CLAS C&C

Chair: Pamela Bedore

Agenda Part II

11.17.2020

**ADDITIONAL MATERIALS:**

**2020-314 ANTH 5395 Add Factotum Course: Special Topics**



**Proposal to Add a Factotum Course**

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

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

**I. Special Topics course**

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

# Items Included in Catalog Listing

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

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

3. Course Title: Special Topics

Top of Form

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

(choose one) X : 3 credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

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

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

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

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

\_\_\_ : Course list:

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

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

NOTE: We have the wrong course number. This course is offered as ANTH 5305. We are requesting for the course number to be changed to 5395.

Bottom of Form

**II. Variable Topics course**

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

# Items Included in Catalog Listing

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

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

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: Prerequisites and recommended preparation vary

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

\_\_\_ : Course list:

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

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

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

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

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

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

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

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

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

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

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

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

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

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

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

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

5. Prerequisites: Open only with consent of instructor

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

\_\_\_ : Course list:

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

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

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: Special topics has been in the books for a while and we have used it loosely to represent special topics and variable topics. This has happened for at least the last 6 years since I have been at UConn. I am not sure if we need new approval since this has been common practice and we just want to straighten the process.

    Department Faculty: Special topics has been in the books for a while and we have used it loosely to represent special topics and variable topics. This has happened for at least the last 6 years since I have been at UConn. I am not sure if we need new approval since this has been common practice and we just want to straighten the process.

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

César Abadía-Barrero

6179993612

Cesar.abadia@uconn.edu

**2020-315 ANTH 5398 Add Factotum Course: Variable Topics**



**Proposal to Add a Factotum Course**

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

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

**I. Special Topics course**

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

# Items Included in Catalog Listing

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

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

3. Course Title: Special Topics

Top of Form

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

(choose one) X : 3 credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

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

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

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

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

\_\_\_ : Course list:

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

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

NOTE: We have the wrong course number. This course is offered as ANTH 5305. We are requesting for the course number to be changed to 5395.

Bottom of Form

**II. Variable Topics course**

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

# Items Included in Catalog Listing

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

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

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: Prerequisites and recommended preparation vary

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

\_\_\_ : Course list:

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

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

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

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

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

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

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

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

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

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

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

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

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

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

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

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

5. Prerequisites: Open only with consent of instructor

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

\_\_\_ : Course list:

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

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

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: Special topics has been in the books for a while and we have used it loosely to represent special topics and variable topics. This has happened for at least the last 6 years since I have been at UConn. I am not sure if we need new approval since this has been common practice and we just want to straighten the process.

    Department Faculty: Special topics has been in the books for a while and we have used it loosely to represent special topics and variable topics. This has happened for at least the last 6 years since I have been at UConn. I am not sure if we need new approval since this has been common practice and we just want to straighten the process.

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

César Abadía-Barrero

6179993612

Cesar.abadia@uconn.edu

**2020-316 CHEM 5393 Add Special Topic: Macromolecular, Supramolecular, and Nanochemistry**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 40* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=c5c7d9a2-c84f-4a53-8ce3-99975c13017a&wOffset=300&sOffset=240&tableMode=inline) |

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| --- | --- | --- | --- |
| **Created by** | Fatma Selampinar | **Last updated** | Nov 2, 2020, 6:30:31 PM Eastern Standard Time |
| **Printed by** | Pamela Bedore | **Print Date** | Nov 3, 2020, 10:24:04 AM Eastern Standard Time |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | CHEM | | **Catalog Nbr** | 5393 | | **Course Title** | Special Topics in Physical Chemistry | | **Min Units** | 1 | | **Max Units** | 3 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Macromolecular, Supramolecular and Nanochemistry | | **Instructor Name** | Yao Lin, Jing Zhao, and Jie He | | **Description** | This course discusses the basics of Macromolecular, Supramolecular and Nanochemistry. The content includes synthesis, kinetics, characterization and application of macromolecules, supramolecules and nanomaterials. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 3 | | **Syllabus** | [Zhao et al Chem5393-Spring2021.pdf](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/6dedff24-3d74-4bef-be57-f3bf341cdf3a) | | **Comments** | |  |  | | --- | --- | | **Add Comment** | The course was approved by the Department Curriculum Committee and Department Faculty on October 30, 2020. | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Fatma | | **Last Name** | Selampinar | | **Title** | Associate Professor in Res | | **Email** | [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu) | | **Department** | Chemistry | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

**2020-317 CHEM 5393 Add Special Topic: Applies Physical Chemistry in Surface Science**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 42* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=fa70a4ca-04fc-4594-85ca-af3d96536838&wOffset=300&sOffset=240&tableMode=inline) |

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| **Created by** | Fatma Selampinar | **Last updated** | Nov 2, 2020, 9:12:45 PM Eastern Standard Time |
| **Printed by** | Pamela Bedore | **Print Date** | Nov 3, 2020, 10:20:58 AM Eastern Standard Time |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | CHEM | | **Catalog Nbr** | 5393 | | **Course Title** | Special Topics in Physical Chemistry | | **Min Units** | 1 | | **Max Units** | 3 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Applied Physical Chemistry in Surface Science | | **Instructor Name** | Rebecca Quardokus | | **Description** | This course will correlate physical chemistry concepts with experimental applications in surface science analysis. The course will cover topics of crystal structure, solid-gas interfaces, surface dynamics, molecular self-assembly, and surface analysis techniques. There will be an emphasis on applications of quantum tunneling, harmonic oscillator, particle in a box, electrostatic forces, Fermi Dirac statistics, quantization, particles, and waves. We will relate analysis techniques and surface science in the literature to basic physical chemistry concepts. Students will be able to identify principles of quantum mechanics and thermodynamics present in surface science and analytical techniques and be able to design an experiment and assess the experiment’s ability to answer a scientific question. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 3 | | **Syllabus** | [Spec\_Topics\_Quardokus.pdf](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/a72185fd-9502-43d1-a7ce-190b064aef70) | | **Comments** | |  |  | | --- | --- | | **Add Comment** | The course was approved by the Department Curriculum Committee and Department Faculty on October 30, 2020. | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Fatma | | **Last Name** | Selampinar | | **Title** | Associate Professor in Res | | **Email** | [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu) | | **Department** | Chemistry | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

