CLAS C&C

Chair: Pamela Bedore

Agenda Part II

4.14.2020

Location: WebEx

Meeting number (access code): 290 732 106

Meeting password: CLASAPRIL14

For technical questions/difficulties, please contact Katie D’Antonio (Kathryn.dantonio@uconn.edu).

**ADDITIONAL MATERIALS**

**2020-171 MARN 4895 Add Special Topic: Paleoclimatology**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal:  23 March 2020

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

3. Department:   Department of Marine Sciences

4. Course number and title proposed:   **MARN 4895/5995**: Paleoclimatology

5. Number of Credits:  3

6. Instructor:   David Lund

7. Instructor's position: Professor

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

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

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

10. Short description:  We will focus on the mechanisms of climate change that occur at centennial and longer timescales.  The lack of instrumental data over long timescales requires that paleoclimatologist use a range of proxies to reconstruct the climate in the geologic past.  We will discuss assumptions related to key proxies and how uncertainties influence interpretation of past climates.  Particular emphasis will be given to the Atlantic overturning circulation and the Southern Ocean, which acts as a hub for the global ocean circulation and is key region for ocean-atmosphere exchange of carbon dioxide.  The course will include background lectures on core concepts interspersed with student-led discussion of seminal papers from the literature.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 3/23/2020

Department Faculty: 3/23/2020

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

Heidi M. Dierssen, 401-741-6759, Heidi.dierssen@uconn.edu

**Supporting Documents**

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

 MARN 4895/5995

 Paleoclimatology

 Department of Marine Sciences

Syllabus – Fall 2020

**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

Open to graduate students or undergraduates that have taken CHEM 1127-1128 and PHYS 1401-1402.

Course and Instructor Information

**Course Title:** Paleoclimatology

**Credits:** 3

**Format:** classroom lecture and discussion

**Prerequisites:**  CHEM 1127-1128 and PHYS 1401-1402 (for undergraduates)

**Professor:** David Lund

**Email:** lund.david@uconn.edu

**Telephone:** 860-415-9331

**Other:** (If applicable)

**Office Hours/Availability:** By appointment.

Course Materials

*Course readings and media will be available within Husky CT, through either an Internet link or Library Resources*

Course Description

In MARN 4995/5995 we will focus on the mechanisms of climate change that occur at centennial and longer timescales.  The lack of instrumental data over long timescales requires that paleoclimatologist use a range of proxies to reconstruct the climate in the geologic past.  We will discuss assumptions related to key proxies and how uncertainties influence interpretation of past climates.  Particular emphasis will be given to the Atlantic overturning circulation and the Southern Ocean, which acts as a hub for the global ocean circulation and is key region for ocean-atmosphere exchange of carbon dioxide.  The course will include background lectures on core concepts interspersed with student-led discussion of seminal papers from the literature.

Course Objectives

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

1) Understand Earth’s energy budget and carbon cycle

2) Be acquainted with fundamental techniques in paleoclimatology

3) Learn to critically analyze the primary scientific literature

4) Understand the evolution of climate at millennial and longer timescales

5) Apply course knowledge of historical processes to potential future climate scenarios

Course Outline (and Calendar if Applicable)

Week 1 - Earth's energy budget and radiative balance

Week 2 - Greenhouse gases and carbon cycle

Week 3 - Oxygen isotopes

Week 4 - Radiocarbon

Week 5 - Milankovitch cycles

Week 6 - Ice core proxies

Week 7 - Sea level variability

Week 8 - Carbon isotopes and other nutrient proxies

Week 9 - Dynamical tracers

Week 10 - Climate models

Week 11 - Drivers of CO2 variability

Week 12 - Drivers of CO2 variability

Week 13 - Key lessons from paleoclimatology for the future

Week 14 - Student project presentations

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| A. Course participation | 40% |
| B. Problem sets | 30% |
| C. Course project | 30% |

Component A

Students will be expected to ask questions during lecture and fully participate in presenting and discussing papers.

Component B

The problem sets will focus on qualitative and quantitative aspects of paleoclimatology, including isotope fractionation, mass balance, simple box modeling, and data analysis.

Component C

The course project will focus on a topic of the student’s choosing related to the subject area of paleoclimatology. The project will be based on individual research and formal presentation to the class.

Grading Scale:

Undergrad

| 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 |

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 |
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Due Dates and Late Policy

All course due dates will be identified in Husky CT. 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

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

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards and policies on the following webpage:

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* 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
* Use of PowerPoint

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.

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

Evaluation of the Course

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**2020-172 MARN 5995 Add Special Topic: Paleoclimatology**



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**2020-173 SOCI/URBN 3901 Revise Course (guest: Ken Foote)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-14231 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Sociology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Urban and Community Studies > Sociology > College of Liberal Arts and Sciences |

|  |
| --- |
| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Subject Area #2** | SOCI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Sociology |
| **Reason for Cross Listing** | SOCI 3091 and URBN 3275 are already cross listed and are included in both majors. |
| **Course Title** | Urban Sociology |
| **Course Number** | 3275 |
| **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 |
| **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** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |
| --- |
| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | URBN 3275. Urban Sociology Also offered as: SOCI 3901 3.00 credits Prerequisites: None. Grading Basis: Graded Social and physical organization of cities and suburbs. |
| **Provide proposed title and complete course catalog copy** | URBN 3901. Urban Sociology Also offered as: SOCI 3901 3.00 credits Prerequisites: None. Grading Basis: Graded Social and physical organization of cities and suburbs. |
| **Reason for the course action** | To align UCS course number of SOCI course number. It wasn't possible to do this the semester SOCI changed the number for this course. |
| **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** |
| [URBN3901-Urban-Sociology-Renumbering.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F169169&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C98c737c449e84a2f34af08d7db17ed9d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637218768137650916&sdata=%2FN68cfG4%2FsaD9hylhHMIqsntUSRmtz3lobq5CS1p3yc%3D&reserved=0) | URBN3901-Urban-Sociology-Renumbering.docx | Other |

 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Kenneth Foote | 11/12/2019 - 13:55 | Submit |  | This was approved by UCS C&C and faculty during fall 2019. |
| Urban and Community Studies | Kenneth Foote | 04/06/2020 - 14:17 | Approve | 4/6/2020 | This was approved by UCS faculty. It standardizes numbers between UCS and SOC course. |
| Sociology | Ralph B McNeal | 04/06/2020 - 14:48 | Approve | 4/6/2020 | not sure why this is coming through again...we just approved this |

 |

**2020-174 URBN Revise Major (guest: Ken Foote)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/7/2020

2. Department or Program: Urban and Community Studies

3. Title of Major: Urban and Community Studies

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

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

5. Nature of change: An additional course that can be counted as senior capstone.

# Existing Catalog Description of Major

# Urban and Community Studies

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

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, planning, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Urban and Community Studies. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### **Requirements of the major**

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. One of the following: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500); [ECON 2327](https://catalog.uconn.edu/ECON/#2327); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [POLS 2072Q](https://catalog.uconn.edu/POLS/#2072Q); [PP/URBN 2100](https://catalog.uconn.edu/URBN/#2100); [PP 3010](https://catalog.uconn.edu/PP/#3010); [SOCI 3201](https://catalog.uconn.edu/SOCI/#3201); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q); [URBN 2301Q](https://catalog.uconn.edu/URBN/#2301Q), [2302](https://catalog.uconn.edu/URBN/#2302).
4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 2810](https://catalog.uconn.edu/HIST/#2810), [3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 2400](https://catalog.uconn.edu/URBN/#2400), [3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4497W](https://catalog.uconn.edu/URBN/#4997W), [4999](https://catalog.uconn.edu/URBN/#4999).

In order to assure a breadth of experience, students are encouraged to take courses that include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses: [INTD 3584](https://catalog.uconn.edu/INTD/#3584) and [3594](https://catalog.uconn.edu/INTD/#3594).

Students interested in pursuing a program in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which may be prerequisites for courses in Urban and Community Studies. These include, but are not limited to: [GEOG/URBN 1200](https://catalog.uconn.edu/URBN/#1200); [ECON 1201](https://catalog.uconn.edu/ECON/#1201); [POLS 1602](https://catalog.uconn.edu/POLS/#1602); [PP 1001](https://catalog.uconn.edu/PP/#1001); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001), [1251](https://catalog.uconn.edu/SOCI/#1251); [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q)/[1100Q](https://catalog.uconn.edu/STAT/#1100Q); and [URBN 1300W](https://catalog.uconn.edu/URBN/#1300W). They should also plan on enrolling in [URBN 2000](https://catalog.uconn.edu/URBN/#2000) as soon as possible.

The writing in the major requirement can be met by taking any of the following courses: [ECON 2328W](https://catalog.uconn.edu/ECON/#2328W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST/URBN 3541W](https://catalog.uconn.edu/URBN/#3541W); [POLS/URBN 3632W](https://catalog.uconn.edu/URBN/#3632W); [PP 3020W](https://catalog.uconn.edu/PP/#3020W); [SOCI 3429W](https://catalog.uconn.edu/SOCI/#3429W); [SOCI 3459W](https://catalog.uconn.edu/SOCI/#3459W)/[HDFS 3240W](https://catalog.uconn.edu/HDFS/#3240W); [SOCI 3521W](https://catalog.uconn.edu/SOCI/#3521W), [3601W](https://catalog.uconn.edu/SOCI/#3601W); [SOCI 3901W](https://catalog.uconn.edu/SOCI/#3901W)/[URBN 3275W](https://catalog.uconn.edu/URBN/#3275W); [SOCI 3903W](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276W](https://catalog.uconn.edu/URBN/#3276W); [SOCI 2907W](https://catalog.uconn.edu/SOCI/#2907W); [URBN 2000W](https://catalog.uconn.edu/URBN/#2000W), or any 2000-level or above W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing [URBN 2000](https://catalog.uconn.edu/URBN/#2000).

# Proposed Catalog Description of Major

# Urban and Community Studies

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

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, planning, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Urban and Community Studies. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### **Requirements of the major**

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or URBN 4497W or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
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4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 2810](https://catalog.uconn.edu/HIST/#2810), [3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined); 2400, [3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [~~4497W~~](https://catalog.uconn.edu/URBN/#4997W)~~,~~[4999](https://catalog.uconn.edu/URBN/#4999). INTD 3594 and URBN 4497W can be counted if not used to fulfill requirement 1 above.

In order to assure a breadth of experience, students are encouraged to take courses that include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses: [INTD 3584](https://catalog.uconn.edu/INTD/#3584) and [3594](https://catalog.uconn.edu/INTD/#3594).

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# Justification

1. Reasons for changing the major: Urban and Community Studies majors are offered at Storrs, Hartford and Waterbury. The capstone course, URBN 4000, is offered in both spring and fall semesters, currently alternating between Hartford and Storrs where we have most of our majors. We have a few majors at Waterbury and they are encouraged to take the course in Hartford. However, this is not always possible and, occasionally, majors in Storrs and Hartford face scheduling conflicts in taking URBN 4000 on their campuses. For these students, with advanced permission from the UCS director, we will allow them to fulfill the requirement with URBN4497W when supervised by one of the instructors who has taught URBN4000. We expect that this option will be used by only 1-3 students per year. We have tried an online version of URBN4000, but it didn’t prove suitable for a capstone course like this one.

2. Effects on students: This will allow a few students to complete the UCS major who would not otherwise be able to take URBN4000 and finish the major on time.

3. Effects on other departments: No effect.

4. Effects on regional campuses: This will help majors at Hartford and Waterbury, but in Waterbury in particular because we aren’t offering the capstone course there regularly due to staffing limitations.

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

    Department Curriculum Committee: 9/9/2019

    Department Faculty: 11/13/2019

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

Ken Foote, Director, UCS

Ken.foote@uconn.edu

303-641-3346

**2020-175 EEB 3200W Add Course (guest: Pam Diggle) (G) (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15719 |
| **Request Proposer** | Diggle |
| **Course Title** | Writing in Evolutionary Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |
| --- |
| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Writing in Evolutionary Biology |
| **Course Number** | 3200W |
| **Will this use an existing course number?** | No |

|  |
| --- |
| **CONTACT INFO** |
| **Initiator Name** | Pamela Diggle |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | pad06001 |
| **Initiator Email** | pamela.diggle@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)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 4 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 2 |
| **Instructional Pattern** | One two hour meeting per week |

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| --- |
| **COURSE RESTRICTIONS** |
| **Prerequisites** | ENGL 1007 or 1010 or 1011 or 2011; EEB 2245 or 2245W  |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | The course could be offered at other campuses, if there was student interest and faculty availability. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- |
| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | EEB 3200W. Writing in Evolutionary Biology 2 credits. Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2245/W or permission of the instructor. Grading Basis: Graded Critical engagement with primary research literature in evolutionary biology through written communication; skills in editing, revising, and peer feedback.  |
| **Reason for the course action** | The EEB department is developing new W courses for students that have already taken courses in our subject area, so that they will be better equipped to write topical papers. The new courses will permit more structured writing pedagogy than our current W courses, in which virtually all writing instruction occurs in a tutorial (one on one) setting. |
| **Specify effect on other departments and overlap with existing courses** | There is no expected effect on other departments. The subject matter is similar to but more specialized than EEB 2245W, the W version of Evolutionary Biology. |
| **Please provide a brief description of course goals and learning objectives** | The course goal is to deepen understanding of evolutionary biology and related fields through writing on the subject. Learning objectives include: 1) Identify and obtain primary, peer-reviewed biological literature; 2) Describe the structure, rationale, and key findings of primary peer-reviewed biological literature; 3) Interpret figures, graphs, and tables typically found in primary literature; 4) Construct a written synthesis of a corpus of primary literature in a style and manner used by professional scientists; 5) Edit and revise student's own writing and provide constructive feedback on peer's work; 6) Communicate work through oral presentation.  |
| **Describe course assessments** | Assessments will include short summaries and critiques of primary literature (accomplishing objectives 1-3) and longer papers that assimilate reading on multiple sources (objective 4). Students will engage in peer review of each others' work (objective 5) following a framework for peer review that will include an assessment rubric. Finally, students will also conduct oral presentations of their term paper findings in class (objective 6). |
| **General Education Goals** | This course will promote the following goals of General Education at UConn. It will promote the goal that students will become articulate, by sharpening their skills in written and oral communication. It will promote the goal that students will acquire critical judgment, by giving them practice at close reading and critique of primary literature in the field. Finally, it will promote a working understanding of the processes by which students can continue to acquire and use knowledge, by giving them the opportunity to amass a set of sources on a topic of their interest. |
| **Writing Competency** | Students will complete at least 15 pages of writing, which will go through a process of peer review, instructor review and editing prior to final submission. The syllabus specifies that a passing grade for the course is only possible if a passing grade is earned on all writing assignments. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [EEB\_3200W\_Syllabus\_2.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172934&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C078146a066d64f8e946008d7ddb591e6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221644268522660&sdata=g%2B0a6uU76%2FSq38EzGT4XB%2Fu%2BX1WuKFEjC0oyfAEZ7W0%3D&reserved=0) | EEB\_3200W\_Syllabus\_2.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Pamela Diggle | 03/05/2020 - 12:22 | Submit |  | Sections of this course will be taught by different faculty members and will change each semester. |
| Ecology and Evolutionary Biology | Pamela Diggle | 03/27/2020 - 13:46 | Approve |  | none |

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Writing in Evolutionary Biology

EEB3200W (2 credits)

Term: TBA

Prerequisites: EEB 2245 or 2245W or permission of the instructor.

**Lecture:** (TBA), Location TBA

**Website:** HuskyCT: <https://learn.uconn.edu>

**Instructor:** TBD

**Textbook:** This course makes use of primary literature readings. You may also find that the following is a helpful resource: Roldan, L. A. and Pardue, M.-L. 2016. Writing in Biology: A Brief Guide. New York: Oxford University Press.

# Course goals: My goals for this course are two-fold. I aim to provide you with an understanding of how evolutionary biologists interpret and draw conclusions from a body of literature. Second, my goal is to help you learn to edit your own writing so that you can better communicate in written form.

# At the end of this course you will be able to:

* Identify and obtain primary, peer-reviewed evolutionary biology literature.
* Describe the structure, rationale, and key findings of primary evolution literature.
* Interpret figures, graphs, and tables typically found in primary literature.
* Construct a written synthesis of a corpus of primary literature in a style and manner used by professional evolutionary biologists.
* Edit and revise your own writing and provide constructive feedback on others’ work.

**Grading:** Your grade will be calculated out of a total of 400 possible points (see table on next page). Each week you have the opportunity to earn 5-10 points for in-class participation (actual points possible vary week-by-week). Additionally, each week, there will be homework designed to help you gain the skills needed to successfully complete your term project. These homework assignments are worth 5-10 points each. At the end of the semester you will also complete a short in-class presentation worth 20 points. These assignments and in-class activities will account for 40% of your course grade. The remaining 60% of your grade is based on the quality of your major writing assignments which include your short essay and term paper.

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| Course component | Points  | Important deadlines |
| In-class participation | 85 |  |
| Homework assignments | 55 |  |
| In-class presentation | 20 |  |
| Short essay: first submission | 20 | Week 3: date TBA |
| Short essay: final submission | 30 | Week 6: date TBA |
| Term paper: first submission | 70 | Week 9: date TBA |
| Term paper: final submission | 120 | Week 14: date TBA |
| Total points | 400 |  |

**NOTE: You cannot pass this course without having submitted an initial and revised (final) version of both your short essay (2 pages) and term paper (13-15 pages)**. **You must receive a passing grade on each of these submissions to pass this course.**

Letter grades will be assigned on a percentage basis (A=90% and above; B=80-89%; C=70-79%; D=60-69%; F=59% and lower).

**Details on assignments:** Some assignments that may not be self-explanatory are explained in more detail here. This is not an exhaustive list of the semester’s assignments. For that, please see the course schedule in the table on the last page of the syllabus. You are responsible for fulfilling the requirements of all assignments. Contact me with any questions.

*Summary of article (due week 2):* This should be no more than 1 paragraph (1/2 page) and answer the following questions with one sentence each: What did they study? How did they do it? What were their results? What do they conclude based on those results?

*Short essay:* Summary and discussion of a published peer-reviewed article on evolutionary biology research (one article will be chosen for the entire class to work on). The goals of the assignment are to write a concise summary of the key points of a scientific paper and to think about the paper critically. This is also an important, early chance to get feedback on your writing.Your short essay should be 2 pages long and include one paragraph summarizing each of the following aspects of the assigned article: 1. What questions were addressed and why does it matter? 2. What methods did they use to answer those questions? 3. What were their results and what did they conclude? 4. What were the strengths and weaknesses of the study and what does that mean future research should focus on?

*Guided critique of sample term paper:* You must read the sample term paper and complete one page worksheet designed to help you examine the structural aspects of the sample term paper including how paragraphs are structured in the introduction, body and summary, and how material is synthesized among multiple primary research articles to provide a coherent perspective on the paper’s topic.

*Term paper topic summary and sources:* A short description of your chosen term paper topic (1/2 page max), with at least 5 references (must be formatted as specified in-class and according to the guidelines on the course website). In this description you should give an idea of how you plan to approach the topic and of the scope of sub-topics you will include.

*Term paper outline:* This should be a detailed outline of at least 1 page. It should include the major subtopics and ideas you will address in your paper and indicate where you will use specific primary literature sources you have found to support your arguments.

*Term paper:* The term paper should summarize and discuss 15+ related papers from the primary literature that focus on an evolution.  It must be 13-15 full pages long. This length does not include your literature cited section or any figures. Your audience is the same as for the short paper: someone who understands basic evolutionary concepts, but knows little about the specific topic that you have chosen.  Your paper should bring such a person up to date on research on your chosen topic.  In organizing your paper, you might find it helpful to consider the following issues.  What are the main questions around which the research is organized?  What approaches have been taken by scientists investigating this topic, and what have these studies revealed?  If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted?  What questions remain unanswered?  You should comment on the strengths and limitations of the studies you summarize. We can also discuss these things further in-class and during one-on-one meetings.

*Short essay and term paper revisions:* One of the main goals of this course is for you to proactively edit your own writing. To get a good score on revisions you must respond to the comments and edits I have suggested in the first few pages of your paper **AND** make further edits of your own throughout your paper (in keeping with the advice I have provided in earlier comments).

*Presentation:* The goal of this presentation is to give you some introductory experience communicating your work to others in oral form. Tell your classmates what you’ve been working on all semester! This should be short presentation (5 slides, ~5 minutes) of your term paper’s topic and should demonstrate the main “take-home” points from your paper. Slide 1: title and background material. Slides 2-4 should be based on patterns observed from the primary literature you read. Slide 5 is for your summary (big picture impacts).

**Details on in-class work:** This course includes a substantial number of points for in-class participation. To earn these points, you must remain on topic and actively engaged in the set activity throughout the class period. These activities will help you with your writing!

*Self-surveys and reflections:* You will be given questionnaire worksheets to fill-out and discuss with your class-mates in groups of 2-3. Questions posed will ask you to reflect on your writing experiences, challenges and expectations regarding the process involved in future writing assignments. Discussions should focus on providing constructive advice and tips regarding meeting expecting writing challenges.

*Peer editing:* A key part of writing is learning how to constructively edit and revise written work. Editing the work of your peers is a great way to do that and to get feedback from others on your own writing. You will be given guidelines in class (along with a worksheet of questions) on key points to look for when reading the works of others (and your own). You will take time in-class to read and edit your classmates work before meeting with them to offer them your advice. Key to this is learning how to provide constructive criticism. This is something we will discuss in more detail in class. **Your active participation in this process is required for full credit for class participation.**

**Absences:** I do not take attendance; however, you receive credit for in-class participation and, because class material is meant to develop your skills in scientific writing, students who regularly miss class tend to do less well in the course overall. Please discuss any foreseeable absences with me as soon as you become aware of the issue.

**Late assignments:** You have weeks of warning for most assignments (see course schedule on next page) and it is up to you to plan ahead so that you do not miss deadlines, even if something does happen right before an assignment is due. “The computer ate my homework” is not an excuse. Back-up everything you do (twice). Extensions will only be given in highly unusual circumstances. Late penalties are severe (1 point per day for short essays and 5 points per day for term papers; very late papers will not be accepted).

**Plagiarism and academic integrity:** The penalties for anyone found to have committed plagiarism or any form of academic misconduct are severe. All students should read the Student Code (<http://community.uconn.edu/the-student-code-preamble/>). If you have questions about academic misconduct, please consult the online information available on the website of the Dean of Students Office, or come and talk to me about the issue. Understanding what does and does not constitute academic misconduct is your responsibility.

Anything that you write that is not phrased in your own original words will be considered plagiarism. Minor reorganization of someone else’s words is plagiarism. Any time that you use information from someone else’s work you must attribute it using proper in-text citation format followed by a full-length reference at the end of your document. In general, quotations are not used in scientific writing and are not permitted in this course. Please take these warnings very seriously. The costs of plagiarism are simply not worth it. For more information, please see the documents on plagiarism and citation formatting on the course’s HuskyCT site.

Resources: The UConn Writing Center (<http://writingcenter.uconn.edu>) is a wonderful resource. They will help you revise short portions of your writing. Please use them!

