

CLAS C&C
 Chair: Pamela Bedore
 Agenda Part II – Additional Materials
 9.22.2020

2020-259 MCB 1895 Add Special Topic: Pandemics: History and Perspectives (S)

COURSE ACTION REQUEST	
CAR ID	20-2147
Request Proposer	Noll
Course Title	Pandemics: History and Perspectives
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Senate C&C

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	Pandemics: History and Perspectives
Course Number	1895
Will this use an existing course number?	Yes
Please explain the use of existing course number	MCB 1895 is the Special Topics number for trial courses

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	Noll
Proposer First Name	Kenneth
Select a Person	kmn02005
Proposer NetId	kmn02005
Proposer Phone	+1 860 486 4688
Proposer Email	kenneth.noll@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No

Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
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?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The instructor proposing is at Storrs
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide proposed title and complete course catalog copy	MCB 1895. Pandemics: History and Perspectives Three credits. Prerequisites: None Survey of historical pandemics examining causes, societal and scientific reactions, and consequences. Topics include the underlying biology of known pathogens as well as modes of transmission between humans and from animals to humans.
Reason for the course action	Given the recent experience of a pandemic, it is important for students to understand how humanity has dealt with them in the past to inform their ability to deal with them now and in the future. Many of the problems that have arisen in dealing with the current pandemic were present in previous disease outbreaks and we can learn lessons from how humanity dealt with those situations. The course is offered to students with little background in the molecular biosciences to provide a basic knowledge of the causes of diseases so that they are better informed citizens.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	Students in the course will gain an appreciation for the fact that humanity has dealt with pandemics before and about responses that worked and those that failed. They will also learn how diseases are caused, and the difference between those caused by bacteria and those caused by viruses. They will also learn how to effectively communicate information about these topics in a clear manner.
Describe course assessments	Two general knowledge-level books and selected articles will be assigned reading. The course lectures will begin by providing basic information about diseases, their treatments, and their spread from animal vectors and among human populations. Following this, lectures will focus on 3-4 specific examples of pandemics, for example the bubonic plague outbreak in San Francisco in the early 1900s. Examples will be chosen for which there is sufficient information about the disease's cause, how society attempted to deal with it, the problems that arose during the outbreak (problems like those we are experiencing today), and what solutions were attempted. The long-term consequences of the pandemics will also be discussed. Students will be expected to engage in discussions during lectures. Discussions will be sparked by randomly assigning questions about the readings to students who will answer the questions in class and provide additional information to support their answers drawn from the reading and other sources. Students will have two writing assignments, each of one page. The

	instructor will review the first draft and a second draft will have to be submitted for the final grade. The first assignment will be a web page describing one pandemic (not the current one). The students will be assigned a pandemic to write about by a random assignment of pandemics chosen by the instructor. The web page will describe the features of pandemics that the course covers and will be written in a manner understandable by the general public. The second assignment will be to write a one-page script to be used to make a 3-minute podcast about that pandemic. The podcast will focus more deeply on one aspect of the assigned pandemic, its cause, reaction to it, how it was resolved, or the after effects of it, for examples. As before, the script will be done in two drafts. Both the web pages and the podcasts (which will be recorded) will be made available to all the students. Final grades will consist of the two assigned papers (and podcast) as well as class participation (the assigned questions), and two exams (mid-term and final). The exams will contain questions about the assigned readings as well as one or two questions based on the other students' papers and podcasts. A question will be provided for each paper and podcast and students will chose one or two to answer. They cannot chose to answer the questions about their own paper or podcast.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	noll Add MCB1895.docx	noll Add MCB1895.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	David A Knecht	06/20/2020 - 16:38	Submit		mob faculty approved 9/11/20
	Molecular and Cell Biology	David A Knecht	09/14/2020 - 21:19	Approve	9/7/2020	approved by MCB 9-11-20
	College of Liberal Arts and Sciences	Pamela Bedore	09/15/2020 - 10:11	Approve	9/15/2020	CLAS C&C Chair approves 9.15.2020. Will announce to full CLAS C&C at next meeting on 9.22.2020. PB.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: June 9, 2020
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Spring 2021

Final Catalog Listing

1895 Pandemics: History and Perspectives

Three credits. Prerequisites: None

Survey of historical pandemics examining causes, societal and scientific reactions, and consequences. Topics include the underlying biology of known pathogens as well as modes of transmission between humans and from animals to humans.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 1895

3. Course Title: Pandemics: History and Perspectives
4. Number of Credits: 3
5. Course Description (same as the Final Catalog listing above):
Survey of historical pandemics examining causes, societal and scientific reactions, and consequences. Topics include the underlying biology of known pathogens as well as modes of transmission between humans and from animals to humans.

Optional Items

6. Pattern of instruction, if not standard: on-line if necessary, in person if permitted (preferred)
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: yes
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: none
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": none
12. University General Education Content Area(s), if any: ____
 - a. If Content Area 1, specify a CLAS area, A-E: ____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: No

Justification

1. Reasons for adding this course:

Given the recent experience of a pandemic, it is important for students to understand how humanity has dealt with them in the past to inform their ability to deal with them now and in the future. Many of the problems that have arisen in dealing with the current pandemic were present in previous disease outbreaks and we can learn lessons from how humanity dealt with those situations. The course is offered to students with little background in the molecular biosciences to provide a basic knowledge of the causes of diseases so that they are better informed citizens.

2. Overlapping courses: Specify effect on other departments and overlap with existing courses
None

3. Course goals and learning objectives

Students in the course will gain an appreciation for the fact that humanity has dealt with pandemics before and about responses that worked and those that failed. They will also learn how diseases are caused, and the difference between those caused by bacteria and those caused by viruses. They will also learn how to effectively communicate information about these topics in a clear manner.

4. Course Assessments- Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Two general knowledge-level books and selected articles will be assigned reading. The course lectures will begin by providing basic information about diseases, their treatments, and

their spread from animal vectors and among human populations. Following this, lectures will focus on 3-4 specific examples of pandemics, for example the bubonic plague outbreak in San Francisco in the early 1900s. Examples will be chosen for which there is sufficient information about the disease's cause, how society attempted to deal with it, the problems that arose during the outbreak (problems like those we are experiencing today), and what solutions were attempted. The long-term consequences of the pandemics will also be discussed.

Students will be expected to engage in discussions during lectures. Discussions will be sparked by randomly assigning questions about the readings to students who will answer the questions in class and provide additional information to support their answers drawn from the reading and other sources.

Students will have two writing assignments, each of one page. The instructor will review the first draft and a second draft will have to be submitted for the final grade. The first assignment will be a web page describing one pandemic (not the current one). The students will be assigned a pandemic to write about by a random assignment of pandemics chosen by the instructor. The web page will describe the features of pandemics that the course covers and will be written in a manner understandable by the general public. The second assignment will be to write a one-page script to be used to make a 3-minute podcast about that pandemic. The podcast will focus more deeply on one aspect of the assigned pandemic, its cause, reaction to it, how it was resolved, or the after effects of it, for examples. As before, the script will be done in two drafts. Both the web pages and the podcasts (which will be recorded) will be made available to all the students.

Final grades will consist of the two assigned papers (and podcast) as well as class participation (the assigned questions), and two exams (mid-term and final). The exams will contain questions about the assigned readings as well as one or two questions based on the other students' papers and podcasts. A question will be provided for each paper and podcast and students will choose one or two to answer. They cannot choose to answer the questions about their own paper or podcast.

5. General Education Goals (if a GenEd course: How does the proposed course meet overall GOALS of General Education?)

4. Number of students expected: up to 20

5. Number and size of sections: 1 section

7. Effects on regional campuses: None

8. Staffing: Professor Kenneth Noll

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Syllabus

A syllabus for the new course (in Word format) must be attached to your submission email.

(See following pages)

Syllabus – Spring 2021

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: Pandemics: History and Perspectives

Format: On-line or in-person (preferred)

Prerequisites: None

Professor: Kenneth Noll

Email: kenneth.noll@uconn.edu I will respond to all questions within 24 hours during weekdays. I will respond within 48 hours to questions asked on the weekends.

Office Hours/Availability: Office hours by appointment.

Course Materials

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

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Required Materials: (subject to change as the course develops)

1. *Spillover: Animal Infections and the Next Human Pandemic*, David Quammen
2. *Black Death at the Golden Gate: The Race to Save America from the Bubonic Plague*, David K. Randall
3. Articles and other materials posted on the course HuskyCT site

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

Course Description

A survey of historical pandemics examining their causes, societal and scientific reactions to them, and their consequences. The underlying biology of pathogens will be covered as well as modes of transmission from animals and among humans.

Course Objectives

Students in the course will gain an appreciation for the fact that humanity has dealt with pandemics before and about responses that worked and those that failed. They will also learn how diseases are caused, and the difference between those caused by bacteria and those caused by viruses. They will also learn how to effectively communicate information about these topics in a clear manner.

Course Outline (and Calendar if Applicable)

Writing assignment schedule

Assignment	Pages	Points	1 st draft	2 nd draft
1. Pandemic paper	1	10	Feb. 11	Feb. 23
2. Pandemic podcast script	1	10	Apr. 6	Apr. 15
3. Podcast	-	5	Apr. 27	-

All writing assignments are due through SafeAssign by noon on the dates indicated above. If an assignment is

not submitted as required, its score will be reduced as described under “Late submissions” in “Grade Calculations” below.

Exam schedule

Midterm: March 4; will cover Quammen book, lecture material January 19 to March 2, assigned articles, and students’ pandemic papers.

Final: On Registrar-assigned date and time; will cover Randall book, lecture material March 9 to April 29, assigned articles, and students’ podcasts.

Course Requirements and Grading

Requirements for all writing assignments

You will submit the two writing assignments as Microsoft Word documents to SafeAssign. **Do not submit pdf files of your work.** If you use different word processing software, see Dr. Noll before submitting an assignment. Both writing assignments must be typed using the following layout. These requirements will be strictly enforced and points will be deducted if they are not met.

- 12 point Times New Roman font
- double spacing between lines in a paragraph (set to 0 pts between lines)
- 0 pt spacing between paragraphs
- one-inch margins at both sides, top and bottom.

Some word processing programs use a 1¼ inch default setting for side margins, so change this if necessary. I only need your name at the top of the page. Do not include the date, the course name, your social security number or any other extraneous information.

Assignments

You will each be provided a pandemic topic to write about both for the initial paper assignment and for your podcast script assignment. The topic will be assigned by random using a random number generator. For the first assignment, you will write a 500-word paper (approximately one page) that includes the following information about your topic: the causative agent, the geographical extent, the number of affected persons (likely estimates), brief description of the manifestation of the disease in those afflicted, attempts to deal with the disease (cures, treatments, societal measures), any false information that spread as a result of the outbreak, final resolution, and any consequences on society or the population. You must provide at least 5 sources of the information you used and at least 2 of them need to be from peer-reviewed historical or scientific journal articles. Those citations are to be provided on a second page and do not count in the 500-word requirement. The paper must be written in language that can be understood by a general audience.

For the second assignment, you will create a 500-word script for a podcast about your pandemic topic. Choose one of the aspects above and focus on it for the podcast. Bring in new information not included in the first paper. You must provide at least 3 new sources of the information you used and at least 1 of them needs to be from a peer-reviewed historical or scientific journal article. Those citations are to be provided on a second page and do not count in the 500-word requirement. The script must be written in language that can be understood by a general audience. You will then record your podcast and submit that by the method that will be described in class.

Citing references

You can use websites as the source of some of your information and you need to cite them. You may also use books as source material and cite those. You must use articles published in peer-reviewed scientific or historical journals as sources of information and cite those. When you make citations at the end of your papers, use the format used in journals published by the American Society for Microbiology, ASM. There is a pdf file (“ASM citation styles”) posted on the HuskyCT site under “Writing websites and resources” that describes how to do ASM-style citations. ASM standards for journal articles include listing all authors, full title of the article, abbreviated journal title, volume number, full listing of pages, and year of publication.

You should list at the end of your paper under the heading “References” your cited references. The Reference section is not included in the 500-word requirement.

Below is an example of what a typical reference for a journal article looks like.

1. Caserta E, Haemig HAH, Manias DA, Tomsic J, Grundy FJ, Henkin TM, Dunny GM. 2012. In vivo and in vitro analyses of regulation of the pheromone-responsive prgQ promoter by the PrgX pheromone receptor protein. J Bacteriol 194:3386-3394.

Evaluation of writing

In evaluating these writing exercises, I will examine their content, format, appropriateness to the target audience, and grammar. You are expected to meet the page requirements of all assignments. **The text must contain a minimum of 500 words and a maximum of 520 words as counted by Microsoft Word. Fewer or more words will count against your grade.**

Scoring of assignments

Scores for the writing assignments will be assigned for both the first draft and second draft. A final score for these assignments will be calculated as follows. A score based on the assignment's total points will be provided on the first draft. Another score, also based on the assignment's total points, will be provided on the second draft. The score of the second draft will be tripled and added to the first draft's score and this sum will be divided by four to give the assignment's total score. This means the first draft counts for one fourth of the final score for the assignment. It is possible to receive a lower score on the second draft than on the first draft if errors are not adequately addressed.

Plagiarism scoring

If evidence of plagiarism is found on any assignment, that assignment will receive a grade of zero points. Dr. Noll reserves the right to change the grade on an assignment to zero if he learns later that it contained plagiarized material.

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

The time of your submission of your papers will be determined by the time listed on their postings to SafeAssign. Papers turned in after the assigned time will have 1/10 of the assignment's grade deducted. If a paper is turned 24-48 hrs after the due date and time, 1/5 of the assignment's grade will be deducted. No paper will be accepted 48 hrs after the due date and time. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will be by secure access to the learning management system using your unique UConn NetID and password.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Plagiarism

1. Indiana University plagiarism Confirmation Certificate

There is a link to the Indiana University “How to Recognize Plagiarism” site on the course homepage. The site has tutorials to teach you to recognize the different kinds of plagiarism. There are links there (Definition, Overview, Cases) that define different types of plagiarism. Many of their examples of plagiarism may not be obvious, so you need to read through this material. There are practice questions that will allow you to receive feedback on your answers. There is a 10-question test that you must take at the end of the instruction. Make sure you take the undergraduate test as the graduate student test is harder and has more questions. You can take the test repeatedly until you get all the questions correctly answered. The site changes the questions for each attempt and you cannot change your answer for each question once you have entered it. Consequently, if you do not pass 9 questions, you have to take a new test.