**2020-318 CHEM 5394 Add Special Topic: Sustainable, Renewable and Recyclable Polymers**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 43* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=507d4f7f-9e60-447d-8f6c-93d6b3748515&wOffset=300&sOffset=240&tableMode=inline) |

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| **Created by** | Fatma Selampinar | **Last updated** | Nov 3, 2020, 10:09:05 AM Eastern Standard Time |
| **Printed by** | Pamela Bedore | **Print Date** | Nov 3, 2020, 10:17:50 AM Eastern Standard Time |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | CHEM | | **Catalog Nbr** | 5394 | | **Course Title** | Special Topics in Polymer Chemistry | | **Min Units** | 1 | | **Max Units** | 3 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Sustainable, Renewable and Recyclable Polymer | | **Instructor Name** | Rajeswari Kasi | | **Description** | This is one credit special topics course on sustainable and renewable polymers. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 1 | | **Syllabus** | [Kasi 5394 SP21 (002).pdf](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/2ce7eb8f-8efe-4652-b92f-e1d77991f4f4) | | **Comments** | |  |  | | --- | --- | | **Add Comment** | The course was approved by the Department Curriculum Committee and Department Faculty on October 30, 2020. | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Fatma | | **Last Name** | Selampinar | | **Title** | Associate Professor in Res | | **Email** | [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu) | | **Department** | Chemistry | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

**2020-319 CHEM 5396 Add Special Topic: Nanocrystals and Low-Dimensional Materials**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 41* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=4dc25ea6-19f7-4262-8c53-18f04fd70962&wOffset=300&sOffset=240&tableMode=inline) |

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| **Created by** | Fatma Selampinar | **Last updated** | Nov 2, 2020, 9:08:52 PM Eastern Standard Time |
| **Printed by** | Pamela Bedore | **Print Date** | Nov 3, 2020, 10:22:32 AM Eastern Standard Time |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | CHEM | | **Catalog Nbr** | 5396 | | **Course Title** | Special Topics in Inorganic Chemistry | | **Min Units** | 1 | | **Max Units** | 3 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Nanocrystals and Low-Dimensional Materials | | **Instructor Name** | James Hohman | | **Description** | The course will focus on synthetic nanotechnology, emphasizing the emergence and utilization of the nanoscale size effect in a variety of example systems. Students will be exposed to chemical and analytical techniques utilized in the study and development of nanotechnology and the complexities and analysis of many nanoscale systems. As a 5000-level distance learning course, the classwork will be a mix of lecture and discussion, with an emphasis on independent student research topics and presentations. Students can expect to hone both their knowledge of nanoscale chemistry and their soft skills of presentation and communication. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 3 | | **Syllabus** | [Hohman 5396 SP21.pdf](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/8c877fb2-7106-4703-94b8-356112fb4956) | | **Comments** | |  |  | | --- | --- | | **Add Comment** | The course was approved by the Department Curriculum Committee and Department Faculty on October 30, 2020. | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Fatma | | **Last Name** | Selampinar | | **Title** | Associate Professor in Res | | **Email** | [fatma.selampinar@uconn.edu](mailto:fatma.selampinar@uconn.edu) | | **Department** | Chemistry | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

**2020-320 PP 5397 Add Special Topic: Topics in Government Financial Management**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 21* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=bb7cefa0-8469-4b0d-8e4a-c602d06c46d4&wOffset=300&sOffset=240&tableMode=inline) |

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| **Created by** | Wade A Gibbs | **Last updated** | Oct 30, 2020, 11:39:18 AM Eastern Daylight Time |
| **Printed by** | Pamela Bedore | **Print Date** | Oct 30, 2020, 12:13:47 PM Eastern Daylight Time |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | PP | | **Catalog Nbr** | 5397 | | **Course Title** | Special Topics in Public Policy | | **Min Units** | 1 | | **Max Units** | 6 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Topics in Government Financial Management | | **Instructor Name** | Mark Robbins | | **Description** | This seminar provided a chance to synthesize and reflect upon the lessons and guidance in the professional world of government financial management. The goal of the class is to for students to consolidate the lessons from research and the profession and specifically to ground them in the practical reality of the finance officer. The course includes readings, discussion, interviews with professionals, and cases. Topics include Accounting and Financial Reporting, Budgeting, Debt Management, Investment Management, Pension and Benefit Administration, and Risk Assessment. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 3 | | **Syllabus** | [PP 5397 Topics in Government Financial Management (SP21) DRAFT Syllabus.docx](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/2d5a1d8b-30ba-46cd-ba25-480d4ae1f50d) | | **Comments** | |  |  | | --- | --- | | **Add Comment** |  | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Wade | | **Last Name** | Gibbs | | **Title** | Educational Program Coordinator | | **Email** | [wade.gibbs@uconn.edu](mailto:wade.gibbs@uconn.edu) | | **Department** | Public Policy | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

UNIVERSITY OF CONNECTICUT

DEPARTMENT OF PUBLIC POLICY

PP5397 Topics in Government Financial Management

Syllabus

The skills necessary to become a government or nonprofit financial officer are deep and varied, and this is no single course can provide all of those skills. The Department of Public Policy offers a broad compliment of courses covering this field starting with PP5346 Public Budgeting and Finance, which is a survey of the core tools for public budgeting, financial management, and public finance. **PP 5373 / PP 3032: Budgeting in Public Service Organizations focuses on the wide varieties of experience in budget models and techniques and the practical skills of budget making.** We also offer PP5318 Financial Management and that covers much accounting, financial reporting and financial condition analysis. PP5317 Capital Finance and Budgeting examines how governments finance long term capital projects, including debt affordability and the issuance of municipal bonds. **PP 5349: Public Procurement and Contracting addresses the principles and practices of purchasing from evaluating needs to developing proposal requests, collecting and evaluating bids and awarding and monitoring contracts. PP 5326 Public Investment Management examines portfolio and investment analysis from the perspective of a government fiduciary. PP 5325: Labor-Management Relations, Negotiation & Contract Management is not specifically a finance class but central to the management of government’s most important and consequential resource.**