# Course schedule (subject to change)

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| Week | Topic and in-class activities (A) | Assignment |
| 1 | **1.** Course introduction. Activity (A): Self-survey of goals and peer-exchange.**2.** Recognizing and avoiding plagiarism**3.** Brief introduction to the primary literature. A: Finding articles using BIOSIS  | Read assigned article, outline it and write a 1 paragraph (1/2 page) summary.List 3 possible paper topics and 2 primary literature sources for each. |
| 2 | **1.** Scientific writing. What makes a good paper? A: Excerpt critique and comparison. **2.** Does grammar matter? Common pitfalls. A: Peer re-write sample text and exchange | **Write short essay! It is due next class.** |
| 3 | **1. Short essay due.** A: Reflections. **2.** How to edit and revise your own writing and that of others. A: Peer editing | Read sample term paper and complete 1 page “guided critique sheet”. |
| 4 | **1.** The term paper challenge. A: Reflect on sample paper and your two topics. **2.** Searching the primary literature. A: Research workshop  | For each of two possible term paper topics: Write a 1-paragraph summary and list 5 peer-reviewed primary literature sources. |
| 5 | *Essays will be returned during week prior.* **1.** Writing workshop and peer-exchange. | **Required one-on-one meetings: TBA** **Revise short essay – due next class!** |
| 6 | **1. Final short essay due.** A: Reflections**2.** Outlining your term paper. Focus on paragraph structure: introduction, body, summary. A: Identify structure of sample long paper excerpts. | Write detailed term paper outline with source use indicated. |
| 7 | **1.** One-on-one meetings for discussion of progress. A: Introduction writing time. | Write term paper – must complete introduction + 5 pages and bring to class. |
| 8 | **1.** Review paragraph structure and common pitfalls. A: Avoiding source-driven writing A: Peer-editing of intro. and 1 body paragraph  | **Write term paper! It is due next class.** |
| 9 | **1. Term paper due.** A: Reflections**2.** Abstracts. A: Abstract writing. | Write your abstract. |
| 10 | **1.** The peer review process and further tips for peer-editing. A: In-class peer editing. | Write out peer review comments following guidelines given in class (approximately 1 page). |
| 11 | **1.** Presenting your paper. A: writing your presentation. | Complete your presentation PowerPoint (3-5 slides) for submission. |
| 12 | *Papers will be returned during week prior.* **1.** Help sessions and writing workshop. | Revise term paper**Required one-on-one meetings: TBA** |
| 13 | **1.** Writing workshop and help session. | **Revise term paper – due next class!** |
| 14 | **1. Final term paper due.** **2.** Class presentations. |  |

**2020-176 Interpreting Revise Minor (guest: Linda Pelletier)**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: March 31, 2020

2. Department or Program: ASLN

3. Title of Minor: Interpreting Between American Sign Language and English

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: Students are required to choose an additional 3 credits beyond the required 12 credits. This proposal includes additional related courses for students to choose from as part of their 3 additional credits that completes the minor.

# Existing Catalog Description of Minor

# Interpreting Between American Sign Language and English Minor

All students enrolled in this minor are required to complete the following four courses (12 credits): [ASLN 2500](https://catalog.uconn.edu/ASLN/#2500), [2600](https://catalog.uconn.edu/ASLN/#2600), [2700](https://catalog.uconn.edu/ASLN/#2700), [2800](https://catalog.uconn.edu/ASLN/#2800).

Beyond these, students must complete one additional course from the following list (3 credits): [ASLN 3305](https://catalog.uconn.edu/ASLN/#3305), [3295](https://catalog.uconn.edu/ASLN/#3295), [3298](https://catalog.uconn.edu/ASLN/#3298), or [3299](https://catalog.uconn.edu/ASLN/#3299) with approval of minor advisor; [LING 2850](https://catalog.uconn.edu/LING/#2850).

Only one overlapping course may be used by students doing a minor in both American Sign Language/Deaf Studies and Interpreting American Sign Language and English.

This minor is offered by [American Sign Language Studies.](http://asl.uconn.edu/)

# Proposed Catalog Description of Minor

# Interpreting Between American Sign Language and English Minor

All students enrolled in this minor are required to complete the following four courses (12 credits): [ASLN 2500](https://catalog.uconn.edu/ASLN/#2500), [2600](https://catalog.uconn.edu/ASLN/#2600), [2700](https://catalog.uconn.edu/ASLN/#2700), [2800](https://catalog.uconn.edu/ASLN/#2800).

Beyond these, students must complete one additional course from the following list (3 credits): [ASLN 3305](https://catalog.uconn.edu/ASLN/#3305), 3306W, [3295](https://catalog.uconn.edu/ASLN/#3295), [3298](https://catalog.uconn.edu/ASLN/#3298), or [3299](https://catalog.uconn.edu/ASLN/#3299), 3369, 3650, ~~with approval of minor advisor~~; [LING 2850](https://catalog.uconn.edu/LING/#2850), 3850, ASLN/LING 3800 or ASLN/WGGS 3254.

Only one overlapping course may be used by students doing a minor in both American Sign Language/Deaf Studies and Interpreting American Sign Language and English.

This minor is offered by [American Sign Language Studies.](http://asl.uconn.edu/)

# Justification

1. Reasons for changing the minor: To allow greater flexibility and course offerings related to this minor.

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Linda Pelletier, linda.pelletier@uconn.edu

**2020-177 HRTS 2200 Add Course (guest: Glenn Mitoma) (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15891 |
| **Request Proposer** | Mitoma |
| **Course Title** | Introduction to Genocide Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Rights > 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** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Introduction to Genocide Studies |
| **Course Number** | 2200 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Glenn T Mitoma |
| **Initiator Department** | Human Rights Institute |
| **Initiator NetId** | gtm08002 |
| **Initiator Email** | glenn.mitoma@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)** | Yes |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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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?** | Yes |
| **Off campus details** | May be taught as a part of the Early College Experience program. |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | HRTS 2200. Introduction to Genocide Studies 3 credits Prerequisites: None Grading Basis: Graded Interdisciplinary introduction to the study of genocide as an historical, legal, social, political, and conceptual phenomenon, including response, prevention, and commemoration efforts.  |
| **Reason for the course action** | The course will serve as a core course in the growing Human Rights Major/Minor, and serve to enhance the more specialized genocide and Holocaust studies courses at the University. Aligned with the critical, interdisciplinary, and integrative grounding of the course, the objectives for student learning encompass areas of knowledge, skills, and values. Currently, the absence of an introductory course is genocide is a gap in our otherwise robust human rights curricula, and it also allows for better integration with the recent statewide mandate that genocide and Holocaust education be included in K-12 schooling. In addition, as an introductory course, this will provide a foundation for the other specialized courses addressing genocide and genocide related topics (see response to next question). As a 2000-level offering, this course will provide students with both a broad overview of this significant body of scholarship, as well as an introduction to critical human rights practices (including commemoration, documentation, advocacy, and education) that will be further developed in upper-level coursework. The course has no prerequisites and will serve as a gateway to the Human Rights Major, or other related fields of study at the University. Currently, there are no core courses for the Human Rights Major at the 2000-level, so this course will be an important opportunity for first and second year students.  |
| **Specify effect on other departments and overlap with existing courses** | This course will have a generally positive effect on courses dealing with similar subject matter in other departments as it provides and introduction to this large field. This course will be more accessible and interdisciplinary than current upper-level courses covering genocide in DRAM, ENGL, HEJS, HIST, and POLS. It will also be distinguished by its objectives that promote not only learning about genocide, but practical strategies against genocide. Several courses address the Holocaust as a particular and unique instance of genocide, including DRAM/HEJS/HRTS 2203: The Holocaust in Print, Theater, and Film; ENGL 3629: Introduction to Holocaust Literature; and HIST 3418: The Holocaust. This course will include limited (although important) coverage of the Holocaust in the context of other genocides and from an interdisciplinary perspective. Several other courses address genocide, including HIST/HRTS 3207: Genocide after the Second World War; HRTS 3055: Theory and Practice of International Criminal Justice; and POLS 3429: Political Violence. This course will be less specialized and more applied in its approach, and provide an excellent pipeline for students interested in pursuing a deeper understanding of specific aspects of the topic offered by these courses. |
| **Please provide a brief description of course goals and learning objectives** | This course goal is to provide students with an introduction to the study of genocide. This will include: 1) A critical approach, meaning o we will try to avoid easy moralizing and distancing of genocide; o we won’t take existing legal and political definitions of genocide for granted; and o we will think about power in relation to genocide perpetration and prevention. 2) An interdisciplinary approach, meaning o we will explore the ways historians, psychologist, lawyers, political scientists, and others have tried to understand genocide; and o we will reflect on what and how we can know about genocide as a human experience. 3) A practical and applied approach, meaning o this course fundamentally anti-genocidal in its purpose, and o students will have the opportunity to contribute to and/or develop practical efforts commemorate, advocate, or prevent the perpetration of genocide. Aligned with the critical, interdisciplinary, and integrative grounding of the course, the objectives for student learning encompass areas of knowledge, skills, and values. They include: • Students will demonstrate knowledge and understanding of how and why particular genocides have occurred, with reference to the key historical, political, and social contexts. • Students will analyze social and psychological factors that enable or constrain genocide. • Students will apply their knowledge to the world outside the classroom to identify contemporary impacts or risks of genocide. • Students will apply their knowledge to the world outside the classroom to commemorate, advocate, or prevent the perpetration of genocide. • Students will develop empathy for victims or targets of genocide. • Students will foster the respect for diversity, common humanity, and justice.  |
| **Describe course assessments** | The following assessments will be used: Reflection Journals (individual, formative assessment) During the course, students will complete three personal journal entries through the HuskyCT course site. In response to specific prompts, these entries are designed to foster reflection on personal experiences and perspectives, in the context of the course materials and activities. They will also provide insights into how students are processing and integrating the class. Students will be evaluated by the instructor, based on completion of these journals. Genocide Concept Map (group, formative assessment) Over the course of the semester, students will work together in a group to develop a map of the concept of “genocide.” The first draft will be created in class early in the semester, and they will have the opportunity revise and extend their map twice more. The maps are designed to help them work through the complex ideas, dynamics, and approaches in conversation with their classmates, and to allow the instructor to “see” how their thinking about the topic is evolving over time. Students will be evaluated by the instructor, themselves and their peers, based on participation and completion of the concept maps. Individual Essays (individual, summative assessment) During the semester, students will write two analytic essays, based on the course materials. - Individual Essay #1 is due Week 8 and answers the question: “Why should we learn about genocide?” - Individual Essay #2 is due Week 15 and answers the question: “Is ‘Never Again’ possible? Why or why not?” Essays should be 500-750 words in length, not including references. These essays are designed for students to demonstrate their engagement with the course materials and their critical thinking and writing skills. Students will be evaluated by the instructor, based on their effective and accurate presentation of course material in support of their argument, as well as the overall clarity and organization of their essays. Dialogues (group, formative assessment) Four times during the semester, students will participate in structured dialogues to collectively reflect, discuss, and make decisions regarding key issues about genocide. During the dialogue sessions, students will work in small groups to consider and respond to specific prompts. Each dialogue will be a different format, but all are designed to facilitate deeper engagement with the course materials and learning through different perspectives. Students will be evaluated by the instructor, themselves, and their peers based on their participation and contribution. Action Project (group, summative assessment) Over the course of the semester, students will work in groups to complete an Action Project. These projects are designed to allow students to apply their knowledge and understanding of the problem of genocide in a way that contributes to commemoration, documentation, advocacy, or education about genocide. This assignment will be introduced during Week 3, and final weeks of the semester will be dedicated to designing, completing, and presenting your projects. Students will be evaluated by the instructor, themselves, and their peers based on completion of the various components of the project. [See Sample Assignment]  |
| **General Education Goals** | The interdisciplinary and applied nature of the course will support the “intellectual breadth and versatility” of students. The critical approaches will allow students to develop “critical judgement” and build “awareness of their era and society” through applying a genocide ‘lens’ to local, national, and international contexts. The explicit anti-genocidal values animating the course will foster “moral sensitivity” and a consciousness of and respect for “the diversity of human culture and experience.” Finally, the course’s emphasis on student action against genocide will provide an opportunity to develop and test their “working understanding of the processes by which they can continue to acquire and use knowledge.” While courses in particular aspects of genocide are offered in various departments throughout the University, there is currently no foundational course offered in this essential field of study.  |
| **Content Area: Social Sciences** | CA2: This course will provide an introduction to a key theme—genocide—across a variety of scientific fields, including political science, sociology, psychology, anthropology, and law. As a force in history and society, genocide has shaped how individuals, groups, and institutions interact and influence one another and the natural environment. The social issues of race, class, gender, political and economic power, and cultural contact are at the core of genocide, and students will be provided tools to understand the complicated origins, operation, and impact at the individual, local, national, and international level. |
| **Content Area: Diversity and Multiculturalism (International)** | CA4: Fundamental to the perpetration of genocide is the rejection of diversity and the destruction of multiculturalism. This course is antithetical to genocidal thinking and works to ensure the commemoration and living legacy of victims and targets of genocide (often minority cultures), at the same time it considers ways of building shared societies in the aftermath of genocidal violence. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [HRTS 2200 Introduction to Genocide Draft Syllabus.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173165&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C874015ea7b664b255cd808d7d59f0221%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637212751225034426&sdata=uR3Q90sJ0lH6tcALI5OSGvFqQSS61pr2ax0wW3%2Fu8Ug%3D&reserved=0) | HRTS 2200 Introduction to Genocide Draft Syllabus.pdf | Syllabus |
| [HRTS 2200 Introduction to Genocide Sample Assignment.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173166&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C874015ea7b664b255cd808d7d59f0221%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637212751225034426&sdata=msUGKu%2Bzoz1T7WE67l9BOvdnTMFSNvwyj3EHWc%2FZvF0%3D&reserved=0) | HRTS 2200 Introduction to Genocide Sample Assignment.pdf | Other |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Glenn T Mitoma | 03/23/2020 - 14:51 | Submit |  | HRTS Undergraduate Committee approved this course via email vote on March 30, 2020. |
| Human Rights | Cesar Abadia-Barrero | 03/30/2020 - 11:40 | Approve | 3/30/2020 | The Human Rights Community is very excited about this new addition. It counts with unanimous support.  |

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**HRTS 2200: Introduction to Genocide Studies**

**Course Description:**

This course provides students with an introduction to the study of genocide.

In this class, we will take a *critical approach* to understanding genocide, meaning

* we will try to avoid easy moralizing and distancing of genocide;
* we won’t take existing legal and political definitions of genocide for granted; and
* we will think about *power* in relation to genocide perpetration and prevention.

Our strategy will be *interdisciplinary*, meaning

* we will explore the ways historians, psychologist, lawyers, political scientists, and others have tried to understand genocide; and
* we will reflect on what and how we can know about genocide as a human experience.

This course aspires to be *practical* and *applied*, meaning

* this course fundamentally *anti-genocidal* in its purpose, and
* students will have the opportunity to contribute to and/or develop practical efforts commemorate, advocate, or prevent the perpetration of genocide.

**Learning Outcomes**

Aligned with the critical, interdisciplinary, and integrative grounding of the course, the objectives for student learning encompass areas of *knowledge*, *skills*, and *values*. They include:

* Students will demonstrate knowledge and understanding of how and why particular genocides have occurred, with reference to the key historical, political, and social contexts.
* Students will analyze social and psychological factors that enable or constrain genocide.
* Students will apply their knowledge to the world outside the classroom to identify contemporary impacts or risks of genocide.
* Students will apply their knowledge to the world outside the classroom to commemorate, advocate, or prevent the perpetration of genocide.
* Students will develop empathy for victims or targets of genocide.
* Students will foster the respect for diversity, common humanity, and justice.

**Course Activities**

To facilitate these outcomes, students will engage in a variety of activities and assignments. These will serve as a basis for evaluation and, ultimately, your grade.

* Reflection Journals 10%
* Genocide Concept Map 10%
* Individual Essays 25%
* Dialogues 25%
* Action Project 30%

*Reflection Journals*

During the course, you will complete three personal journal entries through the HuskyCT course site. In response to specific prompts I provide, these entries are designed to foster reflection on your personal experiences and perspectives, in the context of the course materials and activities. They will also give me some insights into how each of you are processing and integrating the class. You will be evaluated by me, based on your completion of these journals.

*Genocide Concept Map*

Over the course of the semester, you will work together in a group to develop a map of the concept of “genocide.” Your first draft will be created in class early in the semester, and you will have the opportunity revise and extend your map twice more. The maps are designed to help you work through the complex ideas, dynamics, and approaches in conversation with your classmates, and to allow me to “see” how your thinking about the topic is evolving over time. You will be evaluated by me, yourself and your peers, based on participation and completion of the concept maps.

*Individual Essays*

You will write two analytic essays, based on the course materials.

* Individual Essay #1 is due Week 8 and answers the question: “Why should we learn about genocide?”
* Individual Essay #2 is due Week 15 and answers the question: “Is ‘Never Again’ possible? Why or why not?”

Papers should be 500-750 words in length, not including references. These essays are designed for you to demonstrate your engagement with the course materials and your critical thinking and writing skills. You will be evaluated by me, based on your effective and accurate presentation of course material in support of your argument, as well as the overall clarity and organization of your essays.

*Dialogues*

Four times during the semester, you will participate in structured dialogues to collectively reflect, discuss, and make decisions regarding key issues about genocide. During the dialogue sessions, you will work in small groups to consider and respond to specific prompts. Each dialogue will be a different format, but all are designed to facilitate deeper engagement with the course materials and learning through different perspectives. You will be evaluated by me, yourself, and your peers based on your participation and contribution.

*Action Project*

Over the course of the semester, you will work in groups to complete an Action Project. These projects are designed to allow you to apply your knowledge and understanding of the problem of genocide in a way that contributes to commemoration, documentation, advocacy, or education about genocide. This assignment will be introduced during Week 3, and final weeks of the semester will be dedicated to designing, completing, and presenting your projects. You will be evaluated by me, yourself, and your peers based on completion of the various components of the project.

**Course Materials**

All materials and resources for the course will be made accessible through the HuskyCT course site. Check the course outline below for when to complete readings and other assignments.

**COURSE OUTLINE**

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| WEEK | FOCUS | ACTIVITIES |
| 1 | **Introductions and Community Building**This week we will ask the questions: Why do we learn about genocide? How do we learn about genocide? We will also build connections to each other through story and set our intensions and goals for the semester. | In Class:1. Welcome and Grounding
2. STORY EXCHANGE
3. Journal: Personal Intentions/Goals
 |
| 2 | **Genocide and the Problem of Understanding**This week we will consider the challenge of understanding genocide by confronting one narrative of the genocide in Rwanda. We will use the Encounters dialogue model to explore the limits of knowledge in the face of trauma.  | Before Class:Watch: Testimony of Josephine Murebwayire - Voices of Rwandahttp://webtv.un.org/watch/player/3450079236001Read: “After Such Knowledge,” Eva HoffmanIn Class:1. Encounters Dialogue
 |
| 3 | **Raphael Lemkin and the Word**This week we examine the origin of the term and international crime of “genocide” in work of Raphael Lemkin. We will consider the relationship between word, concept, and reality.*Action Project Teams will also be formed this week.* | Before Class:1. Read excerpt from Lemkin, *Axis Rule in Occupied Europe*
2. Read Genocide Convention

In Class:1. Concept Mapping
2. Lecture: Lemkin & Genocide
3. Action Project Introduction
 |
| 4 | **Genocide from Coast to Coast**This week we examine two cases of genocide in North America: New England and California. We will study the Pequot War and its aftermath in 17th century Connecticut and the campaign against the Modoc in California in the late 19th century, and consider the relationship between settler colonialism and genocide. | Before Class:1. Read: Kiernan, “Early New England” and “King Phillips War” in *Blood and Soil*
2. Read: Madley, “The Genocide of California’s Yana Indians” in *Centuries of Genocide*

In Class:1. Analyzing the Treaty of Hartford
2. Lecture: Settler Colonialism and Genocide
3. Watch *First Light*
 |
| 5 | **Decolonizing Genocide Memory**This week we reflect on the legacy of North American genocide and processes of truth telling, reconciliation, and transformation of the colonial relationship. We consider the work of the State of Maine-Wabanaki Truth and Reconciliation Commission. The Akomawt Educational Initiative will lead us through an experiential learning session known as the Blanket Exercise. | Before Class:1. Watch *Dawnland*
2. Journal: Apology & Forgiveness

In Class:1. Dialogue on Truth, Reconciliation, and Transformation
2. Blanket Exercise with Akomawt Educational Initiative
 |
| 6 | **The Holocaust**This week we return to the paradigm case of genocide: the Holocaust. In particular, we focus on the ideological motives for genocide and the role and psychology of perpetrators. In doing so, we take up the case of Adolf Eichmann. | Before Class:1. Read Browning, “The Nazi Empire” in *The Oxford Handbook of Genocide Studies*

In Class:1. Lecture: Nazi Perpetrators and Genocidal Ideology
2. Question Formulation Technique: the Guilt of Eichmann
3. Concept Mapping
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| 7 | **Remembering and Denying Armenia**This week we remember the Armenian genocide and consider the organized efforts at denial. Through the Encounters dialogue format, we will explore the social, cultural, and political dimensions of memory and denial and consider strategies for securing memory in the contemporary world. | Before Class:1. Read Kaiser, “Genocide at the Twilight of the Ottoman Empire” in *The Oxford Handbook of Genocide Studies*
2. Read Cooper and Akcam, “Turks, Armenians, and the ‘G-Word,” in *World Policy Journal*

In Class:1. Encounters Dialogue
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| 8 | **Cambodia and Autogenocide**This week we consider the Khmer Rouge’s identification, targeting, and elimination of “enemies of the people”. In particular, we consider the perspectives of those targeted and the legacy of silence in the aftermath of genocide. | Before Class:1. Read: Seth Mydans, “Out from behind a camera at a Khmer torture house,” New York Times, 26 Oct. 2007
2. Write: Individual Essay #1 – Why Learn about Genocide?