Once you’ve passed the test and provided the requested information, you will be sent an email with the Certificate of completion. Scan your signed copy and send that to Dr. Noll either before or on Feb. 1, the due date for your first assignment. Assignments will not be graded until a Certificate is turned in. If it is not turned in before the second draft of the first assignment is due on Feb. 16, the first assignment will receive a score of zero. No writing assignments after then will be accepted until the Certificate is turned in and each assignment will receive a score of zero.

The course HuskyCT site also has a link to resources at the UConn library that describe plagiarism and give instruction on recognizing it.

2. Plagiarism policy for this course.

In the past there have been misunderstandings about whether it is appropriate to copy material from published sources, internet materials, or other students. Briefly, it is never appropriate to copy anything written by someone else (including other students, published works or internet material). The work you turn in must be in your own words. Do not copy anything from work written by others. All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should describe it in your own words. Do not take phrases from the published work and connect them with your own words. Do not use text from sources and surround it with quotation marks. You need to restate what you read in your own terms. Do not do what is called “creative reiteration” and simply rearrange the words in another author’s text and present it as your own. This, too, is plagiarism. It is best to write your paper without looking at the original work to avoid using those authors’ words.

Although we will use the SafeAssign software to check for possible plagiarism (see below) the final determination of the authenticity of your writing rests with Dr. Noll. Even if SafeAssign does not recognize copied or “creatively reiterated” material, if Dr. Noll determines that it is unacceptable, that is the final decision.

Academic misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to copying or sharing answers on assignments, plagiarism, and having someone else do your academic work. If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Noll before submitting the work. If submitted work is deemed to be in violation of this policy, that assignment will be given a grade of zero points. Subsequent violations will be dealt with according to the guidelines given in The Student Code (see the link at the course HuskyCT site). Depending on the act, the Code stipulates that a student could receive an F grade on the test/assignment, F grade for the course, or could be suspended or expelled. See the UConn plagiarism [link](#) on the course HuskyCT site.

Use of SafeAssign

All your writing assignments will be submitted electronically through the SafeAssign software available on the course HuskyCT site. This software checks your paper for plagiarism, from published sources, other students in the class, or other student papers in the SafeAssign database. It is designed to help you learn about correct usage of information in the literature and proper citation of that information.

You will submit your papers to SafeAssign sites that will check the document against a large database of journal articles and websites as well as papers submitted to the SafeAssign database from UConn and other schools. You will receive a report showing the extent to which your writing matches text in that database. If your score is 15-40, you should examine your paper for possible copying and make necessary changes. If the score is above 40, there may be serious overlap between your work and that of others and you need to address this. SafeAssign provides evidence of possible plagiarism. The final determination of authenticity lies with Dr. Noll.

For each assignment, you can submit your document to a link called “Test document” under the SafeAssign link on the course’s HuskyCT site. This will allow you to get a score on your paper so you can make changes if needed. Be aware that this submission does not check your paper against those of others in the class, but this will be checked when your paper is submitted to me. I will not look at submissions to the test run site.

For each final and draft submission, there is a SafeAssign link. These submissions will come to me and cannot be revoked. These are the submissions that must be made by the deadlines posted in the syllabus. These submissions will be compared with papers submitted by other students in the course (but not against your earlier drafts) to catch within-course copying. Thus it is very important that you not share electronic copies of your papers with anyone else so there will be no chance of misunderstandings regarding authorship.

Please do not wait to the last minute to upload your paper to SafeAssign if you have not tested the use of the system beforehand. There can be problems and it can take many, many minutes to process a paper. It is best to use FireFox, Chrome or Explorer to upload to SafeAssign. Safari will block access in its default settings, so you must disable the feature that prevents pop-ups. Word processing software other than Microsoft Word sometimes does not upload properly. It is your responsibility to make sure documents upload properly before the deadlines.

Students with Disabilities

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
Use electronic mail with attachments.

- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) 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](#) (OIRE).

2020-260 ARIS 1170 Add Course (guest: Hind Ahmed Zaki) (S)

COURSE ACTION REQUEST

CAR ID	20-2854
Request Proposer	Ahmed Zaki
Course Title	Women's Writings in the Contemporary Arab World
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > UICC

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	INTD
Number of Subject Areas	1
Course Subject Area	ARIS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Women's Writings in the Contemporary Arab World
Course Number	1170
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007

Initiator Email	jennifer.terni@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Ahmed Zaki
Proposer First Name	Hind
Select a Person	haa19011
Proposer NetId	haa19011
Proposer Phone	
Proposer Email	hind.ahmed_zaki@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
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?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Instructor specialization
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide proposed title and complete course catalog copy	ARIS 1170. Women's Writings in the Contemporary Arab World 3.00 credits Prerequisites: None. Grading Basis: Graded Fiction and non-fiction by women writers from the Arab world. Students will engage with different genres including feminist texts, literary texts, and popular fiction, in addition to films based on literary writings and works from the visual arts. Taught in English.
Reason for the course action	This course will enhance course offerings in Arab and Islamic Languages, Literature, and Cultures by offering a course on women's writings in the Arab world. There are currently no courses that focus on writings that explore

	women's rights, gender and sexuality issues in the Arab world on offer in our department. The course is introductory and will appeal to a wide base of students who are interested in the study of the Middle East and North Africa, the Islamic world, Arab literature and culture, women, gender, and sexuality studies, and comparative literature. The course will be cross-listed with WGSS as it will appeal to students who major in women and gender studies.						
Specify effect on other departments and overlap with existing courses	None. We may apply to have the course cross-listed with WGSS as we move to have it approved as a GEN ED later this year. Currently no other course fills this intersection between Arab Studies on the one hand, and Women's Studies on the other.						
Please provide a brief description of course goals and learning objectives	1) Make students familiar with the modern fictional and non-fictional knowledge production about women in the Arab world, and the broader Middle East and North Africa. 2) Students are expected to sharpen their analytical writing skills through the intensive writing component of the course. 3) Students are expected to develop a deeper critical perspective on women's rights in the Arab world and the broader Middle East and North Africa. Course Learning Objectives/Outcomes: By the end of this course, students should expect to: 1) Be familiar with some of the most important women writers, women pioneers, and feminist figures in the Arab world. 2) Learn about the history of the women's rights movements in the twentieth and twenty-first century and their main demands, struggles, successes, and failures. 3) Develop a critical approach towards the topic of women and gender in the modern Arab world. 4) Learn about modern feminist Arabic and Middle Eastern literature and the struggles that women writers faced in the past and still face today. 5) Have a good understanding of the main challenges that women in the Middle East and North Africa face today as expressed by the writings of women themselves.						
Describe course assessments	Assignments: Final Exam: 35% 3 Short paper assignments: 30% 2 Quizzes: 20% Discussion and Participation: 20%						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Syllabus ARIS 1170 Fall 2020 (1)-1.docx</td> <td>Syllabus ARIS 1170 Fall 2020 (1)-1.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Syllabus ARIS 1170 Fall 2020 (1)-1.docx	Syllabus ARIS 1170 Fall 2020 (1)-1.docx	Syllabus
Attachment Link	File Name	File Type					
Syllabus ARIS 1170 Fall 2020 (1)-1.docx	Syllabus ARIS 1170 Fall 2020 (1)-1.docx	Syllabus					

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Jennifer Terni	09/14/2020 - 22:12	Submit		Submitted with aid of Dept Head. Course must be passed to make it onto catalogue so that students are aware of new faculty member's offerings in a pretty new program (ARIS).
	Literatures, Cultures and Languages	Jennifer Terni	09/18/2020 - 12:38	Approve	9/20/2020	The CAR has been vetted and approved

Hind Ahmed Zaki
Office: 445 O
e-mail: hind.ahmed_zaki@uconn.edu
Office Hours:

Fall 2020

ARIS 1170

WOMEN'S CONTEMPORARY WRITINGS IN THE ARAB WORLD

Course Description

This course will introduce students to a wide range of contemporary women's writings in the Middle East and North Africa. While a rich tradition of Arab Middle Eastern women's writings had existed since the late nineteenth century, there had been a dramatic increase in the number of published women writers in the last couple of decades, as well as the different genres

and mediums of their writing. The course provides a window into this dynamic and largely neglected branch of Arab literature and culture. We will explore this tradition of memoirs, novels, poetry, feminist texts, and blogs. We will also watch movies, documentaries, online clips, and TV series made by women or about women from different Arab countries. This course aims to expose students to the multiple voices of women in the Middle East and North Africa as they recount their experiences and deal with a variety of the daily issues they face. The main goal of this course is to read narratives *by* Arab women themselves rather than read *about* them through the academic and literary writings of western academics or Arab male authors. By exploring different texts (in translation), this course explores the following questions: How do Arab women authors and female authors in the wider MENA region address women's oppression in Arab societies? What mediums do they use to explore women's issues? How do they deal with the intersectionality of sexuality, identity, class, and nation? What literary traditions and models do they draw on? What are the major issues or concerns that they address?

We will begin by exploring how women experienced colonialism in the region in the first generation of women writers and early feminists who grappled with questions of tradition versus modernity and women's emancipation. We will then move to the experience of decolonization and the role women played in national independence movements as well as read the narratives of women's lives in the newly established independent Arab nations of the 1950's and 1960's. We will then move on to a new wave of women's who wrote about the challenges facing contemporary Arab women in first-person accounts and novels. Finally, we will look at how young women activists, writers, and artists in the Arab world are engaging with the uprisings of 2011 and their aftermath. By learning about women's lived realities, we will understand more about women's struggles for representation in contemporary Arab culture and society and how they depart from or echo feminist writings globally. Finally, by analyzing a wide range of women's experiences, we aim to deconstruct many of the myths and stereotypes of Arab women presented in both the mainstream western and Arab medias.

Course Learning Outcomes:

By the end of this course, students should expect to:

- 1) Be familiar with some of the most important women writers, women pioneers, and feminist figures in the Arab world.
- 2) Learn about the history of the women's rights movements in the twentieth and twenty-first century and their main demands, struggles, successes, and failures.
- 3) Develop a critical approach towards the topic of women and gender in the modern Arab world.
- 4) Learn about modern feminist Arabic and Middle Eastern literature and the struggles that women writers faced in the past and still face today.

- 5) Have a good understanding of the main challenges that women in the Middle East and North Africa face today as expressed by women's writings.

Assigned Books:

Shaarawi, Huda. *Harem Years: The Memoirs of An Egyptian Feminist*. American University in Cairo Press, 1986. (Translated by Margot Badran).

Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986.

Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994.

Al-Zayat, Latifa. *The Open Door: A Novel*. Hoopoe Fiction, 2017.

***All the course readings, other than the books will be available on the course website under Course contents at Husky CT. Readings will be uploaded over the first two weeks of class and could be downloaded in full only then.**

Assignments:

Final Exam: 35%

3 Short paper assignments: 30%

2 Quizzes: 20%

Discussion and Participation: 20%

Grading system:

A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 and below.

Week 1:

Tuesday : Introduction

Overview of the course's themes: Why women writers in the Arab world? What could learning about women's lives through women's writings teach us about the contemporary Arab world?
*Course Expectations and Important Dates**

Thursday : *Situating Women and Gender in the Middle East: An overview.*

Week 2:

Tuesday: The First Feminists:

Class Discussion: Huda Sharawi: Egyptian Feminist

BBC Arabic Documentary: Huda Sharawi, The Egyptian Feminist who rebelled against the Harem (Watch in Class).

Reading Assignment: Huda Sharawi *Harem Years* (Introduction, Part 1 and 2).

Thursday : The First Feminists: Continued

Reading Assignment: Huda Sharawi *Harem Years* (Part 3)

Week 3:

Monday 9/14 : *Who are the first feminists of the Arab world? What were their demands? What provoked their demands? How was the “Personal Political” in Huda Sharawi’s life?*

Reading Assignment: Huda Sharawi *Harem Years* (Part 4 and Epilogue)

Wednesday 9/16: *The First Feminists and their Struggle for Recognition*

Baron, Beth: *Egypt as a Woman*, Chapter 7: Partisans of the Wafd, pp 162-188.

Watch Movie by Friday 9/18. *The Battle of Algiers 1966* (French/ Italian).

Week 4:

Tuesday: *Decolonization and Nationalism*

Baron, Beth: *Egypt as a Woman*, Chapter 3: Nationalist Iconography, pp: 57-81

Thursday: *Women of the Nation: The Case of Egypt*

Baron, Beth: *Egypt as a Woman*, Chapter Six: Mother of the Egyptians, pp: 135-161

Week 5:

Tuesday: *The Second Generation of Feminists: Doria Shafik*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Preface, chapters 1 and 2).

Thursday: *Remaking Women into Citizens: The Case of Egypt*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 3 and 4).

Week 6:

Tuesday: *Women on the Eve of Independence*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 5 and 6).

Thursday: Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 7 and 8).

Week 7

Tuesday: *Women's Political Mobilization: The Battle for the Vote*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 9 and 10).

Thursday: *The Clash between the new Egyptian Regime and Feminism*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 11 and 12).

Week 8

Tuesday: *The Beginning of the End*

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 13 and 14).

Thursday: 10/21:

Assigned Reading: Nelson Cynthia. *Doria Shafik, Egyptian Feminist: A Woman Apart*. American University in Cairo Press, 1986 (Chapters 15 and 16).

Week 9

Tuesday: The "Harem" as a Spatial and Historic Concept

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 1, 2 and 3.

Thursday: *Life in the Harem*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 4,5 and 6.

Week 10:

Tuesday: *The Harem Within*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 7,8 and 9.

Thursday: *The World Outside the Harem*

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 10, 11, 12 and 13.

Week 11

Tuesday: The Harem Changing

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 14, 15, and 16.

Thursday:

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 17, 18, and 19.

Week 12**Tuesday**

Assigned Reading: Marnessi, Fatima. *Dreams of Trespass: Tales of a Harem Childhood*. Persus Book Group, 1994. Chapters 20 and 21 and 22.

Thursday

Assigned Reading: Al-Zayat, Latifa. *The Open Door: A Novel*. Hoopoe Fiction, 2017, Translator's Introduction, Chapters 1 and 2.

Thanks giving Recess: Finish the Novel!

Week 13**Tuesday:** *The Arab Spring (1): Gender in Context of Revolutions*

Assigned Readings: Ahmed Zaki, Hind. 2015. "[El Sissi's women? Shifting Gender Discourses in Egypt and the Limits of State Feminism](#)", *Egypte/Monde Arabe* 3 (13): 35-52.