**Ideally students would come to this course having mastered the concepts from these classes. But success in the class does not require these courses as prerequisites, particularly where many students will bring to the class their own professional experiences. The goal of the class is to consolidate the lessons from research and the profession and specifically to ground them in the practical reality of the finance officer.**

**The course includes readings, discussion, interviews with professionals, and cases. Assessment is based on discussion, presentation, interviews, and quizzes.**

**It is our hope that such a survey will not only prepare students to satisfy the management requirements of a government, but also leave them well positioned to prepare for the Certified Public Finance Officer exam offered by the Government Finance Officer’s Association (GFOA). This is the sole professional credential offered in the profession and indicates mastery of the major domains of government finance. The GFOA makes its guidance available in a variety of formats including, publications, policy statements and best practices. We will be reading through their guidance and the academic literature and as much as possible we will organize our attention in the seven categorical areas of the CPFO exam:**

1. Accounting and Financial Reporting

2. Planning and Budgeting

3. Debt Management

4. Treasury and Investment Management

5. Pension and Benefit Administration

6. Risk Assessment

7. Procurement

**Due to Covid-19 this course is being developed as an online class with periodic synchronous online meetings.**

PP 5397 TOPICS IN GOVERNMENT FINANCIAL MANAGEMENT

Course Description

This seminar provided a chance to synthesize and reflect upon the lessons and guidance in the professional world of government financial management. **The goal of the class is to for students to consolidate the lessons from research and the profession and specifically to ground them in the practical reality of the finance officer. The course includes readings, discussion, interviews with professionals, and cases. Topics include** Accounting and Financial Reporting, Budgeting, Debt Management, Investment Management, Pension and Benefit Administration, and Risk Assessment

**2020-321 PP 5397 Add Special Topic: Crisis Management**

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| Approval Form | [Forward this form using email](javascript:sendMail()) | *# 20* | [https://hclleap-prod2.its.uconn.edu/apps/open/9.2.0.19/freedom/images/tableSwitchRegular.png](https://hclleap-prod2.its.uconn.edu/apps/secure/1/app/4157439c-f14c-423c-8281-ac80efcd97fc/print/index.html?form=F_ApprovalForm1&id=e89ef352-d413-447c-893b-cc2b26cb2bb7&wOffset=300&sOffset=240&tableMode=inline) |

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| **Course Information (select above)** | |  |  | | --- | --- | | **Subject** | PP | | **Catalog Nbr** | 5397 | | **Course Title** | Special Topics in Public Policy | | **Min Units** | 1 | | **Max Units** | 6 | |
| **Topic Information** | |  |  | | --- | --- | | **Topic Title** | Crisis Management | | **Instructor Name** | Amy Donahue | | **Description** | From hiking trips to hurricanes and everything in between, this course will examine what happens when things go wrong, and explore ways we can avoid catastrophe or at least be better prepared to deal with the consequences. We’ll look at different types of disasters and understand what makes them so challenging, and then we’ll learn about strategies we can use to manage them. We’ll learn about the concepts of threats, hazards, risk, safety, and resilience. We’ll talk about what we can do to prepare and survive as individuals, and we’ll learn about what governments do and why they do it. In the end, you’ll gain some practical skills you can use to keep yourself safe, you’ll have a better understanding of what organizations and communities can do to prepare, and you’ll understand how these activities fit in to a national emergency management system. | | **Additional Attachments** | |  |  | | --- | --- | | **Description** | **Attachment** | | | **# of Credits** | 3 | | **Syllabus** | [PP 5397 Crisis Management (SP21) DRAFT Syllabus.docx](https://hclleap-prod2.its.uconn.edu/apps/secure/org/data/4157439c-f14c-423c-8281-ac80efcd97fc/F_ApprovalForm1/attachment/c5351352-07d3-43ca-a768-1b483c8cf1c5) | | **Comments** | |  |  | | --- | --- | | **Add Comment** |  | | **All Comments** | |  |  |  | | --- | --- | --- | | **Name** | **Time Stamp** | **Comment** | | | |
| **Initiator Information** | |  |  | | --- | --- | | **First Name** | Wade | | **Last Name** | Gibbs | | **Title** | Educational Program Coordinator | | **Email** | [wade.gibbs@uconn.edu](mailto:wade.gibbs@uconn.edu) | | **Department** | Public Policy | |
| **Approve/Deny Request** | |  |  | | --- | --- | | **Approval Status** |  | | **Date** |  | |

University of Connecticut

# PP 5397:

# Ready or Not?

# Considerations for Crisis Management by Individuals, Communities, and Governments

March 13, 2021 – April 24, 2021

#### Professor: Dr. Amy K. Donahue

E-mail: amy.donahue@uconn.edu

Office hours: By appointment—send me an email and we’ll schedule a meeting

***Please note: The information in this syllabus, including the course schedule and assignment due dates, may be subject to change. The most up-to-date course information is posted on the course website in HuskyCT.***

## **Course Prerequisites**

This course is oriented toward graduate students pursuing a Master of Public Administration (MPA) degree. It may also be suitable for professional graduate students in other fields seeking to understand the challenges and practicalities of crisis management. There are no prerequisites for this course, and the course benefits from the diverse perspectives and experiences of the students who participate. That said, the course may not be suitable for you if you do not have well-developed critical thinking and writing skills, are not prepared for graduate-level work or to handle the course workload, are not concerned with public service professions and public or nonprofit sector organizations, or do not have substantial professional work experience. The course depends heavily on contributions from students who bring their personal experiences and self-motivated study of relevant materials to class discussions and other activities. If you are curious or concerned about whether this course is a good fit for you, please contact me to talk about it.

