper 2. Employ the conventions of APA formatting 3. Find and use primary sources to bolster your argument 4. Provide constructive peer-review |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS 1150 & 1150W.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170150&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce1df786a7df747cfaed808d7b6fd8184%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637179072225507085&sdata=iEY0YT71dhTxalzAD2SbyINtmX%2FIzfVHi%2BQPYhgqX2o%3D&reserved=0) | SLHS 1150 & 1150W.pdf | Syllabus | | [SLHS 1150W Syllabus.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F170965&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce1df786a7df747cfaed808d7b6fd8184%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637179072225517077&sdata=4fatqUrns%2BfqCCCc8zpz%2FdL%2BpEljdTawoxMcVkRSzTg%3D&reserved=0) | SLHS 1150W Syllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Carl A Coelho | 02/04/2020 - 15:42 | Submit |  | This proposal is submitted to add W sections to SLHS 1150 which has been a relatively popular course with an annual enrollment of 350 undergrads. | | Speech Language and Hearing Services | Lendra Friesen | 02/05/2020 - 10:38 | Approve | 2/5/2020 | approved | | College of Liberal Arts and Sciences | Pamela Bedore | 02/18/2020 - 10:16 | Return |  | Returning to proposer for more detailed responses to GEOC questions as per email, 2/18.2020. PB. | | Return | Carl A Coelho | 02/21/2020 - 12:06 | Resubmit |  | Additional information has been added to the previous version of this proposal | | Speech Language and Hearing Services | Lendra Friesen | 02/21/2020 - 12:40 | Approve |  | signed off by Lendra F | |

**University of Connecticut**

**Department of Speech, Language, and Hearing Sciences**

**SLHS 1150W – Intro. to Communication Disorders**

**Fall 20XX**

**Instructor**:

**Email address:**

**Office hours:**

**Office location:** **Classroom:**

**Class time:**

**Course Description:**

This class will focus on thesis-driven writing and essential writing mechanics, in the context of issues related to communication disorders. We will examine some general writing techniques as well as basic structuring of scientific papers. We will focus on properly implementing the American Psychological Association (APA) format in papers. This course will provide you with the necessary skills to formulate, structure, and present a written argument based on research in the field of audiology or speech-language pathology around the neuroscientific study of cognitive & communication disorders.

**By the end of this course, you will be able to:**

1. Create a well-developed thesis-driven 15-page paper
2. Employ the conventions of APA formatting
3. Find and use primary sources to bolster your argument
4. Provide constructive peer-review

**Grading System:**

**You will be graded based on 3 main criteria:**

1. **Class participation (25 points):** participation will be key to developing your paper. We will have several in-class activities that will factor into your participation grade.

* Reading 2 research articles before assigned classes and completing closed-book in-class summaries (5 points each; 10 points total)
* Peer review (10 points)
* 5 additional class participation points will be earned without announcement (random, small in-class assignments that cannot be made up – so come to class!)

1. **Weekly assignments (30 points):** this will include the smaller weekly assignments that will help you build up to your final paper:

* List of Topics of Interest (2 points)
* Research Paper Proposal (5 points)
* Annotated Bibliography (8 points; 1 point per summary)
* Paper outline (5 points)
* First submission\* (5 points)
* Second submission\* (5 points)

*\* NOTE: While the first and second submission do not seem like they’re worth many points, if you do not submit both a first and second submission (essentially the two drafts of the paper), you will not be eligible to turn in the Final Paper. This is because Writing Sections require that you go through a revision process with your work!*

1. **Final Paper (40 points):** Final paper should be 12-13 pages written text plus the cover page and references, so total 15 pages overall. However, the written portion should not exceed 15 pages.
2. **Portfolio (5 points):** You will submit all prior assignments at the time of the final paper.

Students are expected to turn in all assignments on the specified date on the class schedule or as specified by the instructor. Requests for extensions must be cleared with the instructor ***before*** the assignment is due. Unexcused late submission assignments will be penalized with 20% loss of points per day late, starting right after submission time (e.g. if an assignment is due during class, it will be considered late if you turn it in later in the day, even if the same calendar day)

Grades will be based on a point system, where you receive a certain amount of points for each class assignment (outlined on the calendar). Your final grades for the “W” section are as follows:

A 93 – 100 C 74 – 76

A- 90 – 92 C- 70 – 73

B+ 87 – 89 D+ 67 – 69

B 84 – 86 D 64 – 66

B- 80 – 83 D- 60 – 63

C+ 77 – 79 F <60

**PLEASE NOTE**: Because you are enrolled in SLHS 4245W, failing the writing component of the course will result in a failing grade in the course overall, regardless of your performance on course exams in the lecture part of the course.

**Academic Integrity:**

A fundamental principle of all educational institutions is academic honesty. Academic work depends on 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 will not be tolerated.

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, examinations, etc.); any attempt to influence improperly (e.g. threats, bribery, etc.) any member of the University faculty, staff, or administration in any matter pertaining to academics or research; presenting as one’s own the ideas or words of another for academic evaluation; doing unauthorized work for which another 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.

Any 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 actions described in the Student Code.

**Other Campus Resources:**

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

University Writing Center: 486-4387 [www.writingcenter.uconn.edu](http://www.writingcenter.uconn.edu)

UConn Plagiarism Resources: <http://lib.uconn.edu/help/writing/plagiarism-resources/>

UConn Community Standards: <http://community.uconn.edu/the-student-code-part-iv/>

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

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| **Tentative Class Schedule**  (\*may be adjusted as the semester progresses) | | |
| **Date** | **Topic** | **Assignment Due** |
| Week 1: XX/XX/2X | Introductions  Review Syllabus |  |
| Week 2: XX/XX/2X | Challenges of Writing  Introduction to potential paper topics  Writing a thesis statement | Email me (Xxxxxxx@uconn.edu) a list of 2 potential paper topics by **Friday, XX/XX, 20XX**. These don’t need to be developed theses—just broad areas of interest within neurocognitive/communication disorders. (2 points) |
| Week 3: XX/XX/2X | No Class- Work on research paper proposal |  |
| Week 4: XX/XX/2X | Defending your thesis  Finding and reading research | Research paper proposal  (5 points) |
| Week 5: XX/XX/2X | Article summary #1 (in-class activity)  Annotated Bibliography  Intro to APA formatting | *Read assigned research article before class* (5 points earned **in-class**) |
| Week 6: XX/XX/2X | Finish APA formatting  Outlining a paper | Annotated bibliography  (8 points) |
| Week 7*:* XX/XX/2X | NO CLASS – Individual meetings in DCPB XXX | Paper Outline (5 points)  - make sure to bring a **printed** copy to your meeting |
| Week 8: XX/XX/2X | Mechanics of scientific writing  Article summary #2 (in-class activity)  First Draft | *Read assigned research article before class* (5 points earned **in-class**) |
| Week 9: XX/XX/2X | *TBD—based on where we are leading up to the first draft/course progression* |  |
| Week 10:XX/XX/2X | *No class—submit first draft of papers in PCSB 225 or during office hours* | First draft (at least 8-10 pages written text, up to 12-13 pages)—submit on HuskyCT) (5 points) |
| Week 11:XX/XX/2X | Common errors in first drafts  Conducting peer review | *First drafts returned* |
| Week 12:XX/XX/2X | Peer-reviews panels  *Exchange printed copies with peer(s)* | Second draft due (5 points) – (PLUS exchange **printed** copy with peers)  \*\*\*means you need 2 printed copy of your paper to bring to class |
| Week 13:XX/XX/2X | No Class—BREAK!! |  |
| Week 14:XX/XX/2X | Peer review panels cont’d |  |
| Week 15:XX/XX/2X | Last class and peer review feedback | Peer review summaries due (10 points) |
| Week 16:XX/XX/2X | *Finals week—no class* | Final draft due by  on HuskyCT (40 points) by midnight.  Submit physical copies of portfolios to instructor’s mailbox by the same date. |
| *\*\*\* reminder that an additional 5 points will be earned during (un-announced) class participation activities* | | |