In Class:1. Lecture: Genocide in Cambodia
2. Memory or Forgetting: Exhibit of S-21 Photographs
3. Choose and Read 1 Survivor Story from Documentation Center of Cambodia; write a brief response letter to the survivor
 |
| 9 | **Guatemala and Seeing Genocide**This week we will explore the genocide against the indigenous peoples of Guatemala through the lens of filmmaker Pamela Yates. We will also consider how her films and filmmaking influenced efforts to hold perpetrators accountable. | Before Class:1. Watch *When the Mountains Tremble*
2. Action Project: Focus & Goal Draft

In Class:1. Watch *Granito: How to Nail a Dictator*
2. Explore WITNESS: Video for Change
 |
| 10 | **Bosnia and the International Community**This week we will examine the genocidal ethnic cleansing of Muslims during the Bosnian War, and the various efforts of the “international community” to prevent, stop, and redress the crimes committed during that conflict.  | Before Class:1. Read: Walzer, Sabic, Maass, and Brunner in *The New Killing Fields: Massacre and the Politics of Intervention*

In Class:1. Lecture: End of the Cold War and Yugoslavia
2. Deliberation: How should the international community respond?
3. Action Project: Opportunity Mapping
 |
| 11 | **Darfur and Citizen Activism** This week we will review the case of Darfur, paying particular attention to the role of public advocacy in shaping the response. | Before Class:1. Read: Rebecca Hamilton, “Building the Outcry Rwanda Never Had” in *Fighting for Darfur: Public Action and the Struggle to Stop Genocide*
2. Journal: What can citizens do to prevent genocide?
3. Action Project: Focus & Goal Revision

In Class:1. Archives: Visit Farrow and Reeves Collections at UConn Archives & Special Collections
2. Case Study: Enough Project
3. Concept Mapping Revision
 |
| 12 | **Action Projects I**This week we will focus on student action projects. We’ll check out some inspirational models, workshop our projects in class, and present a brief check-in of where we are at and questions we have. | Before Class:Work on projectIn Class:1. Inspirational Work:
	1. Stolpersteine/Witness Stones
	2. Documentation Center of Cambodia (DC-Cam)
2. Workshop
3. Project Check-In
 |
| 13 | **Action Projects II**This week we will continue to focus on student action projects. We’ll check out some inspirational models, workshop our projects in class, and present a brief check-in of where we are at and questions we have. | Before Class:Work on projectProject Outline DueIn Class:1. Inspirational Work:
	1. STAND
	2. AEGIS Trust Peace Education
2. Workshop
3. Project Check-In
 |
| 14 | BREAK WEEK |  |
| 15 | **Action Projects III**This week we will continue to focus on student action projects. We’ll check out some inspirational models, workshop our projects in class, and present a brief check-in of where we are at and questions we have. | Before Class:1. Work on project
2. Write: Individual Essay #2: Is “Never Again” possible?

In Class:1. Workshop
2. Workshop
3. Project Check-In
 |
| 16 | **Finals Week****ACTION SHOWCASE**During finals week, we will schedule a time for our final meeting so that we can share our final projects, reflect on the semester, and enjoy each other’s company.  | Before Class:1. Complete Project Portfolio

In Class:1. Present Projects
2. Reflect on Semester
 |

Additional Relevant Information

**“Grade conversion chart:”** A=93-100, A-=90-92, B+=87-89, B=86-83, B-=82-80, C+=79-77, C+76-73, C-=72-70, D+=69-67, D=66-63; D-=62-60, F<60. Also note that, according to UConn policy, the following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

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

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

**Academic Integrity Statement**: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s*[*guidelines for academic integrity*](http://community.uconn.edu/the-student-code-appendix-a/)*.*

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

**Makeup Work for Legitimate Absences** - Note that UConn does not have an attendance policy (except in relation to the final exam); Please consult with me as to when and how to submit late and missed assignments.

HRTS 2200: Introduction to Genocide Studies

**Sample Assignment: Action Project**

From the Syllabus: *Over the course of the semester, you will work in groups to complete an Action Project. These projects are designed to allow you to apply your knowledge and understanding of the problem of genocide in a way that contributes to commemoration, documentation, advocacy, or education about genocide. This assignment will be introduced during Week 3, and final weeks of the semester will be dedicated to designing, completing, and presenting your projects. You will be evaluated by me, yourself, and your peers based on completion of the various components of the project.*

As a core objective of this course, students are encouraged to go beyond an intellectual engagement with the subject of genocide, and develop the skills and attitudes necessary to act in anti-genocidal ways. As a major component of your work for this semester, you will undertake an action project related to genocide in collaboration with a group of your classmates. This project will require you to apply the knowledge and understanding you develop in the course, identify resources and opportunities for taking action, develop a plan for taking action, and, as far as possible, implement and evaluate that plan.

Your project should align with one of four possible themes for addressing the issue of genocide:

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| **Theme** | **Purpose** | **Examples** |
| *Commemoration* | Contribute to the memorialization of a community targeted for genocide. | * Design a monument, exhibit, digital media campaign, or other intervention
* Contribute to an existing memorialization effort
 |
| *Documentation* | Contribute to documenting, preserving, or providing access to historical materials related to an episode of genocide. | * Contribute to a database project, like the ICTY Digital Archive Project
* Propose a documentation project
 |
| *Advocacy* | Contribute to a policy advocacy campaign regarding a specific genocide-related issue. | * Participate in an existing advocacy campaign
* Propose and design an advocacy campaign around a new issue
 |
| *Education* | Contribute to efforts to raise knowledge and understanding of genocide among students or members of the general public | * Design lessons or materials for use in the classroom
* Design a public education program
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**Project Timeline & Components**

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| Component | Description | Timeline |
| Project Team Formation and Interest Mapping | When the project is introduced, we will do an initial survey of your interest in the four categories of projects and sort you into teams of 4-6, based on interest. You will be given time to meet, discuss possibilities, and work on group norms and expectations.  | Week 3 |
| Project Focus and Goal Draft | Half way through the semester, groups submit a first initial draft of their Project Focus (including which of the four theme areas, and the specific genocide, policy problem, or target audience) and Goal (what the outcome or impact your you would like your project to have).  | Week 9  |
| Project Opportunity Map: Who is doing what? | During class time, you will spend time identifying and reviewing organizations or individuals who are working on efforts similar to your proposed project focus and goal, and identify if there is opportunity to contribute to an existing initiative or if there is a need for a new initiative. | Week 10 |
| Project Focus and Goal Revision | Based on information gathered during the opportunity mapping exercise and additional research and input from the instructor, you will submit a revised Project Focus and Goal statement. | Week 11 |
| Project Outline | Prepare and submit a full Project Outline, describing the project title, objective(s), audiences, deliverables, development timeline, and bibliography. | Week 13 |
| Project Portfolio | Prepare and submit a completed Project Portfolio including Project Focus and Goal Draft and Revision, Project Opportunity Map, Project Outline, project deliverables, implementation plan, project reflection, and self/group evaluation. | Week 16 |
| Project Presentation | Prepare and present a 10-minute overview of your project and respond to questions from the class and invited guests. | Week 16 |

**Project Evaluation**

Your individual grade will be based on the overall project evaluation, as well as your individual self-evaluation, and peer evaluations.

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| In evaluating your project, I will consider the following criteria: |
| Teamwork/Collaboration | Team worked well together to achieve objectives. Each member contributed in significant ways to the project, and the group was able to maintain an open, respectful, and supportive environment.  |
| Research | Project demonstrates both an understanding of the course materials and a familiarity with the critical questions and stakeholders involved with your issue. |
| Project Design | The project plan represents an innovative, feasible, and potentially impactful approach to the issue. |
| Project Deliverables | Project deliverable are well organized, supported, and executed. |
| Reflection | Individual team members identify the significance of project’s accomplishments, including successes and limitations, as well as their own learning outcomes and areas of growth. |

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| In your **self-evaluation**, you will consider the following criteria: | In your **peer-evaluations**, your team members will consider the following criteria: |
| Your strengths and contributions to the project |
| Your cooperation and support of teammates |
| Your preparation and reliability |
| Your flexibility and adaptability |
| Your areas of growth and development |

**2020-178 ALDS/CLCS/GERM 5324 Add Course (guest: Manuela Wagner)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15973 |
| **Request Proposer** | Wagner |
| **Course Title** | Teaching for Intercultural Citizenship and Human Rights I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | GERM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | ALDS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | CLCS |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | This course counts for all three programs. In German it is a course graduate students have to take. |
| **Course Title** | Teaching for Intercultural Citizenship and Human Rights I |
| **Course Number** | 5324 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Manuela Wagner |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | maw04013 |
| **Initiator Email** | manuela.wagner@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?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Students will complete readings, online and face-to-face discussions, role-plays, scenarios, and presentations. They will also plan a final project and/or write a final paper. |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | none |
| **Corequisites** | n.a. |
| **Recommended Preparation** | n.a. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course can be offered at all campuses if it is offered in the online version as has been the case when I taught it in the spring of 2017 as GERM 5305. When it is taught as a hybrid course, it is more difficult to offer it at more campuses. But it is not impossible. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | GERM 5324.Teaching for Intercultural Citizenship and Human Rights I (also offered as ALDS 5324 and CLCS 5324). 3 credits Prerequisites: None. Grading Basis: Graded Explores the role of intercultural competence and human rights education from a variety of perspectives, including applied linguistics, education, psychology, neuroscience, philosophy, and pragmatics. Through readings, online and face-to-face discussions, role-plays, scenarios, and presentations students will critically reflect on models of intercultural competence and human rights education and their relation to (student) outcomes; examine the role of social justice and human rights within the teaching of intercultural competence; and integrate and assess intercultural competence in teaching. Taught in English.  |
| **Reason for the course action** | The course has been offered in the German program as the linguistics offering for our graduate students. I am now planning to offer it with the more appropriate course description and as part 1 of a sequence of courses. |
| **Specify effect on other departments and overlap with existing courses** | The current course (offered as GERM 5305) is on the list of approved courses for bilingual and TESOL cross-endorsements in the Neag School of Education. I also submitted it to count toward the Human Rights Graduate Certificate. That is to say that units where there might be an overlap of content are informed and, to my knowledge, welcome the addition of the course.  |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course you (will be able to): - design a (world language) curriculum focused on the development of intercultural competence and intercultural citizenship, and human rights education - create assessments and objectives in the development of intercultural competence, - compare theories and models of intercultural communication from a variety of perspectives, - navigate and reflect on important components of intercultural communication, - navigate and reflect on important components of human rights education, - reflect on connections between intercultural communication and Human Rights and Social Justice, - complete a research/empirical project related to intercultural competence/citizenship and human rights education. |
| **Describe course assessments** | Online Discussion Board (5 boards): 25 points = 12.5% Reflection Papers (10 papers) (lowest dropped): 45 points = 22.5% In class participation (8 meetings): 24 points = 12% Research proposal: 12 points = 6 % Presentation (1 article/chapter of choice): 12 points = 6% Presentation of Model: 12 points = 6% Project with Human Rights Course 10 points = 5% Project with Concordia College (1 Reflection Paper is a placeholder for this) 10 points = 5% Final project or research paper: 40 points = 20% Final presentation: 10 points = 5%  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [GERM 5324.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173153&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd9966979aded416321e508d7db171b6e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637218764605187022&sdata=JTmBGsT1ss%2FHx5Q%2Bbmu58oUCvil0QwyCC0AVX%2BoxrGs%3D&reserved=0) | GERM 5324.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Manuela Wagner | 03/29/2020 - 19:08 | Submit |  | This is the first course of a 2-part sequence of courses.  |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:52 | Approve | 4/6/2020 | Reviewed and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:54 | Approve | 4/6/2020 | Read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:56 | Approve | 4/6/2020 | Read, reviewed and approved. |

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**2020-179 ALDS/CLCS/GERM 5325 Add Course (guest: Manuela Wagner)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15974 |
| **Request Proposer** | Wagner |
| **Course Title** | Teaching for Intercultural Citizenship and Human Rights II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | GERM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | ALDS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Course Subject Area #3** | CLCS |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | The course can count in all three concentrations within CLCS. |
| **Course Title** | Teaching for Intercultural Citizenship and Human Rights II |
| **Course Number** | 5325 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Manuela Wagner |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | maw04013 |
| **Initiator Email** | manuela.wagner@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,Seminar |
| **Enrollment Component** | Seminar |
| **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** | This course is taught online in the form of a seminar. |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | ALDS/CLCS/GERM 5324 or instructor consent |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | GERM 5325. Teaching for Intercultural Citizenship and Human Rights II (also offered ALDS 5325 and CLCS 5325.) 3 credits Prerequisites: ALDS 5324 or CLCS 5324 or GERM 5324 or instructor consent. Grading Basis: Graded Continued exploration of the role of intercultural competence and human rights education from a variety of perspectives, including applied linguistics, education, psychology, neuroscience, philosophy and pragmatics.Students will design a research project or curricular unit for a specific purpose in which they apply models of intercultural competence/ citizenship and human rights in practice. Taught in English.  |
| **Reason for the course action** | Sandra Sirota (Human Rights) and I were awarded an ECampus grant to develop this course online. It is the follow-up course to GERM/ALDS/CLCS 5324 and it fits very well within the HR offering as well. Down the line, we are planning to cross-list it with Human Rights as well. |
| **Specify effect on other departments and overlap with existing courses** | GERM/ALDS/CLCS5324 (the first course in the sequence) is on the list of approved courses for bilingual and TESOL cross-endorsements in the Neag School of Education. I will submit this course as well and it is likely to count for the cross-endorsement as well. the course is submitted to the board evaluating courses to be added to the Human Rights Certificate.  |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course you (will be able to): Adapt human rights education and intercultural citizenship education for specific contexts and settings. Plan an intercultural citizenship and human rights project to meet the needs of diverse groups (curriculum, workshop, research project, advocacy campaign, independently or in partnership with a school or nonprofit organization).  |
| **Describe course assessments** | Online Discussion Board (5 boards): 25 points = 12.5% Reflection Papers (5 papers) (lowest dropped): 30 points = 15% Online participation (meetings with instructors and synchronous meetings) 25 points = 12.5% Research proposal: 20 points = 10% Presentation (1 article/chapter of choice): 10 points = 5% Project with colleagues at LMU 20 points = 10% Final project or research paper: 60 points = 30% Final presentation: 10 points = 5%  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [HR ICC Course online.docx (2).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173154&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2340d9aa976047f4e2ae08d7db1a1d99%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637218777522366378&sdata=tsT7kGI0oNL%2F6h9JP%2F3xnfcWudDAyxrfdbnk0JP%2Bq%2FU%3D&reserved=0) | HR ICC Course online.docx (2).pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Manuela Wagner | 03/29/2020 - 19:26 | Submit |  | This is the second course of the course sequence GERM/ALDS/CLCS 5324 and GERM/ALDS/CLCS 5325. This course will likely be cross-listed with Human Rights. But we want to teach it in Alternative Summer Session 1 and are seeking course approval so that we can add it with the correct graduate course number for now. |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:50 | Approve | 4/6/2020 | this course has been vetted and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:55 | Approve | 4/6/2020 | Read and approved |
| Literatures, Cultures and Languages | Jennifer Terni | 04/06/2020 - 17:57 | Approve | 4/6/2020 | Read, Reviewed, Approved |

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**2020-101 ARTH/HRTS 3575 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 18-8416 |
| **Request Proposer** | Orwicz |
| **Course Title** | Human Rights and Visual Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Art and Art History > School of Fine Arts > GEOC > Return > Art and Art History > Human Rights > School of Fine Arts > 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** | ARTH |
| **School / College** | School of Fine Arts |
| **Department** | Art and Art History |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **Reason for Cross Listing** | Content is always equally relevant to ARTS and HRTS |
| **Course Title** | Human Rights and Visual Culture |
| **Course Number** | 3575 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revisions have been made to this course to include digital media. The course has also been enhanced to be included in the CA 1 category of the General Education Requirements. Work on making these revisions was funded by a Provost's General Education Course Enhancement Grant which I was awarded on December 22, 2016. |

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| **CONTACT INFO** |
| **Initiator Name** | Michael R Orwicz |
| **Initiator Department** | Art and Art History |
| **Initiator NetId** | mro02003 |
| **Initiator Email** | michael.orwicz@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | 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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3-hours of lecture per week; students will undertake multi-modal projects. |

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

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

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | ARTH 3575. Human Rights and Visual Culture (Also offered as HRTS 3575.) Three credits. Three hours of lecture. Prerequisites: Open to sophomores or higher. The problematics of visual representation and media in defining, documenting and visualizing human rights and humanitarianism from the 19th century birth of photography to 21st century social media.  |
| **Provide proposed title and complete course catalog copy** | ARTH 3575. Human Rights, Digital Media, Visual Culture (Also offered as HRTS 3575.) Three Credits. Three hours of lecture. Prerequisite: Open to juniors or higher. The problematics of digital media and visual representation in conceptualizing, documenting, and visualizing human rights and humanitarian issues. CA 1.  |
| **Reason for the course action** | This redesigned course will: 1) broaden the Art History course offerings in the CA I category of the General Education curriculum by providing the first Content Area 1 3000-level Art History class that is open to all university students. 2) provide students with the analytical tools to interpret the visual and aesthetic components of digital image production and circulation. This will fill a much needed gap in the existing courses in human rights taught across various campus departments and programs by addressing the specificity of the images' visual elements and their effects. 3) add an important dimension to the Human Rights program's courses which at present do not address digital imagery in the manner proposed by this course. 4) diversifies the courses available to students in Digital Media and Design and the Department of Art and Art History, and provides students in DMD and the Design Program a historical and analytical framework for assessing visual images. 5) extend the campus-wide engagement with Human Rights.  |
| **Specify effect on other departments and overlap with existing courses** | The initial version of this course is cross listed with the Human Rights program as HRTS 3575. The program has been consulted about the proposed version and enthusiastically welcomes this revised course. C&C Representatives from Digital Media and Design note there is no course overlap and that this course would be a welcome addition, providing helpful "foundations in historical and theoretical approaches to visual culture" to their curriculum. |
| **Please provide a brief description of course goals and learning objectives** | This course investigates the visual character of imagery, and the various ways in which digital and social media are deployed to construct, sustain, or contest and repudiate human rights/humanitarian claims. Students will explore how the production and circulation of digital images has worked to redefine the bearers of human rights, unsettle conventional notions of victim, witness, perpetrator, citizen, and promoted new modes of engagement. Level I Objectives: Students will acquire knowledge and comprehension of the language, objectives, and techniques of analyzing visual forms as a mode of communication across multiple visual media; acquire the ability to transfer these concepts from one medium to another, and to from one digital platform to another; acquire the ability to analyze aesthetic/visual practices as a means of interrogating and critiquing political, social, cultural or behavioral norms using the principles and strategies of the aesthetic; identify and analyze works by contemporary visual artists who draw on technologies of digital and social media to explore rights related issues; the ability to explain fundamental human rights principles (e.g. Universal Declaration of Human Rights); to identify and explain historical developments in human rights and humanitarian responses to specific issues or events, and to analyze their related visual responses. Level II Objectives: Students will acquire skills of analytical thinking, evaluation, and judgment; ability to to contextualize knowledge historically; to assess and apply core concepts developed in the course; to draw concepts and methodologies from other disciplines into the course framework.  |
| **Describe course assessments** | Six short response papers (3-4pgs each) analyzing a scholarly/critical article assigned weekly; four in-class quizzes and/or formal analyses will be required; and an essay-based midterm and final exams. A research project and research paper (7-10pgs) as well as an in-class presentation are also mandatory For details concerning weekly readings, guidelines for writing assignments, etc, see the attached course syllabus.  |
| **General Education Goals** | 1. Become articulate: In stressing written work, formal in-class presentations and class discussions, this course pushes students to consider and debate the social and political conditions that give rise to humanitarian and human rights violations, and the visual strategies deployed by digital and other media in responding to them. By grappling with the ethical, moral and aesthetic questions surrounding the visualization of human suffering and humanitarian crises, students learn how formulate and articulate issues that are sensitive, volatile, and which demand a clear and reasoned argument. 2. Acquire intellectual breadth and versatility; 3. Acquire critical judgment: I see these goals as working in tandem. Questions about the deep causes of humanitarian crises, the appropriate means of representing them, and what effect –if any—visual images have, demand contextual thinking and a broadly critical understanding. (This is particularly true dehistoricizing and decontextualizing tendencies of digital culture.) Both require a geopolitical grasp that connects the local (ie. national histories, economies, gender, race and class relations) to global interests that inform strategies of visual representation at the heart of this course. Students will be asked to think contextually, to pose questions, and develop their own ideas as to how the visual mediates our understanding of the local/global interchanges in which images circulate. 4. Acquire moral sensitivity: The course addresses a number of complex ethical issues concerning visual representations of human subjects, and the “aesthetics” of human suffering. Questions such as who has the right to have human rights, who deserves humanitarian action, what moral conditions separate “victims” from “perpetrators,” will be discussed in class. In considering the various strategies that visual artists and human rights advocates have taken to negotiating these issues, students have an opportunity to confront their own ideas about history, power, visual art, and the ethical implications of visual representation. 5. Acquire awareness of their age and society: In following a thematic format, students will learn about changing visual tactics, and artistic strategies in relations to important social and political issues. They will consider how digital technologies are constantly reinventing –for better or worse— attitudes toward humanitarian solidarity. A large part of the class is devoted to today’s the “post-humanitarian” turn; to the of branding human rights, and its thematic links to entertainment and spectacle. 6. Acquire consciousness of the diversity of human culture and experience: The cultural and social breadth of the human communities examined in this course, and the range of the artistic and aesthetic forms developed in response to human rights crises, will expand students awareness of diverse cultural experiences and expressions. 7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: The course will develop students' skills of visual literacy, critical interpretation of how visual culture operates, inspire lifelong appreciation of art and aesthetic creativity generally, and provide a deep understanding of human rights and its legacy.  |
| **Content Area: Arts and Humanities** | Content Area I : Arts and Humanities The course examines aesthetic/artistic traditions and visual culture more broadly, within an explicitly humanist and humanitarian context. Students will acquire a deep understanding of the vital role that visual images have played in defining a politics of humanitarianism in the 20th and 21st centuries. They explore the complex means by which the visual arts engaged and moved viewers to empathize with victims in the name of human solidarity, and how the radical transformation of visual strategies engendered by digital media and associated commercial technologies have generated a complex and problematic environment for visualizing human rights in a global context. Work by contemporary visual artists whose aesthetic practices engage human rights issues features prominently in this course.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F167042&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5d8ebb51de43434ff6bf08d7bae41fbf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637183361307764534&sdata=9v4OcPi8xSwJ9dLUJjP1qUmPblUT6%2BVKAQwMdOBLRFA%3D&reserved=0) | ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Michael R Orwicz | 09/15/2018 - 12:39 | Submit |  | Dear Kathryn, Laurie, and Yan, I would greatly appreciate if if your committee could put this course through the C&C review and bring it forward for a faculty vote at the next faculty meeting. I'm very keen that as a Gen Ed. course, the CAR pass the SFA review very soon, and receive Senate for approval in time for Spring 2019. I sincerely apologize for the pressure I'm putting you under. Michael |
| Art and Art History | Kathryn M Myers | 09/20/2018 - 10:11 | Approve | 9/19/2018 | The departmental C&C committee approved this and it will be forwarded for faculty discussion and approval at the 9-26 faculty meeting |
| School of Fine Arts | Cora L Deibler | 12/11/2018 - 13:02 | Approve | 12/10/2018 | Approved by SFA C+C and Faculty. |
| GEOC | Karen C McDermott | 01/11/2019 - 15:19 | Status received | ‎1‎/‎11‎/‎2019 | This course will be added to the GEOC docket for their next meeting. Please be aware that many courses undergo a two-step review process, and you may be contacted if the committee has questions or requests revisions. |
| GEOC | Eric T Schultz | 01/29/2019 - 13:22 | Status return to initiator | 1/29/2019 | The proposal needs to be modified to indicate two subject areas, as this is a cross-listing with HRTS |
| Return | Michael R Orwicz | 09/16/2019 - 16:43 | Resubmit |  | The CAR for ARTH 3575 / HRTS 3575 has been revised to indicate that course content is equally relevant to both departments, and the course should be cross-listed.  |
| Art and Art History | Kathryn M Myers | 10/22/2019 - 10:32 | Return | 10/22/2019 | Michael would like to make an additional change to the proposal to add enrollment restrictions.  |
| Art and Art History | Kathryn M Myers | 10/22/2019 - 13:19 | Resubmit |  | I am restricting enrollment in this course to juniors and above. Sophomores must seek instructor's permission to enroll.  |
| Art and Art History | Kathryn M Myers | 11/07/2019 - 11:42 | Approve | 11/7/2019 | Faculty voted unanimously by email vote for the amendment to Professor Orwicz's proposal for registration restrictions.  |
| Human Rights | Cesar Abadia-Barrero | 11/08/2019 - 14:01 | Approve | 11/8/2019 | The undergraduate committee of the Human Rights Institute also approved unanimously the proposed restrictions.  |
| School of Fine Arts | Louis R Hanzlik | 12/13/2019 - 12:18 | Approve | 12/12/2019 | This course was unanimously approved by the School of Fine Arts C&C Committee on November 22, 2019, and by the School of Fine Arts Faculty on December 12, 2019.  |

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**2020-180 Anthropology of Global Health Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: March 31, 2020

2. Department or Program: Anthropology

3. Title of Minor: Anthropology of Global Health

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

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

5. Nature of change: Adding an option for prerequisite

# Existing Catalog Description of Minor

The Anthropology of Global Health minor provides students with the theoretical and methodological tools needed to analyze health from an anthropological perspective and integrate anthropological analysis into the study of global health problems and solutions. Not open to Anthropology majors or minors.