**Course Description**

From hiking trips to hurricanes and everything in between, this course will examine what happens when things go wrong, and explore ways we can avoid catastrophe or at least be better prepared to deal with the consequences. We’ll look at different types of disasters and understand what makes them so challenging, and then we’ll learn about strategies we can use to manage them. We’ll learn about the concepts of threats, hazards, risk, safety, and resilience. We’ll talk about what we can do to prepare and survive as individuals, and we’ll learn about what governments do and why they do it. In the end, you’ll gain some practical skills you can use to keep yourself safe, you’ll have a better understanding of what organizations and communities can do to prepare, and you’ll understand how these activities fit in to a national emergency management system.

**Learning Goals**

* You should develop a deeper understanding of accidents, crises, and disasters, what they are, why they happen, and how we manage them.
* You should gain a more nuanced appreciation for the special challenges of crisis management in the context of democracy.
* You should develop a solid working knowledge of the systems the United States collectively uses to respond to major disasters and emergencies.
* You should gain new insights about how current theory and thinking can improve safety and resilience at a community and individual level.
* You should be better informed when you next confront a crisis.

**Weekly Time Commitment**

University policy states the following: “The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than one hour of classroom or direct faculty instruction and *a minimum* of two hours of out of class student work each week for one semester *or the equivalent number of hours of instructional and out of class work for shorter sessions*.” (emphasis added)

Thus, a typical 3-credit course requires at least six hours of effort outside of class each week. At the graduate level, expectations generally exceed this minimum. Therefore, while this course has a similar overall workload expectation to other graduate courses, the compressed format means that you should expect to spend at least fifteen hours outside of class per week of this five-session course.

**Texts and Other Course Materials**

In advance of most sessions, you’ll be asked to review a selection of articles, videos, podcasts, and other materials. Links to these materials will be provided on the course HuskyCT site as you need them.

In addition, I have established a reading list of books for the course. You will read two of these books. The books are all modest in length and quite readable, so I hope you’ll find this a manageable and interesting approach to learning something of current thinking related to crisis management. Every week, part of our class session will involve analytic discussions of the selected books. (More on this below in the “assignments” section of this syllabus.)

I will share the book choices by the first week of class. You can choose to read any one book from each of the two lists. The books are available from a variety of sources, including most libraries and bookstores, as well as through online retailers (like Amazon, Powell’s, Barnes & Noble, etc.). Most are available as e-books (in kindle or other similar formats). Most are also available as audio or audible books, so you can listen to them instead of reading them if you find that more convenient. (If you choose to listen to the books, I recommend you keep a notepad handy so you can keep track of ideas you want to remember or might need to use during the course.)

Otherwise, there is no assigned textbook for this course.

**Course Schedule at a Glance**

Class will meet in two shifts between 8:00am and 6:00pm on each of five Saturdays. The early shift will meet from 8:00am – 4:00pm, and the late shift will meet from 10:00am – 6:00pm. In addition, each shift will have a one-hour lunch break during which students will be on their own to do as they wish. The time of lunch breaks will vary depending on the day’s activities.

The general course plan is as follows:

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **General Focus** |
| 1 | 3/13/21 | Course Introduction/Nature of crises |
| 2 | 3/27/21 | Risk, Threats, Hazards, Accidents, Failures |
| 3 | 4/10/21 | Safety, security, preparedness, and resilience |
| 4 | 4/17/21 | National law, policy, and management systems |
| 5 | 4/24/21 | Challenges and techniques of crisis leadership |
|  | 5/1/21 | Make-up day (if necessary) |

The full up-to-date schedule, including assignments and due dates, is available on the course HuskyCT site. Note that dates may be subject to change if necessary.

We will discuss and agree together on ground rules for the course in the first session. Beyond this, please be aware of the following:

***Professional and personal responsibility***. This course is presented in the context of a professional degree program and will be conducted according to the standards of a professional workplace. In this context, reasonable minds can differ in their perspectives, opinions, and conclusions, and no ideas are immune from scrutiny and debate, as these processes enhance and deepen understanding by all. We will work together to assure an environment that supports respectful, critical inquiry through the free exchange of ideas. Your primary responsibility in this course is to be a good colleague to your classmates by collaborating to help others develop a solid understanding of course materials and concepts. This endeavor will only succeed if everyone makes the effort to come to class prepared. Since the course entails a substantial workload, the practice of careful time management will be important to prevent course requirements from becoming onerous.

***Integrity***. Intellectual honesty is your obligation as a student. I have tried to configure assignments and assessment so that you do not feel anxiety that would make dishonesty tempting. That said, I will not tolerate plagiarism, cheating, or other forms of academic misconduct. I will pursue disciplinary action if I discover such practices. All work you submit during this course must represent your own work or be properly attributed.For definitions of academic misconduct and further information, see Appendix A of the University of Connecticut student code located at [community.uconn.edu/the-student-code](https://community.uconn.edu/the-student-code/). Please read this appendix, and note the code specifies that “The appropriate academic consequence for serious offenses is generally considered to be failure in the course.”

***Students with Disabilities***. The university is committed to achieving equal educational opportunity and full participation for persons with disabilities. I fully support this goal. Assurance of equal educational opportunity rests upon legal foundations established by the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualiﬁed person will be denied access to, participation in, or the beneﬁts of, any program or activity operated by the University because of a disability. All students with disabilities are entitled to a learning environment that provides for reasonable and appropriate accommodation of their disabilities. Reasonable accommodation does not obviate the requirement for a student to meet course performance standards. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please contact the Center for Students with Disabilities (CSD), which is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. To engage this process and receive an accommodation, you must register online with CSD. For more information regarding the accommodations process, contact CSD at [csd.uconn.edu](mailto:csd.uconn.edu), [csd@uconn.edu](mailto:csd@uconn.edu), or 860-486-2020.