**2020-86 SLHS 5378 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15351 |
| **Request Proposer** | Gallagher |
| **Course Title** | Augmentative Alternative Communication in Speech-Language Pathology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Augmentative Alternative Communication in Speech-Language Pathology |
| **Course Number** | 5378 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This course is already offered every fall semester as a graduate level elective course and the number does not need to changed |

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| **CONTACT INFO** | |
| **Initiator Name** | Nicole W Gallagher |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | nwg15102 |
| **Initiator Email** | [nicole.w.gallagher@uconn.edu](mailto:nicole.w.gallagher@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures; discussion, video presentations; in person demonstrations; online information |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Enrollment as a 2nd year MA SLP student; students in NEAG may take the course with permission from the instructor; the course is approved as an elective in the school certification program for NEAG |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | SLHS 5378. Augmentative Alternative Communication in Speech-Language Pathology 3.00 credits Prerequisites: Open to second year SLHS MA program students, others with permission. Grading Basis: Graded Principles of assessment, therapeutic intervention and diagnostic selection of no-, low-, mid- and/or high-technology Augmentative Alternative Communication for individuals with complex communication needs. |
| **Provide proposed title and complete course catalog copy** | SLHS 5378. Augmentative- Alternative Communication in Speech-Language Pathology 3.00 credits Prerequisites: Open to second year SLHS MA program students, others with permission. Grading Basis: Graded Addresses the etiologies associated with severe communication impairments and related physical and/or cognitive-linguistic challenges;  instructs on the basic principles of AAC assessment and procedures; identifies potential AAC users, appropriate selection of symbols and vocabulary for no, low, mid and/or high-technology systems, seating and positioning, and access; and instructs on the principles of intervention and implementation of AAC systems within the clinic, school, medical, home and community settings across the lifespan. |
| **Reason for the course action** | Request change of status from elective stats to required course for MA SLP curriculum to meet the August 1, 2020 Graduate level Standards for Accreditation (CAA) for the American Speech-Language Academy (ASHA) as AAC is a part of the "Big Nine" areas that graduate students must demonstrate competency in prior to initiating the clinical fellowship period beyond graduation from a MA/ MS SLP graduate level program. |
| **Specify effect on other departments and overlap with existing courses** | No overlap; School of NEAG offers an assistive technology course but not specifically for individuals who require the use of AAC to communicate. |
| **Please provide a brief description of course goals and learning objectives** | Describe augmentative and alternative communication and its purpose, as well as, identify potential AAC users. Prevention: Identify ways that AAC use prevents further communication breakdowns and impairments affecting all methods of communication. Assessment and Intervention: Describe and discuss assessment procedures appropriate for AAC users with various communication impairments and across ages for recommendations for trials and/ or purchase of various AAC system(s). a. Identify appropriate symbols and vocabulary selection for different AAC users b. Using a feature matching process, select appropriate AAC device(s) and/ or system(s) across communication settings c. Develop a working knowledge of the range of technology systems (no, low, mid, high) and assistive technology d. Develop a basic understanding of access, seating and positioning related to AAC use e. Selection and implementation of appropriate AAC intervention approaches for AAC users across settings f. Identify when it is necessary to modify intervention goals and/ or techniques. G. Understand the role of AAC and literacy Develop a working knowledge of resources, websites, organizations, vendors, and applications related to AAC use Identify cultural characteristics and bilingual needs of AAC users |
| **Describe course assessments** | Weekly reading assignments with textbook and journal articles; Multiple Quizzes and one midterm in the format short answers, multiple choice, true/ false, fill in the blank; Comprehensive Final project which includes a case review with development of low and high technology communication systems with written description and rationale and presentation via Powerpoint to demonstrate verbal understanding of the topic; Various in class and out of class Assignments- to demonstrate comprehension and usage of various level of AAC systems. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [5378 AAC course syllabus Fall 2019.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F171001&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cadc59cd3fdf245580ed608d7b6e9b2b3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637178987148397001&sdata=D0YK66PREkt5bjNgkYobFeQFnMFdkZlZYK3G9sFALDA%3D&reserved=0) | 5378 AAC course syllabus Fall 2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicole W Gallagher | 02/18/2020 - 16:44 | Submit |  | Request for 5378 to be changed from elective status to a required course | | Speech Language and Hearing Services | Lendra Friesen | 02/19/2020 - 15:10 | Approve |  | Approved by Lendra Friesen | |



SLHS 5378

Section 001

Augmentative and Alternative Communication

Department of Speech, Language, and Hearing Sciences

Syllabus – SLHS 5378- Fall 2019

Course and Instructor Information

**Course Title:** AAC in Speech-Language Pathology

**Credits:** 3

**Format:** In Person/ classroom, components on HuskyCT

**Lecturer:** Nicole W. Gallagher, M.S., CCC-SLP

**Email:** nicole.w.gallagher@uconn.edu

**Telephone:** (860) 486-5349

**Office:** PCSB 231

**Office Hours/Availability:** By appointment

Course Materials

**Required course materials should be obtained before the first day of class**.

Text is available through the UConn Bookstore.

[https://tinyurl.com/8207-F19-SLHS-5378-001](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftinyurl.com%2F8207-F19-SLHS-5378-001&data=02%7C01%7Cnicole.w.gallagher%40uconn.edu%7C556e2d3d4bb54f44489708d7184dfad9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637004595503120525&sdata=W8UXbIv8LdtrW6zJc%2FTeOKBDt4Vv5Mkq57OIHbLpZ6Q%3D&reserved=0)

Required Materials:

Beukelman, D.R., & Mirenda, P. (2013). *Augmentative & Alternative Communication: Supporting Children & Adults with Complex Communication Needs (4th Ed)*. Baltimore, MD: Paul H. Brookes Publishing Co.

*Additional course readings, activities and media are available within HuskyCT, through either a PDF in Readings or an Internet link*

Course Description

Course Description from Course Catalog.

SLHS 5378 is a three- credit course designed to provide students with the knowledge and skills in augmentative and alternative communication when working with children and adults with complex communication disorders. The course will address the etiologies often associated with severe communication impairments, related physical and cognitive-linguistic challenges; the basic principles of AAC assessment and procedures; identify potential AAC users, appropriate selection of symbols and vocabulary for no, low, mid and/or high-technology systems, seating and positioning, access, and principles of intervention and implementation of AAC systems within the clinic, school, medical, home and community settings.