In order to complete the minor students must complete 15 credits from the following. At least 12 credits must be from the Department of Anthropology.

Prerequisite: ANTH 1000 or 2000(W).

1)      ANTH 3300 and/or ANTH 3325

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

# Proposed Catalog Description of Minor

The Anthropology of Global Health minor provides students with the theoretical and methodological tools needed to analyze health from an anthropological perspective and integrate anthropological analysis into the study of global health problems and solutions. Not open to Anthropology majors or minors.

In order to complete the minor students must complete 15 credits from the following. At least 12 credits must be from the Department of Anthropology.

Prerequisite: ANTH 1000 or ANTH 1006 or 2000(W).

1)      ANTH 3300 and/or ANTH 3325

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

# Justification

1. Reasons for changing the minor: We overlooked ANTH 1006 as an adequate prerequisite of the minor.

2. Effects on students: Students have another option to fulfill their prerequisites.

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: March 31, 2020

    Department Faculty: April 6, 2020.

6. Name, Phone Number, and e-mail address of principal contact person: César Abadía-Barrero, 6179993612, cesar.abadia@uconn.edu.

**2020-181 COMM 5110 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-16095 |
| **Request Proposer** | Stifano |
| **Course Title** | Environmental Communication |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > 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** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Environmental Communication |
| **Course Number** | 5110 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | stephen.stifano@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?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3.00 |
| **Instructional Pattern** | Lecture, readings, and discussion |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Our graduate programs are housed 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** | COMM 5110. Environmental Communication 3 credits Best practices for communicating environmental issues to diverse communities and audiences. Survey of the cognitive, affective, and behavioral theories relevant to effectively communicating about pressing environmental issues. Development of communication strategies to target different constituencies with important environmental messages.  |
| **Reason for the course action** | Environmental communication is growing area of teaching and research in our discipline, especially given the challenges of experts and media outlets in reaching public audiences with vital information. This course has been designed to complement our existing graduate courses in Health Communication, Crisis and Risk Communication, and Communication Campaigns.  |
| **Specify effect on other departments and overlap with existing courses** | This course uses a communication frame for addressing environmental issues, and draws upon peer-reviewed research from Communication journals to frame weekly content. While students of other programs interested in improving their communication training may consider this course as an elective, we see no direct impacts on other departments.  |
| **Please provide a brief description of course goals and learning objectives** | 1) Become familiar with the existential threat that climate change poses to life forms on earth, and the disconnect between this threat and many public perceptions. 2) Understand that environmental protection and conservation issues are linked to science-based facts and solutions. 3) Fluently discuss environmental science and policy subjects in ways that can reach public audiences. 4) Apply strategic communication theories and best practices to conduct effective environmental communication. 5) Develop a theory- and evidence-based research project to address an environmental communication problem.  |
| **Describe course assessments** | Reflective Summary; Literature Summary; Case Study; Strategic Communication Plan; Research Project; Discussion Participation |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [COMM 5110-EnvComm-Add course.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173309&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C997a4bc4f3574046a2d908d7dbcda9cb%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637219548715533826&sdata=EVSavCgdF1eNU8xMpSg1HpnAsIQrzMiOcs8P%2FTHtqV0%3D&reserved=0) | COMM 5110-EnvComm-Add course.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Stephen C Stifano | 04/08/2020 - 10:36 | Submit |  | Submitted. |
| Communication | Stephen C Stifano | 04/08/2020 - 10:55 | Approve | 2/19/2020 | Approved by COMM Faculty 2/19/20 |

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COMM 5110 Environmental Communication

Instructor: Carolyn A. Lin

Office: 236 Arjona

Phone: 860-486-3984

Email: carolyn.lin@uconn.edu

**Course Description**

This course aims to help students learn how best to communicate environmental issues of importance to diverse communities and different publics. Specifically, the course will survey the pressing environmental issues in conjunction with cognitive, affective and behavioral theories relevant to effectively communicating about these issues. Students will receive hands-on experience by developing communication strategies that target different constituencies and channels for information dissemination.

The course is structured to facilitate a lively discussion of environmental issues from a theoretical, empirical and practice perspective in the classroom. Specific objectives of the course are to enable students to (1) become familiar with the existential threat that climate change poses to all life forms on earth; (2) understand that environmental protection and conservation issues are linked to science-based facts and solutions; (3) fluently discuss environmental science and policy subjects; (4) apply strategic communication theories and best practices to conduct effective environmental communication; and 5) develop a theory- and evidence-based research project to address an environmental communication problem.

Guest speakers who are experts in the field will be invited to conduct presentations in class. Students are encouraged to reach out and interact with these subject experts to seek consultation to develop their strategic communication plan.

**Required Text:**

Pezzullo, P. C. & Cox, R. J. (2018). *Environmental Communication and the Public Sphere* (5th Ed.),

London, Untied Kingdom: SAGE Publications, Inc.

\*Supplemental Reading: Scholarly journal articles and current scientific reports will be assigned and posted on HuskyCT.

**Recommended Text:**

Creswell, J. W. & Clark, V. L. P. (Eds.) (2016). *Designing and Conducting Mixed Methods Research* (3rd ed.), Thousand Oaks, CA: Sage Publications.

**Class Assignment:**

To accomplish the learning objective, students will complete the following assignments.

1. Reflective Summary
* Submit a reflective summary and at least one discussion question for each chapter/article that you read weekly for class discussion.
1. Literature Summary
* Conduct a literature review to summarize public awareness, beliefs, knowledge, attitudes and behaviors associated with an environmental issue of your choice.
1. Case Study
* Select an environmental communication case to analyze and critique the strengths and weaknesses of the communication strategy employed in the case.
1. Strategic Communication Plan
* Develop a theory-driven strategic communication plan that addresses an environmental issue of your choice.
* This strategic communication plan should contain a set of communication objectives for targeting one or more public as well as tailored information items appropriate for

 dissemination in targeted media outlets.

1. Research Project
* Develop a theory-driven empirical research project that is appropriate for implementation in the field.
* This proposed research project should be designed to test the potential effectiveness of the proposed strategic communication plan.
1. Discussion Participation
* Students will help lead class discussion based on the course topic(s) of their choice.
* Students are required to participate in class discussion and be prepared to answer any discussion-related questions in class.

**Grading Structure** Class performance will be evaluated based on the following criteria.

|  |  |  |
| --- | --- | --- |
| Grading Criteria | Distribution | Points |
| Reflective Summary | 15% | 30  |
| Case Study | 15% | 30 |
| Literature Summary | 15% | 30  |
| Strategic Communication Plan | 15% | 30  |
| Research Proposal  | 30% | 60  |
| Discussion Participation | 10% | 20  |

**Tentative Course Schedule**

This course schedule is subject to change as needed to best accommodate guest speakers and other unanticipated contingencies.

\*The supplemental reading list is shown below the course schedule.

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | Reading\* |
| Week 1 | Introduction: Why Communication Matters | Ch. 1  |
| Week 2 | The Rise of Social Movements and NGO’s | Ch. 2 & 10  |
| Week 3 | Environmental and Climate Justice  | Ch.11 |
| Week 4 | Case Study Presentation |  |
| Week 5 | Explaining Environmental Science | Ch. 6 |
| Week 6 | Images and Narratives in the Popular Media | Ch. 4 |
| Week 7 | Crises and Disasters in the News Media | Ch. 5 |
| Week 8 | Advocacy Campaigns | Ch. 9 |
| Week 9 | **Literature Summery Presentation** |  |
| Week 10 | Environmental Psychology and Behavior | Supplemental Reading |
| Week 11 | Understanding Public Opinion and Participation | Chapter 12 |
| Week 12 | Communicating Environmental Risks  | Chapter 7 |
| Week 13 | Corporate Sustainability Communication | Chapter 8 |
| Week 14 | Strategic Communication Plan Presentation |  |
| Week 15 | Environmental Law and Policy | Chapter 14 |
| Week 16 | Research Proposal Presentation |  |

**\*Supplemental Reading List:**

**Week 2**

Liviatan I, Trope Y, Liberman N (2008) Interpersonal similarity as a social distance dimension:

Implications for perception of other’s actions. *Journal of Experimental Social Psychology*

*44*, 1256 – 1269.

Stern, P. C., Dietz, T., Abel, T. D., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm

theory of support for social movements: The case of environmentalism. *Human Ecology*

*Review, 6*(2), 81-97.

**Week 3**

Dono, J., Webb, J., & Richardson, B. (2010). The relationship between environmental activism,

pro-environmental behaviour and social identity. *Journal of Environmental Psychology,*

*30*(2), 178-186.

Spence, A., Poortinga, W., & Pidgeon, N. (2012). The psychological distance of climate change.

*Risk Analysis, 32*(6), 957-972.

**Week 5**

Nisbet, M. C., Scheufele, D. A., Shanahan, J., Moy, P., Brossard, D., & Lewenstein, B. V.

(2002). Knowledge, reservation, or promise? A media effects model for public perceptions

of science and technology. *Communication Research, 29*, 584-608.

Roser-Renouf, C., & Nisbet, M. C. (2008). The measurement of key behavioral science constructs in climate change research. *International Journal of Sustainability Communication, 3*, 37-95.

**Week 6**

Arendt, F., & Matthes, J. (2016). Nature documentaries, connectedness to nature, and pro

Environmental behavior. *Environmental Communication, 10*(4), 453-472.

Shanahan, J., Morgan, M., & Stenbjerre, M. (1997). Green or brown? Television and the

cultivation of environmental concern. *Journal of Broadcasting & Electronic Media, 41*(3),

305-323.

Lowe, T., Brown, K., Dessai, S., de França Doria, M., Haynes, K., & Vincent, K. (2006). Does

tomorrow ever come? Disaster narrative and public perceptions of climate change. *Public*

*understanding of science, 15*(4), 435-457.

**Week 7**

Dahlstrom, M. F., & Scheufele, D. A. (2010). Diversity of television exposure and its association

with the cultivation of concern for environmental risks. Environmental Communication,

4(1), 54-65.

Holbert, R. L., Kwak, N., & Shah, D. V. (2003). Environmental concern, patterns of television

viewing, and pro-environmental behaviors: Integrating models of media consumption and

effects. *Journal of Broadcasting & Electronic Media, 47*(2), 177-196.

**Week 8**

Largo-Wight, E., Johnston, D. D., & Wight, J. (2013). The efficacy of a theory-based,

participatory recycling intervention on a college campus. *Journal of Environmental Health,*

*76*(4), 26.

Searles, K. (2010). Feeling good and doing good for the environment: The use of emotional

appeals in pro-environmental public service announcements. *Applied Environmental*

*Education and Communication, 9(*3), 173-184.

**Week 10**

Kellstedt, P. M., Zahran, S., & Vedlitz, A. (2008). Personal efficacy, the information

environment, and attitudes toward global warming and climate change in the United States.

*Risk Analysis, 28*(1), 113-126.

Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2004). Risk as analysis and risk as

feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis, 24*(2),

311-322.

van der Linden Sander (2014). On the relationship between personal experience, affect and risk

perception: The case of climate change, *European Journal of Social Psychology, 44*(5), 430–

440.

Yang, Z. J., Aloe, A. M., & Feeley, T. H. (2014). Risk information seeking and processing

model: A meta-analysis. *Journal of Communication, 64*(1), 20-41.

**Week 11**

Akerlof, K., Maibach, E. W., Fitzgerald, D., Cedeno, A. Y., & Neuman, A. (2013). Do people

“personally experience” global warming, and if so how, and does it matter? *Global*

*Environmental Change, 23*(1), 81-91.

Nisbet, M. C. (2009). Communicating climate change: Why frames matter for public

engagement. *Environment: Science and Policy for Sustainable Development,* *51*(2), 12-23.

**Week 12**

De Boer, J., Wouter Botzen, W. J., & Terpstra, T. (2014). Improving flood risk communication

by focusing on prevention-focused motivation. *Risk Analysis, 34*(2), 309-322~~.~~

Keller, C., Siegrist, M., & Gutscher, H. (2006). The role of the affect and availability heuristics

in risk communication. *Risk Analysis, 26*(3), 631-639.

Pidgeon, N., & Fischhoff, B. (2011). The role of social and decision sciences in communicating

uncertain climate risks. *Nature Climate Change, 1*(1), 35-41.

**Week 13**

Antonetti, P. & Maklan, S. (2014). Exploring postconsumption guilt and pride in the context of

sustainability. *Psychology and Marketing, 31*,717–735.

Hartmann, P., Apaolaza, V., D'Souza, C., Barrutia, J. M., & Echebarria, C. (2014).

Environmental threat appeals in green advertising. *International Journal of Advertising,*

*33*(4), 741-765. doi:10.2501/IJA-33-4-741-765.

**Week 15**

Leiserowitz, A. (2006). Climate change risk perception and policy preferences: the role of affect,

imagery, and values. *Climatic Change, 77*(1-2), 45-72.

**2020-182 Comm/PSYC 3101 Revise Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15824 |
| **Request Proposer** | Stifano |
| **Course Title** | Motivation and Emotion |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Communication > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Subject Area #2** | PSYC |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Psychological Sciences |
| **Reason for Cross Listing** | This course has equally-valuable content to both Communication and Psychology |
| **Course Title** | Motivation and Emotion |
| **Course Number** | 3103 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Stephen C Stifano |
| **Initiator Department** | Communication |
| **Initiator NetId** | scs06002 |
| **Initiator Email** | stephen.stifano@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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | PSYC 1100; PSYC 1101 or 1103 |
| **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?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The chief faculty member for this course resides 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 existing title and complete course catalog copy** | COMM 3103. Motivation and Emotion (Also offered as PSYC 3103) 3.00 credits Prerequisites: PSYC 1100; PSYC 1101 or 1103; open to juniors or higher. Grading Basis: Graded Cognition, brain mechanisms, biofeedback, aggression, sex, competence, social influence, and conformity. |
| **Provide proposed title and complete course catalog copy** | COMM 3241. Motivation and Emotion (Also offered as PSYC 3241) 3.00 credits Prerequisites: PSYC 1100; PSYC 1101 or 1103; open to juniors or higher. Grading Basis: Graded Cognition, brain mechanisms, biofeedback, aggression, sex, competence, social influence, and conformity. |
| **Reason for the course action** | The Department of Communication approved a significant restructuring of our course numbering to provide better clarity to our students. This change aligns this course with our new numbering scheme for COMM. |
| **Specify effect on other departments and overlap with existing courses** | None - no features of the course have been changed and we have notified PSYC of the numbering change in the COMM cross-listing. |
| **Please provide a brief description of course goals and learning objectives** | This course reviews the evolutionary, neurological, and brain-based underpinnings of human motivation and emotion, allowing students to better understand their roles in impacting social behavior. |
| **Describe course assessments** | Exams, optional paper. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [3103 F19 syllabus Buck.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F172876&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C484492237fa645cc8eb508d7cb677940%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637201517662982186&sdata=U06WyK1lpdY%2B%2B2JE8QPfFazIgoeOzT2pKJlwr0PzN54%3D&reserved=0) | 3103 F19 syllabus Buck.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Stephen C Stifano | 03/14/2020 - 16:26 | Submit |  | Submitted by COMM. |
| Communication | Stephen C Stifano | 03/14/2020 - 16:39 | Approve | 3/11/2020 | Approved by COMM Faculty 3/11/20. |
| Psychological Sciences | Robert A Henning | 03/18/2020 - 12:20 | Approve | 3/18/2020 | Psychological Sciences views this as an editorial change, and supports this action. |

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**2020-183 GSCI 5430 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-16115 |
| **Request Proposer** | Hren |
| **Course Title** | Stable Isotope Biogeochemistry |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Stable Isotope Biogeochemistry |
| **Course Number** | 5430 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Michael Hren |
| **Initiator Department** | Geosciences |
| **Initiator NetId** | mth12001 |
| **Initiator Email** | michael.hren@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?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | T-Th 9:30-10:45 |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | GSCI 5430. Stable Isotope Biogeochemistry Three credits. Not open for credit to students who have passed GSCI 4430. Fundamentals of stable isotope biogeochemistry. Origin of elements and stable isotopes; equilibrium and kinetic fractionation; isotope systematics of carbon, nitrogen, hydrogen, oxygen, and sulfur; biogeochemical systems; isotopes as a forensic tracer; and isotopes in paleoclimate and paleoenvironmental research. |
| **Reason for the course action** | There is an existing course GSCI 4430 Stable Isotope Biogeochemistry. A number of graduate students are presently enrolled in the undergraduate version of the course and have requested a version for graduate credit. The course content is a critical component of graduate research in the geosciences. I anticipate a large percentage of GSCI graduate students will take this course and it will fill a critical void in the Geosciences graduate program. In addition, graduate students from a variety of departments work in the stable isotope biogeochemistry laboratory in the department of Geosciences - this includes students from four different departments. GSCI 5430 will be a required course for all students who wish to conduct research in the stable isotope biogeochemistry laboratory in Geosciences. |
| **Specify effect on other departments and overlap with existing courses** | None identified. |
| **Please provide a brief description of course goals and learning objectives** | a. Course Goals: • Learn key concepts and major topics in stable isotope biogeochemistry, including: the origin of elements and isotopes, kinetic and equilibrium isotope fractionation, isotope systematics for carbon, nitrogen, oxygen, hydrogen, and sulfur; application of isotopes as a tracer in the geosphere, biosphere and hydrosphere; isotope forensics, and basic understanding of chemistry, physics, and biochemistry of isotope partitioning • Learn to manipulate isotopic data including graphs and modeling • Read, understand, and write about stable isotope literature • Evaluate a system using stable isotope measurements • Understand and experiment with the methods used in isotope research • Be able to communicate isotopic knowledge to other scientists b. Learning Outcomes: At the end of the course, students should be able to: • Explain fundamental isotopic principles that pertain to geochemical, biological or chemical systems. • Describe and understand the various techniques used in stable isotope chemistry, from computation to experimental, and how these techniques are coupled with the scientific method to address earth system questions • Critically evaluate the scientific literature, and take ownership of the course material to improve functioning in society  |
| **Describe course assessments** | III. Format and Procedures: 1. This course is structured as follows: two 1 hour and 15-minute lecture sessions per week. 2. Graduate students will have an additional section of discussion/engagement in the instructor’s stable isotope biogeochemistry laboratory. IV. Course Requirements & Grading Procedures: a. Class Attendance and Participation Policy: Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture. b. Required and Supplemental Readings: Required Textbook: Principles of Stable Isotope Geochemistry, 2nd ed. Zachary Sharp. Available for download at no cost from the Author and the University of New Mexico <https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1000&context=unm_oer> Supplemental Reading: Stable Isotope Geochemistry. Hoefs, 2018. Reading Primary Literature: We will be covering several papers per week for the lectures. You will be responsible for knowing the content, asking questions during class, and summarizing. Students will be asked to be able to discuss one paper per week that is of particular interest to them. c. Course Assignments and Projects: Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower. Homework: The assignments will include working with sample data, reading, and writing and will be directly related to material presented in class. Quizzes: Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week. Exams: There will be two exams for this course. One midterm and one final exam. Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project based around the instructor’s stable isotope biogeochemistry laboratory. The project will be team based and designed to teach students how to design a research approach and analyze real data. A complete draft of the paper is due by the end of class. d. Grading: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets and/or research paper/project (for graduate students only) (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities. e. Taking the course for graduate credit (GSCI 5430): Students may elect to enroll in GSCI 5430 for graduate credit. Students enrolled in GSCI 5430 are required to complete additional weekly reading assignments and present/discuss these articles in weekly discussion group that will meet outside of the regular class time slot. As discussed above, students taking this course for graduate credit are also expected to complete a research paper/project. Quizzes, problem sets and the research paper/project will account for 30% of the final grade.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [GSCI 4430:5430 syllabus\_2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173313&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2ecc298f16934b356b4308d7dd5f0aa0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221272590654063&sdata=fXgmnMduUPYqc%2FKCo%2BeP%2BuGkQAQFesvmPt%2FTlxBnBv0%3D&reserved=0) | GSCI 4430:5430 syllabus\_2020.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Michael Hren | 04/08/2020 - 22:09 | Submit |  | GSCI 4430 is an existing course. This course action request will create a new course (GSCI 5430) that offers a graduate level option of this course. It is essential content for graduate students in Geosciences and this course will fill a critical void in the Dept. of Geosciences graduate education.  |
| Geosciences | Clay Tabor | 04/08/2020 - 23:31 | Approve | 4/8/2020 | A 4000 level version of this course (GSCI 4430) already exists. The C&C committee approves of a 5000 level version of this course (GSCI 5430) for training our GSCI graduate students. |

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**UNIVERSITY OF CONNECTICUT**

**GSCI 4430/5430 Stable Isotope Biogeochemistry –** Syllabus

Lecture time: Tu-Th, 1 hour and 15 minutes

Lecture location: Traditional Classroom

**Exam Date/Location: Research papers to be turned in by end of the semester**

**Credits: 3 CREDITS**

**Instructor:**  Professor Michael T. Hren (hren@uconn.edu)

 Beach hall, Rm. 232; Office Phone: 860-486-9511

Office hours: Mondays 2-4 and by appointment

1. **Course Description:** Fundamentals of stable isotope biogeochemistry. Focus on the origin of elements and stable isotopes, equilibrium and kinetic fractionation, isotope systematics of carbon, nitrogen, hydrogen, oxygen, and sulfur and how they operate in biogeochemical systems, isotopes as a forensic tracer, and isotopes in paleoclimate and paleoenvironmental research.