***Religious observances****.* I will make every reasonable effort to accommodate absences you need to observe your religious beliefs in accordance with state law and university policy, which states, “any student who is unable to attend classes on a particular day or days or at a particular time of day because of the tenets of a sincerely held religious practice or belief may be excused from any academic activities on such particular day or days or at such particular time of day.” University policy also requires students who anticipate an absence or missed coursework to make their best effort to inform their instructor in writing in a timely manner. Further, please understand that, under university policy, being absent from class or other educational responsibilities does not excuse you from meeting course requirements. If you miss class for any reason, including a religious observance, you are responsible for obtaining the materials and information provided during the missed class and for making arrangements to submit assignments. Please let me know if you anticipate being absent so we can agree about a plan to accommodate your needs.

***Class cancellations***. I will cancel class only if absolutely necessary. If I find I must cancel class, I will email you and post an announcement on the course HuskyCT site as soon as possible. If the weather is inclement or there is some other problem that causes the university to close the campus or alter business schedules, you should consult UConn’s Alert website (<http://alert.uconn.edu>) to learn the status of classes. You may also receive a text notification and an email through the University’s notification system. If the campus is open, assume that class will be held unless you are expressly told otherwise. If an in-person session of class is cancelled, we may meet online during the regularly scheduled class time, or we may make up some of all of the class in person at a later date.

***Email***. I will communicate with you using the “announcements” function of the course HuskyCT site and via your UConn email address. It is your responsibility to check this site and email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address. Likewise, you can reach me at amy.donahue@uconn.edu. I do not use the email function in HuskyCT and will not answer messages sent through this system. I am also not socially connected, so you will not find me on Twitter, Telegram, Facebook, Instagram, Kik, Tik Tok, LinkedIn, Snapchat, WeChat, ASKfm, Reddit, GroupMe, Tumblr, YouNow, Houseparty, QQ, QZone, Tagged, Meet Up, Tapebook, Viber, Line, Whisper, and definitely not Tinder.

***Website***. While much of the action in the course will take place in person, the course website is a very important resource. The course syllabus, calendar, weekly assignments, course assignments, student submissions, reference materials, the gradebook, and other resources will be posted at this site. If class is cancelled, a message will be posted at this site.

***Technical requirements and use of technology*.** I am comfortable with you using laptop computers, tablets, and smartphones during class to support your learning and engagement in the class. In fact, I recommend that you bring a laptop or tablet with you to facilitate in-class work. I would appreciate it if you focused your energies in the classroom and were not spending your time interacting with people outside of class, or doing things that are unrelated to this class, during class time. *Please do not use video or audio recording during class without checking with me first*. It is important that we can have frank, candid discussions, and recording can make participants feel uncomfortable and stifle discussion.

In addition, the software/technical requirements for this course include:

1. HuskyCT/Blackboard. The course web site can be accessed through this learning management system. All enrolled students should automatically have access to this site once I make it active. If you find that you do not, let me know. Also, please note that this course has not been designed for use with mobile devices.
2. Basic office software, such as Microsoft Office (which is free to UConn students through uconn.onthehub.com) and Adobe Acrobat Reader
3. Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
4. A WebCam. (Note: For information on managing your privacy at the University of Connecticut, visit the University’s Privacy page at https://privacy.uconn.edu.)

***Virtual meetings.*** If the class meets virtually online at any time, we will use either Blackboard Collaborate (through the course HuskyCT site) or WebEx. Please plan to join these sessions with both audio and video so that we can engage productively with each other. When you are not speaking, please keep your microphone on mute. Also, we will use the raise hand and chat functions to facilitate our conversation, so please make sure you are familiar with these. In addition, the course has an open virtual classroom that you can use at any time. There is a link to this on the course HuskyCT site.

***Copyright notice***. Class materials that I create and provide to you (including lectures, handouts, slides, presentations, assignments, notes, and similar materials) are protected by state common law and federal copyright law. They are for your use only. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. You may not provide copies to anyone else in any form, upload any of these materials onto third party sites (including Course Hero and other similar sites), make any commercial use of these materials, or transmit these materials to any person or company beyond the students in this course without prior written permission from me. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. Violation of this prohibition may subject you to discipline under the University of Connecticut Student Code of Conduct and Academic Integrity Policy. If you would like to record any lecture or discussion I present, you must obtain my permission to do so. If you are so authorized, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

**Health, wellness, and welfare**

***Resources for Students Experiencing Distress***. The University is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The University believes that good mental health supports personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement. Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Hartford Campus’s Mental Health Resource Center (https://mhrc.hartford.uconn.edu).

***Accommodations for Illness or Extended Absences.*** Please stay home if you are ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness. You will, however, need to work with me to determine how you will complete coursework during your absence.If life circumstances are affecting your ability to focus on courses and your UConn experience, you can talk with me, the Graduate School, the Department of Public Policy, your advisor, or the Hartford Campus Student Services staff to get support.

**Evaluation and grading**

I have set assignments for the class with an eye toward allowing you some autonomy to pursue areas of particular interest, sometimes working with others who share those interests. In addition, I have aimed for a weekly workload and evaluation approach that is consistent with the fact that this is a 3-credit graduate-level course, but also a course in which the students are busy adults.

Grades for all assignments are based on satisfactory completion. That is, assignments that meet basic requirements will receive full credit. By “basic requirements,” I mean that the assignment has demonstrated a good-faith effort to respond to the directions provided and accomplish what they ask. There is no provision for partial credit, as basic requirements are either met or not. Essentially, if you do the work, you will receive credit for it, regardless of how good a job you do. This should free you to take some risks—pursue new, unfamiliar, or challenging ideas, or attempt assignments that may not go well. It also means that you can determine your grade for the course simply by deciding how many of the assignments to do. This should allow you to balance this coursework with other priorities in your life.