Course Objectives

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

1. Describe augmentative and alternative communication and its purpose, as well as, identify potential AAC users.
2. Identify characteristics of non-symbolic and symbolic communication
3. **Prevention:** Identify ways that AAC use prevents further communication breakdowns and impairments affecting all methods of communication.
4. **Assessment:** Describe and discuss assessment procedures appropriate for AAC users with various communication impairments and across ages.
5. **Intervention:** a. Identify appropriate symbol and vocabulary selection for different AAC users b. Using a feature matching process, select appropriate AAC device(s) and/ or system(s) across communication settings c. Develop a working knowledge of the range of technology systems (no, low, mid, high) and assistive technology d. Develop a basic understanding of access, seating and positioning related to AAC use e. Selection and implementation of appropriate AAC intervention approaches for AAC users across settings f. Identify when it is necessary to modify intervention goals and/ or techniques. G. Understand the role of AAC and literacy
6. Develop a working knowledge of resources, websites, organizations, vendors, and applications related to AAC use
7. Identify cultural characteristics and bilingual needs of AAC users

Course Outline (and Calendar)

*Please see the* ***AAC******Course Schedule*** *on HuskyCT for readings, assignments and due dates. The instructor reserves the right to change the information contained on the course syllabus and course schedule, with the exception of the grading policy, as deemed appropriate by the instructor and accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Topics** **Time Frame**

**Module 1**. Intro to AAC, Processes, Message Management Aug. 28

Principles of AAC Assessment

**Module 2.** Principles of AAC Assessment continued Sept. 4

**Module 3.** AAC Assessment: Access, Mounting and Positioning Sept. 11

**Module 4.** Putting it all together: AAC Assessment Writing, POC development, Sept. 18

Funding, Trials

**Module 5.** Intro AAC Treatment Principles in Pediatrics Sept. 25

**Module 6.** AAC Treatment in Pediatric Special Populations Oct. 2

**Module 7.** AAC Treatment in the Pediatric Medical Setting Oct. 9

**Module 8.** **MIDTERM**  **Oct. 16**

**Module 9.** AAC Treatment in Pediatrics cont., Intro to AAC Treatment for Adults Oct. 23

**Module 10.** AAC Treatment for Adults with Degenerative Disorders Oct. 30

**Module 11.** AAC Treatment for Adults with Acquired Physical Conditions Nov. 6

**Module 12.** AAC Treatment for Adults with TBI; Considerations for the Adult Nov. 13

Medical Settings

***ASHA- NO CLASS Nov. 20***

***Thanksgiving Break- NO CLASS*** ***Nov. 27***

**Module** **13**. AAC Exploration, Wrap Up Dec. 4

**Module 14. FINAL EXAM Week**  **week of** **Dec. 9th**

**Final projects and presentations due; Location, Date and Time TBD by the University Finals Schedule**

Course Requirements and Grading

Summary of Course Grading: Graduate Level

| Course Components | Weight |
| --- | --- |
| Quizzes | 25% |
| Assignments | 25% |
| Mid-Term Exam | 25% |
| Final Project and Presentations | 25% |

**Quizzes**

There will be a total of 5 class quizzes, each worth 20 points, totaling **100** points. One quiz will expected to be completed on-line through Husky CT due for the first day of class and the remaining 7 quizzes will be completed in-class. These quizzes are based on assigned readings/ lectures/ discussions.

**Mid-Term Exam**

There will be an in-class, midterm exam given on October 16, 2019. Your answers will require you to analyze, synthesize, and integrate information from lectures, discussions, and readings based on Modules 1-6. Midterm exam is worth **100** points.

**Assignments**

There will be a total of 5 assignments, each worth 20 points, totaling **100** points. Four assignments will be completed in-class, a few in groups. One individual assignment will be completed out of class. The directions and requirements for each assignment is explained on Husky CT and due dates listed on the Course Schedule.

Final Project and Presentations

The Final Project and presentations will be due the week of December 9, 2019. Specific day/ time/ location will be based on the University’s Finals Schedule. The Final project will be worth 100 points. Explanation of the final project and presentations will be posted on Husky CT.

Grading Scale:

Graduate

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96.9 | A | 4.0 |
| 90-92.9 | A- | 3.7 |
| 87-89.9 | B+ | 3.3 |
| 83-86.9 | B | 3.0 |
| 80-82.9 | B- | 2.7 |
| 77-79.9 | C+ | 2.3 |
| 73-76.9 | C | 2.0 |
| 70-72.9 | C- | 1.7 |
| 67-69.9 | D+ | 1.3 |
| 63-66.9 | D | 1.0 |
| 60-62.9 | D- | 0.7 |
| <60 | F | 0.0 |

\*\*Note: See the MA handbook for passing and failing grade criteria.

Due Dates and Late Policy

All course related quizzes, assignments, tests and project due dates are identified in the syllabus and/or course schedule. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Quiz, exam and assignment due dates have been carefully selected to correspond with material covered, as well as other professional activities associated with being a clinical supervisor. If you cannot complete an assignment of time, you must have an appropriate reason for completing the activity later than your peers.

Quizzes, exams and assignments turned in late will be deducted 5 points for each day after the assignment deadline. Assignments are always due at the beginning of the class period, unless it is an in-class assignment. Electronic versions of assignments are acceptable and; therefore, emailing them to me will be an acceptable method of delivery, if appropriate.

Feedback and Grades

I will make every effort to provide feedback and grades by the next class period.

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html) 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 Graduate Education and Research](http://web9.uits.uconn.edu/gradschool/current/academic_integrity.html)

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

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://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing [csd@uconn.edu](mailto: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.)

Please reference the link: <http://provost.uconn.edu/syllabi-references> for information on the **Policy Against Discrimination, Harassment and Related Interpersonal Violence**; the **Sexual Assault Reporting Policy** and the **Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities.**

All policies originate from the University Senate, the Office of Institution Equity, Community Standards, and the Office of the Provost.

**In Class Policies**

As a student in SLHS, you are expected to abide by the following departmental policies:

* Classes will begin promptly at 9:00 am, please be in class by that time. If you need to leave early, please let me know in advance. If you miss a class or will be late for class, please let me know via email prior to the class, if possible.
* **Cell phone** calls and texting are not allowed in class. If you must take or place an emergency phone call, please leave the classroom to do so.
* Social media, online shopping, email, etc. are not allowed during class period. Laptops/ iPads in the classroom are to be used to take notes, complete class assignments and look up information relevant to the class. If the instructor determines that personal laptops/ iPads are being used during class for activities that are not class related, the individual will no longer be permitted to bring their device to class.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures via the SET Survey through HuskyCT, 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.

**ASHA Standards**

Course Number: SLHS 5378 Section 001

Course Title: Augmentative and Alternative Communication

Instructor: Nicole W. Gallagher, MS, CCC-SLP

Semester: Fall 2017

**American Speech-Language-Hearing Association (ASHA)**

**Certification Standards Addressed in this Course**

This course has been designed to ensure that students demonstrate the knowledge and skills outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. CAA standards included are: 2.1; 2.3; 3.1B; 3.2B; 3.3B;

**Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired Upon Course Completion:**

1. Describe augmentative and alternative communication and its purpose, as well as, identify potential AAC users.
2. Identify characteristics of non-symbolic and symbolic communication
3. Assessment: Describe and discuss assessment procedures appropriate for AAC users with various communication impairments and across ages.
4. Intervention: a. Identify appropriate symbol and vocabulary selection for different AAC users b. Using a feature matching process, select appropriate AAC device(s) and/ or system(s) across communication settings c. Develop a working knowledge of the range of technology systems (no, low, high) and assistive technology d. Develop a basic understanding of access, seating and positioning related to AAC use

d. Selection and implementation of appropriate AAC intervention approaches for AAC users across settings e. Understand the role of AAC and literacy

1. Develop a working knowledge of resources, websites, organizations, vendors, and applications related to AAC use
2. Identify cultural characteristics and needs of AAC users

**Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies**

Quizzes

Midterm Examination

Readings and Class Participation

Assignments

Final Project and Presentation

Opportunities for Remediation

*If criteria for successful demonstration of the level of knowledge/skills expected upon completion of this class are not achieved in the first assessment, the remediation option available is for the student to repeat this class one time in an attempt to receive a passing grade.*