Prerequisite: CHEM1127Q or consent of instructor

1. **Course Goals and Outcomes:**
	1. ***Course Goals:***
		* Learn key concepts and major topics in stable isotope biogeochemistry, including: the origin of elements and isotopes, kinetic and equilibrium isotope fractionation, isotope systematics for carbon, nitrogen, oxygen, hydrogen, and sulfur; application of isotopes as a tracer in the geosphere, biosphere and hydrosphere; isotope forensics, and basic understanding of chemistry, physics, and biochemistry of isotope partitioning
		* Learn to manipulate isotopic data including graphs and modeling
		* Read, understand, and write about stable isotope literature
		* Evaluate a system using stable isotope measurements
		* Understand and experiment with the methods used in isotope research
		* Be able to communicate isotopic knowledge to other scientists
	2. ***Learning Outcomes:*** At the end of the course, students should be able to:
* Explain fundamental isotopic principles that pertain to geochemical, biological or chemical systems.
* Describe and understand the various techniques used in stable isotope chemistry, from computation to experimental, and how these techniques are coupled with the scientific method to address earth system questions
* Critically evaluate the scientific literature, and take ownership of the course material to improve functioning in society
1. **Format and Procedures:**
1. This course is structured as follows: two 1 hour and 15-minute lecture sessions per week.

2. Graduate students will have an additional section of discussion/engagement in the instructor’s stable isotope biogeochemistry laboratory.

1. **Course Requirements & Grading Procedures:**
	1. ***Class Attendance and Participation Policy***:

Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture.

* 1. ***Required and Supplemental Readings***:

# Required Textbook: *Principles of Stable Isotope Geochemistry*, 2nd ed. Zachary Sharp.

# Available for download at no cost from the Author and the University of New Mexico

<https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1000&context=unm_oer>

**Supplemental Reading:** Stable Isotope Geochemistry. Hoefs, 2018.

**Reading Primary Literature**: We will be covering several papers per week for the lectures. You will be responsible for knowing the content, asking questions during class, and summarizing. Students will be asked to be able to discuss one paper per week that is of particular interest to them.

* 1. ***Course Assignments and Projects:***

*Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower.*

**Homework:** The assignments will include working with sample data, reading, and writing and will be directly related to material presented in class.

**Quizzes:** Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week.

**Exams:**  There will be two exams for this course. One midterm and one final exam.

Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project based around the instructor’s stable isotope biogeochemistry laboratory. The project will be team based and designed to teach students how to design a research approach and analyze real data. ***A complete draft of the paper is due by the end of class.***

* 1. ***Grading***: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets *and/or research paper/project (for graduate students only)* (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities.
	2. ***Taking the course for graduate credit (GSCI 5430):*** Students may elect to enroll in GSCI 5430 for graduate credit. Students enrolled in GSCI 5430 are required to complete additional weekly reading assignments and present/discuss these articles in weekly discussion group that will meet outside of the regular class time slot. As discussed above, students taking this course for graduate credit are also expected to complete a research paper/project. Quizzes, problem sets and the research paper/project will account for 30% of the final grade.
1. **Academic Integrity:** Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty.

Each student in this course is expected to abide by the University of Connecticut’s Academic Honesty Policy (<https://community.uconn.edu/the-student-code-appendix-a/>)

* 1. Any work submitted by a student in this course for academic credit will be the student's own work or clearly identified group work.
	2. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied ***will both automatically receive a zero for the assignment***.
	3. Take responsibility for honorable behavior. Make every effort to prevent and avoid academic misconduct, and report acts of misconduct.
* Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source.
* Know the rules --- ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

**Accommodations for Students with Disabilities:** The University of Connecticut is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. Requests for academic accommodations are to be made during the first 3 weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services

Center to verify their eligibility for appropriate accommodations. The instructor will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with the instructor during the 1st week of class regarding any potential academic conflict.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Weekly Topic & Learning Goals** | **Key Learning Outcomes** | **Readings** | **Assessments** |
| **1** | Introduction to the Class and Logistics | Start to use key terms for describing stable isotope systematics | Chapter 1  |  |
| **2** | Terminology, standards and mass spectrometry | Understand the origin of the elements, distribution of isotopes | Chapter 1-2 |  |
| **3** | Equilibrium and kinetic isotope fractionation | Mechanisms for isotope partitioning in chemical and biologic systems | Chapter 3 | Quiz 1; Problem set assigned |
| **4** | The Hydrosphere | Oxygen and hydrogen isotopes and the water cycle | Chapter 4 | Problem set due |
| **5** | Hydrogen isotope systematics | Understand how stable hydrogen isotopes are used in food web studies, paleoclimate, paleohydrology and tracer studies | Chapter 4; Other sources | Problem set assigned |
| **6** | Oxygen isotopes – biogenic carbonates | Oxygen isotopes in minerals, ice and the oceans. Isotopic records of paleoclimate | Chapter 6; Other sources | Problem set due |
| **7** | Low temperature minerals and fractionation | Records of terrestrial and marine paleoenvioronments, tectonics and landscape change. | Chapter 8; Other sources | Quiz 2; Problem set assigned |
| **8** | Carbon isotope fractionation in plants | Carbon isotopes in plants and the atmosphere | Chapter 7; Other sources | Problem set dueExam 1 |
| **9** | Carbon isotope fractionation in plants, cont. | C3, C4, and CAM Plants, Ecophysiology and carbon isotopes | Tu and Dawson; Pataki et al. | Problem set assigned |
| **10** | Nitrogen and carbon isotope in food webs | Combining stable isotope systems | Chapter 3; Chapter 4; Chapter 5; Various papers | Problem set due |
| **11** | Nitrogen and carbon isotopes in food webs, cont. | Constructing basic food webs | Chapter 9 | Quiz 1; Problem set assigned |
| **12** | Sulfur |  |  | Problem set due |
| **13** | Measurements and Gear | Understand how an isotope ratio mass spectrometer works | Encyclopedia of Mass Spec Chapters |  |
| **14** | Measurements and Gear, cont. | Understand how an elemental analyzer, GC-Combustion system works |  |  |
| **15** | Analytical Issues | Precision vs. Accuracy; Isotope standards; How to determine biological vs. analytical variation | Sharp Chapters 1 and 2; various papers | Final Exam |

**2020-184 GSCI 5900 Add Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-16096 |
| **Request Proposer** | Hren |
| **Course Title** | Environmental Geochemistry |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences > Return > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Environmental Geochemistry |
| **Course Number** | 5900 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Michael Hren |
| **Initiator Department** | Geosciences |
| **Initiator NetId** | mth12001 |
| **Initiator Email** | michael.hren@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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | T-Th 11-12:15 |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | GSCI 5900. Environmental Geochemistry Three credits. Not open for credit to students who have passed GSCI 4720. Introduction to geochemistry of terrestrial and aqueous environmental systems. Chemical weathering and water-rock interactions; geochemistry of natural waters; chemical systems of the geosphere, biosphere and atmosphere; and geochemistry and climate.  |
| **Reason for the course action** | I am looking to add a graduate level section to an existing undergraduate class. I expect a large percentage of GSCI graduate students to enroll in this course, as the majority have not had preparation in geochemistry prior to graduate school. This course will fill a significant void in graduate education in the department of Geosciences.  |
| **Specify effect on other departments and overlap with existing courses** | None identified.  |
| **Please provide a brief description of course goals and learning objectives** | I. Course Description: An introduction to the geochemistry of terrestrial and aqueous environmental systems. Topics include chemical weathering and water-rock interactions, geochemistry of natural waters, chemical systems of the geosphere, biosphere and atmosphere, and geochemistry and climate. a. Course Goals: • Learn key concepts and major topics in environmental geochemistry, including: equilibrium thermodynamics, acid-base equilibria and oxidation-reduction reactions as applied to the earth; carbon geochemistry; isotopes; environmental mineralogy; the geochemical interaction between atmosphere, geosphere and biosphere. • Learn to manipulate geochemical data including graphs and modeling as related to water-rock interaction or sediment geochemistry. • Read, understand, and write about geochemical literature • Evaluate a system using geochemical measurements • Understand and design experiments/evaluations with the methods used in applied geochemical research b. Learning Outcomes: At the end of the course, students should be able to: • Describe geochemical cycles of water and carbon in terms of their principle reservoirs, residence times in those reservoirs and fluxes between major reservoirs. Students should be able to differentiate between long-timescale processes (such as silicate weathering) and short-timescale processes (such as anthropogenic impacts on atmospheric CO2 and CH4) • Equilibrium thermodynamics. Students will comprehend and describe the laws of thermodynamics and understand how the equilibrium constant of a reaction can be derived from expressions for chemical potential and Gibbs free energy. • Water and soil chemistry. Students will have basic knowledge of water and soil chemistry, controls on pH, cation and anion concentrations • Acid-base chemistry. Students will have basic knowledge of acids and bases, their properties and behavior and relationship to perturbation of the geosphere, biosphere and atmospheric systems. • Students will be able to understand geochemical approaches to evaluating ground- and surface waters, geochemical signatures of the Anthropocene epoch, metals in the surface environment.  |
| **Describe course assessments** | IV. Course Requirements & Grading Procedures: a. Class Attendance and Participation Policy: Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture. b. Required and Supplemental Readings: Required Textbook: Environmental Geochemistry by Nelson Eby, 2016. c. Course Assignments and Projects: Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower. Homework: Weekly problem sets will include working with sample data, using geochemical modeling software to simulate fate and transport (Phreeq), and designing geochemical sampling plans for environmental quality assessment. Quizzes: Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week. Exams: There will be two exams for this course. One midterm and one final exam. Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project. The project will be team-based and designed to teach students how to design a research approach and analyze real data. A complete draft of the paper is due by the end of class. d. Grading: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets and/or research paper/project (for graduate students only) (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities. e. Taking the course for graduate credit (GSCI 5720): Students may elect to enroll in GSCI 5720 for graduate credit. Students enrolled in GSCI 5720 are required to complete additional weekly reading assignments and present/discuss these articles in weekly discussion group that will meet outside of the regular class time slot. As discussed above, students taking this course for graduate credit are also expected to complete a research paper/project. Quizzes, problem sets and the research paper/project will account for 30% of the final grade.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [GSCI 4720:5720 syllabus proposed.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173312&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2cbc5c9b807d45098e9508d7dd5e2f4e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221269024410374&sdata=OvQswcI3F70ck%2Buo9C36u7G1xb7Oe%2FzXpTJI4VklcWI%3D&reserved=0) | GSCI 4720:5720 syllabus proposed.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Michael Hren | 04/08/2020 - 21:13 | Submit |  | GSCI 4720 is an established course. I anticipate a large percentage of GSCI graduate students will enroll in a graduate level version of this course and would like to integrate a new grad level GSCI 5720 with the existing course. This will be differentiated by addition work/discussion and a research project/paper. |
| Geosciences | Clay Tabor | 04/08/2020 - 23:24 | Approve | 4/8/2020 | A 4000 level version of this course (GSCI 4720) already exists. The C&C committee approves of a 5000 level version of this course (GSCI 5720) for training our GSCI graduate students. |
| College of Liberal Arts and Sciences | Cheryl D Galli | 04/10/2020 - 10:36 | Return | 4/10/2020 | Returning to update course # to GSCI 5900 |
| Return | Cheryl D Galli | 04/10/2020 - 10:36 | Resubmit |  | Updated to GSCI 5900 |
| Geosciences | Cheryl D Galli | 04/10/2020 - 10:37 | Approve | 4/8/2020 | Refer to approval from Clay Tabor on 4/8/2020. Updated to reflect GSCI 5900. |

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**UNIVERSITY OF CONNECTICUT**

**GSCI 4720/5720 ENVIRONMENTAL GEOCHEMISTRY –** Syllabus

Lecture time: Tu-Th, 1 hour and 15 minutes

Lecture location: Traditional Classroom

**Exam Date/Location: Research papers to be turned in by end of the semester**

**Credits: 3 CREDITS**

**Instructor:**  Professor Michael T. Hren (hren@uconn.edu)

 Beach hall, Rm. 232; Office Phone: 860-486-9511

Office hours: Mondays 2-4 and by appointment

Prerequisite: [CHEM 1127Q](https://catalog.uconn.edu/CHEM/#1127Q) and one additional semester of CHEM, BIOL or PHYS; one semester of calculus ([MATH 1110Q](https://catalog.uconn.edu/MATH/#1110Q),[1131Q](https://catalog.uconn.edu/MATH/#1131Q) or [MATH 1151Q](https://catalog.uconn.edu/MATH/#1151Q)) or concurrent enrollment in Calculus ([1110Q](https://catalog.uconn.edu/MATH/#1110Q), [1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1151Q](https://catalog.uconn.edu/MATH/#1151Q)).

1. **Course Description:** An introduction to the geochemistry of terrestrial and aqueous environmental systems. Topics include chemical weathering and water-rock interactions, geochemistry of natural waters, chemical systems of the geosphere, biosphere and atmosphere, and geochemistry and climate.

Topics include:

• Chemical weathering, soil formation, geochemistry of clays, vadose groundwater composition.

• Water-rock interaction and implications for hydrologic resources; water chemistry and geology

• Organic molecules in nature; Organic contaminants in the subsurface environment and ground water: sources, sinks, fate and transport

• Heavy metals in ground and surface waters, both natural and non-natural distributions.

• Particle-Aqueous Solute Interactions

• The geochemistry of the atmosphere and atmospheric precipitation, "acid rain", the ozone layer, atmospheric pollutants.

• Geochemistry of lakes, rivers and estuaries: nutrient overloading, oxygen depletion, urban sewage.

• Natural radioactivity

• Global geochemical cycles and relationship to geological processes; Geochemical signatures of the Anthropocene epoch

1. **Course Goals and Outcomes:**
	1. ***Course Goals:***
		* Learn key concepts and major topics in environmental geochemistry, including: equilibrium thermodynamics, acid-base equilibria and oxidation-reduction reactions as applied to the earth; carbon geochemistry; isotopes; environmental mineralogy; the geochemical interaction between atmosphere, geosphere and biosphere.
		* Learn to manipulate geochemical data including graphs and modeling as related to water-rock interaction or sediment geochemistry.
		* Read, understand, and write about geochemical literature
		* Evaluate a system using geochemical measurements
		* Understand and design experiments/evaluations with the methods used in applied geochemical research
	2. ***Learning Outcomes:*** At the end of the course, students should be able to:
* Describe geochemical cycles of water and carbon in terms of their principle reservoirs, residence times in those reservoirs and fluxes between major reservoirs. Students should be able to differentiate between long-timescale processes (such as silicate weathering) and short-timescale processes (such as anthropogenic impacts on atmospheric CO2 and CH4)
* Equilibrium thermodynamics. Students will comprehend and describe the laws of thermodynamics and understand how the equilibrium constant of a reaction can be derived from expressions for chemical potential and Gibbs free energy.
* Water and soil chemistry. Students will have basic knowledge of water and soil chemistry, controls on pH, cation and anion concentrations
* Acid-base chemistry. Students will have basic knowledge of acids and bases, their properties and behavior and relationship to perturbation of the geosphere, biosphere and atmospheric systems.
* Students will be able to understand geochemical approaches to evaluating ground- and surface waters, geochemical signatures of the Anthropocene epoch, metals in the surface environment.
1. **Format and Procedures:**
1. This course is structured as follows: two 1 hour and 15-minute lecture sessions per week.

2. Graduate students will have additional engagement through journal article discussion and design of a collaborative class research project.

1. **Course Requirements & Grading Procedures:**
	1. ***Class Attendance and Participation Policy***:

Students are expected to attend all lectures. Participation is valuable to everyone’s learning experience. Please notify me by email if you plan to miss a lecture.

* 1. ***Required and Supplemental Readings***:

# Required Textbook: *Environmental Geochemistry* by Nelson Eby, 2016.

* 1. ***Course Assignments and Projects:***

*Assignments (e.g., problem sets, journal articles) should be handed in on time. Late assignments will only be accepted that calendar week and will automatically receive one letter grade lower.*

**Homework:** Weekly problem sets will include working with sample data, using geochemical modeling software to simulate fate and transport (Phreeq), and designing geochemical sampling plans for environmental quality assessment.

**Quizzes:** Quizzes will given every other week. Subject matter will relate to the topics that we discussed the previous week.

**Exams:**  There will be two exams for this course. One midterm and one final exam.

Students taking the course for graduate credit will be required to write a research paper and to participate in a team-based research project. The project will be team-based and designed to teach students how to design a research approach and analyze real data. ***A complete draft of the paper is due by the end of class.***

* 1. ***Grading***: Your final grade will be based on: class participation (10% points: attendance, discussion frequency), quizzes and problem sets *and/or research paper/project (for graduate students only)* (30%); Exams (30% for the midterm and 30% for the final). This course is designed for motivated students, and it is expected that each student will complete all assignments and be responsible for engaging in the activities.
	2. ***Taking the course for graduate credit (GSCI 5720):*** Students may elect to enroll in GSCI 5720 for graduate credit. Students enrolled in GSCI 5720 are required to complete additional weekly reading assignments and present/discuss these articles in weekly discussion group that will meet outside of the regular class time slot. As discussed above, students taking this course for graduate credit are also expected to complete a research paper/project. Quizzes, problem sets and the research paper/project will account for 30% of the final grade.
1. **Academic Integrity:** Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty.

Each student in this course is expected to abide by the University of Connecticut’s Academic Honesty Policy (<https://community.uconn.edu/the-student-code-appendix-a/>)

* 1. Any work submitted by a student in this course for academic credit will be the student's own work or clearly identified group work.
	2. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied ***will both automatically receive a zero for the assignment***.
	3. Take responsibility for honorable behavior. Make every effort to prevent and avoid academic misconduct, and report acts of misconduct.
* Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source.
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Center to verify their eligibility for appropriate accommodations. The instructor will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with the instructor during the 1st week of class regarding any potential academic conflict.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Weekly Topic & Learning Goals** | **Key Learning Outcomes** | **Readings** | **Assessments** |
| **1** | Introduction; Geochemical principles | Fundamentals of the atom, measurements of concentration, types of chemical reactions, determining and balancing equations, box models and general chemistry review. | Chapter 1  |  |
| **2** | Basic thermodynamic relationships | General thermodynamics, free energy of reactions, Henry’s law and applications to geochemical systems. Rate laws. | Chapter 1-2 |  |
| **3** | Activity and equilibrium | Example calculations and problems on kinetics – radioactive decay, redox reactions, mineral dissolution/precipitation reactions | Chapter 2 | Quiz 1; Problem set assigned |
| **4** | Acidity and pH | Acid-base equilibria. Acidity of rain and groundwater | Chapter 3 | Problem set due |
| **5** | Alkalinity and the CO2 system | Buffering of the hydrosphere, CO2 in aqueous systems | Chapter 3; Other sources | Problem set assigned |
| **6** | Principles of oxidation reduction | Oxidation-reduction reactions in natural systems. Acid-mine systems, weathering of pyrite/pyrrhotie and CT foundation failure. eH and pH. | Chapter 4; Other sources | Problem set dueExam 1 |
| **7** | Controls on the composition of natural water | Ocean, riverine and lacustrine aqeous chemistry.  | Chapter 8-10; Other sources | Quiz 2; Problem set assigned |
| **8** | Water chemistry and bedrock geology | Rock weathering, hydrothermal systems, aqueous chemistry and global cycles | Chapter 8-10; Other sources | Problem set due |
| **9** | Equilibrium models: Using water chemistry models | Introduction to Phreeqc | USGS resources; Reading to be assigned | Problem set assigned |
| **10** | Organics in natural waters | Carbon chemistry, organic pollutants | Chapter 5 | Problem set due |
| **11** | Adsorption and complex formation | Metal complexes in soils and sediments | Chapter 9 | Quiz 1; Problem set assigned |
| **12** | Metals in the environment | Weathering of rocks, movement and accumulation of metals | To be assigned | Problem set due |
| **13** | Radioactive minerals and the built environment | Examination of movement of radioactive pollutants; Chernobyl, Fukushima, Radon. Links between natural sources and anthropogenicv perturbations | To be assigned |  |
|  |  |  |  | Final Exam |

**2020-185 GSCI Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: April 9, 2020

2. Department or Program: Geosciences

3. Title of Major: Geoscience

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:

We are removing the GSCI 4050W or 4996W requirement from the major. Majors may now satisfy the writing in the major and information literacy competency requirements by passing any 2000 level or above GSCI W course.

# Existing Catalog Description of Major

**Geoscience**

Majors in Geoscience focus on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales. Interest areas include global change, climate adaptation, water resources, planetary science, tectonics, paleontology and evolution, natural hazards, mineral and energy resources, surface processes, geophysics, and paleoclimatology.

Students may obtain a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Science degree has three tracks.

**Bachelor of Science**

At least 30 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Science in Geoscience in addition to the College B.S. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

All students must complete GSCI 2500, GSCI 4050W or 4996W and a concentration listed below. No more than 3 credits in the major can be from GSCI 4989, 4990, 4991, 4999.

**Earth Track**
All of the following:
GSCI 3010
GSCI 3030
GSCI 3040
At least 14 additional credits of Geoscience courses at the 3000 level and above

**Environment Track**
All of the following:
GSCI 3020
GSCI 3030
GSCI 3040
Three courses chosen from GSCI 3710, 4150, 4210, 4230, 4430, 4710, 4720, 4735 At least 5 additional credits of Geoscience courses at the 3000 level and above

**Atmosphere Track**
All of the following:
GSCI 3010
One course chosen from the following GSCI 3020, 3030, 3040 Three courses chosen from 2800, 4150, 4230, 4430, 4810, 4850; At least 9 additional credits of Geoscience courses at the 3000 level and above

**Bachelor of Arts**

At least 24 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Arts in Geoscience in addition to the College B.A. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

The requirements include GSCI 2500; two courses chosen from 3010, 3020, 3030, 3040; 4050W or 4996W; and at least 15 additional credits of Geoscience courses at the 2000 level and above. No more than 3 credits can be from GSCI 4989, 4990, 4991, 4999. No more than 6 credits at the 2000 level can count to the 24 credit total.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing GSCI 4050W or GSCI 4996W.

A minor in Geoscience is described in the Minors section.

# Proposed Catalog Description of Major

**Geoscience**

Majors in Geoscience focus on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales. Interest areas include global change, climate adaptation, water resources, planetary science, tectonics, paleontology and evolution, natural hazards, mineral and energy resources, surface processes, geophysics, and paleoclimatology.

Students may obtain a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Science degree has three tracks.

**Bachelor of Science**

At least 30 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Science in Geoscience in addition to the College B.S. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

All students must complete GSCI 2500, a 2000 level or above GSCI W course, and a concentration listed below. No more than 3 credits in the major can be from GSCI 4989, 4990, 4991, 4999.