While grades will not be used to reflect quality, feedback about quality is very important in an academic setting, where students come to learn. I will review your assignments and offer constructive criticism intended to help you understand my perspective on your knowledge, progress, and performance. The purpose of this feedback is to help you develop in line with the objectives of the MPA program and your personal goals and stage in professional life. I will provide feedback in proportion to the magnitude and complexity of the assignment—so more involved assignments will get more attention, while brief, simple assignments designed to support class discussions will receive more limited feedback. That said, I am available to discuss your work to whatever extent is helpful to you. If you want to hear more from me, just ask.

Points for assignments are explained below. Final course grades will be calculated as follows:

|  |  |
| --- | --- |
| **Total Points** | **Final Grade** |
| 231-250 | A |
| 211-230 | A- |
| 191-210 | B+ |
| 171-190 | B |
| 151-170 | B- |
| 131-150 | C+ |
| 111-130 | C |
| 91-110 | C- |
| 71-90 | D+ |
| 51-70 | D |
| 31-50 | D- |
| 0-30 | F |

**Due dates**

While I'm not tyrannical about deadlines, this course is driven by student preparation and engagement, which is undermined if you do not complete assignments on time. Thus, it is fundamentally necessary for you to keep pace with the class. Assignments that are late or incomplete will not receive credit unless you have made prior arrangements with me. I am generally open to rare and reasonable requests related to individual assignments. That said, I will consider requests for an overall Incomplete Grade (I) for the course only under very unusual circumstances and when the failure to complete coursework on time does not detract appreciably from your or others’ overall learning opportunity.

**Assignments**

Weekly preparation activities (5 points per week, total of 65 points)

Every week there will be a series of short activities that you should accomplish. These will usually include reviewing lectures, videos, and readings posted on the course website. Sometimes you will watch longer movies. Each week, you should give the posted materials your close attention. I will ask you to attest in writing through the course website that you completed these activities. If you complete them, you will receive full credit. This is on the honor system—if you say you did it, then I believe you.

Engagement (5 points per week, total of 65 points)

This is an online seminar, not a lecture-based course. A seminar is different from a didactic course in that seminars are collegial, meaning they involve shared responsibility for the pursuit of new insights related to the intellectual problems at hand. In short, you as students provide most of the intellectual stimuli for consideration. My main role is to assist you in synthesizing diverse input from various course materials and other students’ perspectives. Thus, the success of a seminar as a learning experience for all participants (instructor included) depends on the commitment and participation of each member of the group, since all involved in this course benefit from what others in the group have to offer.

A substantial part of the grade in the course is therefore contingent on your engagement in it, meaning your investment and participation in the collective learning process. Based on your careful review of the posted materials each week, engagement involves voluntary contributions to the discourse of the class in discussion, writing, and commentary. It also includes listening well to the contributions of others and responding thoughtfully to them. It requires tackling challenging debates in a respectful, productive way to sharpen the thinking and understanding of all in the class.

If you offer well-prepared, thoughtful comments that are grounded in the course materials and make a good-faith effort to participate in discussions productively, you will receive full credit. If you are unprepared or passive, you will not receive credit.

Disaster Case Description and Presentation (5 points and 10 points, respectively)

This course is designed to allow you to explore how crises, disasters, and accidents happen, and how we can prepare for and survive them at the individual, group, organizational, and societal levels. To ground your contemplation of these ideas, it is helpful to consider them in light of a real-world event. To facilitate this, you will identify a case example of a disaster to learn about and examine. This can be any crisis, disaster, emergency, catastrophe, or accident that caused serious disruption or harm and about which information is publicly available. It can be anything from a relatively small event, such as an airplane crash or bridge collapse, to a very large event, such as Hurricane Katrina or the Fukushima earthquake and nuclear meltdown. In can involve any sector of society—e.g. public health, the economy, transportation, public utilities and infrastructure, cyber technology, the environment, agriculture, or any other. It can be a sudden event, like an explosion, or a slow-onset event, like a recession. And it can involve any timeframe—it can be recent (like the widespread Ebola outbreak a few years ago) or it might have happened long ago (like the eruption of Mount Vesuvius in 79 AD). The only rule is the specific event and type of event you choose must not be a subject of the book you are reading.

You will study and analyze the crisis following a guideline I will provide (on the course website), and you will submit the assignment in two parts, Part 1 will be a case description in which you provide a detailed written summary of what happened. Part 2 will be a presentation in which you explain what we know about what caused the disaster and why the consequences were severe, how we responded, and what we can learn from the incident to help us deal with future disasters.

The case description is due online through the course website by the beginning of class on **March 27, 2021**. If you complete the case description, you will receive 5 points. The case presentation is due online through the course website not later than the beginning of class on **April 17, 2021**. If you complete the case presentation, you will receive 10 points.

FEMA Course Completion (2 at 10 points each, total of 20 points)

The Federal Emergency Management Agency offers a wide array of free online courses related to disaster and emergency management. More and more employers and volunteer organizations are requiring their employees to take these courses as part of their professional development or to acquire knowledge relevant to their jobs. The courses usually take 1-3 hours to complete. You will complete and pass at least two of these courses from a list of options I provide. Passing the course requires taking and passing a straightforward multiple-choice “final exam,” which serves as a knowledge check. Once you pass each course, you will be able to download a certificate of completion you will submit (and should also retain for your future use). Details about how to register for and take the courses will be posted to the course website.

Your completion certificates are due online through the course website not later than the beginning of class on **April 24, 2021**. You will receive full credit for each course you complete.