Langohr. Vickie. "Women's Rights Movements During Political Transitions: Activism Against Public Sexual Violence in Egypt" *International Journal of Middle East Studies*. 47 (2015):131-135.

Thursday: *Women's Recent Mobilization in the Middle East (1)*

Assigned Reading: Contemporary Feminist Testimonies from Egypt:

<https://www.madamasr.com/en/2017/03/06/feature/society/feminist-testimonies-from-egypt-a-series/>

Week 14:**Tuesday:** *Wrap-up Session*

What did we learn in this class? What are the main challenges that Arab women continue to face? How do contemporary women writers express those challenges?

Final Exam: Thursday December 15.

Weekly Time Commitment

Students should expect to dedicate at least 9-12 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours.

All course due dates and exam times are based on Eastern 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.

To keep track of your performance in the course, refer to My Grades in Husky CT.

University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. Tutors work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Students with Disabilities

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

Academic Misconduct:

The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code:

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

Misuse of Sources:

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

Plagiarism:

Plagiarism is the theft of another's ideas, specific language, or other media, and the

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

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Full and Proper Acknowledgement:

The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA for French courses], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.

Writing in French

The use of online translators, such as Google translate, is strictly forbidden. Students cannot learn how to organize and express their opinions in French, if they do not work on the appropriate use of grammar, vocabulary and style, at the sentence-level.

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. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

2020-261 PHIL 1108E Add Course (guest: Mitch Green) (G) (S)

COURSE ACTION REQUEST

CAR ID	20-2694
Request Proposer	Green
Course Title	Environmental Philosophy
CAR Status	In Progress
Workflow History	Start > Philosophy > 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	PHIL
School / College	College of Liberal Arts and Sciences
Department	Philosophy
Course Title	Environmental Philosophy
Course Number	1108E
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Mitchell Green
Initiator Department	Philosophy
Initiator NetId	mig13002
Initiator Email	mitchell.green@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area D: Philosophical / Ethical Analysis
General Education Competency	
Environmental Literacy	Yes
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	n/a
Corequisites	n/a
Recommended Preparation	n/a
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?	Yes

COURSE DETAILS	
Provide proposed title and complete course catalog copy	PHIL 1108E. Environmental Philosophy Three credits Prerequisites: None Grading Basis: Graded Investigation of philosophical issues raised by humanity's interaction with its environment. Topics may include ethical and policy ramifications of the use of non-human animals for food, medicine, and scientific inquiry; whether the natural world has a status calling for its protection or preservation; obligations to future generations, and environmental justice. Movements such as deep ecology, ecofeminism, and social ecology will be examined. (CA1-D)
Reason for the course action	Although the Department of Philosophy offers an upper-division Environmental Ethics course (PHIL 3216, currently taught by Prof. T. Bontly), it does not offer a lower-division course addressing philosophical issues raised by humanity's interaction with its environment. For this reason, with the aid of a Gen. Ed. Course Enhancement Grant from the Office of the Provost, in summer 2020 I consulted with Professor Bontly while I developed a syllabus for the course I am here proposing. Over our weekly meetings, we ensured both that the material covered in the course I am proposing would not overlap unduly with that of PHIL 3216, while also providing students a foundation to move into that more advanced course. Also, the course here proposed would enable undergraduates to satisfy the new Environmental Literacy requirements with a lower-division course. Also, students find the issues addressed in Environmental Philosophy extremely compelling, and this course would give them the tools to think rigorously about issues that affect their daily lives as well as impact decisions that guide major choices they make as adults.
Specify effect on other departments and overlap with existing courses	No significant overlap with existing courses. Following a suggestion conveyed by the Chair of the GEOC Grant Selection Committee, in summer 2020 I communicated with the instructor for NRE 1235E to determine any possible areas of overlap. We concluded that while NRE 1235E focuses on the first three components of environmental literacy as defined by GEOC (1. theories, observations, or models of how humans impact the health and well-being of the natural world; 2. theories, observations, or models of how the natural world affects human health and well-being; 3. public policies, legal frameworks, and/or other social systems that affect the environment;), the course being proposed here focuses more on the fourth component (4. moral and/or ethical dimensions regarding the environment), and only addresses components 1-3 only to the extent that doing so enables students to be informed of the facts on which ethical, metaphysical, and aesthetic reasoning must depend.
Please provide a brief description of course goals and learning objectives	The main goal of the course is to enable students to develop their thinking on essentially controversial issues in environmental philosophy. We will be at pains to stress that the controversial nature of these issues does not mean that "there is no right answer," or, worse that, all answers are equally valid. Instead, by placing environmental questions in conversation with the discipline of philosophy, we help students to mature by enabling them to respond to and build arguments pertaining to some of the most pressing questions confronting humanity today. As the course will be taught, "building arguments" always involves responsiveness to objections and counter-arguments to one's position. As a result, another learning objective will be development of the skill of appreciating and engaging with positions opposed one's own, whether it concerns the ethics of eating animals, or the role our choices as consumers play in the well-being of people in countries distant from our own.
Describe course assessments	Students will read approximately one article or book chapter in preparation for each of three weekly class meetings. They will be expected to come to class prepared to discuss and answer questions on the reading assigned for that day. In many cases this will take the form of break-out groups in which students collaborate to formulate answers to questions posed by the instructor. A midterm and final exam (the latter of which is

	cumulative) will be based on study questions that will be distributed at the end of each week of the semester. Two papers will be assigned, the first 3-5 pages, and the second 4-6 pages in length. In both papers students will be asked to defend a controversial position on a topic covered in the course. Students will work in groups of three in order to give presentations in the final weeks of the semester.									
General Education Goals	PHIL 1108E trains students to be articulate by requiring them to develop arguments in favor of controversial positions. It also demands intellectual versatility by requiring that students not only defend their positions, but respond to possible objections and counter-arguments to those positions. This same process cultivates critical judgment, so that students come to appreciate that their opinions on controversial issues are only worth taking seriously when they have been supported with careful reasoning. Finally, PHIL 1108E cultivates moral sensitivity by helping students to see that their everyday choices have impacts on the lives of others (human and non-human) even if most of those impacts have been placed conveniently out of view by our current systems of consumption.									
Content Area: Arts and Humanities	PHIL 1108E engages with quintessential humanistic themes, including some that have become urgent in the last quarter-century. For millennia, human beings have taken for granted that the natural world can "take care of itself", but now that we have entered the era that some have called the anthropocene, that assumption can no longer be made. This fact raises a host of difficult questions to which no one can offer easy answers, but about which every adult must make decisions. Phil 1108E will help students confront those decisions with the tools to think critically and circumspectly about them.									
Environmental Literacy	PHIL 1108E will provide students with the ability to appreciate and articulate compelling and challenging perspectives on the ethical, aesthetic, and metaphysical aspects of interactions between human society and the natural world.									
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Green-EnviromentalPhil-Syllabus.pdf</td> <td>Green-EnviromentalPhil-Syllabus.pdf</td> <td>Syllabus</td> </tr> <tr> <td>PHIL1108E-Paper1.pdf</td> <td>PHIL1108E-Paper1 .pdf</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Green-EnviromentalPhil-Syllabus.pdf	Green-EnviromentalPhil-Syllabus.pdf	Syllabus	PHIL1108E-Paper1.pdf	PHIL1108E-Paper1 .pdf	Other
Attachment Link	File Name	File Type								
Green-EnviromentalPhil-Syllabus.pdf	Green-EnviromentalPhil-Syllabus.pdf	Syllabus								
PHIL1108E-Paper1.pdf	PHIL1108E-Paper1 .pdf	Other								

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Mitchell Green	08/30/2020 - 21:32	Submit		Thank you for your time and attention.
	Philosophy	Gustavus A McLeod	09/18/2020 - 14:17	Approve	9/18/2020	Philosophy department voted unanimously to move this course forward.

2020-262 AFRA/ANTH 3512 Revise Course

COURSE ACTION REQUEST

CAR ID	20-15792
Request Proposer	Tryon
Course Title	African Archaeology
CAR Status	In Progress
Workflow History	Start > Anthropology > Africana Studies Institute > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Subject Area #2	AFRA

School / College #2	College of Liberal Arts and Sciences
Department #2	Africana Studies Institute
Reason for Cross Listing	Covers both archaeology (anthropology) and a deep history of Africa
Course Title	African Archaeology
Course Number	3512
Will this use an existing course number?	Yes
Please explain the use of existing course number	Original course title was African Prehistory, but include historical data/sources (not just prehistoric ones); the existing title is thus inaccurate.

CONTACT INFO	
Initiator Name	Christian A Tryon
Initiator Department	Anthropology
Initiator NetId	cht94001
Initiator Email	christian.tryon@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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture combined with group projects and discussion.

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?	No

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

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	ANTH 3512. African Prehistory 3.00 credits Prerequisites: None. Grading Basis: Graded The African archaeological record from first artifacts to historic times. The stone age, the domestication of crops, the ways of life of early herding societies, the development of metal working, and the rise of early African kingdoms.						
Provide proposed title and complete course catalog copy	AFRA/ANTH 3512. African Anthropology 3.00 credits Prerequisites: None. Grading Basis: Graded With the longest record of human occupation in the world and a landmass that represents more than one fifth the habitable area of the globe, Africa plays a central role in our understanding of human evolution, the prehistory of our species, and the development of complex societies. Using lectures, in-class discussions, and student projects, we will reconstruct the experiences of ancient human populations in Africa using evidence drawn from archaeology as well as history, ethnography, linguistics, art history, geography, geology, paleontology, biology, and other disciplines. Students will interpret the material evidence from across the continent, develop methods of inquiry and problem solving, and situate the African data in the broader context of the archaeological evidence for the evolution of human behavioral diversity. The scope of the course spans hominin origins, the study of Stone Age foragers of the first 3 million or so years of human prehistory, and more recent periods characterized by food production, metallurgy, sedentism, and the development of complex societies (e.g., in Egypt, Mali, Zimbabwe, and the East African coast) with influence and contacts across and outside the continent.						
Reason for the course action	More engaging title and description. Cross-listing with AFRA.						
Specify effect on other departments and overlap with existing courses	Cross-listing an existing anthropology course (previously taught by a different instructor) in Africana studies is particularly useful because it highlights the extent to which my course would complement HIST/AFRA 3752, Pre-colonial History of Africa, a course that focuses on the later time periods generally after my course ends. These two courses provide a strong background in the earlier history of Africa, from both archaeological, historical, and other allied approaches to understanding the past.						
Please provide a brief description of course goals and learning objectives	The goals of the course are to provide a broad understanding of the history of African societies over the last 3 million years or so, drawing on the unique dataset for this provided by the field of archaeology. While archaeological approaches will dominate the class, I will draw on a number of other disciplines (e.g., history, geography, genetics, etc.) to understand the past. I emphasize hands-on learning through student making and using experimental artifacts as well as generating and analyzing their own data sets. Students should come away from the class with an understanding of the general trends in the African past and how these articulate with global changes, as well as a good understanding of how to generate, use, and critically evaluate different types of data.						
Describe course assessments	There will be a map quiz, four group projects with written reports, two short research papers, and a short film critique.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AfricanArch2020_Syllabus.pdf</td> <td>AfricanArch2020_Syllabus.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	AfricanArch2020_Syllabus.pdf	AfricanArch2020_Syllabus.pdf	Syllabus
Attachment Link	File Name	File Type					
AfricanArch2020_Syllabus.pdf	AfricanArch2020_Syllabus.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Christian A Tryon	03/12/2020 - 10:47	Submit		This course change has been approved by both departments.
	Anthropology	Cesar Abadia-Barrero	03/12/2020 - 12:10	Approve	3/3/2020	The anthropology department is very excited with the changes Professor Tryon is bringing to this course and its cross-listing with Africana Studies
	Africana Studies Institute	Shawn Salvant	09/18/2020 - 12:58	Approve		Approved by ASI Spring 2020.

COURSE ACTION REQUEST	
CAR ID	20-2954
Request Proposer	McKenzie
Course Title	Atlantic Voyages: European Maritime Expansion, 1400-1650
CAR Status	In Progress
Workflow History	Start > History > Maritime Studies > American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	3
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Subject Area #2	MAST
School / College #2	College of Liberal Arts and Sciences
Department #2	Maritime Studies
Course Subject Area #3	AMST
School / College #3	College of Liberal Arts and Sciences
Department #3	American Studies
Reason for Cross Listing	Course content provides important historical (HIST and AMST) and maritime (MAST) foundations for understanding European elements of American (hemispheric-ally defined) cultural development. The course's interdisciplinary methods fits well within American Studies' fields and foci
Course Title	Atlantic Voyages: European Maritime Expansion, 1400-1650
Course Number	3544
Will this use an existing course number?	Yes
Please explain the use of existing course number	Course revises preexisting course, HIST/MAST 3544.

CONTACT INFO	
Initiator Name	Matthew G McKenzie
Initiator Department	History
Initiator NetId	mam06020
Initiator Email	matthew.mckenzie@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	24

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and in class discussion

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

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

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

COURSE DETAILS							
Provide existing title and complete course catalog copy	Title and Description as approved by CLAS C&C, 9/8/20: HIST/MAST 3544. Atlantic Voyages: European Maritime Expansion, 1400-1650. Three credits. Late medieval and early modern European expansion into the Atlantic and Indian oceans, with particular attention to European, Asian, African, and American contexts within which that expansion took place. Topics include the transatlantic slave trade; technology adoption and adaptation; convergence of trade, racial ideology, imperial expansion, and imperial identity construction; piracy and settlement; historiographical legacies and later imperialism; and decolonization of contemporary understandings. understandings.						
Provide proposed title and complete course catalog copy	HIST/MAST/AMST 3544. Atlantic Voyages: European Maritime Expansion, 1400-1650. Three credits. Late medieval and early modern European expansion into the Atlantic and Indian oceans, with particular attention to European, Asian, African, and American contexts within which that expansion took place. Topics include the transatlantic slave trade; technology adoption and adaptation; convergence of trade, racial ideology, imperial expansion, and imperial identity construction; piracy and settlement; historiographical legacies and later imperialism; and decolonization of contemporary understandings. understandings.						
Reason for the course action	Cross list HIST/MAST 3544 with American Studies						
Specify effect on other departments and overlap with existing courses	None						
Please provide a brief description of course goals and learning objectives	To ensure that students understand European expansion as a product of global change. In particular: contextualize European expansion within a global context; explore the intersection of non-European technologies in enabling European expansion; analyze the construction of "otherness" and of European imperial identities; understand how this period of history has been used in later imperial projects and why those legacies are being challenged today.						
Describe course assessments	Essay exams, analytical papers integrating course content, class presentations; regular reading assignments (not necessarily weekly)						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>History 3544 Course Syllabus Fall 2020.docx</td> <td>History 3544 Course Syllabus Fall 2020.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	History 3544 Course Syllabus Fall 2020.docx	History 3544 Course Syllabus Fall 2020.docx	Syllabus
Attachment Link	File Name	File Type					
History 3544 Course Syllabus Fall 2020.docx	History 3544 Course Syllabus Fall 2020.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Matthew G McKenzie	09/18/2020 - 07:08	Submit		Seeking to cross list 3544 in light of the course's relevance in content and methods with American Studies. Doing so will also brings student's greater choice and flexibility in course selection, while giving regional campuses more ability to support programming.
	History	Matthew G McKenzie	09/18/2020 - 07:23	Approve	9/18/2020	Approve by HIST and MAST, as per email correspondence, 9/14/20; approved by AMST Exec Comm, 9/17/20.
	Maritime Studies	Matthew G McKenzie	09/18/2020 - 07:24	Approve	9/18/2020	Approve by HIST and MAST, as per email correspondence, 9/14/20; approved by AMST Exec Comm, 9/17/20.
	American Studies	Matthew G McKenzie	09/18/2020 - 07:25	Approve	9/18/2020	Approve by HIST and MAST, as per email correspondence, 9/14/20; approved by AMST Exec Comm, 9/17/20.