**Earth Track**

All of the following:
GSCI 3010
GSCI 3030
GSCI 3040
At least 14 additional credits of Geoscience courses at the 3000 level and above

**Environment Track**

All of the following:
GSCI 3020
GSCI 3030
GSCI 3040
Three courses chosen from GSCI 3710, 4150, 4210, 4230, 4430, 4710, 4720, 4735; At least 5 additional credits of Geoscience courses at the 3000 level and above

**Atmosphere Track**

All of the following:
GSCI 3010
One course chosen from the following GSCI 3020, 3030, 3040; Three courses chosen from 2800, 4150, 4230, 4430, 4810, 4850; At least 9 additional credits of Geoscience courses at the 3000 level and above

**Bachelor of Arts**

At least 24 credits of Geoscience courses at the 2000 level and above and at least 12 credits of related courses at the 2000 level and above must be successfully completed for the Bachelor of Arts in Geoscience in addition to the College B.A. requirements. Courses cross-listed with Geoscience courses cannot be used to fulfill the related courses requirement.

The requirements include GSCI 2500; a 2000 level or above GSCI W course; two courses chosen from 3010, 3020, 3030, 3040; and at least 12 additional credits of Geoscience courses at the 2000 level and above. No more than 3 credits can be from GSCI 4989, 4990, 4991, 4999. No more than 6 credits at the 2000 level can count to the 24 credit total.

Geoscience majors satisfy the writing in the major and information literacy competency requirements by passing a 2000 level or above GSCI W course.

A minor in Geoscience is described in the Minors section.

# Justification

1. Reasons for changing the major:

The GSCI 4050W requirement is a relic from when we had to run the geosciences major through the individualized major program. As a department, this is no longer necessary. Further, we should soon have multiple classes that can satisfy the writing in the major and information literacy competency requirements (GSCI 2050WE pending approval by the senate), so GSCI 4050W is no longer mandatory for our majors to graduate. Also, the change in language will prevent us from having to update the major every time we create a new W course.

2. Effects on students:

The change will have minimal effect on the students. Removing the GSCI 4050W requirement will add flexibility to the major and help GSCI students graduate on time, particularly dual majors and students who join the major late. We will encourage students to take both required W courses within the major, so many students will likely continue to enroll in GSCI 4050W, even though it is no longer required.

3. Effects on other departments:

None.

4. Effects on regional campuses:

None. Our instruction at the regional campuses is strictly at the 1000 level, coming before the major.

5. Dates approved by

    Department Curriculum Committee: Tuesday, February 25, 2020

    Department Faculty: Wednesday, April 8, 2020

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

Clay Tabor, 919-698-3740, clay.tabor@uconn.edu

**2020-105 Marine Biology Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 4/10/2020

2. Department or Program: Marine Sciences

3. Title of Minor: Marine Biology

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 elective courses, restrictions, and description

# Existing Catalog Description of Minor

Marine Biology Minor

Marine Biology

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN 3014/EEB 3230; MARN 4010\*

In addition, students must take at least three of the following courses\*\*: MARN 3012/5012 or EEB 4275; MARN 3015/5015; MARN 3030/5032; MARN 3017/5017; MARN 3811; MARN 4018/5018 or EEB 4200; MARN 5016; EEB 3250. Students may use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

\* Students who have taken both MARN 2002 and 3001 may substitute these for MARN 4010

\*\* Marine Sciences majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

# Proposed Catalog Description of Minor

The Marine Biology minor is a unique interdisciplinary minor that provides a foundation in the study of marine organisms and their behaviors and interactions with the environment.

This minor requires at least 15 credits of 2000-level or above course work.

Required courses:

 MARN 3014 or EEB 3230

 MARN 4010

In addition, students must take at least three electives from the following courses:

MARN 2801WE

MARN 3012\* or MARN 5012\* or EEB 4275

MARN 3015\* or MARN 5015\*

MARN 3017\* or MARN 5017\*

MARN 3811\*

MARN 3812\*

MARN 4018\* or MARN 5018\* or EEB 4200

MARN 4210Q\*

EEB 3250

MCB 3849W

NRE 2345 or NRE 3385W or NRE 4335

GSCI 4130

\*Course offered only at the Avery Point campus

With written pre-approval of the Marine Biology Minor Coordinator, the following courses may be substituted for one of the three electives:

Independent Study (MARN 2899/3899/4899 or EEB 3899 or MCB 3899)

Special Topics (MARN 2995/3995/4995 or EEB 3895 or MCB 3895)

Variable Topics (MARN 4898 or EEB 3898 or MCB 3898)

International Study (MARN 2893/3893/4893 or EEB 2893/3893 or MCB 3893/4893)

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

# Justification

1. Reasons for changing the minor: We want to include more flexibility in the minor such that additional course offerings are presented at Storrs and that the coordinator can have flexibility to approve relevant elective courses within and outside of the Department. We also wanted to make it easier to identify which courses are only taught at Avery Point and ensure there are appropriate exclusions for the new Marine Sciences minor and major.

2. Effects on students: More elective options and coordinator flexiblity

3. Effects on other departments: Some elective courses are offered in other departments, as this is an interdisciplinary minor.

4. Effects on regional campuses: Many of the courses are only taught within Marine Sciences at Avery Point.

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

    Department Curriculum Committee:3/15/2020

    Department Faculty: 4/10/2020

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

Heidi Dierssen, heidi.dierssen@uconn.edu, 401-741-6759.

**2020-186 MARN 6012 Add Course**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-16118 |
| **Request Proposer** | Dierssen |
| **Course Title** | Marine Genomics |
| **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** | Marine Genomics |
| **Course Number** | 6012 |
| **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 |
| **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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | MARN 5010 or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None  |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | MARN graduate students are 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 6012. Marine Genomics 3 credits Prerequisite: MARN 5010 or instructor consent. Not open for credit to students who have passed MARN 5995 when offered as "Marine Genomics." Concepts and principles of Genomics and other forms of ‘Omics (transcriptomics, proteomics, metabolomics), resources and methods of analyses, and recent advances in biological oceanography and marine biogeochemistry achieved through the ‘omic approach. |
| **Reason for the course action** | This course has been taught previously as a Special Topics and we wish to make it a full time offering for graduate students in Marine Sciences.  |
| **Specify effect on other departments and overlap with existing courses** | Students from other departments could benefit, if they wanted to come to Avery Point. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should have a good understanding on: 1. Concepts and principles of genomics and other forms of ‘omics 2. Complexities of genomics and other ‘omic work and methods currently available 3. Major new discoveries and recent advances in biological oceanography enabled by the ‘omic technologies.  |
| **Describe course assessments** | Summary of Course Grading: Course Components Weight Component A 20% Component B 20% Component C 20% Component D 40% Component A Class participation Component B Presentations Component C Mid-Term exam Component D Term paper  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MARN6012\_MarineGenomics\_Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173334&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7393f74abbd24749b73008d7dda80a3a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221586106757955&sdata=yi8rJSJx%2FnyB440qlzh3vS0AX6CqIAygo%2BoUuD47ZR4%3D&reserved=0) | MARN6012\_MarineGenomics\_Syllabus.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Heidi M Dierssen | 04/10/2020 - 15:21 | Submit |  | Submit |
| Marine Sciences | Heidi M Dierssen | 04/10/2020 - 15:45 | Approve | 4/10/2020 | Approved by faculty |

 |



MARN5995

Marine Genomics

Department of Marine Sciences

Syllabus

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

Program Information

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

Course and Instructor Information

**Course Title:** Marine Genomics

**Credits:** 3

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

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

**Professor:** Senjie Lin

**Email:** senjie.lin@uconn.edu;

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

**Other:** (If applicable)

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

Course Materials

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

Course Description

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

Course Objectives

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

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

Course Outline (and Calendar if Applicable)

Schedule for MARN5995—Spring 2020

**Module I: Introduction to Genomics and ‘Omics**

**Week 1: Introduction to Genomics and other ‘Omics in the ocean**

* **Gene to ecosystem: tool and goal**
* **What ‘Omics can do and cannot do**

**Week 2: Basics of Genomics**

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

**Week 3: Genomic analysis tools and technologies**

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

**Week 4: Omics resources and data mining**

* **NCBI, EMBL, DDBJ**
* **JGI, CAMERA, GOS, MMETSP**
* **Software for data mining**

**Module II: Energy**

**Week 5: ‘Omic Perspectives of Energy**

* **Pathways of energy acquisition**
* **Pathways of energy metabolism**

**Week 6: Energy in Prokaryotes**

* **Autophototrophy**
* **Heterotrophy**
* **Proton pump rhodopsin**

**Week 7: Energy in Eukaryotes**

* **Photosynthesis**
* **Heterotrophy**
* **Proton pump rhodopsin**

**Module III: Nutrients**

**Week 8: Nutrients 1**

* **Omics approach to nutrition**

## **Week 9: *Spring recess***

**Week 10: Exam-Take home (open book)**

## **Week 11: Nutrients 3**

* **Nitrogen fixation**
* **Nutrient uptake and assimilation**
* **Response and adaptation to nutrient limitation**

**Module IV: Defense**

**Week 12: Abiotic stressors**

* **Light**
* **Heat**
* **UV**
* **Oxidative**

**Week 13: Biotic stressors**

* **Toxin production**
* **Grazing**
* **Microbial**

**Module V: Reproduction**

## **Week 14: Asexual and sexual reproduction**

* **Microbes**
* **Animals**

**Week 15: Work on term paper**

**Week 16: Term paper due**

Course Requirements and Grading

Summary of Course Grading:

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

Component A

Class participation

Component B

Presentations

Component C

Mid-Term exam

Component D

Term paper

Grading Scale:

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

Due Dates and Late Policy

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

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

Feedback and Grades

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

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. 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
* Scholarly Integrity in Graduate and Post-Doctoral Education and Research

**Software Requirements and Technical Help**

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

(add additional items as needed)

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

**Minimum Technical Skills**

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

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

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

**Evaluation of the Course**

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

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

**2020-187 MARN 6034 Add Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-16119 |
| **Request Proposer** | Dierssen |
| **Course Title** | Trace Elements in Aquatic Ecosystems |
| **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** | Trace Elements in Aquatic Ecosystems |
| **Course Number** | 6034 |
| **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 |
| **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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, Discussions, problem sets |

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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 |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point |
| **If not generally available at all campuses, please explain why** | This is the location of the Marine Sciences graduate program. |
| **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 6034: Trace Elements in Aquatic Ecosystems Credits: 3 Prerequisites: MARN 5030 or instructor consent Global biogeochemical cycles of trace elements and their impact on ecosystem function and biogeochemisty. Trace elements include required (nutrient), potentially toxic, metals and metalloids. Topics include biogeochemical tracers, reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, adsorption, complexation, and relationships to the marine food web and human activity.  |
| **Reason for the course action** | This has been offered as a special topics course and is now being transitioned to an upper division graduate course.  |
| **Specify effect on other departments and overlap with existing courses** | It would be available for students from other departments. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Be familiar with trace element cycling in the ocean and the relationship to other environmental variables 2. Understand methods and uncertainties in measuring trace elements in the marine environment 3. Evaluate trends in trace element data collected in diverse marine ecosystems 4. Assess interactions between trace elements and microorganisms  |
| **Describe course assessments** | Summary of Course Grading: • 35% of the grade will be determined from the various homework assignments, and in-class discussions/presentations. Homework assignments will be due 2 weeks after release, and there will be 4 overall throughout the semester. • 30% will be based on a final take-home exam • 35% of the grade will be based on a major research paper of 4000 words or greater (15 typewritten pages) to be completed by Friday December 1, 2019\*, and will include a graded evaluation of the associated presentation. The topic for the paper will be determined from consultation and discussions with the instructor. The research paper format is that of a review manuscript which could be published in a scientific journal. An oral presentation will provide an opportunity to share your work with others. • The submission schedule for the development and completion of the research paper is as follows:  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MARN6034\_Syllabus\_Mason.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173336&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf17ddafc37ac47b5a35208d7dda8931e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221588406319243&sdata=8H3a3KHz1lh0tzdvZws1QRxi6MASetf1SEaG05RzXdE%3D&reserved=0) | MARN6034\_Syllabus\_Mason.docx | Syllabus |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Heidi M Dierssen | 04/10/2020 - 15:29 | Submit |  | Submit |
| Marine Sciences | Heidi M Dierssen | 04/10/2020 - 15:44 | Approve | 4/10/2020 | Approved by faculty. |

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 MARN 6034

 Trace Elements and Aquatic Ecosystems

 Marine Sciences

Syllabus – Fall 2019

**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:** Trace Elements in Aquatic Ecosystems

**Credits:** 3

**Format:** lectures

**Prerequisites:**  MARN 5030

**Professor:** Robert Mason

**Email:** robert.mason@uconn.edu

**Office Hours/Availability:** By appointment

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.

Required Materials:

1. *Trace Metals in Aquatic Systems*. Mason
2. *Aquatic Chemistry*. Stumm and Morgan
3. *The Oceans and Marine Geochemistry*, Vol 6 Treatise on Geochemistry, Holland and Turekian, Series editors
4. Marine Geochemistry, Third Ed, Chester and Jickels
5. Tracers in the Sea, Broeker and Peng
6. Marine Biogeochemistry, Libes
7. Biogeochemistry, vol 8 Treatise on Geochemistry, Holland and Turekian, Series editors

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

Course Description

Global biogeochemical cycles of trace elements and their impact on ecosystem function and biogeochemisty. Trace elements include required (nutrient), potentially toxic, metals and metalloids. Topics include biogeochemical tracers, reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, adsorption, complexation, and relationships to the marine food web and human activity.

An examination of the role of the oceans in the global biogeochemical cycles of trace elements, and their impact on ecosystem function and biogeochemisty. The course will focus on required (nutrient) and potentially toxic trace elements, as well as elements useful as biogeochemical tracers. The focus will be elements with an atomic mass >20, which are typically present at sub-micromolar water column concentrations. The course will cover processes in the water column and sediments, and the factors influencing exchange across interfaces (air-sea, sediment-water and water-microbes). Both metals and metalloids will be covered. Topics will include discussions of reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, adsorption, complexation and their effects on the composition of sea water, and the marine food web. The impact of human activity on the cycle of these elements will be examined. The course will focus heavily on the recent literature and also make use of Geotraces data.

Course Objectives

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

1. Be familiar with trace element cycling in the ocean and the relationship to other environmental variables
2. Understand methods and uncertainties in measuring trace elements in the marine environment
3. Evaluate trends in trace element data collected in diverse marine ecosystems
4. Assess interactions between trace elements and microorganisms

Course Outline (and Calendar if Applicable)

Major topics to be covered:

1. Overview of trace element cycling in the ocean and relation to other variables
2. Examination of ocean trends using Geotraces data and other sources
3. External sources – riverine, groundwater and atmospheric inputs
4. Trace metal nutrients – focus on Fe, Zn, Co etc
5. Interactions of trace elements with microorganisms – uptake dynamics
6. Interactions of trace elements with microorganisms – methylation and other transformations
7. Trace elements in coastal environments
8. Iron, manganese & trace element cycling in sediments and hydrothermal systems
9. Mercury and lead in the ocean
10. The metalloids and other oxyanions in seawater
11. Radioactive trace elements and their uses in marine chemistry
12. Stable isotope tracers (e.g. Pb isotopes)
13. Isotopic fractionation of metals and their use as tracers (e.g. Fe, Zn, Cd, Hg)

Course Requirements and Grading

Summary of Course Grading:

* 35% of the grade will be determined from the various homework assignments, and in-class discussions/presentations. Homework assignments will be due 2 weeks after release, and there will be 4 overall throughout the semester.
* 30% will be based on a final take-home exam
* 35% of the grade will be based on a major research paper of 4000 words or greater (15 typewritten pages) to be completed by Friday December 1, 2019\*, and will include a graded evaluation of the associated presentation. The topic for the paper will be determined from consultation and discussions with the instructor. The research paper format is that of a review manuscript which could be published in a scientific journal. An oral presentation will provide an opportunity to share your work with others.
* The submission schedule for the development and completion of the research paper is as follows:

 **Paper Activity Due Date**

*Abstract, paper outline, and preliminary references Oct 4, 2019*

*Draft for constructive review Nov 8, 2019*

*Complete paper Dec 1, 2019\**

*Oral presentation Dec 2-6, 2019*

*\*This will enable the instructor to review paper before the oral presentation.*

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.*

Late Policy...

Feedback and Grades

I will make every effort to provide feedback and grades in (clearly state response time). To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards 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
* Scholarly Integrity in Graduate and Post-Doctoral Education and Research

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

(add additional items as needed)

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.

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.

(add additional skills as needed)

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

Evaluation of the Course

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

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

**2020-188 MCB 4014 Add Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15270 |
| **Request Proposer** | May |
| **Course Title** | Structure and Dynamics of Molecular Machines |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Structure and Dynamics of Molecular Machines |
| **Course Number** | 4014 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | May |
| **Proposer First Name** | Eric |
| **Select a Person** | erm12009 |
| **Proposer NetId** | erm12009 |
| **Proposer Phone** | +1 860 486 0484 |
| **Proposer Email** | eric.may@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | MCB 2000 or MCB 3010 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MCB 4014. Structure and Dynamics of Macromolecular Complexes Three credits. Prerequisite: MCB 2000 or MCB 3010. Not open for credit to students who have passed MCB 3895 when offered as "Structure and Dynamics of Cellular Machines." Biochemical and biophysical characteristics of macromolecular biological assemblies from atomic to the cellular level. Topics include ribosomes, viruses, polymerases, membrane protein assemblies and ion transporters, examined through lecture, discussion, primary literature and interactive computational modules.  |
| **Reason for the course action** | When first offered, as a trial course (MCB 5896, 3895) it was offered in both graduate and undergraduate numbers (meeting at the same time) and was taken by a nearly equal number of both. Since approval as a graduate course only, the number of undergraduates taking the course has plummeted. We wish to add an undergraduate version to make it clear to undergraduate students that this course is appropriate as a followup to Biochemistry to increase course enrollment. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to modern techniques in structural and computational biology. The course will have a significant computational component including molecular visualization and simulation techniques enabling students to deconstruct these complexes and reveal their biochemical underpinnings. Moreover, journal clubs and a final project of the student’s choosing promote lively interactive discussions, hone critical thinking and strengthen the student’s writing and public speaking skills. |
| **Describe course assessments** | Students will be assessed upon several (4-5) computational assignments. Presentation and participation in discussion of primary literature (journal clubs). The final assessment will be based upon a written and oral presentation on a research proposal related to the systems and techniques described during the course. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Syllabus for MCB 3014.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173210&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C446254c20f5b4295ec3808d7dd4ca1b8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221193514311943&sdata=4cIzO%2BQ3vc2SDlXGLJ5retzjcCyqZG7fI0YQSlrn67k%3D&reserved=0) | Syllabus for MCB 3014.docx | Syllabus |

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

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | David A Knecht | 02/12/2020 - 16:19 | Submit |  | approved by MCB 4-7-20  |
| Molecular and Cell Biology | David A Knecht | 04/09/2020 - 16:17 | Approve | 4/7/2020 | approved by MCB faculty by email vote |

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**Syllabus for MCB 3014-001: Structure and Dynamics of Macromolecular Complexes**

9:30-10:45 am Tuesday/Thursday Biology Physics Building Room 301

**Instructors**
Dr. Eric May Dr. Victoria Robinson
Office: BPB, Room 305 Office: BPB, Room 204
Phone: 486-0484 Phone: 486-4353
E-mail: eric.may@uconn.edu E-mail: victoria.robinson@uconn.edu
Office Hours: arranged by email Office Hours: arranged by email

**Overview:**

Biological systems are filled with macromolecular complexes which perform specific functions and involve the movement of parts of the complex and the conversion of chemical energy in mechanical work. This course will introduce students to macromolecular cellular and viral assemblies and the tools used to study these fascinating molecules and complexes. These tools will encompass structural techniques, dynamical techniques and methods for applying and measuring forces in these machines. The course will focus on three different types of assemblies:

* Self-assembling nanocontainer and packing machines (Viruses)
* Protein manufacturing machines (Ribosomes)
* Small molecule transport/pumping machines (Ion channel and multidrug transporters)

During the lecture, these machines will be deconstructed, and the biochemical underpinnings will be revealed, from which structure-based hypothesis can be generated. Molecular visualization and simulation techniques will be introduced during in class computer labs, and students will use these methods to complete the projects.

**Grading:** Grading will be based on 4 projects, a final proposal consisting of a written pre-proposal, oral presentation and final written proposal, a journal club paper presentation and class participation.

Projects 1,2,3,4 -- 10 pts each (40%)

Paper Presentation – 10 pts (10%)

Class Participation – 10 pts (10%)

Final Project -- 40 pts (40%)

* Pre-proposal – 5 pts (5%)
* Final Proposal – 20 pts (20%)
* Oral Presentation – 15 pts (15%)

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 |

**Readings:** Will be distributed in class and/or deposited in HuskyCT.

**Policy Statements**

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

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

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

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

**Course Outline:**

Aug. 27 Introduction to the Class, Introduction to Final Project

Aug. 29 How to use the PDB ? (Project #1 Distributed)

Sept. 3 Labor Day No Class

Sept. 5 Technique: X-ray Crystallography

Sept 10 Techniques: Cryo-EM, SAXS (Project #1 Due)

Sept. 12 Journal Club 1– CryoEM Paper

Sept. 17 Technique: Molecular Modeling and Dynamics (Project #2 Distributed)

Sept. 19 Computational Lab Day - Intro to MD Analysis with VMD

Sept. 24 Journal Club 2– Structural Biology (Preproposal Due)

Sept. 26 Techniques: Single Molecule Methods

Oct.1 Techniques: Thermodynamics of Biomolecular Interactions

Oct. 3 Journal Club 3 – Virus packaging/single molecule

Oct. 8 Ribosome: Classic Example of a Macromolecular Machine (Project #3 Distributed)

Oct 10 K+ Channel

Oct. 15 Journal Club 4 - Ribosome/channel

Oct. 17 Protein Transport Machines

Oct. 22 Computational Lab Day – Advanced MD Analysis (Project #4 Distributed)

Oct. 24 Virus Structure and Assembly (Project #3 Due)

Oct. 29 Virus Genomes and Packaging

Oct. 31 Viruses in Society

Nov. 5 Integrative Structural Biology (Project #4 Due)

Nov. 7 Journal Club 5 – Large Scale Modeling

Nov. 12 Drug Complexes

Nov. 14 Final Project Presentations

Nov. 19/ 21 Thanksgiving Recess No Class

Nov. 26 Final Project Presentations

Nov. 28 Final Project Presentations

Dec. 3 Final Project Presentations

Dec. 5 SDMM Study Section

Dec. ?? (Final Exam Day) - *All final projects completed and handed in NO EXCEPTIONS !!!!*

**2020-189 MCB 5484 Revise Course**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15873 |
| **Request Proposer** | Knecht |
| **Course Title** | Current Topics in Genetics and Genomics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Current Topics in Genetics and Genomics |
| **Course Number** | 5484 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **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** | 1 |
| **Instructional Pattern** | seminar/discussion/journal club |

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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?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | MCB wishes make all the "journal clubs" in the department have the same type of description and requirements. These are discussions of literature papers with students registered for the course plus non-registered students and faculty so there is no good basis for grading. |

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

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | MCB 5499. Current Topics in Genetics 1.00 - 2.00 credits | May be repeated for a total of 4 credits. Prerequisites: None. Grading Basis: Satisfactory/Unsatisfactory Intensive reading and discussion of current topics in genetics. |
| **Provide proposed title and complete course catalog copy** | MCB 5484. Current Topics in Genetics and Genomics 1.00 credit. May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Satisfactory/Unsatisfactory Reading and discussion of papers from the recent literature. |
| **Reason for the course action** | Make all MCB journal clubs parallel descriptions and numbers |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students learn to read the literature, explore new topics and present information to peers. |
| **Describe course assessments** | Students are expected to present at least one journal article and contribute to discussions. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MCB5484\_syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173305&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C53cac1cf9a3140dc32dd08d7dbcc75f6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637219543591770015&sdata=RZzy5F%2FyttR%2BsjJvuzXZ0kQWSNhbxDq44V9%2FoSf20EA%3D&reserved=0) | MCB5484\_syllabus.docx | Syllabus |

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

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | David A Knecht | 03/17/2020 - 12:26 | Submit |  | Approved by MCB faculty March 6, 2020 |
| Molecular and Cell Biology | David A Knecht | 04/07/2020 - 17:22 | Approve | 3/6/2020 | approved March 6 2020 |

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**MCB5499 Genetics and Development Journal Club**

**Wednesdays, 2-3:15pm; ESB 304**

**Format:**

A Presenter will be generated from the course participants at the start of the semester. The Presenter will prepare to lead a discussion on the assigned paper for their week. In order to encourage thoughtful and critical discussions, the Presenter should include an appropriate background and introduction to the field and question that their paper addresses, prior to delving into the details. The Presenter will be prepared to take us through the figures, explaining the data and the experimental methods that generated them, but the entire group will be encouraged to participate in this process. After describing the interpretations and conclusions drawn by the authors from the data, the group will discuss why they agree or disagree with the author’s conclusions.