**2020-87 POLS 3240E Revise Course (guest: Prakash Kashwan) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 19-13666 |
| **Request Proposer** | Kashwan |
| **Course Title** | Climate Justice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Climate Justice |
| **Course Number** | 3240 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Prakash Kashwan |
| **Initiator Department** | Political Science |
| **Initiator NetId** | prk10005 |
| **Initiator Email** | [prakash.kashwan@uconn.edu](mailto:prakash.kashwan@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | Yes |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **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** | Lectures and discussion, including regular student presentations. |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | POLS 3240. Climate Justice Three credits. Open to juniors or higher. Introduction to major debates about the distributional consequences of climate change and the policies and programs meant to address it. Implications for the design of global, national, and subnational institutions of climate governance. |
| **Provide proposed title and complete course catalog copy** | POLS 3240E. Environmental and Climate Justice Three credits. Open to juniors or higher. Introduction to major debates about environmental and climate justice and the related policies and programs. Implications for the ongoing efforts to promote environmental stewardship and the design of global, national, and sub-national institutions of climate governance. |
| **Reason for the course action** | 1) Approval as “E” course: 1) POLS 3240 meets several requirements of the new gen-ed requirement of environmental literacy (as discussed at length in the section on environmental literacy). 2) Reasons for the proposed changes in the course title and catalog copy: i) The course content has evolved significantly since the course was approved by C&C. As the attached course syllabus from Spring 2019 shows, we spend several weeks discussing the evolution of environmental justice movement in the U.S., the environmental justice outcomes in the cities (e.g. gentrification); and the policy outcomes of federal environmental justice statutes. As such nearly 50% of the course contents address topics traditionally included in the courses on environmental justice. ii) Increasingly frequently, environmental justice and climate justice issues are discussed together in both public debates and scholarly research. Many scholars argue that, in some instances, it may even be counterproductive to address climate justice in isolation from the broader environmental justice issues. iii) The proposed changes in course title and course catalog copy would offer a more accurate representation of course contents, which will help interested students to get a better sense of what they expect to see in the syllabus and in the classroom. |
| **Specify effect on other departments and overlap with existing courses** | 1) Approval as “E” course: The proposed change would increase the number of choices that students in Political Science and Human Rights have to meet their E-requirement. 2) Changes in the course title and catalog copy: The proposed changes have been endorsed by Human Rights and Environmental Studies, the two majors/programs in which POLS 3240 is listed as a related course. Additionally, I have also had detailed discussions with Carol Atkinson-Palombo, the Director of Environmental Studies, who is also spearheading the efforts to align campus-wide curriculum offerings on environmental justice. These discussions have allowed me to clarify that POLS 3240 offers an advanced seminar style experience to students, with significant classroom time devoted to peer to peer discussions, assignments that foster real-time public engagement. Overall, the changed course title and course catalog copy will help support efforts to offer UConn students a holistic curriculum engagements on the topic of environmental and climate justice. |
| **Please provide a brief description of course goals and learning objectives** | 1. Define the concepts of environmental and climate justice and explain how the historical and political contexts influence the social impacts of climate change. 2. Synthesize the key insights from environmental justice movements in the United States and abroad to draw lessons for the goals of climate justice. 3. Analyze environmental and climate justice from three distinct perspectives: i) Human Rights; ii) Economics/Markets; (iii) Sociopolitical. 4. Analyze how domestic and global climate policies and programs shape the outcomes of social justice. 5. Evaluate ideas on the diverse means and methods that the state and non-state actors use in their pursuits of environmental climate justice. |
| **Describe course assessments** | Course Memos: Students synthesize key arguments made in the course readings, four times during the semester. The memos are also a medium for students to pose questions that the course readings leave unanswered. Self-Assessment Tests: Help students review and reflect on core concepts in the course material. Public Engagement: Students design and execute a customized public engagement opportunity/project that enable them to apply the course learning in a real-world, real-time setting. Exams (Mid-term and Final): Much of the exam is in the form of creative essays that foster creative and critical thinking on the ongoing debates of public policies related to the goals of environmental and climate justice. |
| **General Education Goals** | POLS 3240 serves the following GenEd goals: Acquire intellectual breadth and versatility: Students learn how the societal responses to climate change are often deeply intertwined with the historical, political, and social contexts, that are often experienced differently by different groups based on their race, gender, ethnicity, caste, and geography. Acquire critical judgment: The course contents and in-class discussions encourage students to think critically about the diverse ways in which the problems of and the solution to the global environmental and climate change are framed by different actors and agencies with diverse, and at times competing, interests. Overall, this case takes a critical (instead of a utopian) approach to environmental and climate justice. Acquire awareness of their era and society: The course engages topics and discussions on two of the prominent challenges of this era: Global environmental and climate change; global inequality. |
| **Content Area: Social Sciences** | 1. Introduce students to theories and concepts of the social sciences: Course introduces students to the concepts of political economy, colonialism, neoliberalism, sustainable development, disaster capitalism, human rights, environmental rights, social and economic rights, race, environmental inequalities, social vulnerability, human development, climate gentrification, and public policy. 2. Introduce students to methods used in the social sciences: Political Economy approaches to policy making and implementation; critical approaches to understand the distributional consequences of global environmental and climate change. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment: POLS 3240 focuses on colonial history, social context (race, gender, ethnicity), and interest group influence within politics and policy making. 4. Provide students with tools to analyze social, political, or economic groups/organizations, with a specific focus on racial and ethnic minorities communities, social movements, governments; examines problems of environmental and climate injustices at the societal, national, and international levels. |
| **Environmental Literacy** | i) POLS 3240 conceptualizes the environment in a holistic manner, including the biophysical and atmospheric processes, but also the notion of the environment inclusive of work spaces (fields, forests, mines etc) and part of the lived experiences (e.g. urban environment) ii) The first week of the course introduces students to the fundamentals of social impacts of global environmental and climate change. iii) Throughout the course students learn about public policies (e.g., economic policies; political processes), legal frameworks (e.g. global and national policy making systems), social systems (capitalism; communism; and contemporary economic systems), and historical processes (e.g. colonialism) that affect the environment. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [POLS 3240 - Course Syllabus SPRING 2019.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162106&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C26eb9ec380594a81b8f508d7b489cda0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C1%7C637176376266873023&sdata=cM5%2F6ZHuVhapy81IrxLzv4k5AySN9sTtuFlfI%2B2fQQg%3D&reserved=0) | POLS 3240 - Course Syllabus SPRING 2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Prakash Kashwan | 10/02/2019 - 11:08 | Submit |  | Proposal for course revisions for POLS 3240: 1) E-literacy requirements; 2) Changes in course title and course catalog copy to more accurately reflect the contents of the course that have evolved significantly since the approval of the course last year. | | Political Science | Evan J Perkoski | 10/07/2019 - 15:07 | Approve | 10/7/2019 | Approved by EP | |

## **Climate Justice**

POLS 3240-001 (16294)[[1]](#footnote-1) – Spring 2019

Class Meeting: Tu Th 12:30PM - 1:45PM – OAK 109

**Instructor: Dr. Prakash Kashwan**

Office: Oak 446. Office Hours: Tue 2:00-3:00 PM/Wed 11:00AM-12:00

(Appointments via <http://advapp.uconn.edu/>only)

Contact: 860-786-7951; [prakash.kashwan@uconn.edu](mailto:prakash.kashwan@uconn.edu)

Climate change does not affect everyone equally. Instead, the consequences of global climate change are distributed unequally across different world regions, countries, and different social groups within countries. These differences in the effects of climate change – along the axes of nationality, geography, gender, race, ethnicity, and age among others – are the root causes of climate injustices of various types. The discriminatory effects of climate change are evident from the reportage of climate change related disasters in the United States and elsewhere (beginning with hurricane Katrina and every other major disaster since). Climate change is caused by and intervenes in a world with entrenched inequalities. Unless concerted efforts are made to counter these inequalities, the efforts to combat climate change are also likely to produce socially discriminatory effects. As a result, some types of climate actions may reinforce climate injustices while other types of climate action may contribute to climate justice.