HIST/MAST 3544

Atlantic Voyages: European Maritime Expansion, 1400-1650.

Matthew McKenzie, Associate Professor History and Maritime Studies

Matthew.mckenzie@uconn.edu

860-405-9270

COVID-19 Protocols

Students are reminded to remain informed about, and adhere to, the dynamic policies surrounding COVID-19 and the protection of yourselves and of the UCONN community. Students, faculty, and staff in this class must follow social distancing, PPE, and facial covering requirements as directed by UCONN administration. For up to date information, see:

<https://uconn.edu/public-notification/coronavirus/>

Office Hours

Mondays and Wednesdays, 8:00am to 9:00am, ACD 114B and by appointment

Catalog description as approved by CLAS C&C committee

HIST/MAST 3544. Atlantic Voyages: European Maritime Expansion, 1400-1650.

Three credits.

Late medieval and early modern European expansion into the Atlantic and Indian oceans, with particular attention to European, Asian, African, and American contexts within which that expansion took place. Topics include the transatlantic slave trade; technology adoption and adaptation; convergence of trade, racial ideology, imperial expansion, and imperial identity construction; piracy and settlement; historiographical legacies and later imperialism; and decolonization of contemporary understandings.

COURSE SYLLABUS

Course Description

This course introduces and contextualizes Europeans' maritime expansion into the Atlantic and shortly thereafter the Indian Oceans. Beginning with Indian Ocean system of the 13th century, students will explore the changing role of trade in late medieval Europe; adoption and adaptation of Middle Eastern ideas and technologies; the convergence of religious, economic, and geopolitical ambitions that drove maritime expansion; and the political, cultural, and geopolitical contexts within which Europeans found themselves as they pushed into South Asia and the Americas. Breaking with past historiographical treatment of this period, this course does not seek to explain why Europe "rose" or "won" in the early modern imperialist game, but rather situate that expansion within a larger understanding of Asian, American, and African historical changes into which Europeans inserted themselves. Thus, this course seeks to explain why Europeans expanded as much in terms of Ottoman, sub-Saharan African, Mughal, and Native American terms as in European ones. Yes, Europeans were indeed able to create maritime networks across the globe during the late medieval and early modern periods, but their ability to do so relied heavily upon non-European forces. Understanding those contexts, as this course seeks to show to students, goes far in better understanding contemporary geopolitical and economic changes.

Course Themes

As described above, the course will focus upon the following four, interwoven themes that will form the core of student evaluation and assessment:

European Expansion within a Global Context

It is undeniable that western European nations expanded into the Atlantic and Indian oceans beginning in the 14th century. What is more arguable is whether such expansion was a product of some unique European traits or abilities that enabled them—and not other peoples—to do so. How did Europeans' communications with other Asians, Africans, and Americans—both peaceful and bellicose—influence, inspire, allow, and drive European maritime expansion?

Technologies, Institutions, and the Practical Challenges of European Maritime Expansion

Sending vessels to sea for long periods and having some reasonable expectation of their safe return is a complicated, expensive, risky, and challenging prospect. What were the physical and operational challenges of maritime expansion and how did Atlantic seafaring differ from Mediterranean seafaring? What technologies, institutions, and labor arrangements—both at sea and in colonial lands—did Europeans develop and adopt from non-Europeans to support and profit from sending vessels to sea? What role did nascent states play in these endeavors and why?

Expansion, "Otherness," and the Construction of Imperial Identities

Beginning in the 14th century, more Europeans encountered new cultures and peoples than ever before. Many of those in those encounters, and many more never leaving home, took these moments of cultural connection as an opportunity to define European-ness for the first time. Through the course of the early modern period, that identity became the root of an imperial mission that used whiteness, Christianity, European-ness, and later, commercial expansion, to justify the subjugation of other peoples. What elements in European culture, history, society and economy, led Europeans to define themselves—and justify their actions—as they did?

Legacies of Europe's Age of Maritime Expansion and Its Reception by Formerly Colonized Peoples

How have historians interpreted early modern European maritime expansion since the early modern period? How have politicians, and whole nations even, looked to these histories, and what ideological role did they play in subsequent colonial expansions and post-colonial discourses? What

role did the history of European maritime expansion play in justifying colonization? In turn, how have post-colonial scholars and peoples reinterpreted this moment?

Policies

This course adheres to current University policies regarding COVID-19 protections, as well as policies laid out in the Student Code. Specific information pertaining to those policies can be found at the following web locations:

- Policy Against Discrimination, Harassment and Related Interpersonal Violence: <https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>
- Class Attendance, Final Examinations, Grades, Grade Points, Credits and Skills: <https://catalog.uconn.edu/academic-regulations/grade-information/#attendance>
- The University of Connecticut Student Code: <https://community.uconn.edu/the-student-code/>
- Academic Integrity: <https://community.uconn.edu/the-student-code-appendix-a/>
- Accommodation for Students with Disabilities: (more information located here: <https://csd.uconn.edu/>)

This course formally adopts these policies by reference.

Grading

Student performance will be measured through the following assessment schedule

Exam I	25%
Exam II	25%
Paper I	25%
Final Assessment	25%

This course will adhere to the following grading rubric:

A	95%	C	75%
A-	92%	C-	72%
B+	88%	D+	68%
B	85%	D	65%
B-	82%	D-	62%
C+	78%	F	No credit

Readings (in order of assignment)

Ezra Pound (trans.) "The Seafarer" (see below)

Francisco Bethencourt, *Racisms: From the Crusades to the Twentieth Century* (Princeton, 2014).

John C. Appleby, *Women and English Piracy: Partners and Victims of Crime* (Boydell and Brewer, 2015).

Woodward, "John Smith and the Campaign for New England," *New England Quarterly*, vol. 81, no.1 (2008): 91-125 (to be distributed in class).

Kevin P. McDonald, *Pirates, Merchants, Settlers, and Slaves: Colonial America and the Indo-Atlantic World* (U. of California Press, 2015).

J.C. Sharman, *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order* (Princeton, 2019).

Course Outline

Week 1

31 August

Introductions; maritime history in the post-colonial moment; instructor's foundational approaches to the course.

Discussion, "The Seafarer" (Ezra Pound, trans.).

2 September

Unit I: Afro-Eurasia in the 13th and 14th Centuries

Indian Ocean system of the 13th century

Week 2

7 September

Labor Day, No Class

9 September

Overcoming the challenges of long-distance trade

Week 3

14 September

Medieval European visions of the world

Discussion, Bethencourt, *Racisms* (2014), pp. 1-62.

16 September

Private and Infrastructural needs for maritime trade

Week 4

21 September

The North Sea meets the Mediterranean: naval architectural technology transfer across maritime trading networks.

23 September

Navigational innovation across maritime trading networks

MEET AT SOUTH CIRCLE OBELISK

Week 5

28 September

Unit I Exam

30 September

No Class

Week 6

5 October

Unit 2: Africans, Ottomans, Native Americans, and Iberian Maritime Expansion

Africa and African Trade: European entry and reception into African trading systems

7 October
Sugar, Atlantic Islands, Slaves, and the Fall of Constantinople, 1453.

Week 7

12 October
Discussion, Bethencourt, *Racisms* (2014), pp. 63-158.

14 October
Unit II Exam

Week 8

19 October
Unit 3: Global Trade and Religious War: God and Mammon on the Gundeck
Columbus, the Reconquista, and Native American Calamity

21 October
Iberian Indian Ocean trading revolution and the transformation of European economic thought.

Week 9

26 October
Reformation, Dutch Rebellion, Piracy, and Militarization of NW European trading routes

28 October
English explorations: Militant Protestantism and English Maritime Activities

Week 10

2 November
Discussion, Appleby, *Women and English Piracy* (2015).

4 November
Discussion, Woodward "Captain John Smith and the Campaign for New England."

Week 11

9 November
Unit 4: The Legacies of Trade, Plunder, and Settlement
Native North American Trading Networks on Eve of European Commercial Contact

11 November
Trade and Dislocation: Transatlantic Markets and Native American Marginalization

Week 12

16 November
Historians, Empire, and Europe's Maritime Expansion

18 November
The Sciences' Imperial Foundations: Cartography, Anthropology, and Botany
Units III and IV Paper Due

11/22-11/28: **Thanksgiving break**

Week 13

30 November (via WebEx)

Discussion: McDonald, *Pirates, Merchants, Settlers, and Slaves* (2015)

2 December

No class

Week 14

7 December (via WebEx)

Discussion, Sharman, *Empires of the Weak* (2019)

9 December (via WebEx)

Conclusions

Final Assessment: Date and format TBD.

The Seafarer by Ezra Pound

(From the early Anglo-Saxon text)

May I for my own self song's truth reckon,
Journey's jargon, how I in harsh days
Hardship endured oft.
Bitter breast-cares have I abided,
Known on my keel many a care's hold,
And dire sea-surge, and there I oft spent
Narrow nightwatch nigh the ship's head
While she tossed close to cliffs. Coldly
afflicted,
My feet were by frost benumbed.
Chill its chains are; chafing sighs
Hew my heart round and hunger begot
Mere-weary mood. Lest man know not
That he on dry land loveliest liveth,
List how I, care-wretched, on ice-cold sea,
Weathered the winter, wretched outcast
Deprived of my kinsmen;
Hung with hard ice-flakes, where hail-scur
flew,
There I heard naught save the harsh sea
And ice-cold wave, at whiles the swan cries,
Did for my games the gannet's clamour,
Sea-fowls, loudness was for me laughter,
The mew's singing all my mead-drink.
Storms, on the stone-cliffs beaten, fell on the
stern
In icy feathers; full oft the eagle screamed
With spray on his pinion.
Not any protector
May make merry man faring needy.
This he little believes, who aye in winsome life
Abides 'mid burghers some heavy business,
Wealthy and wine-flushed, how I weary oft
Must bide above brine.
Neareth nightshade, snoweth from north,
Frost froze the land, hail fell on earth then
Corn of the coldest. Nathless there knocketh
now
The heart's thought that I on high streams
The salt-wavy tumult traverse alone.
Moaneth always my mind's lust
That I fare forth, that I afar hence
Seek out a foreign fastness.

For this there's no mood-lofty man over
earth's midst,
Not though he be given his good, but will
have in his youth greed;
Nor his deed to the daring, nor his king to the
faithful
But shall have his sorrow for sea-fare
Whatever his lord will.
He hath not heart for harping, nor in ring-
having
Nor winsomeness to wife, nor world's delight
Nor any whit else save the wave's slash,
Yet longing comes upon him to fare forth on
the water.
Bosque taketh blossom, cometh beauty of
berries,
Fields to fairness, land fares brisker,
All this admonisheth man eager of mood,
The heart turns to travel so that he then
thinks
On flood-ways to be far departing.
Cuckoo calleth with gloomy crying,
He singeth summerward, bodeth sorrow,
The bitter heart's blood. Burgher knows not --
He the prosperous man -- what some perform
Where wandering them widest draweth.
So that but now my heart burst from my
breast-lock,
My mood 'mid the mere-flood,
Over the whale's acre, would wander wide.
On earth's shelter cometh oft to me,
Eager and ready, the crying lone-flyer,
Whets for the whale-path the heart irresistibly,
O'er tracks of ocean; seeing that anyhow
My lord deems to me this dead life
On loan and on land, I believe not
That any earth-weal eternal standeth
Save there be somewhat calamitous
That, ere a man's tide go, turn it to twain.
Disease or oldness or sword-hate
Beats out the breath from doom-gripped
body.
And for this, every earl whatever, for those

speaking after --
Laud of the living, boasteth some last word,
That he will work ere he pass onward,
Frame on the fair earth 'gainst foes his malice,
Daring ado, ...
So that all men shall honour him after
And his laud beyond them remain 'mid the
English,
Aye, for ever, a lasting life's-blast,
Delight mid the doughty.
Days little durable,
And all arrogance of earthen riches,
There come now no kings nor Cæsars
Nor gold-giving lords like those gone.
Howe'er in mirth most magnified,
Whoe'er lived in life most lordliest,
Drear all this excellence, delights undurable!
Waneth the watch, but the world holdeth.
Tomb hideth trouble. The blade is layed low.
Earthly glory ageth and seareth.
No man at all going the earth's gait,
But age fares against him, his face paleth,
Grey-haired he groaneth, knows gone
companions,
Lordly men are to earth o'ergiven,
Nor may he then the flesh-cover, whose life
ceaseth,
Nor eat the sweet nor feel the sorry,
Nor stir hand nor think in mid heart,
And though he strew the grave with gold,
His born brothers, their buried bodies
Be an unlikely treasure hoard.