Reflection paper (15 points)

At the conclusion of the course, you will prepare an essay that synthesizes and your learning from the totality of the course. The purpose of the essay is to step back and contemplate your larger life, work, and experience in the context of what you gained from this course. Life moves on quickly, and stopping to think about what you want to remember and retain from the course will help you internalize lessons more meaningfully so you can grow from them and use them. I will provide more direction and pose questions on the course website to which your project You can handle this essay any way you like, focusing on the totality of the course or any aspect of it. There is no prescribed length, but your essay must meet the same “good faith effort” as other assignments in order to receive credit.

This reflection paper is due online through the course website not later than **5:00pm on May 1, 2021**. If you complete the paper, you will receive full credit.

Book reviews (2 at 10 points each)

As any visit to a library or bookstore will attest, there is a constant stream of books written about disasters and crisis management available in the “popular” literature. Many report new ideas and new thinking; many offer untested ideas, assessments, and opinions; many tell the story of a particular case, illuminating lessons that can apply to other situations. How are we to make sense of all this material? What of it is useful and helpful? This course provides you an opportunity to wrestle with these questions by closely engaging two books of your choosing from lists I provide (below and posted on the course website).

After reading your books, you will prepare a concise (800-1000 words) discussion that briefly summarizes, and then carefully and critically reflects on, the book’s key insights and ideas, ultimately revealing its most important lessons. The review should both offer an informative perspective on the book’s value and should help solidify your learning from the book. The reviews will be shared with the class so that everyone can hear about the books and learn their fundamental lessons, and so others can learn about books they might be interested in reading.

The first book review is due online through the course website not later than the beginning of class on **April 10, 2021**. The second book review is due online through the course website not later than the beginning of class on **April 24, 2021**. If you complete the reviews, you will receive full credit.

**Book Options**

During this course, you will read and write a review of two books that offer relevant insight into how crises, disasters, and accidents happen, and how we can prepare for and survive them at the individual, group, organizational, and societal levels. You may choose any book from List A and any book from List B, below. If there is a book you would like to read that is not on this list, send me an email with a proposal that identifies the book and explains why you think it is relevant and appropriate for this course, and I will consider adding it to the list of options.

LIST A OPTIONS:

1. The Gift of Fear: And Other Survival Signals That Protect Us from Violence by Gavin de Becker. 1998. 432 pages. ISBN-10: 9780440226192.
2. Drift into Failure: From Hunting Broken Components to Understanding Complex Systems by Sidney Dekker. 2011. 234 pages. ISBN-10: 1409422224.
3. Upheaval: Turning Points for Nations in Crisis by Jared Diamond. 2020. 512 pages. ISBN-10: 0316409146.
4. Deep Survival: Who Lives, Who Dies, and Why by Laurence Gonzales. 2003. 302 pages. ISBN-10: 0393052761.
5. Tribe: On Homecoming and Belonging by Sebastian Junger. 2016. 192 pages. ISBN-10: 0008168180.
6. Surviving the Extremes: What Happens to the Body and Mind at the Limits of Human Endurance by Kenneth Kamler. 2004. 336 pages. ISBN-10: 0143034510.
7. Sources of Power: How People Make Decisions by Gary A. Klein. 2017. 360 pages. ISBN-10: 9780262534291.
8. The Resilience Dividend: Being Strong in a World Where Things Go Wrong by Judith Rodin. 2014. 384 pages. ISBN-10: 1610394704.
9. You're It: Crisis, Change, and How to Lead When It Matters Most by Leonard J. Marcus, Eric J. McNulty, Joseph M. Henderson, and Barry C. Dorn. 2019. 304 pages. ISBN-10: 1541768043.
10. The Unthinkable: Who Survives When Disaster Strikes - and Why by Amanda Ripley. 2009. 288 pages. ISBN-10: 0307352900.
11. The Survivors Club: The Secrets and Science that Could Save Your Life by Ben Sherwood 2010. 400 pages. ISBN-10: 0446698857.
12. The Survivor Personality: Why Some People Are Stronger, Smarter, and More Skillful at Handling Life's Difficulties... and How You Can Be, Too by Al Siebert. 2010. 256 pages. ISBN-10: 0399535926.
13. Managing the Unexpected: Sustained Performance in a Complex World by Karl E. Weick Kathleen M. Sutcliffe. 2015. 224 pages. ISBN-10: 1118862414.
14. Never Split the Difference: Negotiating as if Your Life Depended on It by Chris Voss. 2017. 288 pages. ISBN-10: 1847941494.
15. The Gray Rhino: How to Recognize and Act on the Obvious Dangers We Ignore by Michele Wucker. 2016. 304 pages. ISBN-10: 125005382X.

LIST B OPTIONS:

1. The Flight 981 Disaster: Tragedy, Treachery, and the Pursuit of Truth by Samme Chittum. 2017. 240 pages. ISBN-10: 158834603X.
2. A Furious Sky: The Five-Hundred-Year History of America's Hurricanes by Eric Jay Dolin. 2020. 432 pages. ISBN-10: 1631495275.
3. Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital by Sheri Fink. 2013. First 230 pages are the most relevant (576 pages total). ISBN-10: 9780307718969.
4. Flight 232: A Story of Disaster and Survival by Laurence Gonzales. 2014. 445 pages. ISBN-10: 0393351262.
5. All We Can Save: Truth, Courage, and Solutions for the Climate Crisis edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson. 2020. 448 pages. ISBN-10: 0593237064.
6. Fire by Sebastian Junger. 2001. 272 pages. ISBN-10: 0060088613.
7. The Perfect Storm: A True Story of Men Against the Sea by Sebastian Junger. 2000. 248 pages. ISBN-10: 0393337014.
8. Malibu Burning: The Real Story Behind LA's Most Devastating Wildfire by Robert Kerbeck. 2019. 262 pages. ISBN-10: 1733470506.
9. The Splendid and the Vile: A Saga of Churchill, Family, and Defiance During the Blitz by Erik Larson. 2020. 608 pages. ISBN-10: 0385348711.
10. The Big Short: Inside the Doomsday Machine by Michael Lewis. 2011. 291 pages. ISBN-10: 0393338827.
11. The Thirtymile Fire: A Chronicle of Bravery and Betrayal by John N. Maclean. 2008. 272 pages. ISBN-10: 0805083308.
12. Young Men and Fire by Norman Maclean. 1992. 301 pages. ISBN-10: 0226500624.
13. The Fifth Vital by Mike Majlak and Riley J. Ford. 2020. 308 pages. ISBN-10: 1087887585.
14. The 1959 Yellowstone Earthquake by Larry E. Morris and Lee Whittlesey. 2016. 192 pages. ISBN-10: 1467119962.
15. In Love and War: The Story of a Family's Ordeal and Sacrifice During the Vietnam Years by Jim Stockdale and Sybil Stockdale. 1984. 472 pages. ISBN-10: 0060153180
16. Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine, and the Miracle That Set Them Free by Hector Tobar. 2015. 334 pages. ISBN-10: 1250074851.
17. Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J. D. Vance. 2018. 288 pages. ISBN-10: 9780062300553.