**Primary Research Articles** will be chosen by the instructor unless otherwise noted. Background papers may also be assigned, but are not mandatory readings.

**Participation:**

Participation by everyone in attendance is critical for a fun and productive Journal Club. Questions about methods and concepts should be encouraged throughout the presentation and discussion, so that everyone can participate in the critical analysis of the paper. It’s not just you who is confused or skeptical, and you might even be being insightful!

Unfortunately, despite good intentions, group participation at Journal Clubs is often lacking, and a common reason is that many attendees have not read the paper. In order to encourage preparation, **each attendee should be prepared to take the group through any one of the figures being presented.** We may randomly or sequentially select attendees each week to help present the results and figures. In addition, **each participant is required to ask at least one question each session.**

**Grading:**

Satisfactory presentation of a paper and consistent participation throughout the semester is required for a Passing grade.

**2020-94 MCB 6001 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-13664 |
| **Request Proposer** | Knecht |
| **Course Title** | Introduction to Graduate Research in Molecular and Cell Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Introduction to Graduate Research in Molecular and Cell Biology |
| **Course Number** | 6001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to PhD and thesis MS students in Molecular and Cell Biology |

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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** | MCB research is only done at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MCB 6001: Introduction to Molecular and Cell Biology Research 3 credits Prerequisite: Instructor consent.Exposes new PhD students to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development. |
| **Reason for the course action** | We are revising our graduate curriculum to have a single course that all incoming PhD students take to orient them to research in the department.  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to the department, university and life in the laboratory as a PhD student. |
| **Describe course assessments** | Participation in discussions and completion of a short learning journal essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Introduction to MCB research syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F162101&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce86248b2775f4c5f5cef08d7c5d33661%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637195383246701600&sdata=xjSksYPcYaADBVovYxOsgdLqJhERiJ7wvj9TXHxwYaQ%3D&reserved=0) | Introduction to MCB research syllabus.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | David A Knecht | 10/02/2019 - 16:02 | Submit |  | MCB approval March 6, 2020 |
| Molecular and Cell Biology | David A Knecht | 03/10/2020 - 11:05 | Approve | 3/6/2020 | MCB approved 3/6/20 |

 |

Fall 2019

MCB 5896: Introduction to Molecular and Cell Biology Research (3 credits)

Instructor: Zhang/Benson

M/W 8:45AM-10:00AM; TLS 263

Grades: Graded

Completion of a short essay for each seminar is required. If seminars are missed, students are required to contact the speaker and discuss the seminar.

Textbook: At the Bench, a Laboratory Navigator, Updated Ed., by Kathy Barker.

Course Description: Open to new PhD graduate students in Molecular and Cell Biology. Introduction to general areas of research in MCB, specific laboratory research opportunities, laboratory skills and professional development.

**Weeks 1-2: Vignettes of faculty research**

Aug. 26 Introduction to the Department of Molecular and Cell Biology Research

 Dr. Joerg Graf

Aug. 28 5 min presentations of MCB faculty research (Cell Biology)

Sept. 4 5 min presentations of MCB faculty research (Genetics and Genomics)

Sept. 9 5 min presentations of MCB faculty research (Microbiology)

Sept. 11 5 min presentations of MCB faculty research (Biochemistry and Structural Biology)

**Weeks 3-6: AOC specific basic approaches and techniques/technologies**

Sept. 16 & 18 Basics at the Bench I: Cell and Developmental Biology

Sept. 23 & 25 Basics at the Bench II: Genetics and Genomics

Sept. 30 & Oct. 2 Basics at the Bench III: Microbiology

Oct. 7 & 9 Basics at the Bench IV: Structural Biology, Biochemistry and Biophysics

**Weeks 7-13: Common information for doing science**

Oct. 14 & 16 What is science? How do we know things?

Oct. 21 & 23 Types of scientific research, discovery vs. hypothesis-driven research

Oct. 28 & 30 Statistical analysis I: hypotheses and testing

Nov. 4 & 6 Statistical analysis II: quantitative reasoning and data exploration

Nov. 11 & 13 Organization, lab notebooks, and record keeping

Nov. 18 & 20 Presentation skills

Dec. 2 & 4 Science in society, social responsibilities as graduate students

**2020-190 Engineering PHYS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 04/02/2020

2. Department or Program: PHYS

3. Title of Major: **Bachelor of Science in Engineering Physics**

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

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

5. Nature of change: substitute “ECE 3225 or PHYS 4150” for “ECE 3225”

# Existing Catalog Description of Major

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225), [4111](https://catalog.uconn.edu/ECE/#4111) or 4112, [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

# Proposed Catalog Description of Major

Offered jointly by the Physics Department of the College of Liberal Arts and Sciences and the School of Engineering

Engineering Physics majors can concentrate in either Electrical, Materials Science, or Mechanical Engineering. Students choose the college/school that they wish to graduate from and must satisfy the course requirements of either the College of Liberal Arts and Sciences or the School of Engineering to complete their degree.

Engineering Physics majors are required to complete the following:

* [CHEM 1128Q](https://catalog.uconn.edu/CHEM/#1128Q) or [1148Q](https://catalog.uconn.edu/CHEM/#1148Q);
* [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [2501W](https://catalog.uconn.edu/PHYS/#2501W), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), [3202](https://catalog.uconn.edu/PHYS/#3202), and [3401](https://catalog.uconn.edu/PHYS/#3401);
* [MATH 2110Q](https://catalog.uconn.edu/MATH/#2110Q), [2410Q](https://catalog.uconn.edu/MATH/#2410Q), and [3410](https://catalog.uconn.edu/MATH/#3410)

#### Electrical Engineering

[ECE 2001](https://catalog.uconn.edu/ECE/#2001), [3101](https://catalog.uconn.edu/ECE/#3101), [3111](https://catalog.uconn.edu/ECE/#3111), [3201](https://catalog.uconn.edu/ECE/#3201), [3223](https://catalog.uconn.edu/ECE/#3223), [3225](https://catalog.uconn.edu/ECE/#3225) or PHYS 4150; ECE [4111](https://catalog.uconn.edu/ECE/#4111) or 4112, [4211](https://catalog.uconn.edu/ECE/#4211), [4901](https://catalog.uconn.edu/ECE/#4901), and [4902](https://catalog.uconn.edu/ECE/#4902); [CSE 2300W](https://catalog.uconn.edu/CSE/#2300W); [MATH 2210Q](https://catalog.uconn.edu/MATH/#2210Q); [PHYS 3300](https://catalog.uconn.edu/PHYS/#3300); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); Elective courses (four credits).

#### Mechanical Engineering

[ME 2233](https://catalog.uconn.edu/ME/#2233), [2234](https://catalog.uconn.edu/ME/#2234), [3220](https://catalog.uconn.edu/ME/#3220), [3227](https://catalog.uconn.edu/ME/#3227), [3242](https://catalog.uconn.edu/ME/#3242), [3250](https://catalog.uconn.edu/ME/#3250), [3253](https://catalog.uconn.edu/ME/#3253), [4972](https://catalog.uconn.edu/ME/#4972), and [4973W](https://catalog.uconn.edu/ME/#4973W); [CE 2110](https://catalog.uconn.edu/CE/#2110), [3110](https://catalog.uconn.edu/CE/#3110); [STAT 3345Q](https://catalog.uconn.edu/STAT/#3345Q); ME elective courses (six credits); PHYS elective courses (six credits).

#### Materials Science and Engineering

[MSE 2001](https://catalog.uconn.edu/MSE/#2001), [2002](https://catalog.uconn.edu/MSE/#2002), [2053](https://catalog.uconn.edu/MSE/#2053), [3001](https://catalog.uconn.edu/MSE/#3001), [3002](https://catalog.uconn.edu/MSE/#3002), [3003](https://catalog.uconn.edu/MSE/#3003), [3004](https://catalog.uconn.edu/MSE/#3004), [3055](https://catalog.uconn.edu/MSE/#3055) and [3056](https://catalog.uconn.edu/MSE/#3056), [4003](https://catalog.uconn.edu/MSE/#4003), [4901W](https://catalog.uconn.edu/MSE/#4901W), and [4902W](https://catalog.uconn.edu/MSE/#4902W); [PHYS 4150](https://catalog.uconn.edu/PHYS/#4150) and [4210](https://catalog.uconn.edu/PHYS/#4210); MSE elective courses (nine credits); Physics elective courses (three credits).

Students in the Bachelor of Science in Engineering Physics are required to pass [ENGR 1000](https://catalog.uconn.edu/ENGR/#1000) in addition to [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300) in order to satisfy the information literacy competency requirement, and [PHYS 2501W](https://catalog.uconn.edu/PHYS/#2501W) will suffice to satisfy the writing in the major requirement.

# Justification

1. Reasons for changing the major: Engineering physics students have requested substituting PHYS 4150 for ECE’s optics lab ECE 3225.  John Chandy (ECE chair) has discussed this request with Eric Donkor, who teaches ECE 3225, and he feels the difference the two classes is that PHYS 4150 has a lecture and focuses on geometric optics and physical optics while ECE 3225 is lab-only, He and Faquir Jain both agree that PHYS 4150 would be an appropriate substitute for ECE 3225 in the EG-PHYS-EE curriculum. Niloy Dutta (PHYS liason for engineering physics major) approves. We request that the requirement listing “ECE 3225” be replaced with “ECE 3225 or PHYS 4150”.

2. Effects on students: none

3. Effects on other departments: none – change ha been approved by engineering and physics

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 04/02/2020

    Department Faculty: Tom Blum (PHYS), Niloy Dutta (PHYS), John Chandy (ECE)

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

Vernon Cormier, PHYS C&C chair, 6-3547, vernon.cormier@uconn.edu

**2020-191 POLS 2450 Add Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15993 |
| **Request Proposer** | Perkoski |
| **Course Title** | Nuclear Security |
| **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** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Nuclear Security |
| **Course Number** | 2450 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Evan J Perkoski |
| **Initiator Department** | Political Science |
| **Initiator NetId** | ejp17004 |
| **Initiator Email** | evan.perkoski@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** | 90 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, discussion, group projects |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1402 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | POLS 2450. Nuclear Security. Three credits. Recommended Preparation: POLS 1402. The development of nuclear weapons and their consequences. Topics include the science and history of nuclear weapons, as well as nuclear proliferation, terrorism, strategy, and international law.  |
| **Reason for the course action** | This course introduces and familiarizes students with the history, science, and implications of nuclear weapons. The advent of nuclear technology was a watershed moment in world history and it is important for global citizens to understand its implications. This is the first course to introduce students to the full range of issues surrounding the deadliest military weapons ever developed, from their initial conception to modern-day efforts to contain their spread. The first half of the course focuses on the science and history of nuclear weapons, from the American, British, French, and Russian perspectives. From here the course tackles key issues in nuclear security including nuclear terrorism, nuclear proliferation and counter-proliferation, international law, and cyber warfare. This section of the course also includes case studies of India, Pakistan, North Korea, and Iran. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | In addition to familiarizing students with the history, science, and contemporary challenges of nuclear weapons, this course will develop students' analytical and logical reasoning skills. We will do this by exploring and debating quantitative and qualitative research on nuclear security, and then consider what these findings mean for pressing, contemporary questions about nuclear-first use, nuclear proliferation, and the morality of nuclear weapons. By the end of the semester, students will have gained valuable knowledge while also being better, more critical thinkers.  |
| **Describe course assessments** | Student performance is assessed through a midterm exam, a final exam, and a policy memo that tasks students with finding plausible solutions to pressing challenges in nuclear security.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [DysonPerkoski\_NuclearSecurity.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173175&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf6fa70c86a114ff943a508d7ddb326e2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221633836351240&sdata=hKkPYSOvMYHEU16vA%2BK27kDJTGpmMpwtC6vs7l5nCsg%3D&reserved=0) | DysonPerkoski\_NuclearSecurity.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Evan J Perkoski | 03/30/2020 - 15:16 | Submit |  | Approved by POLS department on April 1st. |
| Political Science | Evan J Perkoski | 04/06/2020 - 11:13 | Approve |  | Approved. |

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**2020-192 POLS 3450 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15992 |
| **Request Proposer** | Perkoski |
| **Course Title** | Technology and Security |
| **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** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Technology and Security |
| **Course Number** | 3450 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Evan J Perkoski |
| **Initiator Department** | Political Science |
| **Initiator NetId** | ejp17004 |
| **Initiator Email** | evan.perkoski@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** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion, in-class assignments, team projects |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1402 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | POLS 3450. Technology and Security. Three credits. Recommended Preparation: POLS 1402. Exploration of how technological developments occur and why some affect the causes, conduct, and outcomes of war.  |
| **Reason for the course action** | This is an upper-division course that assumes some familiarity with international relations, hence the 3000-level designation. This is the only course to specifically focus on how and why technological developments occur and how they affect war between and within states. In terms of how technological developments occur, we draw upon research from many fields -- from business to organizational politics -- to understand innovation across domains. Then, we consider why only some developments fundamentally impact war and security, while other innovations fade away. This is an important course because of the increasing connection between technology and warfare, with some warfare even moving online; because of the fast pace of technological development; and because of our reliance on technology in our daily lives.  |
| **Specify effect on other departments and overlap with existing courses** | No similar courses exist.  |
| **Please provide a brief description of course goals and learning objectives** | By the end of this semester, students will understand the factors that shape and compel technological innovation, how technological developments historically influenced inter- and intra-state war, and finally, how the conflict landscape is changing in the modern era. Students will also learn to think critically about technological advances and their impacts on society, and why some developments are more influential than others. Here, students will not only be thinking about the military domain, but about the effect of technological developments more broadly.  |
| **Describe course assessments** | Student performance is assessed through a two-part in-class midterm, a final exam, and a policy memo that tasks students with recommending a course of action to the President of the United States. Students also engage in two wargame simulations and must submit graded response papers.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Perkoski\_TechAndSecurity.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173172&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd6f05f3649e04059c46808d7ddb3ab54%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221636073195245&sdata=7a4HRQwum4fY%2Fa%2B2w1d7zyfoXAtG%2Fz7eqMb1PJ40J8A%3D&reserved=0) | Perkoski\_TechAndSecurity.pdf | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Evan J Perkoski | 03/30/2020 - 14:56 | Submit |  | Approved by POLS department on April 1st. |
| Political Science | Evan J Perkoski | 04/06/2020 - 10:49 | Approve | 4/6/2020 | And approved. |

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**2020-193 POLS 4894 Add Course (S) (guest: Matt Singer)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15911 |
| **Request Proposer** | Singer |
| **Course Title** | Political Science Colloquium |
| **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** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Political Science Colloquium |
| **Course Number** | 4992 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Matthew Singer |
| **Initiator Department** | Political Science |
| **Initiator NetId** | mas07010 |
| **Initiator Email** | matthew.m.singer@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?** | No |
| **Scheduling Components** | Lecture |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Attendance at one department talk a week followed by in-class discussion.  |

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

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| **GRADING** |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 2 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | This is a colloquium class designed to help honors students get exposed to research design issues and the breadth of research being done in our department before they start their thesis preparation. Thus the main issue is making sure students attend and are engaged, which an S/U grade should do.  |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is the campus where most of our faculty are and so it is the only place where we can have the density of colloquium speakers.  |
| **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** | Pols 4992: Political Science Colloquium. 1 credit. May be repeated to a maximum of two credits. Prerequisites: Instructor consent required. Grading Basis: S/U Faculty research presentations demonstrating current topics of investigation within the department, literature review skills, and research design techniques.  |
| **Reason for the course action** | This proposed course is designed for honors students working on developing their theses or preparing to participate in the graduate course sequence. While we have a course (Pols 4994) where students are taught how to organize a research paper and workshop their thesis idea, draft their literature review, and develop their research design we have observed that students have often never been exposed to these elements of the research process (outside of their freshman writing seminars) and so they are trying to learn the abstract principles while doing the thesis itself and end up struggling to catch up. We have also observed that students are not aware of the variety of research being done in our department and often pick a thesis topic and advisor based on a single class they took. The goal of the course is to expose students to a wide variety of research areas and approaches (and potential advisers) and to teach them how to digest it and critique it. Students will be taught the basics of research design and literature review and then will attend a weekly presentation by a faculty member of their research, do a write up analyzing the structure of their talk, and then discuss it as a class on Friday. Because there are no required readings and the write ups and not designed to be sophisticated analyses, we have proposed it as a S/U course that will only be a single credit. The 499X designation is done to group it with our two other classes that make up parts of the thesis writing process. It would run during the noon slot in the Spring semester when no other political science classes are offered and would generally meet on M and F, but I want to save the spot in students’ schedules for occasional Wednesday meetings for when we have a relevant guest speaker or for those colleagues for whom a Monday talk is impossible. The class would be 1 credit, S/U credit, and not repeatable for credit. It is not going to be designated with an honors designation because they are not doing honors level work (and any student who wants to enroll can enroll). As an S/U class it will not count towards the major. We are going to make it a required prerequisite for Pols 4994 (the thesis class) in a CAR submitted sequentially to this one.  |
| **Specify effect on other departments and overlap with existing courses** | This does not overlap with any other courses in political science or in any related majors. It will be taught by our department's honors director.  |
| **Please provide a brief description of course goals and learning objectives** | The goal of the course is to expose students a wide variety of research areas and approaches (and potential advisors) and to teach them how to digest it and critique it. Students should leave the course with a better understanding of the different approaches to research and also the key building blocks of a research project and presentation.  |
| **Describe course assessments** | Students will have weekly graded writing assignments that ask them to summarize the speaker's talk, breaking it down into its components that are standard elements of the research process (research question, previous approaches in the literature, research design, evidence, critiques). The students must complete 12 of them and receive B- grades or higher on them to pass the class. Class participation will also be graded.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Pols 4992 syllabus draft.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173123&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C5fc389109b30427ab06b08d7ddb4fff8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637221641776917087&sdata=YybByeVmUougfD%2F49PPgUwpmjACKSNZjN600fBt9dz0%3D&reserved=0) | Pols 4992 syllabus draft.docx | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Matthew Singer | 03/24/2020 - 12:55 | Submit |  | This proposal was approved by the Political Science department at our October 2, 2019 department meeting after already having been approved by our department C&C committee.  |
| Political Science | Evan J Perkoski | 03/30/2020 - 15:46 | Approve | 3/30/2020 | Approved by EP |

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**Pols 4992: Political Science Colloquium**

M/W/F 12:15-1:15 (although the class will meet slightly less often than this)

Oak 438

Matthew Singer

Matthew.m.singer@uconn.edu

Office hours: Thursday 10-12 or by appointment

**Course Description**: The goal of this course is to help honors students become aware of the breadth of political science research being done in the political science department here at UConn and to help students start thinking about how that research is constructed and presented. Students will attend a weekly presentation by a faculty member on an ongoing research project, participate in the Q&A afterwards, and write a memo summarizing and responding to the presentation. Some of these presentations will be on topics that have long interested you, some of them may be on topics that are not up your alley, and some of them may help steer you as you think about your future thesis topics and advisor. But by looking at the breadth of political science research, I also hope you can leave this course a more fully rounded political scientist.

**Course Format and Expectations:** This course will generally meet twice a week. However, I have scheduled it for three times a week so that we can have some flexibility about when we meet to adjust around department and committee meetings (which are usually held on Wednesdays), external speakers (some of which we will attend as a class), and faculty schedules. Attendance at 12 of the talks is required to pass the class as is satisfactory participation in the discussion of the talk on Friday and satisfactory completion of the memos summarizing the talk. After the 12 talks, students must write a short (two-page, single spaced) memo summarizing the author’s talk. The specific points the memo should address are listed below. All 12 memos must be deemed acceptable (with a grade of B- or higher) by the instructor on the basis of their content and engagement with the speaker, organizational style, and grammar. Memos that do not reach this standard will be returned to the student for revision; students can revise each memo twice before that memo is considered failing and will not be counted as one of the 12 memos necessary to pass. The memos are due via email to matthew.m.singer@uconn.edu by 9:00 AM on the Friday after the talk.

66% of the overall class grade will come through the memos. The other 33% will come from graded participation at the talks and in the Friday discussion. Participation will be graded on the basis of quality more than quantity, but coming to class and not asking or answering questions will not be deemed passing participation for that day. Attendance at class is necessary to get participation credit.

Extra credit is not available in this course, although alternative assignments may be made when documented health issues or school-sponsored travel commitments arise or to accommodate religious holidays. (Travel for spring break does not count as something that can be accommodated). Please speak to the professor early to make any necessary arrangements. More broadly, as issues arise, please meet with me so that I can work with you to make this class a good experience. If my office hours do not work, please just shoot me an email.

Students needing accommodations because of a disability should register with the Center for Students with Disabilities (CSD). Information regarding accommodations is available through the CSD website at <http://csd.uconn.edu> and may contact the CSD at 860-486-2020 or csd@uconn.edu.

Academic integrity is a fundamental expectation of all students in this course. Plagiarism (representing the work of another individual as your own) and other forms of academic misconduct will not be tolerated. Instances of cheating on a memo will result in an automatic grade of 0 for the assignment with no opportunity to retake it. Please remember that assisting another student to cheat on an assignment also constitutes academic misconduct and you will be accountable for knowingly providing such assistance. It is your responsibility to be familiar with the Student Code of Conduct, and conduct yourself according to the standards that are described in the code. The complete code can be seen at the following website: <http://www.dos.uconn.edu/student_code.html>

**Content for the Memo:**

Unless I tell you otherwise, each memo should answer all the following questions. I would encourage you to be direct in answering the questions- just cut to the chase. I might even encourage you to take notes as the author speaks directly on these questions (I will post a version of these questions on HuskyCt for download to make this easier). But the memo should be more than just notes-you will want to revisit them after the talk to think about how your reactions ft together and write an essay that is well crafted, uses proper grammar, and direct prose.