**2020-264
CHEM
5354 Add
Course**

**COURSE ACTION
REQUEST**

CAR ID	20-2914
Request Proposer	Gascon
Course Title	Molecular Modeling
CAR Status	In Progress
Workflow History	Start > Chemistry > 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	CHEM
School / College	College of Liberal Arts and Sciences
Department	Chemistry
Course Title	Molecular Modeling
Course Number	5354
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Fatma Selampinar
Initiator Department	Chemistry
Initiator NetId	fas00006
Initiator Email	fatma.selampinar@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Gascon
Proposer First Name	Jose
Select a Person	jog06010
Proposer NetId	jog06010
Proposer Phone	+1 860 486 0591
Proposer Email	jose.gascon@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2020
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3

Instructional Pattern	offered online?	ecture/discussion

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

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

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

COURSE DETAILS	
Provide proposed title and complete course catalog copy	CHEM 5354. Molecular Modeling. 3 credits Prerequisites: None Grading Basis: Graded Current topics in molecular simulations and modeling with hands-on computational experiments: molecular mechanics and its implementation via molecular dynamics; modeling of Ligand-Protein interactions; free energy calculations; molecular orbital theory; ab initio and density functional theory methods; quantum mechanics/ molecular mechanics; and computational chemistry software.
Reason for the course action	A computational chemistry course such as this is long overdue given the prevalence of computers and molecular modeling in modern chemical research. There is a growing need for those pursuing experiments to add to their analysis and interpretation of the power of electronic structure modeling. This course will attract students from different areas of chemistry/biochemistry. We are only recently in a position to offer such a course without the need of having a dedicated "Computer Lab". Such labs require lots of maintenance, become quickly outdated, and have a limited enrollment capacity. Recent educational technologies such as UConn AnyWare allow for the streaming of software, which can be run on the cloud and accessed via a personal laptop.
Specify effect on other departments and overlap with existing courses	When this course was taught as a part of "Special Topics in Physical Chemistry" (2008, 2012, 2017) students from MCB were enrolled. It is expected that enrollment from MCB to continue. There are other courses on Campus that include molecular modeling in a different context. However, these courses are also taught as "Special Topics". A recent example is the course currently being offered by Anna Tarakanova on "Modeling and Simulation for Materials and Biology". There has never been a dedicated molecular modeling class at UConn, much less within the area of Chemistry.
Please provide a brief description of course goals and learning objectives	This course aims for students: 1) to acquire a basic knowledge of the underlying theory of the current methods used in chemical research; 2) to obtain hands-on experience of the necessary software; 3) to gain literacy in practical computer applications in the chemical industry and biotechnology applications.
Describe course assessments	1. Class participation; active verbal participation, thoughtful comments, and questions 2. Computational assignments. For each broad topic covered there will be a hands-on computer assignment. Student will write a report. Specific goals and questions will be provided as a guide to writing the report. 3. One final computational project that involves the student's own research or a topic of their choice from current literature.

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Chemistry
5354
Introduction
to Molecular
Simulations
Spring 2017

José A. Gascón,
Office A411,
Laboratory A301,
Phone: 486-0591,
jose.gascon@uconn.edu

Class Hours:
Monday and
Wednesday. 2:30
pm – 3:45 pm.
Room T215

(Chemistry Building).

Office Hours: By appointment.

Required Text: *Essentials of Computational Chemistry, Theories and Models*. Christopher Cramer. 2nd Ed.

Class Webpage: <https://lms.uconn.edu/>
(Huskyct).

Overview: This course aims to present the essentials of the theory underlying current molecular simulation methods and to provide hands-on experience in the use of software for computational chemistry applications, from small molecules to proteins.

Class Content: This course will cover current tools in molecular simulations and modeling and the essential theory behind them. Although topics will involve simulations on molecular systems in general, emphasis will be made on biomolecules. The underlying theory and practical applications of the following topics will be covered: basic introduction to vectors, matrices, eigenvectors and eigenvalues; potential energy surface; Molecular Mechanics and its implementation via Molecular Dynamics and Monte Carlo methods; Simulated annealing and Genetic Algorithms; Docking; Free energy calculations; Molecular Orbital theory; Semi-empirical methods, First principles implementation of Hartree-Fock theory; Density Functional Theory; Quantum Mechanics/ Molecular Mechanics hybrid methods; Molecular electrostatic potential; survey of things not covered.

Prerequisites: Rudimentary skills in programming are expected, regardless the programming language. In addition, you will learn Perl, if you don't know it already.

Examination:

Grade will be based 60% on practical projects and assignments and 40% on a comprehensive written final exam (take-home, time to be arranged).

Computer Requirements:

You will need to work on a computer with a Unix/Linux environment. A computer with Linux is recommended.

Mac users can install X11 and use the UNIX terminal environment. I can help you out to set that up.

Software: You should install the following programs:

- 1) any protein visualization software, such as Chimera (<http://www.cgl.ucsf.edu/chimera/>), Rasmol (<http://www.umass.edu/microbio/rasmol/>), Maestro (<http://www.schrodinger.com>), or Vmd (<http://www.ks.uiuc.edu/Research/vmd/>)
- 2) Tinker (<http://dasher.wustl.edu/tinker/>);
- 3) Molden (<http://www.cmbi.ru.nl/molden/molden.html>)
- 4) Gaussian 09 (University has license for Linux version)

<http://www.umass.edu/microbio/rasmol/>), Rasmol
<http://www.schrodinger.com>), Maestro
<http://www.ks.uiuc.edu/Research/vmd/>)

- 2) Tinker (<http://dasher.wustl.edu/tinker/>);
- 3) Molden (<http://www.cmbi.ru.nl/molden/molden.html>)
- 4) Gaussian 09 (University has license for Linux version)

2020-265 ECON 2327W **Revise Course (G) (S)**

COURSE ACTION REQUEST	
CAR ID	20-16304
Request Proposer	Harmon
Course Title	Information Technology for Economics
CAR Status	In Progress
Workflow History	Start > Draft > Economics > UICC > Return > Economics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Information Technology for Economics
Course Number	2327
Will this use an existing course number?	Yes

Please explain the use of existing course number	Content Area 3 Science and Technology (non-Lab)	g a W to am course	
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CONTACT INFO

Initiator Name	Oskar R Harmon
Initiator Department	Economics
Initiator NetId	orh02001
Initiator Email	oskar.harmon@ucornn.edu
Is this request for you or someone else?	Myself
Does the department /school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No

Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
Will there also be a non-W section?	Yes
Environmental Literacy	No
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	lecture, discussion, writing assignments

COURSE RESTRICTIONS

Prerequisites	ECON 1202; 1007	the course ECON 201 and ECON 1000 or ECON 1000Q or ECON 1000Q. The course requires the achievement of equilibrium price and quantity, and analysis of several industries and the stock market. Analysis of historical data such as aggregate and specific price levels, sectoral shifts in the economy, and changes in income distribution.	
Corequisites	none		
Recommended Preparation	none		
Is Consent Required?	No		
Is enrollment in this course restricted?	No		
Is Consent Required for course?	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?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	Econ 2327 Information Technology for Economics 3.00 credits Prerequisites: ECON 1200 or both ECON 1201 and 1202; STAT 1000Q or 1100Q. Grading Basis: Graded The presentation of economic data and testing of economic theory through the use of appropriate computer based tools. Analysis of macroeconomics concepts such as

Provide proposed title and complete course catalog copy	Econ 2327 Information Technology for Economics 3.00 credits Prerequisites: ECON 1200 or both ECON 1201 and 1202; STAT 1000Q or 1100Q. Grading Basis: Graded The presentation of economic data and testing of economic theory through the use of appropriate computer based tools. Analysis of macroeconomics concepts such as the consumption function, influence of the money supply, budget deficits, and interest rates on macroeconomic equilibrium, and the tradeoff between unemployment and inflation. Analysis of microeconomic concepts such as demand, supply,
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	<p>elasticity, the achievement of equilibrium price and quantity, and analysis of several industries and the stock market.</p> <p>Analysis of historical data such as aggregate and specific price levels, sectoral shifts in the economy, and changes in income distribution. Econ 2327W.</p> <p>Information Technology for Economics 3.00 credits</p> <p>Prerequisites: ECON 1200 or both ECON 1201 and 1202; STAT 1000Q or 1100Q; ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded</p>
Reason for the course action	Increase the writing content of the course
Specify effect on other departments and overlap with existing courses	none
Purpose provided	By the end of the semester, students should be able to: • analyze and visualize data from

brief description of course goals and learning objectives	<p>an economic approach • download data from publicly available sites and format data for use in Tableau and Stata • effectively communicate ideas and analysis in a report</p>
Describe course assessments	<p>The course assessments are homework exercises, final exam in the form of a poster project, and the writing assignments that counts for 45% of the course grade. To pass the course students must receive a passing grade on the writing assignment because this is a "W" course. To create proper incentives, students will be graded on their drafts along the way. The proposal and draft list of sources will be 4%; the first draft 6%; the second draft 10% and the final draft 22%, peer review 3%, for a grand total of 45% of the course grade. Students may revise the drafts and resubmit them for additional comments, but the grade will not change; that is, your grade for each draft will be based on the first submission. Instructor reserves the right to lower your grade in any assignment that you submit after the deadline -- the later the</p>

	submission, the lower the grade.					
General Education Goals	Students will complete several short research projects on topics such as wage gender inequity, racial wage discrimination in professional football, and disparities in school finance and educational outcomes. Bu researching these topics, and working with empirical data, student awareness of diversity in economic experiences and moral sensitivity will be increased. These topics will help students articulate different viewpoints view points on economic differences, and to think critically about different viewpoints.					
	Students will complete writing assignments that reinforce and improve their skills in researching a topic, documentation and citation of sources, explaining a central thesis throughout a paper, supporting the argument of the thesis, organizing the flow of the paper, using efficient and well constructed sentences, and the mechanical elements of writing (grammar, spelling, punctuation)					
Writing Competency						
Syllabus and other attach						
	<table border="1"> <tr> <td>Attachment Link</td> <td>File Name</td> <td>File Type</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Attachment Link	File Name	File Type		
Attachment Link	File Name	File Type				

Comments	Syllabus_E_C232_7W9-14-20.docx	Syllabus_E_C232_7W9-14-20.docx	Syllabus

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Oskar Harmon	04/29/2020 - 14:31	Submit		This course was approved by the Economics Department in a department meeting in Spring 2020
	Economics	Richard N Langlois	09/17/2020 - 11:09	Approve	5/8/2020	Pam, it looks like Oskar checked "UNIV" under course info. I can't fix that. Dick
	UICC	Cheryl D Galli	09/17/2020 - 11:58	Return	9/17/2020	Returning to remove UNIV designation and correct workflow-
	Return	Cheryl D Galli	09/17/2020 - 11:59	Resubmit		Removed UNIV designation
	Economics	Cheryl D Galli	09/17/2020 - 11:59	Approve	9/17/2020	See Professor Langlois

			Harmon		original approva - resubmi - ted to UNIV designa tion
			Email: harmon@uconn.edu		
			Telephone: 203-253-8459		
			Office Hours/Availability: TBA		
Course Materials					

ECON 2327 W
Information
Technology for
Economics

Required Textbook:

None. Required reading on electronic reserve, and videos

Course Description

Syllabus

Course and Instructor Information

NOTE: I may make modifications to the course requirements, grading, and content as the semester unfolds.

The presentation of economic data and testing of economic theory through the use of appropriate computer-based tools. Analysis of macroeconomics concepts such as the consumption function, influence of the money supply, budget deficits, and interest rates on macroeconomic equilibrium, and the tradeoff between unemployment and inflation. Analysis of microeconomic concepts such as demand, supply, elasticity, the achievement of equilibrium price and quantity, and analysis of several industries and the stock market. Analysis of historical data such as aggregate and specific price levels, sectoral shifts in the economy, and changes in income distribution.

Course Title:
Information
Technology for
Economists ECON
2327

Credits: 3
Prerequisites:
Prerequisite: [ECON 1200](#) or both [ECON 1201](#) and [1202](#); and [STAT 1000Q](#) or [1100Q](#). A course recommended for all students majoring in economics.

Professor: Oskar

Course Objectives

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

- analyze and visualize data from an economic approach
- download data from publicly available sites and format data for use in Tableau and Stata
- effectively communicate ideas and analysis in a report

Course Outline

Topic 1: Resources
for Downloading
Economic Data
Topic 2: Writing and
Communication Skills
in Economics &
Business
Topic 3: Review of
Relevant Concepts in
Economic & Statistics
Topic 4: Excel
Topic 5: Fred
Topic 6: Tableau
Topic 7: Stata
Topic 8: Posters

Course Requirements and Grading

Summary of Course Grading:

Writing assignment

The writing assignment counts for 45% of the course grade. **To pass the course you must receive a passing grade on the writing assignment because this is a “W” course.** To create proper incentives, you will be graded on your drafts along the way. Your proposal and draft list of sources will be 4%; your first draft 6%; your second draft 10%; peer review 3%, and the final draft 22% for a grand total of 45% of the course grade. You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. Instructor reserves the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade.

You can write on economics related topic you like (with the approval of your instructor). As always, turning in a paper you wrote for some class in the past would constitute academic misconduct unless explicitly approved by the instructor. If you are at a

loss for a topic, consider turning to a website like [Top 100 Economics Blogs & Websites To Follow](#). Your section instructor will also be a valuable resource in picking a topic.

Peer Review Exercise
Mid-way through the semester, we will conduct a peer-review exercise which counts for 3% of the grade.. You will receive by email, and be asked to comment on, another student's installment. You will be graded on the effort you put into the peer review (three percent of course grade). [Here are some tips](#) for a good peer review.

Schedule of Writing assignments

Week of Semester	Assignment due	Comments
3rd	Proposal	One or two pages, with preliminary thesis and some references.

5th	Draft list of sources	All sources properly formatted.
8th	First draft due	Must include in-text citations and list of references, but may not yet be full length or include all evidence.
10th	Second draft due	Must be full length and must address comments on first draft.
12th	In-class peer review	Provide comments to and receive comments from

		another student.
16th	Final version	Must include complete bibliography and proper in-text citation..

Note: your assignment is always due at the meeting of the discussion section to which you are assigned.

Grading of Writing Assignments

You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. We reserve the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade. How will you be graded? The rubric below gives a more formal answer to that question. But

here basically is what we are looking for.