This course will introduce you to the major concepts and debates related to the unequal effects of climate change, including those of the ongoing efforts to combat climate change. We use ‘climate justice’ as a lens to comprehend and analyze the nexus between climate change on the one hand and social, economic, and political inequalities on the other hand. To accomplish these goals, we will use concepts from political science, environmental studies, and human rights.

Note that in many cases, climate justice is assumed to be synonymous with the question of *international* inequalities. In this course, we develop a broader and more substantive understanding of climate justice issues at every level, with significant emphasis on local inequalities in the United States. We will engage with a diversity of approaches to understand and address the nexus of inequality and climate change and to inform ongoing efforts to address questions of climate justice.

**Learning Objectives**

1. Define the concept of climate justice and explain how the historical and political contexts influence the social impacts of climate change.
2. Synthesize the key insights from environmental justice movements in the United States and abroad to draw lessons for the goals of climate justice.
3. Analyze climate justice from three distinct perspectives: i) Human Rights; ii) Economics/Markets; (iii) Sociopolitical.
4. Analyze how domestic and global climate policies and programs shape the outcomes of climate justice.
5. Evaluate ideas on the diverse means and methods that the state and non-state actors use in the pursuit of global and local climate justice.

**Mandatory Text:** Naomi Klein. 2018. *The Battle for Paradise: Puerto Rico Takes on the Disaster Capitalists*. Haymarket Books.[[2]](#footnote-2)

**Course Assessments**

*Assessment Component Percentage Weight*

* Memos**¥** 15
  + All memos (4\*10 pts each = 40 pts)
  + Additional points for the discussion memo = 10 pts
* Self-Assessment Tests (5\*10 = 50 pts) 15
* Public Engagement**#** (50 pts) 15
* Mid-term Exam (100 pts) 25
* Final Exam¥ (150 pts) 30

**Total 100**

**¥** I will post guidelines for the written memos, which will also help you prepare for leading the class discussion twice during the semester.

**#** You are expected to produce a five-page report summarizing and reflecting on public engagement activities. I am happy to discuss the various ways in which you can contribute to public engagements individually or in groups.

**COURSE OUTLINE**

Updates to the course schedule/readings will be announced in the class, and an updated copy of the syllabus will be posted on HuskyCT (*“Authoritative” syllabus document)*.

**Week 1: Course Overview, Introduction to the Science and the Political Science of Climate Change**

*January 22: Introduction to the Course and the Fundamentals of Climate Science*

Gillis. 2017. Climate Change Is Complex. We’ve Got Answers to Your Questions. (A New York Times Interactive). <https://www.nytimes.com/interactive/2017/climate/what-is-climate-change.html>

Mitigation and adaptation to climate change. <https://www.activesustainability.com/climate-change/mitigation-adaptation-climate-change/>

IPCC 2018. Global Warming of 1.5 °C: Summary for Policymakers <http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf>

Reuters. 2019. Scientists shocked by Arctic permafrost thawing 70 years sooner than predicted. <https://www.theguardian.com/environment/2019/jun/18/arctic-permafrost-canada-science-climate-crisis>

*January 24: The Political Economy of Climate Change and Its Unequal Effects*

University of Arizona, Tucson. *What is Politics*. (Printed handout)

Lane. 2018. It’s time to look at the (political) science behind climate change. *Washington Post*. <https://www.washingtonpost.com/opinions/its-time-to-look-at-the-political-science-behind-climate-change/2018/12/10/f1787070-fc96-11e8-862a-b6a6f3ce8199_story.html>

Casey. 2017. In Peru’s Deserts, Melting Glaciers Are a Godsend (Until They’re Gone). *New York.* <https://www.nytimes.com/2017/11/26/world/americas/peru-climate-change.html>

McFarland and Lide. 2017. The Arctic is Melting. Here’s Why Cooperation and Diplomacy Get So Complicated. <https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/30/the-arctic-is-melting-heres-why-cooperation-and-diplomacy-get-so-complicated/>

Pizzigati. 2018. Can an Unequal Earth Beat Climate Change? <https://inequality.org/great-divide/can-an-unequal-earth-beat-climate-change/>

**Week 2: Colonialism, Inequalities of ‘Development’, and Questions of Climate Justice**

*January 29: The Long Shadow of Colonialism and Effect on Climate Change*

McKie. 2018. *The Guardian.* How Our Colonial Past Altered the Ecobalance of an Entire Planet.<https://www.theguardian.com/science/2018/jun/10/colonialism-changed-earth-geology-claim-scientists>.

Curtis and Jones. 2017. Honest Accounts 2017: How the World Profits from Africa’s Wealth. <https://www.globaljustice.org.uk//sites/default/files/files/resources/honest_accounts_2017_web_final.pdf>

Weiss et al. 2018. "Eye of the Storm: Colonialism, Capitalism, and Climate in the Caribbean." *NACLA Report on the Americas* 50: 109-11. <https://doi-org.ezproxy.lib.uconn.edu/10.1080/10714839.2018.1479417>

*January 31: International Inequalities in the Sources and Effects of Climate Change*

Agarwal & Narain. 1991. Global Warming in an Unequal World. *Centre for Science & Environment.* (pages 1-16). <http://www.indiaenvironmentportal.org.in/files/GlobalWarming%20Book.pdf>

Lowry. 2013. The Inequality of Climate Change. *The New York Times.* <https://economix.blogs.nytimes.com/2013/11/12/the-inequality-of-climate-change/>

Joyce. 2018. Climate Report Warns Of Extreme Weather, Displacement Of Millions Without Action. *National Public Radio*. <https://www.npr.org/2018/10/08/655360909/grim-forecast-from-u-n-on-global-climate-change>

Amal Ahmad. 2018. For Some Poor Countries, Climate Science Comes Too Late. *The Atlantic* <https://www.theatlantic.com/science/archive/2018/10/why-climate-science-cant-help-some-poor-countries-un-ipcc/569458/>

**Week 3: Concentration and Diffusion of Power: Implications for Climate Change & Justice**

*February 5: “Communism” & “Neoliberalism”: Implications for Climate Change*

Ruf. 2001. Review of Mao’s War Against Nature: Politics and the Environment in Revolutionary China. <https://journals.uair.arizona.edu/index.php/JPE/article/download/21582/21141>

Riley. 2017. Just 100 companies responsible for 71% of global emissions, study says. <https://www.theguardian.com/sustainable-business/2017/jul/10/100-fossil-fuel-companies-investors-responsible-71-global-emissions-cdp-study-climate-change>

Noack. 2018. Europe’s courts are holding governments to account for climate change. *The Guardian.* <https://www.washingtonpost.com/world/2018/10/09/europes-courts-are-holding-governments-account-climate-change/>

Hasemyer. 2019. Fossil Fuels on Trial: Where the Major Climate Change Lawsuits Stand Today. <https://insideclimatenews.org/news/04042018/climate-change-fossil-fuel-company-lawsuits-timeline-exxon-children-california-cities-attorney-general>

Union of Concerned Scientists (Podcast): Hold Corporations Accountable for Climate Deception. <https://www.ucsusa.org/global-warming/fight-misinformation/decades-deception-must-stop#.XC4oolVKjIU>

*February 7: Development and Climate Change: A Win-Win?*

Baliey. 2015. Fast Growth Can Solve Climate Change. Scientific American. <https://www.scientificamerican.com/article/fast-growth-can-solve-climate-change/>

Kashwan. 2015. Who Benefits from REDD+? Lessons from India, Tanzania, and Mexico. *New Security Beat.* <https://www.newsecuritybeat.org/2015/08/benefits-redd-lessons-india-tanzania-mexico/>

Lukacs. 2017. Neoliberalism has conned us into fighting climate change as individuals. *The Guardian*. <https://www.theguardian.com/environment/true-north/2017/jul/17/neoliberalism-has-conned-us-into-fighting-climate-change-as-individuals>.