Please note that these are some of the core questions that scholars ask as they evaluate each other’s work. These questions are not exclusive (we also spend a lot of time considering the value added of a project to the literature, something that you have to know the literature pretty well to be able to do) and there are some kinds of research where some of these questions might not be appropriate, especially work focused on creating a perspective/worldview, developing a language/discourse, or crafting a narrative. When work of that sort is to be presented, I will circulate beforehand an alternative set of questions for you to respond to, although many of the questions listed below will always be relevant and applicable.

1. Name of the author, the date of the talk, and the topic of the talk
2. What is the question the author is trying to answer?
3. Why is this question important (1) on a theoretical level for the academic audience and (2) on a broader level for the general public?
4. How have other authors addressed this question? What does the author think these approaches are missing?
5. What is the author’s main argument about the answer to the question?
6. What are some of the assumptions, either explicit or implicit, the author makes in his or her argument?
7. What kinds of evidence or logic and argument does the author look at to support their argument? If they use evidence, why do they use that kind of evidence?
8. How well does the evidence or logic support the author’s argument? Is it persuasive?
9. How would you critique the author’s project (e.g. their theory, research design, or analysis)?
10. What was most persuasive or interesting about the author’s presentation? Does it raise any questions or issues that you would like to explore further (e.g. in coursework, in your own research)

**Schedule of Speakers**

Wednesday, Jan 21: Quick meeting to go over the syllabus

Friday, Jan 23: Professor Singer presentation (attendance at and a memo for this talk is required)-the memo should be brought to class on Jan 27 but will be due at 9:00 PM on Jan 27.

Monday, Jan 27: Discuss Professor Singer’s presentation and your memos. A final draft of the memo is due by 9:00 PM

Jan 27-31: Speaker #2 TBD, Date TBD

Feb 3-7: Speaker #3 TBD, Date TBD

Feb 10-14: Speaker #4 TBD, Date TBD

Feb 17-21: Speaker #5 TBD, Date TBD

Feb 24-28: Speaker #6 TBD, Date TBD

Mar 2-6: Speaker #7 TBD, Date TBD

Mar 8-13: Speaker #8 TBD, Date TBD

Mar 15-20: SPRING BREAK

Mar 22-27: Speaker #9 TBD, Date TBD

Mar 29-Apr 3: Speaker #10 TBD, Date TBD

Apr 6-10: Speaker #11 TBD, Date TBD

Apr 12-17: Speaker #12 TBD, Date TBD

Apr 20-24: Speaker #13 TBD, Date TBD

Apr 26-May 1: Speaker #14 TBD, Date TBD

**2020-194 POLS 4994 Revise Course (guest: Matt Singer)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 20-15952 |
| **Request Proposer** | Singer |
| **Course Title** | Senior Seminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Senior Seminar |
| **Course Number** | 4994 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We just want to add a prerequisite to the course.  |

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| **CONTACT INFO** |
| **Initiator Name** | Matthew Singer |
| **Initiator Department** | Political Science |
| **Initiator NetId** | mas07010 |
| **Initiator Email** | matthew.m.singer@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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** |
| **Prerequisites** | Open only to juniors or higher. Pols 4992 |
| **Corequisites** | None |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | 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** | We are working to design a multi-discipline thesis course at the Stamford campus, but there is not enough POLS honors students on other campuses to run this course anywhere.  |
| **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** | 4994. Senior Seminar 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Required for students in the Honors Program. Weekly seminar on selected topics in political science. Students must complete this course prior to their final semester.  |
| **Provide proposed title and complete course catalog copy** | 4994. Senior Seminar 3.00 credits Prerequisites: Pols 4992. Open only to juniors or higher. Instructor consent required. Grading Basis: Graded Required for students in the Honors Program. Weekly seminar on selected topics in political science. Students must complete this course prior to their final semester.  |
| **Reason for the course action** | We want to make students attend our newly designed faculty colloquium to prepare for this course before starting their thesis research. Thus we are making Pols 4992 (submitted under a previous CAR) a prerequisite for this class. If students join the honors program late or cannot take 4992 due to study abroad or internships, the instructor will waive the requirement for the students.  |
| **Specify effect on other departments and overlap with existing courses** | 4994 is only for POLS students working on their theses and so this does not affect other majors.  |
| **Please provide a brief description of course goals and learning objectives** | The goal of this class is to be working on the thesis. This course focuses on presenting research, attending other student research talks and providing feedback, and attending a regional political science conference (the department pays for registration and travel expenses) |
| **Describe course assessments** | Two oral presentations, graded feedback for other students, and graded memos on Fall Frontiers and 3 panels at a regional conference. Note that this class meets concurrently with Pols 4997W and so the attached syllabus involves both classes.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [SyllabusPOLS 4994H-4997W Fall2019.doc](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F173124&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C69d1b6d409e6436dbe9408d7d59c9171%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637212740738947297&sdata=9IILoaemsTJf8HwJrm4aMsFvxypuh81%2BxpiNRU%2BV9rc%3D&reserved=0) | SyllabusPOLS 4994H-4997W Fall2019.doc | Syllabus |

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

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Matthew Singer | 03/27/2020 - 12:01 | Submit |  | This was approved by the Political Science department at our October 2, 2019 faculty meeting after being approved by our department's C&C committee.  |
| Political Science | Evan J Perkoski | 03/30/2020 - 15:46 | Approve | 3/30/2020 | Approved by EP |

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**SENIOR SEMINAR/THESIS COURSE**

**POLS 4994/4997W**

**Fall 2019**

**Instructor**

Professor Matthew Singer, Oak 447

Matthew.m.singer@uconn.edu

Office Hours: M/W 2:30-4:00 (or appointment via email)

**Course Descriptions & Goals**: These courses have been designed in combination to assist you in successfully completing a Political Science Honors thesis during this academic year. A brief description of a POLS thesis is provided at the end of this syllabus. Course assignments & expectations are designed to provide the necessary support and incentive for you to stay on track throughout this process and produce the best thesis you possibly can. To that end, we will spend class time learning about and practicing the research, writing, and analytical skills necessary to produce a good POLS Honors thesis. Class activities will acquaint you with the expectations of advanced scholarly POLS research, analysis, and publications. We will also learn how to present your work to the public as part of the graduation requirements as we prepare for Frontiers and REPS next year. Successful completion of course requirements by the end of the Fall semester should ensure that you are on track to complete a final draft of your thesis during the Spring 2020 and graduate as a POLS Honors Scholar.

**Course Requirements:** While there is substantive overlap between POLS 4994 and POLS 4997W, the grade expectation and breakdown for each course and semester are slightly different. POLS 4994 involves presentations, participation & attendance at research-related events. POLS 4997W requires you to write and submit several assignments in order to satisfy the University’s “W” requirements and to ensure that you are making satisfactory progress on your senior thesis. POLS4997W expectations also serve as a rough timetable for when different elements of your thesis project will be due as you work in achieving substantial progress on it this semster.

POLS 4994 Requirements (fall semester only):

* *First Research Presentation* (15% of final grade) – You will talk for 5 minutes about your project and then have 5 minutes to take questions from the class. For this first presentation, you can NOT use powerpoint, prezi or any other visual aid. We will go in alphabetical order.
* *Fall Frontiers Attendance* (10%) – In preparation for your own presentation at the Spring Frontiers of Undergraduate Research, you are expected to attend the Fall Frontiers and talk with some of the social science presenters. The event is Wednesday, October 30th (while the details are not yet formally announced, it is usually held from 5:00-7:00pm, Wilbur Cross South Reading Room). You do not need to stay for the entire event and can arrive late if necessary, but check in with me at the event in order to get credit for attending. Note that while there you are expected to interact with social scientific poster presenters; you will NOT get full credit if you simply leave after 5 minutes. You must submit a one-page memo summarizing one research poster’s question, how it builds on the literature, methods, and findings.
* *Attendance at Research-Related Event*(25%) –We will be attending the ISA-Northeast conference in Providence on Saturday, Nov 9, where students will attend panels to see academic work in progress presented and discussed. The goals of the trip are to see the breadth of political science research being done (even within the fields or IR and CP that are the focus of this conference), to see how scholars engage with each other about their work, and to learn how to present (or, in some cases, how not to present). As a student in the senior seminar, you will be expected to attend this event and write a brief memo on a subset of the research that you saw presented in order to receive a passing mark for this portion of your grade. All transportation and registration costs will be covered as will one meal.
* *Second Research Presentation* (40%) – You will talk for 7 minutes about your project and then have 5 minutes to take questions from the class. For this presentation you are required to develop a research poster template which you will use as a digital visual aid during your presentation. We will go in reverse alphabetical order.
* *Class Preparation and Participation* (10%) – This is a seminar so do the readings and be prepared to talk, share, challenge, question, and think. It is particularly important you participate on presentation and "Interview with a Professor" class sessions. I do track participation on those days so please don’t be surprised if your lack thereof affects your final grade. Your fellow students also need your feedback and suggestions so be ready to speak up and help. You should also give thoughtful feedback and ask considerate and focused questions of your peers to help improve their work.

POLS 4997WH Requirements (fall semester session):

* ***Annotated bibliography*, 5+ peer-reviewed sources & thesis statement (5% of final grade)**
* ***Annotated bibliography*, 10+** additional **peer-reviewed sources, title page & abstract (5%)**
* ***Literature review draft* (2000-2500 words, 8-10 double spaced pages) (20%)**
* ***Research design draft* (2000-2500 words, 8-10 double spaced pages) (20%)**
* ***First-half thesis draft* (6000-8000; 24+ double spaced pages; this portion of the grade is determined jointly by myself and your thesis advisor). This should represent substantial revision of the previous segments you have submitted. (50%)**

Assignments are due at the start of class on the day listed on the syllabus. While this may change, right now I plan on having assignments be given to me in hard copy. Remember you must also email all completed assignments to your thesis adviser for comments and feedback. There is a late penalty for the first assignment (an automatic drop of a full letter grade if late). For all other assignment deadlines, you must get permission from your thesis adviser to turn in a late assignment. By the end of the fall semester you will have written a draft of the front end of the thesis that represents significant progress toward completing your thesis. Your adviser and I will make clear our expectations for completion of this document during the spring semester.

POLS 4997WH Requirements (spring semester session):

* **Review comments on front-half draft document with your thesis adviser**
* **Review comments on front-half draft document from me**
* **Submit drafts to thesis adviser as required for feedback while writing the thesis.**
* **Keep in close contact with your thesis advisor. If not, you may fail the course.**
* **Email “Final” thesis version to thesis adviser and me by March 27, 2020**
* **Participate in Spring Frontiers & REPS poster sessions (April dates TBA)**
* **Orally defend thesis before April 30, 2020**
* **Submit copies of FINAL, revised version of thesis to thesis adviser and Honors by May 1, 2020**

Extra Credit is NOT available for any of these courses. The numerical scale used for final letter grades is as follows: F below 60, D- 60-63, D 64-66, D+ 67-69, C- 70-73, C 74-76, C+ 77-79, B- 80-83, B 84-86, B+ 87-89, A- 90-93, A 94-100.

**Accommodations**: Students needing accommodations because of a disability must register online with the Center for Students with Disabilities (CSD) via MyAccess and provide appropriate documentation that establishes the need for an accommodation. I cannot provide academic accommodations without receiving notification from the CSD identifying your approved accommodations. Information regarding accommodations is available through the CSD website at <http://csd.uconn.edu>; individuals may also contact the CSD at 860-486-2020 or csd@uconn.edu for further information or assistance.

**Honesty[[1]](#footnote-1)**

Academic integrity is a fundamental expectation of all students in this course. Plagiarism (representing the work of another individual as your own) and other forms of academic misconduct will not be tolerated. Plagiarism will result in an automatic grade of 0 for the assignment with no opportunity to resubmit it. Please don’t do it! It is your responsibility to be familiar with the Student Code of Conduct, and conduct yourself according to the standards that are described in the code. The complete code can be seen at the following website: <http://www.dos.uconn.edu/student_code.html>

**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 [www.equity.uconn.edu](http://www.equity.uconn.edu) and [www.titleix.uconn.edu](http://www.titleix.uconn.edu) .

**Course Readings, Expectations, & Resources**: There are no assigned books for this course. Instead we read articles and webposts meant to assist you in developing your critical analytical, research and writing skills. All readings will be posted on HuskyCT under *course readings*. What we read and when may change or is yet to be determined as we work around faculty schedules, class exercises, and other opportunities (e.g. some faculty members are preparing reading materials)-I will update the syllabus as I get them, but I will generally tell you a week in advance of reading assignments. In other words, that part of the syllabus is very much a work in progress. Due dates and presentation dates do not change unless under extraordinary circumstances. Instructions for assignments and presentations are posted to HuskyCT at least a week in advance.

You are responsible for checking HuskyCT and your UConn emails for my announcements on newly posted readings, class announcements, and activities each week (make sure your spam blocker is turned off). You are expected to do the readings, which typically consist of short pieces that inform class discussions and activities or faculty visits. You are also expected to attend class and come with questions and comments.

It is particularly important that you do any assigned readings and pay attention during “Interview with a Professor” class sessions. My goal for these days is to provide you the opportunity to learn about the general process for developing an argument, abstract, and literature review, and deciding on methodology and research design, by reading faculty work (when assigned) and asking them questions about how they developed their research project. Please take advantage of these opportunities. Even if the professor's research interests are different from yours, they still had to go through the same process you are undertaking in your thesis, so learn from them. And **please refrain from using electronic devices during speaker visits**. Nothing screams --“I’m not listening”-- like constantly looking at your computer screen or phone while someone is talking. I will call you out on it so please save yourself the embarrassment.

One opportunity you will have in the fall is an advising luncheon arranged for you, your thesis adviser and myself. These luncheons are typically at the Bistro and are an opportunity to receive more personalized thesis and career advising. Depending on schedules, some luncheons may be combined so that several advisees and advisers meet at once. I am looking to hire someone to do the scheduling of this and other events-more details will be given once I have them. Photos from these and other events, along with announcements, are regularly posted to the “UConn POLS Honors” Facebook page (although with lower regularity than under Professor Sterling-Folker since I don’t have her photography skills); be sure to like the page.

**Course Schedule:**

**Aug 27, 29** -- Introduction; Critical Analysis & Argument

Aug 27 – **ASSIGNMENT DUE:** Annotated biblio, 5+ peer-reviewed sources & thesis statement

Aug 29 – Focusing your topic:

* Read
* Minkoff, Scott. 2012. A Guide to Developing and Writing Research Papers in Political Science. pp. 3-6, 19-20 [Posted on Huskyct]
	+ Note that he has written an updated one with some practical advice for quantitative analysis. See <http://scottminkoff.com/wp-content/uploads/2017/06/minkoff_researchpaper_guide_aug2016.pdf>
	+ We will read various parts of this; hereafter it is labelled as “Scott Minkoff”
* Columbia University. Completing your dissertation without tears. [https://www.albany.edu/ceasweb/dissertation.pdf. pp 1-2](https://www.albany.edu/ceasweb/dissertation.pdf.%20pp%201-2). [posted on HuskyCT]
	+ We will read various parts of this; hereafter it is labelled “Dissertation Advice.”
* Truman State University Political Science Research Design Handbook (<http://wp-internal.truman.edu/polisci/files/2014/02/Research-Design-Handbook.pdf>) pp. 1-4. [posted on HuskyCT]
	+ We will read various parts of this; hereafter is it labelled “Truman State”
* USC Library guide on “choosing a research problem”: <https://libguides.usc.edu/writingguide/researchproblem>, <https://libguides.usc.edu/writingguide/narrowtopic>, <https://libguides.usc.edu/writingguide/broadentopic>, <https://libguides.usc.edu/writingguide/timelinesstopic>
* Farrell, Henry. 2010. Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer. 2-7 [posted on HuskyCT]
* Review Second Annotated Bibliography assignment (posted).

**Sept. 3, 5** – Critical Analysis, Argument & Library Research

Sept 3 – Classroom visit with Librarian Steve Batt.

* Not as relevant for today, but for the assignment you are working on read (I will discuss them on Thursday):
* USC library guide on writing an abstract: <https://libguides.usc.edu/writingguide/abstract>
* Review examples of title pages [posted on HuskyCT]

Sept 5– “Anatomy of a Professional Academic Article”

* Read Press, Sagan & Valentino, “Atomic Aversion” [on Huskyct] and identify the different sections of the paper how the authors communicate the goals of each section

**Sept. 10, 12**– Critical Analysis, Argument & Research

Sept 10 – Interview with a Professor: Shareen Hertel

* Read Hertel, Shareen. 2016. A new route to norms evolution: insights from
* India’s right to food campaign. *Social Movement Studies* 15 (6): 610-621.

Sept 12 – **ASSIGNMENT DUE**: 10+ *additional* peer-reviewed sources, title page & abstract

* Review First Presentation Instructions

**Sept. 17, 19** – **First Research Presentations**

**Sept. 24, 26** – **First Research Presentations (Continued)**

**Oct 1, 3** – What is a Literature Review?

Oct 1 – How to do a literature review

* Read
* McMenamin, Iain. 2006. Process and Text: Teaching Students to Review the Literature. *PS: Political Science and Politics* 39: (January): 133-5. [on huskyct]
* Scott Minkoff p. 6-8
* Dissertation Advice pp. 3-4,
* Truman State pp. 4-6
* <https://libguides.usc.edu/writingguide/literaturereview>
* <https://www.macmillanihe.com/studentstudyskills/resources/images/critical%20analysis%20.pdf>
* <http://depts.washington.edu/pswrite/Handouts/CriticalAnalysisPapers.pdf>
* Review Literature Review Assignment Instructions

Oct 3 – Interview with a Professor: Professor Robert Venator

**Oct. 8, 10** – Literature Review & Research Design

Oct 8 – In-Class Literature Review Exercise

Oct 10 – Interview with a Professor: Thomas Hayes

* Read Hayes, Thomas. 2013. Responsiveness in an Era of Inequality: The Case of the U.S. Senate. *Political Research Quarterly* 66 (3): 585-99. [on huskyCT]

**Oct. 15, 17 *–*** Research Design & Methodology

Oct 15 – **ASSIGNMENT DUE**: A draft of your literature review (2000-2500 words, 8-10 double spaced pages) with revised title page & abstract;

* Review Research Design Assignment Instructions

Oct 17 – Read:

* Scott Minkoff, pp. 8-16,
* Dissertation Advice pp. 5-6,
* Bhattacherjee, Anol. 2012. Social Science Research: Principles, Methods, and Practices. Tampa: University of South Florida. , p. 3-4, 10-13, 20-23, 26-27, and 38-40 [on HuskyCT]
* Gschwend, Thomas and Frank Schimmelfennig. 2007. Introduction: Designing Research in Political Science – A Dialogue between Theory and Data. In Gschwend T., Schimmelfennig F. (eds), *Research Design in Political Science*. Palgrave Macmillan, London. pp.1-14. [on hustkyct]
* Truman State 6-10

**Oct. 22, 24** – Research Design & Methodology Continued

Oct 22 -- In-Class Research Design Peer Review Session

Oct 24 – Evaluating research resigns in the literature

* Readings TBD

**Oct. 29, 31** -- Research Design & Method Continued

Oct 29 – Interview with a Professor: Evan Perkoski

Oct 30 – Required Attendance at Fall Frontiers (5-7PM/Wilbur Cross South Reading Room)

Oct 31 -- **ASSIGNMENT DUE**: A draft of your research design (2000-2500 words, 8-10 double spaced pages) with revised title page & abstract

* Review First Draft Assignment Instructions

**Nov. 5, 7** – Revision and presentation

Nov 5 – Interview with a Professor: Jeff Dudas

Nov 7 –**Charts/Table Formatting & Research Poster Templates**

* Read:
* Scott Minkoff pp. 17-end
* <https://www.editage.com/insights/tips-on-effective-use-of-tables-and-figures-in-research-papers>
* <http://www2.le.ac.uk/offices/ld/resources/numerical-data/numerical-data>
* <http://libguides.usc.edu/c.php?g=235034&p=1559824>
* Review Second Presentation Instructions & Poster Templates

**Nov 9 (Saturday): Attend ISA NE in providence (details TBA).**

**Nov. 12, 14** – **Second Research Presentations**

**Nov. 19, 21** – **Second Research Presentations Continued**

**Nov 26, 28** – NO CLASS (Thanksgiving Break)

**Dec. 3, 5** – **Second Research Presentations**/Final Questions & Draft Wrap Up

Dec 3 – Catch up, individual consultations as needed

Dec 5 – Final Wrap Up, Thesis Writing Session and CAKE (professor Sterling-Folker started the tradition and I cannot break it)!

**Dec. 6-- First draft or section of thesis (6000-8000; 24+ double spaced pages) with revised title page & abstract due to your primary advisor & Prof. St-F by the last day of classes**

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**What is a Thesis?**

**The last major step prior to receiving a degree with Honors is the successful completion of the Honors Thesis requirement. If you choose to write a POLS thesis (rather than take POLS graduate course work), the first version of your thesis is completed during the fall semester, and the final product is completed and defended during the spring semester of your senior year.**

**The Honors Thesis is a thoroughly researched, logically argued, and well-written study of a subject of significance to political scientists. The subject must be approved by the student’s thesis adviser, who is also the person with whom the student will work most closely. The POLS Honors Director serves as your second thesis adviser and instructor for the thesis courses. Final approval for a degree with Honors will come only after the student has successfully defended the thesis orally before a faculty committee consisting of the thesis adviser and the POLS Honors Director (additional faculty readers may be invited as needed) and then revised following their feedback.**

**An Honors Thesis is not merely a summary and integration of the literature already existing on a subject. A thesis involves the research and writing of a lengthy paper in which you develop *an original argument or research within the context of the scholarly literature about your topic*. During your senior year you will learn how to correctly research, collect data appropriate to your topic, develop a literature review and a research design, and write several drafts of your thesis. There is no set page limit for a thesis; they can range from 40 to 100 pages depending on the argument, research, and the preferences of your thesis adviser. The length of project is often a function of the question and approach to the research; but the key, always, is quality, not quantity.**

**You will need to find a thesis adviser and determine a general topic during your second semester junior year. The process of thesis development occurs across your senior year and completion of final draft is expected by the end of March. Oral defenses occur in April of your senior year. As a thesis writer you are also expected to attend the thesis workshop in your second semester junior year, prepare an annotated bibliography for the first day of your fall senior seminar, attend the annual POLS Honors academic conference field trip or other research-related event in your first semester senior year, and participate in the Frontiers for Undergraduate Research and REPS in the spring semester of your senior year. Luncheons with your thesis adviser and the POLS Honors Director are arranged for the fall semester of your senior year.**

 The POLS Honors Director can make available copies of previously approved theses upon request.

1. Taken from the website http://www.math.uconn.edu/TANet/Teaching/academic\_integrity\_statements.pdf [↑](#footnote-ref-1)