1. **Researching the topic:** Did you find and master relevant scholarly reference materials? We will talk in class about what "scholarly" means. Briefly: it means professional books and journal articles. I recommend [Google Scholar](#) as a good starting point. We will learn about other sources in class. "Scholarly" specifically excludes the kind of unmonitored websites that turn up in ordinary web searches. "Joe's website about economics" is not a scholarly source, even if Joe is a professor of economics somewhere. You get precisely one Wikipedia citation for the entire paper.
2. **Documentation and Citation:** Did you document and cite all sources appropriately? You are responsible for providing proper citation for all direct quotations, paraphrased ideas, and statistical and other information coming from other sources. (Note that you have to cite an idea even if you paraphrase it rather than quote an author directly; and, in general, you *ought* to paraphrase not quote.) Make sure to include at the end of each paper a list of works cited. You must format properly both your in-text citations and list of works cited. We will talk about this in class. A good resource to start is the [UConn Library's guide on citing sources](#).
3. **Argument:** Is there a central idea, a thesis that you sustain consistently throughout the paper? How clear, sophisticated, and original is the idea? Does it convey a clear knowledge of the material and a recognition of alternative perspectives?
4. **Support:** How well do you support your argument? Are your sources clearly and consistently relevant to the thesis? Do you use examples, quotations, statistical and other information skillfully to support the argument(s)?
5. **Organization:** Is the paper well-organized? Make sure that your objective is clear at the beginning, that each section has a clear role in meeting

the objective, and that ideas flow logically from one paragraph or section to the next.

6. **Paragraphs:** Are the paragraphs coherent and well-organized? Is there one clear idea per paragraph, introduced by a clear topic sentence and developed consistently by other well-connected sentences?

7. **Sentences:** Are the sentences efficient and well-constructed? Work on constructing clear, concise sentences by avoiding words and phrases that do not fit well. Use vague pronouns and passive voice only when

absolutely necessary.

8. **Mechanics:** Are the mechanical elements of writing (grammar, spelling, punctuation, etc.) free of errors? Using your word processor to check spelling and grammar before printing the paper can go a long way. But be careful: your word processor does not know if you meant “there” or “their.” In the end, there is no substitute for human proofreading.

Grading Rubric

The rubric below names and describes some key traits of academic texts. In practice, the five traits are interrelated; still, compared to traditional grades, this sorting by traits can offer a more calibrated measure of strengths and weaknesses. A grade of 3 is average and is equivalent to a score of 80 out of 100 (5=100, 4=90, 3=80, 2=70, 1=60, 0=0). Please note that if an essay receives a 0.0 in any of the 5 categories, it cannot pass.

	5 points	4 points.	3 points	1 or 2 points	0 points
Purpose, Relevance & Focus	The text grapples with an issue ripe for analysis or debate and responds with insight. The writer clearly understands the assignment, demonstrates	The text voices a thoughtful response to the assignment, going beyond standard expectations. The writer motivates readers to care about the	The text responds competently to the assignment, making a viable claim. The writer has something at stake and shows some promising analytical, interpretive	The text responds adequately to the assignment and advances a reasonable but unambitious claim. The thesis may be limited, muddy or scattered, but the purpose	The text may be inappropriate to the assignment, revealing scant understanding of readings and contextual issues, or seem adrift. The central

<p>illustrates a sure grasp of the readings and contextual issues in play, and makes a perceptive contribution to the intellectual conversation on the matter. Exceptional essays reveal a creative and critical mind at work; they move readers from the <i>known</i> to the <i>new</i>; they often take risks.</p>	<p>issues at hand and asserts a focused, relevant, and convincing claim.</p>	<p>Developmental and rhetorical sensitivities.</p>	<p>The author's choices are still discernible, including evidence to support claims and amplify key points. The text uses primarily reliable secondary sources, relevant data, and telling details as appropriate to the nature and scope of the assignment. The writer creates</p>	<p>The relevant research also provides evidence to support claims and amplify key points. The text uses primarily reliable secondary sources, relevant data, and telling details as appropriate to the nature and scope of the assignment. The writer creates</p>	<p>The claim writer selects and develops enough evidence to make a compelling case. The supported details describe the argument or narrative, drawing in readers. The text builds momentum; readers should affirm as they move through the essay.</p>	<p>The writer includes enough evidence to make a compelling case. The text moves well between generalities and particulars. When required, source cited are reliable and appropriate.</p>	<p>The quality and quantity of support is adequate, but at times runs thin. The essay needs more flesh on the bones. Some evidence may be incomplete, stretched or suspect.</p>	<p>The text may be either too skimpy or too bloated. Evidence may be missing, incomplete, and supporting material may be mismatched.</p>
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	comm on ground with the audience and anticipates alternative perspectives and counter-arguments.			ation as needed, and clearly signaling sources, turns and transitions. The writer employs structure	ons, signal phrases for sources (etc.). Readers never feel lost.		d.	
Arrangement	The arrangement complements the purpose and development of the piece. The writer shepherds readers through the text by making the organization evident, delivering inform	The arrangement is thoughtful and logical. The writer respects conventions appropriate to the genre and supplies helpful cues for navigating the text (intro, forecasting, transiti	The structure fits the assignment and purpose reasonably well. The arrangement is typical for the genre but doesn't go out of its way to help readers.	al conventions is discernible only in the margin, effectively. The reader is surprised as needs are not taken into	The organization is hazardous, showing a disregard for logic or convention			
			Style: The prose is generally controlled. Sentences are mostly declarative and use a variety of sentence structures. The writer uses a mix of simple and complex sentences to create a sense of rhythm and flow. The language is clear and concise, with a focus on conveying information effectively. The writer uses a variety of transitions to connect ideas and paragraphs, and the overall structure is well-organized and easy to follow.	The prose is generally controlled. Sentences are mostly declarative and use a variety of sentence structures. The writer uses a mix of simple and complex sentences to create a sense of rhythm and flow. The language is clear and concise, with a focus on conveying information effectively. The writer uses a variety of transitions to connect ideas and paragraphs, and the overall structure is well-organized and easy to follow.	The prose is generally controlled. Sentences are mostly declarative and use a variety of sentence structures. The writer uses a mix of simple and complex sentences to create a sense of rhythm and flow. The language is clear and concise, with a focus on conveying information effectively. The writer uses a variety of transitions to connect ideas and paragraphs, and the overall structure is well-organized and easy to follow.		The prose is readable but may be flat, repetitive, choppy, wordy, or bureaucratic. Some passages may strike the aud	The style alienates the writer from the audience. Sentences may be so tangled that they o

	ried; the rhythm is paced; transitions are fluid; the sounds resonate. The writer adopts an audience-appropriate stance while projecting a distinctive voice.	ges. The writer shows versatility.	dition is audience appropriate.	erience source sirks editing is calibrated to the intended audience and complements the purpose, meaning and style of the text.	lapses, typos, awkward phrasing or inconsistencies.	etc.).	standard source documentation may prevail.	ms impede comprehension or frustrate readers. Source attribution may be missing or seriously flawed.
			Modified slightly from the rubric of Prof. Tom Deans , Director of the UConn Writing Center, version of 4/2006					
Editing & Conventions	The writer seamlessly employs effective strategies for grammar, syntax, usage, word choice, and attribution	Surface features and conventions meet audience expectations. Text is edited fairly but may include a few minor	Text is ably well edited but contains some errors (e.g., punctuation, faulty parallelism, dangling modifiers).	Text is le but reveals a few serious problems (e.g., errors of subject-verb agreement, etc.) of frequent errors. Non-	More than 3 or 4 serious problems--or a constellation of minor errors--prepared to participate in			
			<p>Class Participation Some obligations, work, family, friends, life pile up and distract you from focusing on this course. Please find a commitment to stay in touch with the class assignments, attend classes, and read the assigned material. Students should be prepared to participate in</p> <p>Homework Assignments The Homework Assignments are designed to give you experience using computer software and managing data. In addition, hands-on experience with the data will reinforce the statistical and econometric theory and methods and thus help to prepare you for the term</p>					

research project assignments. A 15-percent penalty is imposed on late assignments.

Final Exam Poster

Our research topic is Transportation. During the semester you will develop a research hypothesis, write a literature review, collect survey data, display the data in Tableau (a data visualization software), and do regression analysis in STATA (a statistical analysis software). These outputs will be inputs to the final term project – a poster. The poster is the final project product wherein you present your results (research hypothesis, literature review, regressions, data visualization, and discussion of results. A 15-percent penalty is imposed on late assignments.

Grading Scale:

Point Range		Letter Grade	GPA
930,000	1,000,000	A	4
900,000	929,999	A-	3.7
870,000	899,999	B+	3.3
840,000	869,999	B	3
810,000	839,999	B-	2.7
780,000	809,999	C+	2.3
750,000	779,999	C	2
720,000	749,999	C-	1.7
690,000	719,999	D+	1.3
660,000	689,999	D	1
630,000	659,999	D-	0.7
0	629,999	F	0

Bonus Points

During the semester bonus points will be given for participation in announced Campus Events, and other TBA activities.

Due Dates and Late Policy

You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.

Late assignments

A 15% penalty is imposed on late assignments, unless excused as detailed below.

Extension of Deadline for Cause I.e. Excusal Policy

Assignments are to be submitted on time, except in case of documented emergency, scheduling conflict, religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. If you have a conflict, please inform me in writing ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented, you from timely submission of these activities the deadline may

be extended.
Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues. Unless excused, a 15% penalty is imposed on late assignments.

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [University of](#)

[Connecticut's Student Code](#) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

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

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

[Absence from Final Exam](#)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-](#)

[Degree Add/Drop Information](#)

located on the registrar's website.

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

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

[University Counseling & Mental Health Services](#)

Students with

Disabilities

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

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

Policy against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the

utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu, and <http://provost.uconn.edu/syllabi-references/>.

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](#). Students also have [24x7 Course Support](#) including access to live chat, phone, and

support documents.

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

2020-266 FREN Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND CO

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: September 6, 2020
2. Department or Program: Literatures, Cultures, and Languages
3. Title of Major: French
4. [Effective](#) Date (semester, year): Spring 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate

here.)
5. Nature of
change:
Simplification/up
date of Major.

- We are collapsing the two tracks we formally required that students choose.
- We are reducing our 6 courses core set of requirements to 4 courses. We are thus giving students a wider selection of electives to choose from.
- We are making 3257, French phonetics, optional for native speakers.
- We are changing our Ws for the core.

Our two-course literature survey series (3261 and 3262) used to be W courses. We decided that the intensive reading requirement in the survey did not pair well with the Writing requirement. The courses have both already been re-classified to non-W classes. In the meantime, 3211W, has been accepted by the CLAS CC and has almost completed its review in GEOC.

- We are reducing the number of French-language W's required for the Major from 2 to 1.
- We are also adding the three 1-credit French-for-Engineering sequence 3101-3102-3103 to the Major that students who are registered for the Technopole France dual degree in French and Engineering must take for their degrees. We are also specifying the Université de Toulouse as their destination for the Study Abroad requirement.

Existing Catalog Description of Major

French

[Course descriptions](#)

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French. All majors must complete the following courses: [FREN 3211](#), [3257](#), [3261W](#), [3262W](#), [3268/W](#), and [3269](#). Students may follow the French for the Global Community track or the French Cultural and Literary Studies track. We

allow two substitutions between tracks: two courses from track 1 can count for track 2 and vice versa.

French for the Global Community

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows: [FREN 3215](#), [3216](#), or [3222](#); [FREN 3217](#) or [3267](#); [FREN 3218](#) or [3250](#) or [3251](#) or [3270W](#) or [3280](#); [FREN 3224](#) or [3274](#).

French Cultural and Literary Studies

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows: [FREN 3210](#), [3223](#), [3224](#) or

[3226](#); [FREN 3218](#), [3231](#), [3234](#), or [3235](#); [FREN 3220](#), [3221](#), [3222](#), or [3250](#) or [3251](#); [FREN 3272](#).

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](#) course from study abroad in Paris.

Education Abroad in Paris

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take two of the following three options: [FREN 3261W](#), [3262W](#) or [3268W](#).

A minor in [French](#) is described in the Minors section.

Proposed Catalog Description of Major

French

[Course descriptions](#)

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French.

All majors must complete four core courses: [3257](#)*, [3261](#), [3262](#), [3268/W](#) or [3269](#).

French majors must complete 18 credits among the following groupings: [FREN 3210](#), [FREN 3211W](#), [FREN 3215](#) or [3216](#); [FREN 3217](#) or [3267](#); [FREN 3218](#) or [3250](#) or [3251](#) or [3270W](#) or [3280](#); [FREN 3224](#) or [3274](#); [3223](#) or [3226](#); [FREN 3218](#), [3231](#), [3234](#), or [3235](#); [FREN 3220](#), [3221](#), [3222](#), or [3250](#) or [3251](#) or [FREN 3272](#).**

*Native French or heritage speakers may request a waiver from the FRENCH 3257/Phonetics requirement if an evaluation of their

speaking skills is approved. Students will still have to meet the 30 credit requirement for the major.

**As part of their Major, Technopole students must take the three-semester one-credit sequence FREN 3101, 3102 and 3103 in the two years prior to their departure to France.

To satisfy the writing in the major and information literacy requirements, all majors must take one French W course, either [FREN 3211W](#) or [3268W](#). [FREN 3270 W](#) may be taken towards the Major, but because it is taught in English, it cannot count as a W.

Education Abroad

Study abroad in our Paris program is required of all non-dual degree French majors for at least one semester. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](#) course from study abroad in Paris. Students participating in the Paris for a year may earn a full academic year’s credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work and encourages students to take courses in other disciplines wherever possible.

Technopole France dual degree students must study abroad for a year in Toulouse. They will spend one semester at Université Fédéral de Toulouse Midi-Pyrénées pursuing their French Major and one semester pursuing an engineering internship overseen by UFTMP (this option is not available for non-Technopole students). In the fall, any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](#) course at UFTMP. Technopole students may earn a maximum of 12

credits toward the major in French, plus 6 relateds.

Number, and e-mail address of principal contact person: Jennifer Terni, Jennifer.terni@uconn.edu

A minor in [French](#) is described in the Minors section.

2020-267 GSCI 3030 Revise Course

Justification

1. Reasons for changing the major: To accommodate more dual-degree and double-major students
2. Effects on students: it will make the Major much simpler to complete
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by Department Curriculum Committee: Department Faculty: Jennifer Terni
6. Name, Phone

COURSE ACTION REQUEST	
CAR ID	20-2634
Request Proposer	Crespi
Course Title	Earth Structure
CAR Status	In Progress
Workflow History	Start > Draft > Geosciences > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GSCI
School / College	College of Liberal Arts and Sciences
Department	Geosciences
Course Title	Earth Structure
Course Number	3030
Will this use an existing course number?	Yes
Please explain the use of existing course number	Course number will not change.