Sanchez Rodriguez et al. 2018. Sustainable Development Goals and climate change adaptation in cities. *Nature Climate Change.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_palgrave_j10.1038/s41558-018-0098-9&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US)

Boyce and Ash. 2018. Carbon pricing, co-pollutants, and climate policy: Evidence from California. *PLOS Medicine*. <https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1002610>

**Week 4: Rebuilding Puerto Rico: Two Alternative Visions**

*February 12: Puerto Rico: A Political Economic Tragedy Struck Long Before the Disasters Did*

McCaffrey. 2014. The Struggle for Environmental Justice in Vieques, Puerto Rico, In *Environmental Justice in Latin America: Problems, Promise, and Practice*, edited by David V Carruthers. MIT Press. [UConn Permalink](https://ebookcentral.proquest.com/lib/uconn/reader.action?docID=3338776&ppg=274).

Chen. 2017. The Bankers Behind Puerto Rico’s Debt Crisis. <https://www.thenation.com/article/bankers-behind-puerto-ricos-debt-crisis/>

Audio (NPR): Counting The Dead in Puerto Rico, One Year After Hurricane María. <https://www.npr.org/2018/09/28/650533144/counting-the-dead-in-puerto-rico-one-year-after-hurricane-mar-a>

Lee-Murphy. 2017. Puerto Rico and Connecticut: Linked by Struggle. <http://www.connecticutmag.com/the-connecticut-story/puerto-rico-and-connecticut-linked-by-struggle/article_31fd0840-ce30-11e7-a02b-cf80cd48e9ee.html>

*February 14: The Post-Maria Puerto Rico: Opportunities for Restorative Justice?*

Naomi Klein. 2018. “The Battle for Paradise: Puerto Rico Takes on the Disaster Capitalists.” Haymarket Books. (UConn Bookstore).

Video (The Guardian): Puerto Rico after Hurricane Maria: 'We're American, too, why don't they help?' <https://www.youtube.com/watch?v=8CH-qEnSM34>

Video (ABC News Australia): Is There a Revolution Brewing In Puerto Rico? | Foreign Correspondent. <https://www.youtube.com/watch?v=bdW1UbsWp28>

Lim. 2018. Can Farming Save Puerto Rico’s Future? *The Nation.* <https://www.thenation.com/article/can-farming-save-puerto-ricos-future/>

**Week 5: Human Rights in the Era of Climate Change**

*What are the ethical dilemmas and challenges related to climate change and its disproportionate effects? How do human rights theories help us understand these challenges and the ways forward?*

*February 19: Climate Change and Human Rights, An Overview*

Video: What are the universal human rights? <https://www.youtube.com/watch?v=nDgIVseTkuE>

Caney. 2010. "Climate Change, Human Rights, and Moral Thresholds." *Climate ethics: Essential readings*: 163-77. [PDF](http://hettingern.people.cofc.edu/Environmental_Studies_695_Environmental_Philosophy/Caney_Climate_Change_Human_Rights%20_Moral_Thresholds.pdf).

Greenpeace International. 2018. What does climate change have to do with human rights? <https://www.greenpeace.org/international/story/19885/what-does-climate-change-have-to-do-with-human-rights/>

Mary Robinson Foundation. Principles of Climate Justice. <https://www.mrfcj.org/wp-content/uploads/2015/09/Principles-of-Climate-Justice.pdf>

*February 21: What Does Human Rights Approach Contribute to Climate Justice?*

Newell et al. 2015. "Governance Traps in Climate Change Politics: Re-Framing the Debate in Terms of Responsibilities and Rights." *Wiley Interdisciplinary Reviews: Climate Change* 6: 535-40. <https://core.ac.uk/download/pdf/76968987.pdf>

Atapattu. 2016. Human Rights Approaches to Climate Change: Challenges and Opportunities (Chapter 1). <https://www.taylorfrancis.com/books/9781317910619> (Look for the button “Preview PDF” at the bottom of the page).

Marris. 2018. US Supreme Court allows historic kids’ climate lawsuit to go forward. *Nature.* <https://www.nature.com/articles/d41586-018-07214-2>

Human Rights Funders Network. 2018. Data at the Intersections: Advancing environmental and climate justice using a human rights lens. <https://www.hrfn.org/community-voices/data-at-the-intersections-advancing-environmental-and-climate-justice-using-a-human-rights-lens/> . Also review the data trends presented here: <http://humanrightsfunding.org/overview/>

**Week 6: Social and Economic Rights in a Climate-Changed World**

*Feb 26: Climate Change with Reference to Social and Economic Rights*

NESRI (National Economic & Social Rights Initiative). Economic and Social Rights <https://www.nesri.org/human-rights/economic-and-social-rights>.

Hayward. 2007. "Human Rights Versus Emissions Rights: Climate Justice and the Equitable Distribution of Ecological Space." *Ethics & International Affairs* 21: 431-50. [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest200494246&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Anderson. 2013. Climate justice and international development: Policy and programming. <http://pubs.iied.org/pdfs/17170IIED.pdf>

Alston. 2016. Phantom Rights. The Systematic Marginalization of Economic and Social Rights. <https://www.openglobalrights.org/phantom-rights-systemic-marginalization-of-economic-and-social-rights/>

*Feb 28. Brainstorming Climate Justice: The Green New Deal*

The Green New Deal Resolution: <https://apps.npr.org/documents/document.html?id=5729033-Green-New-Deal-FINAL> (Counts as the “scholarly” article for the day).

Kaufman. 2018. What’s the ‘Green New Deal’? The surprising origins behind a progressive rallying cry. <https://grist.org/article/whats-the-green-new-deal-the-surprising-origins-behind-a-progressive-rallying-cry/>

Clama. 2019. The Green New Deal may be falling short on its environmental justice promise. <https://grist.org/article/the-green-new-deal-may-be-falling-short-on-its-environmental-justice-promise/>

A Short Statement from Climate Justice Alliance Posted here: <https://climatejusticealliance.org/gnd/>

**Week 7: Environmental Justice Movement in the United States and Lessons for Climate Justice**

*Industrial development and post-industrial environmental cleanup are often cited glowingly, as examples of how societies care more about the environment once they have reached certain stage of development. Yet, this common argument flounders when we look at the discriminatory environmental effects of industrial development and post-industrial cleanups. The siting of polluting industries and waste disposal facilities often affect the communities of color and minorities. These disproportionate effects were at the root of the emergence of the theories and movements of environmental justice in the United States.* *In this week’s readings, you will be introduced to some exemplary cases of environmental injustices that put communities of color at the risk of disproportionate and hazardous exposure to natural disasters.*

*March 5: Environmental Injustices and the Quest for Environmental Justice in the United States*

Zanolli. 2017. Cancer Alley residents say industry is hurting town; We’re collateral damage. *The Guardian.* <https://www.theguardian.com/us-news/2017/jun/06/louisiana-cancer-alley-st-james-industry-environment>

Skelton & Miller. 2016. The Environmental Justice Movement. *Natural Resource Defense Council*. <https://www.nrdc.org/stories/environmental-justice-movement>

Konisky. 2016. Environmental Justice Delayed. *Environment: Science and Policy for Sustainable Development.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/00139157.2016.1134015&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

*March 7: How Does Environmental Justice Inform the Strategies of Climate Justice?*

Russell. 2013. Labor and Climate Justice. 60 Environmental Justice groups appeal to AFL-CIO on eve of convention. *Grist.* <https://grist.org/article/labor-and-climate-justice-60-environmental-justice-groups-appeal-to-afl-cio-on-eve-of-convention/full/>

Schlosberg & Collins. 2014. From Environmental to Climate Justice. *WIREs Climate Change.* [PDF](http://www.academia.edu/download/36649536/SchosbergCollins_From_EJ_to_CJ_WIRE_CC_2014.pdf).