CONTACT INFO	
Initiator Name	Jean M Crespi
Initiator Department	Geosciences
Initiator NetId	jmc02024
Initiator Email	jean.crespi@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	Do you anticipate the course will be offered at all campuses? At which campuses do you anticipate this course will be offered?		
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?			
Number of Sections			
Number of Students per Section		Storrs	
Is this a Variable Credits Course?			
Is this a Multi-Semester Course?			
Credits	If not generally available at all campuses, please explain why	Course is an upper-level 50-minute course three-times a week.	
Instructional Pattern		Course is taken after regional campus students transfer to the Storrs campus.	

COURSE RESTRICTIONS

Prerequisites	GSCI 1050 or both GSCI 1052 and one of GSCI 1010 or 1051 or 1055 or 1070 or GEOG 1070
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

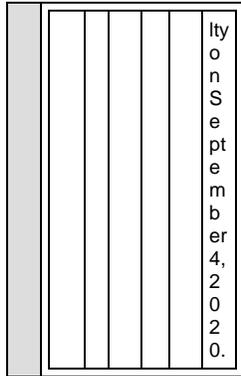
GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

COURSE DETAILS

Provide existing title and complete course catalog copy	GSCI 3030. Earth Structure 3.00 credits Prerequisites: GSCI 1050 or both GSCI 1052 and one of GSCI 1010 or 1051 or 1055 or 1070 or GEOG 1070 Grading Basis: Graded Structure and composition of the earth, including a survey of plate tectonics and crustal evolution. Gravitational, thermal and tectonic processes associated with the earth's surface and interior. One or more weekend field trips may be required.
Provide proposed title and complete course catalog copy	GSCI 3030. Earth Structure 3.00 credits Prerequisites: GSCI 1050 or both GSCI 1052 and one of GSCI 1010 or 1051 or 1055 or 1070 or GEOG 1070 Grading Basis: Graded Description and interpretation of geological structures; stress and strain; contractional, extensional, and strike-slip tectonics; survey of New England geology; and application of principles of structural geology to environmental issues. One full-day field trip on the weekend may be required.
Reason for the course action	Course action is to revise description of the course only. The current description is more than twenty years old. A new description is



Syllabus

Course Goals

The field of structural geology / tectonics is huge. We don't have time to cover everything in one semester!

Our focus will be on those aspects of structural geology / tectonics that help you improve your spatial thinking skills and your ability to visualize in three dimensions.

Our focus will also be on those aspects of structural geology / tectonics that involve practical skills you will need to be successful in other courses in our curriculum and in the larger geoscience profession.

To accomplish these goals, we will study bedrock geological maps, analyze structural data, and apply concepts to environmental issues.

Syllabus cont.	Introduction to Course Tectonics of Northeastern U.S.
Mon 31 Aug	Lab 1
	Tectonics of Northeastern U.S. Reading: Section in course booklet
Wed 2 Sep	NO CLASS Labor Day
Mon 7 Sep	Tectonics of Northeastern U.S. Reading: Section in course booklet
Wed 9 Sep	Orientation Data: Planes Orientation Data: Lines
Mon 14 Sep	Reading: Sections in course booklet Lab 2 Reading: p. 7 of Maps-Leeds.pdf
	Orientation Data: Planes Orientation Data: Lines
Wed 16 Sep	Reading: Sections in course booklet
	Stereographic Projections Reading: Section in course booklet
Mon 21 Sep	Reading: Stereonets-Leeds.pdf Lab 3 Reading: p. 21 of Maps-Leeds.pdf
	Stereographic Projections Reading: Section in course booklet
Wed 23 Sep	Reading: Stereonets-Leeds.pdf
	Faults Reading: Section in course booklet
Mon 28 Sep	Reading: p. 11–21 of TheBasics-Leeds.pdf Lab 4 Reading: p. 10–11 of Maps-Leeds.pdf

Topics/Reading

Syllabus cont.	Faults
	Reading: Section in course booklet
Wed 30 Sep	Reading: p. 11–21 of TheBasics-Leeds.pdf
	Faults
	Reading: Section in course booklet
Mon 5 Oct	Reading: p. 11–21 of TheBasics-Leeds.pdf
	Cross Section—Part 1
	Reading: p. 17–18 of Maps-Leeds.pdf
	Cross Section—Part 2
	Reading: p. 7–9, 14–15, 19–20 of Maps-Leeds.pdf
	Whole Earth Structure
	Reading: Section in course booklet
Wed 7 Oct	
	Extensional Tectonics
	Reading: Section in course booklet
Mon 12 Oct	Lab 5
	Extensional Tectonics
	Contractional Tectonics
Wed 14 Oct	Reading: Sections in course booklet
	Reading: Geology-Acropolis.pdf
	Reading: Wedge movie
	Folds, Foliations, and Lineations
	Reading: Section in course booklet
Mon 19 Oct	Reading: p. 22–33 of TheBasics-Leeds.pdf
	Lab 6
	Cross Section—Part 3
	Reading: p. 7, 22–33 of Maps-Leeds.pdf
	Cross Section—Part 4
	Reading: p. 12–13 of Maps-Leeds.pdf
	Folds, Foliations, and Lineations
	Reading: Section in course booklet
Wed 21 Oct	Reading: p. 22–33 of TheBasics-Leeds.pdf

Topics/Reading

Syllabus cont.	Topics/Reading
Mon 26 Oct	NO CLASS GSA Annual Meeting Lab 7 on your own
Wed 28 Oct	NO CLASS GSA Annual Meeting
Mon 2 Nov	Folds, Foliations, and Lineations Reading: Section in course booklet Reading: p. 22–33 of TheBasics-Leeds.pdf Lab 8 Reading: p. 17–22 of Stereonets-Leeds.pdf Cross Section—Part 4 cont. Reading: p. 12–13 of Maps-Leeds.pdf
Wed 4 Nov	Folds, Foliations, and Lineations Contractional Tectonics Reading: Sections in course booklet Reading: p. 22–33 of TheBasics-Leeds.pdf Reading: Geology-Acropolis.pdf Reading: Wedge movie
Mon 9 Nov	Project 1 Article Figures Project 1 Summary Q&A Cross Section—Part 5
Wed 11 Nov	Hartford Basin Reading: Section in course booklet
Mon 16 Nov	Stress and Strain Reading: Sections in course booklet Reading: p. 5–10 of TheBasics-Leeds.pdf Reading: Slides 1–6 of Stress Video Lab 9 Reading: p. 23–26 of Stereonets-Leeds.pdf
Wed 18 Nov	Stress and Strain Reading: Sections in course booklet Reading: p. 5–10 of TheBasics-Leeds.pdf Reading: Slides 1–6 of Stress Video

Syllabus cont.	NO CLASS Thanksgiving Recess
Mon 23 Nov	NO CLASS Thanksgiving Recess
Wed 25 Nov	Stress and Strain Reading: Sections in course booklet
Mon 30 Nov	Reading: p. 5–10 of TheBasics-Leeds.pdf Reading: Slides 1–6 of Stress Video Lab 10
Wed 2 Dec	Stress and Strain Reading: Sections in course booklet Reading: p. 5–10 of TheBasics-Leeds.pdf Reading: Slides 1–6 of Stress Video
Mon 7 Dec	Project 2 Summary Q&A Final Exam Q&A
Wed 9 Dec	

Topics/Reading

Syllabus cont. Description of Assessments

The assessments in this course consist of pre-lab assignments, labs, post-lab assignments, assignments on the abstract for the article for project 1, project summaries, a cross section sketch, and a final exam.

Labs 1–6 & 8 and the cross section sketch focus on the following geological map.

Fisher, D.W., 1985, Bedrock geology of the Glens Falls–Whitehall region, New York: New York State Museum Map and Chart Series 35, map (scale 1:48,000) with 58 p. text.

Lab 7 focuses on the Geological Society of America Annual Meeting.

Labs 9 and 10 focus on the analysis of data collected on the field trip in previous years.

The pre-lab and post-lab assignments focus on projects 1 and 2.

Project 1 is on groundwater and structural geology. It focuses on the following article.

Kim, J., Ryan, P., Klepeis, K., Gleeson, T., North, K., Bean, J., Davis, L., and Filoon, J., 2014, Tectonic evolution of a Paleozoic thrust fault influences the hydrogeology of a fractured rock aquifer, northeastern Appalachian foreland: *Geofluids*, v. 14, no. 3, p. 266–290,
<https://doi.org/10.1111/gfl.12076>.

Project 2 is on induced seismicity and structural geology. It focuses on the following articles.

Ellsworth, W.L., Giardini, D., Townend, J., Ge, S.,

Syllabus cont. Description of Assessments cont.

and Shimamoto, T., 2019, Triggering of the Pohang, Korea, earthquake (M_w 5.5) by enhanced geothermal system stimulation: Seismological Research Letters, v. 90, no. 5, p. 1844–1858, <https://doi.org/10.1785/0220190102>.

Kim, K.-H., Ree, J.-H., Kim, Y., Kim, S., Kang, S.Y., and Seo, W., 2018, Assessing whether the 2017 M_w 5.4 Pohang earthquake in South Korea was an induced event: Science, v. 360, no. 6392, p. 1007–1009, <https://doi.org/10.1126/science.aat6081>.

PRE-LAB ASSIGNMENTS

These assignments are relatively straightforward and serve the purpose of ensuring you begin to familiarize yourself with the course material for the week. They are graded on a satisfactory/unsatisfactory basis. Satisfactory (S) = 0.5 points and unsatisfactory (U) = 0 points. The pre-lab assignments for labs 1–6 & 8 are on the article for project 1, and the pre-lab assignments for labs 9 & 10 are on the articles for project 2.

LABS

Labs 1–6 & 8 and Labs 9 & 10: These assignments consist of exercises related to the current lecture topic. Each assignment is due by the end of the lab period. They are graded on a satisfactory/unsatisfactory basis. Satisfactory (S) = 0.5 points and unsatisfactory (U) = 0 points. Labs 1–6 & 8 are on the Fisher (1985) map, and labs 9 & 10 are on the analysis of data collected on the field trip in previous years.

Lab 7: This assignment involves your attendance

Syllabus cont. Description of Assessments cont.

at a portion of the virtual Geological Society of America Annual Meeting. Registration for the meeting is free this year for students.

POST-LAB ASSIGNMENTS

These assignments require you to apply the concepts you learned in the associated lab to a new situation. Their purpose is to improve your understanding and retention of the course material. These assignments are graded as a percentage of the total point value. The post-lab assignments for labs 1–6 & 8 are on the article for project 1, and the post-lab assignments for labs 9 & 10 are on the articles for project 2.

ABSTRACT FOR ARTICLE FOR PROJECT 1

The goal of these assignments is to produce a plain-language version of the abstract for the article for project 1. The first assignment is graded on a satisfactory/unsatisfactory basis. Satisfactory (S) = 0.5 points and unsatisfactory (U) = 0 points). The second assignment is graded as a percentage of the total point value.

PROJECT SUMMARIES

These assignments involve integrating and interpreting work done for the related pre- and post-lab assignments in the context of the associated article(s). They are graded as a percentage of the total point value.

CROSS SECTION SKETCH

These assignments consist of the work you do for the cross section sketch along the line of section F'GH on the Fisher (1985) map. The cross section sketch parts are due at the end of the lab period

Syllabus cont. Description of Assessments cont.

and are graded on a satisfactory/unsatisfactory basis. Satisfactory (S) = 0.5 points and unsatisfactory (U) = 0 points). The final cross section sketch is graded as a percentage of the total point value.

FIELD TRIP

We will not run the course field trip this semester because of logistical complications related to the pandemic.

FINAL EXAM

The final exam is described in the Description of Final Exam section of this course booklet.

MECHANICS FOR SUBMITTING ASSIGNMENTS

All assignments must be submitted through HuskyCT as PDF or JPG files as appropriate. Submit as a PDF file if the work is done on your computer. Submit as a JPG file if the work is done on paper.

Use the required filename for your document. The required filename is given in the description of the assignment in this course booklet and in HuskyCT.

Syllabus cont. Course Grading

POINT VALUES

4.5 points—Pre-lab Assignments
6 points—Labs 1–10
33 points—Post-lab Assignments
1.5 points—Project 1 Abstract Assignments
15 points—Project 1 Summary
15 points—Project 2 Summary
2 points—Cross Section Sketch Parts
3 points—Final Cross Section Sketch
20 points—Final Exam
100 points—TOTAL

MISSED LABS

Missed labs can be made up with a valid excuse (validity determined by the primary instructor). If you miss a lab and plan to make it up, you must let the primary instructor or teaching assistant know before the lab takes place.

LATE ASSIGNMENTS

Please turn assignments in on time.

Late assignments are accepted in this course only in the event of illness or special circumstances. You must notify the primary instructor or teaching assistant before the assignment is due. Details and exceptions are as noted below. This policy applies to all assignments: pre-lab assignments, labs, post-lab assignments, assignments on the abstract for the article for project 1, project summaries, and the cross section sketch.

Pre-lab assignments: These assignments cannot be made up because we discuss them in class the day after they are due. If you meet the criteria for turning one of these assignments in late, the

Syllabus cont. Course Grading cont.

point value will be made up by doubling the point value of your work for the next pre-lab assignment. If the excused pre-lab assignment is for lab 10, the total number of points that can be earned for the summary for project 2 will be increased by 0.5 points.

Labs: See policy on missed labs above. Late work for lab 7 will be accepted only in the event of special circumstances (acceptability of special circumstances determined by the primary instructor) because you have five days to complete the lab.

Post-lab assignments: These assignments cannot be made up because we discuss them in class the day after they are due. If you meet the criteria for turning one of these assignments in late, the point value will be made up by doubling the point value of your work for the next post-lab assignment. If the excused post-lab assignment is for lab 10, the total number of points that can be earned for the summary for project 2 will be increased by 3 points.

Assignments on abstract for article for project 1: Late work for these assignments will be accepted only in the event of special circumstances (acceptability of special circumstances determined by the primary instructor) because both assignments are short and because the second assignment is part of a class project related to the summary for project 1.

Project summaries: Late work for these assignments will be accepted only in the event of special circumstances (acceptability of special

Syllabus cont. Course Grading cont.

circumstances determined by the primary instructor). You have about a week from the time the last related assignment is due to complete the summary for project 1 and about a week from the time the last related assignment is due to complete the summary for project 2. Please plan accordingly.

Cross section sketch: The policy for missed labs applies to the cross section sketch parts because these are done during the lab period and due by the end of the lab period. The final cross section sketch cannot be turned in late because the cross section sketch is effectively complete after part 5. If the final cross section sketch is not turned in on time, part 5 will be graded for the final cross section sketch. If part 5 is not turned in on time, part 4 will be graded for the final cross section sketch and so on.