Meenakshi Raman and Chee Yoke Ling. 2016. The Climate Change Battle in Paris: Putting Equity into Action. <http://www.socialwatch.org/sites/default/files/2016_spotlight_ch2_13.pdf>

**Week 8: Global Environmental Protection and Environmental Inequalities**

*March 12: The “Environmentalism of the Rich” and Its Global Consequences*

Guha. 1989. Radical American Environmentalism and Wilderness Preservation: A Third World Critique. (PDF). [UConn Permalink](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/pdf/j.ctt5vm5bn.45.pdf?refreqid=excelsior%3A433d593bc476086286166da79b477d28).

Mock. 2016. The U.S. National Park Service Grapples with Its Racist Origins. <https://www.citylab.com/equity/2016/08/the-us-national-park-system-grapples-with-its-racist-origins/497615/>

Kashwan. 2016. Protecting Nature in an Unequal World. <https://entitleblog.org/2016/12/22/protecting-nature-in-an-unequal-world/>

Zaitchik. 2018. How Conservation Became Colonialism. *Foreign Policy.* [*https://foreignpolicy.com/2018/07/16/how-conservation-became-colonialism-environment-indigenous-people-ecuador-mining/*](https://foreignpolicy.com/2018/07/16/how-conservation-became-colonialism-environment-indigenous-people-ecuador-mining/)

*March 14 How Do the Legacies of Environmentalism Affect Climate Justice?*

Roberts, J. Timmons, and Bradley C. Parks. 2009. "Ecologically Unequal Exchange, Ecological Debt, and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement." *International Journal of Comparative Sociology.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sage_s10_1177_0020715209105147&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Milman. 2016. The Political Crusades Targeting National Parks for Drilling and Exploitation. <https://www.theguardian.com/environment/2016/aug/23/national-parks-100th-birthday-political-threats>

Williamson. 2018. What France’s Yellow Vest Protests Reveal About the Future of Climate Action. <https://www.brookings.edu/blog/fixgov/2018/12/20/what-frances-yellow-vest-protests-reveal-about-the-future-of-climate-action/>

**Week 9: SPRING RECESS, March 17-23: No Classes**

**Week 10: Injustices of Climate Denial and Climate “Action”**

*March 26: Climate Inaction and Climate Denial*

McCright et al. 2011. Cool dudes: The denial of climate change among conservative white males in the United States. *Global Environmental Change*. [UConn Permalink](https://www-sciencedirect-com.ezproxy.lib.uconn.edu/science/article/pii/S095937801100104X).

Franta. 2018. Shell and Exxon's Secret 1980s Climate Change Warnings. *The Guardian*. [https://amp.theguardian.com/environment/climate-consensus-97-per-cent/2018/sep/19/shell-and-exxons-secret-1980s-climate-change-warnings?](https://amp.theguardian.com/environment/climate-consensus-97-per-cent/2018/sep/19/shell-and-exxons-secret-1980s-climate-change-warnings?CMP=share_btn_tw&__twitter_impression=true)

US News. 2018. Political Winds, Not Science, Sway Conservative Republicans on Climate Change. <https://www.usnews.com/news/national-news/articles/2018-05-10/political-winds-not-science-sway-conservative-republicans-on-climate-change>

***March 28: Midterm Exam[[3]](#footnote-3)***

**Week 11: Urban Histories, Climate Change, and New Urban Regimes**

*Climate vulnerability is a combination of spatial location and socioeconomic status. Yet, the spatial distribution of different social groups is neither random nor accidental. The specific trajectories of urban development have shaped who gets to live in areas with differential access to natural hazards. In the United States, the history of urbanization influenced the distribution of environmental and climate injustices we witness today.*

*April 2: History of Urban Development Linked to Climate Vulnerability*

Video: Hurricane Harvey: Zip Code & Race Determine Who Will Bear Burden of Climate Change. <https://www.youtube.com/watch?v=d6gCHSdQWMw>

Squires & Kubrin. 2005. Privileged places: Race, Uneven Development and the Geography of Opportunity in Urban America. *Urban Studies*. ([UConn Link](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sage_s10_1080_0042098042000309694&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US))

Julian et al. 2017. Why Houston remains segregated. *The Huston Chronicle*. <http://www.houstonchronicle.com/local/gray-matters/article/Why-Houston-remains-segregated-10935311.php>

Kimmelman. 2017. Lessons from Hurricane Harvey: Houston’s Struggle Is Americas Tale. *New York Times* <https://www.nytimes.com/interactive/2017/11/11/climate/houston-flooding-climate.html>

*April 4: Charter Cities: From Home Rule to a Neoliberal (and, Neocolonial?) Enterprise*

Charter Cities: A Quick Summary for the Press and Researchers. <http://www.cacities.org/Resources-Documents/Resources-Section/Charter-Cities/Charter-Cities-A-Quick-Summary-for-the-Press-and-R>

Romer. 2009. Why the world needs charter cities <https://www.ted.com/talks/paul_romer?language=en>

Fernandez. 2012. Partitioning Honduras: The advent of charter cities. <https://www.aljazeera.com/indepth/opinion/2012/07/2012711121224166933.html>

Marcotullio. 2015. Climate Injustice and Cities. <https://ugecviewpoints.wordpress.com/2015/04/28/climate-injustice-and-cities/>

**Week 12: Climate Disasters, Loss and Damage, and Climate Finance**

*April 9: Social Roots of Natural Disasters*

Helmer and Hilhorst. 2006. Natural Disasters and Climate Change. *Disasters* 30: 1-4. [UConn Permalink](https://onlinelibrary-wiley-com.ezproxy.lib.uconn.edu/doi/epdf/10.1111/j.1467-9523.2006.00302.x).

Tuana. 2008. Viscous Porosity: Witnessing Katrina. [PDF](http://www.academia.edu/12103511/Viscous_Porosity_Witnessing_Katrina). (Safe to sign-in via your Google/Facebook accounts).

Ribot, Jesse. 2010. "Vulnerability Does Not Fall from the Sky: Toward Multiscale, Pro-Poor Climate Policy." In *Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World*, eds. R. Mearns and A. Norton. Washington D.C.: World Bank. 47-74. [PDF](https://www.researchgate.net/publication/284666318_Vulnerability_does_not_fall_from_the_sky_toward_multiscale_pro-poor_climate_policy).

*April 11: Loss and Damage; Climate Finance*

Banerjee. 2015. Loss and damage in climate negotiation: An issue of delayed climate justice. <https://www.downtoearth.org.in/blog/climate-change/loss-and-damage-in-climate-negotiation-52113>

Vanhala and Hestbaek. 2016. Framing Climate Change Loss and Damage in UNFCCC Negotiations. *Global Environmental Politics.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_mitpress10.1162/GLEP_a_00379&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Climate Analytics. 2018. Loss and Damage Briefing: <https://climateanalytics.org/briefings/loss-and-damage/>

GCF (Green Climate Fund). About the Fund. <https://www.greenclimate.fund/who-we-are/about-the-fund>

Arkin. 2018. Q&A: Behind the breakdown at UN's Green Climate Fund. <https://www.devex.com/news/q-a-behind-the-breakdown-at-un-s-green-climate-fund-93250>

**Week 13: Human Development and Climate Adaptation for Climate Justice**

*April 16: How Does Human Development Inform Socially Just Climate Action?*

UNDP. 2007. Fighting Climate Change: Human Solidarity in a Divided World. Overview: Human Development Report 2007/2008 (pp. 1-18, [here](http://hdr.undp.org/sites/default/files/reports/268/hdr_20072008_en_complete.pdf)).