Syllabus cont. Plagiarism, Policies, and Health Resources

Before you begin this course, you should reacquaint yourself with the basics of plagiarism. A good overview of plagiarism is available at: <http://www.plagiarism.org>.

Plagiarism is considered academic misconduct. The UConn policy on academic misconduct is available at: <http://community.uconn.edu/the-student-code-appendix-a/>.

UConn policies on other course-related topics are available at: <http://provost.uconn.edu/syllabi-references/>.

For general and COVID-related health and wellness information, visit: <https://studenthealth.uconn.edu/>.

For additional information on ways to stay healthy and to stay connected to the UConn community, visit: <https://kindness.studentaffairs.uconn.edu/>.

Syllabus cont. TEACHING ASSISTANT

Madison Rosen

Office: Virtual via Webex personal room

<https://uconn-cmr.webex.com/meet/mlr19003>

Office hours: Monday, 8:00 a.m.–10:00 a.m. and by appointment

Email address: madison.rosen@uconn.edu

Instructors

**PRIMARY
INSTRUCTOR**

Jean Crespi

Office: Virtual via

Webex personal
room

<https://uconn-cmr.webex.com/meet/jmc02024>

Office hours:

Tuesday, 11:00 a.m.–

1:00 p.m. and by

appointment

Email address:

jean.crespi@uconn.edu

Learning Objectives

Learning Objectives—Lab 1 + Pre- and Post-lab 1 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L1-1. Explain the way information is encoded into the abbreviation for a lithologic unit on a geological map.

L1-2. Describe the age, main rock group (sedimentary, igneous, or metamorphic), and the main rock type(s) in each of the four tectonic units along the line of section FGH on the Fisher (1985) map.

L1-3. Describe the difference between a lithologic unit and a tectonic unit.

L1-4. Name the four tectonic units along the line of section FGH on the Fisher (1985) map.

Learning Objectives—Lab 2 + Pre- and Post-lab 2 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L2-1. Apply the Rule of V's to determine the dip direction and approximate dip magnitude of a planar feature.

L2-2. Explain the way information is encoded into a strike and dip symbol on a geological map.

L2-3. Use a protractor to measure the strike indicated by a strike and dip symbol on a geological map.

L2-4. Write strike and dip information in each of the four notation systems.

L2-5. Write plunge and trend information in each of the two notation systems.

L2-6. Use information on the orientation of a plane to calculate the orientation of the pole to the plane.

Learning Objectives—Lab 3 + Pre- and Post-lab 3 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L3-1. Estimate the orientation of a plane from its appearance on a stereonet.

L3-2. Estimate the orientation of a line from its appearance on a stereonet.

L3-3. Plot a plane on a stereonet by hand, using the program Stereonet, and using the stereonet program in Visible Geology.

L3-4. Plot a line on a stereonet by hand, using the program Stereonet, and using the stereonet program in Visible Geology.

L3-5. Calculate the mean orientation of a set of planes using the program Stereonet.

L3-6. Calculate the mean orientation of a set of lines using the program Stereonet.

Learning Objectives—Lab 4 + Pre- and Post-lab 4 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L4-1. Describe how fault symbols encode information about the nature of a fault.

L4-2. Interpret crosscutting relations on a geological map to determine the relative age of structures.

L4-3. Determine the approximate orientation of a fault plane from its expression on a geological map.

L4-4. Use stratigraphic information to determine the sense of slip along a fault.

L4-5. Use the apparent offset of planar features in map view to determine the sense of slip along a fault.

L4-6. Plot fault plane, striae, and sense of slip information on a stereonet.

L4-7. Interpret fault plane, striae, and sense of slip information from a stereonet plot.

Learning Objectives—Lab 5 + Pre- and Post-lab 5 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L5-1. Use information from a geological map of a region to list in chronological order the geological events that occurred in the region.

L5-2. For a geological map of a region in the northeastern United States, identify the tectonic setting of each geological event inferred for the region by giving the name of the tectonic event and two lines of evidence supporting the identification.

Learning Objectives—Labs 6 and 8 + Pre- and Post-lab 6 and 8 Assignments

After completing these labs, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L6&8-1. Describe how fold symbols encode information about the nature of a fold.

L6&8-2. Use information from a geological sketch to describe the geometry of a fold.

L6&8-3. Use information from a geological map to describe the geometry of a fold.

L6&8-4. Use information from a geological cross section to describe the geometry of a fold.

L6&8-5. Estimate the orientation of the fold axis, profile plane, and axial plane of a fold from a stereonet plot of bedding and cleavage data.

L6&8-6. Use bedding and cleavage data and the program Stereonet to calculate the orientation of the fold axis, profile plane, and axial plane of a fold.

Learning Objectives—Lab 7 (GSA Annual Meeting)

After completing this lab, you should be able to do the following:

L7-1. Describe the overall nature of and opportunities offered by a professional geoscience meeting.

L7-2. Describe the overall organization of the technical program of a professional geoscience meeting.

L7-3. Explain how two concepts from the course were used by the presenter of a oral or poster presentation.

Learning Objectives—Lab 9 + Pre- and Post-lab 9 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L9-1. Use information on the orientation of a conjugate set of faults to sketch the faults and the inferred principal stress axes in map view and in cross-section view.

L9-2. Use information on the orientation of a conjugate set of faults to plot the faults and the inferred principal stress axes on a stereonet.

L9-3. Describe criteria that can be used to decide if a conjugate set of faults formed before or after the strata containing them were tilted.

L9-4. Use the program Stereonet to restore planar and linear features to their pre-tilting orientation.

L9-5. Use the World Stress Map website to create a map showing the present-day state of stress in a region of interest.

L9-6. Use maps and cross sections of aftershock locations to determine the orientation of the main earthquake-generating fault.

Learning Objectives—Lab 10 + Pre- and Post-lab 10 Assignments

After completing this lab, the pre- and post-lab assignments, and the associated reading material, you should be able to do the following:

L10-1. Use information from the World Stress Map to characterize the present-day state of stress in a region of interest.

L10-2. Use information on the orientation of a fault plane and the orientation of the principal stress axes to plot the fault plane on a Mohr circle using the program MohrPlotter.

L10-3. From a Mohr plot of a plane of interest, determine the mean stress, differential stress, magnitudes of σ_1 and σ_3 , 2θ , the normal stress and stress stress on the plane of interest, and the likelihood the state of stress represented on the Mohr plot will result in slip along the plane of interest.

L10-4. Use a Mohr plot to explain the observation that the angle between conjugate faults is typically about 60° .

L10-5. Use a Mohr plot to explain the effect of pore pressure on the state of stress at a point within Earth's crust.

Learning Objectives—Project Summaries

After completing the project summaries, you should be able to do the following:

PS-1. Use terminology in structural geology and tectonics appropriately. [Project 1 and Project 2 Summaries]

PS-2. Demonstrate understanding of key concepts in the course. [Project 1 and Project 2 Summaries]

PS-3. Integrate information from several topics in the course. [Project 1 and Project 2 Summaries]

PS-4. Present scientific information in professional-looking and easy-to-understand figures and tables. [Project 2 Summary]

PS-5. Follow the guidelines for producing informative and professional figure captions and table titles. [Project 2 Summary]

Learning Objectives—Cross Section

After completing the cross section, you should be able to do the following:

CS-1. Use elevation information from topographic contour lines on a geological map to draw a topographic profile.

CS-2. Calculate the apparent dip of a planar feature along a cross section line using information from a geological map.

CS-3. Accurately locate and draw lithologic contacts, unconformities, faults, folds, and other geological features on a cross section.

CS-4. Write a short essay that explains the geological history of the rocks represented on a cross section.

CS-5. Write a short essay that interprets the rocks represented on a cross section in the context of processes related to extensional and contractional tectonics.

2020-268 GSCI 5140 Add Course

COURSE ACTION REQUEST

CAR ID	20-2395
Request Proposer	Gillingham
Course Title	Sedimentary Basin Analysis
CAR Status	In Progress
Workflow History	Start > Draft > Geosciences > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GSCI
School / College	College of Liberal Arts and Sciences
Department	Geosciences
Course Title	Sedimentary Basin Analysis
Course Number	5140
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Julie C Gillingham
Initiator Department	Geosciences
Initiator NetId	jcg16107
Initiator Email	julie.fosdick@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
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	Tuesday and Thursday 12:30-1:45 pm

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

GRADING

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

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

COURSE DETAILS	
Provide proposed title and complete course catalog copy	GSCI 5140. Sedimentary Basin Analysis 3.00 credits Prerequisites: None. Grading Basis: Graded Tectonic and environmental controls on the development and evolution of sedimentary basins. Emphasis on mechanisms of formation, characteristic depositional patterns, and sediment composition in modern and ancient tectonic settings. Basin analysis methods include sedimentology, stratigraphy, geochemistry, provenance and paleocurrent analysis, subsidence modeling, and interpretation of geophysical data
Reason for the course action	There is an existing course GSCI 4140 Sedimentary Basin Analysis. A number of GSCI graduate students have completed this course and have requested a version for graduate credit. The course content is a critical component of systems-based 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.
Specify effect on other departments and overlap with existing courses	There is no overlap with existing courses in other departments.
Please provide a brief description of course goals and learning objectives	The primary goal of this course is to train students in the analysis, synthesis, and interpretation of tectonic, climatic, and biotic processes recorded in sedimentary basins. By the end of the course, students will be able to (1) evaluate potential tectonic, dynamic, and thermal controls on basin subsidence, interpret types of tectonic setting from sediment composition, stacking patterns, and stratigraphic distribution, (2) assess changes sediment dispersal patterns using provenance techniques, (3) predict type and distribution of natural resources, and (4) integrate multiple datasets of various scales to conduct a complete basin analysis. Specific learning objectives include: • Correlate stratigraphy based on lithology, chronology, lithofacies, and faunal assemblages. • Evaluate changes in basin depth using paleoenvironmental indicators. • Construct lithostratigraphic and chronostratigraphic charts. • Calculate basin subsidence due to lithospheric thinning and topographic loading. • Identify subsidence mechanisms based on characteristic subsidence rate curves. • Calculate decompacted sedimentation rates. • Model subsidence and thermal histories using BasinMod software and evaluate effects of porosity, grain size, and geothermal boundary conditions on subsidence behavior. • Interpret sediment provenance using conglomerate and sandstone composition, mudstone geochemistry, and detrital geochronologic techniques. • Determine sediment dispersal directions using paleoflow indicators. • Calculate lag-time from thermochronology datasets to determine long-term orogenic evolution. • Explain the components of the petroleum system, including source rock, reservoir, and traps. • Communicate effective interpretations through high-quality graphs, diagrams, and written reports. • Read, understand, and write about sedimentary basin analysis literature.
Describe course assessments	This class meets twice weekly and involves a combination of lectures, classroom activities, software tutorials, assignments, a midterm, and an integrated final research project. We will examine diverse topics throughout the semester so students are encouraged to keep up with the reading. Class attendance and participation are expected. Assignments Five required assignments are based on key concepts and principles from lectures and reading material. Each assignment builds directly on methods that will be used in the final project. Thus, students should invest sufficient effort into these exercises to achieve a better understanding and higher success when integrating material for the final project. Assignments are due at the beginning of lecture on the scheduled due date; thereafter (without prior arrangements with the Instructor) they will receive a daily 2% loss. Midterm Exam There will be one written midterm exam that covers subsidence mechanisms and basin formation of various tectonic settings. Exam is closed book, closed notes. I will provide a study guide of questions that should be considered in preparation for the exam. Make-up exams may be scheduled only with prior arrangements. Final Project The final project consists of a synthetic "basin analysis" which requires students to synthesize a wide variety of data from techniques and methods discussed in class and prepare a written synthesis of basin history interpretation. Students will present their work during the scheduled final exam session. More information will be provided separately. The final project is due on the last day of class; thereafter (without prior arrangements with the Instructor) they will receive a daily 2% loss up until the scheduled final exam session. Final projects will not be accepted after the final exam. Discussions and participation Participation and course engagement are important parts of succeeding in this class. Students can participate in a variety of ways, including asking questions during class, visiting office-hours for discussion and questions, participating in class online discussion threads, and studying with student classmates. Course Grading Grades will be posted to HuskyCT as assignments are completed. You are encouraged to check your individual assignment grades and course grade and let me know of any discrepancies as soon as possible. Final course grades are based on the following: Course Components Weight Assignments 25% Midterm Exam 20% Final Project 45% Participation 10% Letter grades are determined as follows: #0-#2.99 = Letter

	minus; #3–#6.99 = Solid letter; #7–#9.99 = Letter plus. Final course letter grades will be rounded up to the nearest whole number grade point. Note that the University does not offer A+ grade In comparison to GSCI 4140 course expectations, students enrolled in GSCI 5140 will be responsible for (1) completing more advanced reading assignments, (1) preparing a more extensive Final Project, and (3) leading a class discussion on one of the assigned scientific papers.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	GSCI 5140_SedBasinAnalysis_Syllabus&Schedule.pdf	GSCI 5140_SedBasinAnalysis_Syllabus&Schedule.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Julie C Gillingham	08/15/2020 - 13:32	Submit		CAR approved by GSCI Faculty and C&C committee
Geosciences	Jean M Crespi	09/11/2020 - 17:26	Approve		Approved by Geoscience Dept. Curriculum and Courses Committee on September 2, 2020. Approved by Geoscience Dept. faculty on September 4, 2020.	

2020-269 MARN 2060 Drop Course (S)

COURSE ACTION REQUEST

CAR ID	20-2934
Request Proposer	Dierssen
Course Title	Introduction to Coastal Meteorology
CAR Status	In Progress
Workflow History	Start > Marine Sciences > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Drop Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Introduction to Coastal Meteorology
Course Number	2060

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

COURSE FEATURES

Is this currently a General Education course or is it being proposed for General Education?	No
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COURSE RESTRICTIONS

GRADING

What is the Grading Basis for this course?	Graded
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SPECIAL INSTRUCTIONAL FEATURES

COURSE DETAILS

Reason for the course action	The faculty member who teaches this has left the Department and this specialty will not be replaced in our future strategic hiring plan. The faculty voted to delete the course to avoid confusion for our undergraduate majors.
Specify effect on other departments and overlap with existing courses	None

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	09/17/2020 - 07:22	Submit		Approved by Department
	Marine Sciences	Heidi M Dierssen	09/17/2020 - 07:27	Approve	3/8/2019	Faculty approved during the retreat