Schlosberg, David. 2012. "Climate Justice and Capabilities: A Framework for Adaptation Policy." *Ethics & International Affairs* 26: 445-61. [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest1318716815&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Carter et al. 2018. Climate Change Could Force 100 Million People into Poverty by 2030. 4 Ways We Can Step Up Adaptation. *World Resources Institute*. <https://www.wri.org/blog/2018/06/climate-change-could-force-100-million-people-poverty-2030-4-ways-we-can-step>

*April 18: Climate Adaptation as If People Matter (Not Just Physical Infrastructure)*

Schaar. 2012. Paying a Premium for Climate Resilience. <https://www.wri.org/blog/2012/06/paying-premium-climate-resilience>

Kaur Paul. 2018. Climate justice from Below for Climate Harms. *New Internationalist*. <https://newint.org/features/web-exclusive/2018/05/09/justice-for-climate-harms>

Pelling et al. 2018. Africa's Urban Adaptation Transition Under a 1.5° climate. *Current Opinion in Environmental Sustainability*. [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS1877-3435(17)30115-X&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

**Week 14: Centering Climate Justice in Politics and Policy Processes**

*April 23: Political sovereignty in the age of climate change*

Wainwright and Mann. 2018. Climate Justice and the Emergence of Planetary Sovereignty. <https://www.versobooks.com/blogs/3687-climate-justice-and-the-emergence-of-planetary-sovereignty>

Parenti. 2015. Why the State Matters. *Jacobin*. <https://www.jacobinmag.com/2015/10/developmentalism-neoliberalism-climate-change-hamilton/>

Kashwan. 2018. Public Policy Expert: Political Engagement Is Key to “Climate Justice”. <https://merionwest.com/2018/01/09/public-policy-expert-political-engagement-is-key-to-social-justice/>

*April 25: Transnational and Local Mobilization*

McKendry, Corina. 2016. "Cities and the Challenge of Multiscalar Climate Justice: Climate Governance and Social Equity in Chicago, Birmingham, and Vancouver." *Local Environment* 21: 1354-71. [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/13549839.2015.1116064&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

IRIN. 2012. Interview with Nobel Prize winner Elinor Ostrom on Climate Change. <http://www.irinnews.org/feature/2012/04/25>

Noisecat. 2018. A New Climate Politics Is on the Ballot. *Dissent*. <https://www.dissentmagazine.org/blog/midterm-elections-2018-climate-change-green-new-deal-gillum>

Roberts. 2018. Washington Votes No On a Carbon Tax — Again. *Vox.* <https://www.vox.com/energy-and-environment/2018/9/28/17899804/washington-1631-results-carbon-fee-green-new-deal>

**Week 15: Summarize and Conclude: A Global Movement for Climate Justice?**

*Climate justice movement has come a long way since the 2002 declaration of the Bali Principles of Climate Justice. In this concluding week, we take stock of the progression of national and global climate justice movement, its effects on the ongoing debates about how best to address climate justice, and the ways forward.*

*April 30: Evolution of Global Climate Justice Movement*

Anon. 2002. Bali Principles of Climate Justice. *EJOLT.* [PDF](https://corpwatch.org/article/bali-principles-climate-justice).

Martinez-Alier et al. 2016. Is There a Global Environmental Justice Movement. *The Journal of Peasant Studies.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/03066150.2016.1141198&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Tallulah. 2017. Why Climate Change Is About Human Rights, Politics & Justice. <https://theclimatelemon.com/why-climate-change-is-about-human-rights/>

*May 2: Reconstructing a Socially Just and Climate Resilient World*

Grady-Benson and Sarathy. 2016. Fossil Fuel Divestment in US Higher Education: Student-Led Organising for Climate Justice. *Local Environment.* [UConn Permalink](https://primo-pmtna01.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/13549839.2015.1009825&context=PC&vid=01UCT&search_scope=EVERYTHING&tab=default_tab&lang=en_US).

Ranganathan. 2017. The Environment as Freedom: A Decolonial Reimagining. Social Science Research Council. <https://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/>

Carrau. 2018. Transforming Our Economy. Friends of Earth International <https://www.foei.org/wp-content/uploads/2018/01/foei-transforming-our-economy-EN.pdf>

***Due Online: Public engagement report and reflections (May 3, 6 pm)***

**Week 16: Final Exam Essay (Due Online via HuskyCT or in Print in Oak 446)**

May 9 **(**10:00AM)

**Important UConn Policies That You Must Know**

**Special Needs**—Please contact me as soon as possible to discuss academic accommodations related to a documented case of special needs. You should also contact the UConn Center for Students with Disabilities (CSD; [www.csd.uconn.edu](http://www.csd.uconn.edu)). CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu).

**Attendance and Classroom Participation—T**o receive three semester hours of academic credit (as you would after completing this course), a student is expected to attend a 150-minute class lecture per week and spend at least twice that amount of time each week on assignments and study outside of the classroom throughout the entire semester. This definition has also been incorporated into federal law determining eligibility to participate in federal financial aid programs. See 34 CFR 600.2.

According to the UConn policies for attendance, you will not be punished just because you missed a class. [[4]](#footnote-4) However, the evidence from over a decade that Prof. Kashwan has been teaching introductory statistics courses shows that a student who misses a more than a few classes a semester rarely does well in the class, unless they invest quite a significant amount of extra work in compensating for any classes they miss.

**Academic Integrity Policy:** You must work independently on all exams and writing assignments. If you cheat or plagiarize, you will be subject to the Academic Misconduct Procedure Review spelled out by Division of Student Affairs:

<http://www.community.uconn.edu/academic_misconduct_review.html>. It is your responsibility to learn about ways to avoid plagiarism but I am happy to help you direct to relevant resources.

**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.[[5]](#footnote-5)

**Computation of Percentage and Letter Grades**

|  |  |  |
| --- | --- | --- |
| **If you secure a score greater than:** | **but less than:** | **then your letter grade is:** |
| 92 |  | A |
| 90 | 92 | A- |
| 88 | 90 | B+ |
| 82 | 88 | B |
| 80 | 82 | B- |
| 78 | 80 | C+ |
| 72 | 78 | C |
| 70 | 72 | C- |
| 68 | 70 | D+ |
| 62 | 68 | D |
| 60 | 62 | D- |
|  | 60 | F |

1. This course is approved as an elective for Environmental Studies and Human Rights. Please feel free to contact Professor Kashwan for any questions about these requirements. [↑](#footnote-ref-1)
2. Royalties from the sale of this book go directly to JunteGente, a coalition of Puerto Rican organizations resisting disaster capitalism & advancing a fair and healthy recovery for the island. <http://juntegente.org/> [↑](#footnote-ref-2)
3. You will be provided a study guide two weeks before the date of the midterm exam. [↑](#footnote-ref-3)
4. A detailed policy statement is available at <http://catalog.uconn.edu/academic-regulations/grade-information/#attendance> [↑](#footnote-ref-4)
5. More information is available at <http://policy.uconn.edu/?p=2884> [↑](#footnote-ref-5)