**2020-322 HIST 3105 Add Course (guest: Tina Reardon)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3618 |
| **Request Proposer** | Reardon |
| **Course Title** | History through Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | History through Film |
| **Course Number** | 3105 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christine G Reardon |
| **Initiator Department** | History |
| **Initiator NetId** | cgr02002 |
| **Initiator Email** | [tina.reardon@uconn.edu](mailto:tina.reardon@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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 3105. History through Film 3 credits. May be repeated to a maximum of 9 credits with a change of topic. Prerequisite: None Grading Basis: Graded Explores the ways in which film can communicate complex cultural, historical, and political ideas. Topics may include film's ability to translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social and political status quo, and act as a chronicler of change. |
| **Reason for the course action** | I have taught this course twice (as a variable topic) with a focus on China. It has been well received by students but, as happens with other variable topic courses, the lack of a specific course description hinders enrollment. I have previously taught "History Through Fiction" and have long believed that a course that looks at history and culture through the lens of film would compliment that course, as well as "Biography as History," and would enrich the department offerings. "History Through Film" would also provide a benefit to other departments' major requirements as a "related course." There is also the option of it being offered as a "W" course in the future. |
| **Specify effect on other departments and overlap with existing courses** | I don't believe it would have a negative effect on any other department, though it would provide an additional option for "related courses." In terms of the History Department, "History Through Film" would be a logical offering to add to existing courses "History through Fiction" and "Biography as History." |
| **Please provide a brief description of course goals and learning objectives** | I have taught the course twice from a Chinese perspective. The description is as follows: This course explores the ways in which film can reveal truths and communicate complex cultural and political ideas in ways that other media may not. Questions to be explored include how film can “translate philosophical and religious ideas, portray accurate or revisionist history, play a role in subverting or critiquing the social or political status quo, and act as a chronicler of change. The selected films will range from those produced beginning in the 1980s (the 5th Generation filmmakers) extending to current releases. Historically they will cover traditional China, the early years of the Communist era, and into the present day. Films will include those set on the People’s Republic of China as well as Taiwan and even the United States. |
| **Describe course assessments** | Assessments for this course, as previously taught, have been critical film reviews for each of the 12 films on the syllabus as well as a final project that includes a presentation (in which students dissect a particular scene from one of the films covered in the course) as well as a written version of that presentation. In the regular critical reviews students are asked to draw upon the films as well as the readings, lectures, and documentaries that supplement each film. The course was last taught during the spring 2020 semester. Because of Covid-19 accommodations, the last half of the course was offered in an on line format. This is not be the preferred mode of instruction. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST 3098\_ Views of China in Film Syllabus Spring 2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56715&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C1d340d47a136403eba4d08d8803fac7c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637400358266437724%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=KzDoe8oIpw9HlMnQ71sWGgEiXOOTZKA6vXESN5dYY%2BY%3D&reserved=0) | C:\Users\cgr02002\Documents\HIST 3098\_ Views of China in Film Syllabus Spring 2020.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christine G Reardon | 10/29/2020 - 15:41 | Submit |  | None | | History | Matthew G McKenzie | 11/03/2020 - 16:15 | Approve | 11/3/2020 | As per departmental approval last year, and in light of two previous offerings as a variable topics course. | |

# History 3098: Views of China in Film Spring 2020

Spring 2020

Tina Reardon

Tuesdays 3:30-6:00 pm

Email: tina.reardon@uconn.edu​

# The Course

This course explores the ways in which film reveals truths and communicates complex cultural and political ideas in ways that other media may not. Questions to be explored include how film can:

* translate philosophical and religious ideas
* portray accurate or revisionist history
* play a role in subverting or critiquing the social or political status quo, and
* act as a chronicler of change.

The selected films will range from those produced beginning in the 1980s (the 5th​ ​ Generation filmmakers) extending to current releases. Historically they will cover traditional China, the early years of the Communist era, and into the present day. Films will include those set on the People’s Republic of China as well as Taiwan and even the United States.

“Views of China in Film” is being offered as a hybrid/blended course. The syllabus will indicate which weeks will be offered in the traditional in-person setting and those in which students will complete all work online, using our HuskyCT course site.

By the end of the semester, students should:

* Understand the political and historical context of the 5th Generation filmmakers
* Identify film subtexts and the role of censorship has played in the filmmakers’ craft.
* Evaluate the ways Chinese filmmakers have presented both the past and the present.
* Appreciate how filmmakers have explored different eras of Chinese history, particularly post-1949.
* Analyze the transnational impact of Chinese film.
* Produce critical film reviews that demonstrate analytical thinking about the course content.

Discussion plays an important role in this course and, as such, it is expected that students will attend all in-person course sessions unless there is a compelling reason for being absent.

# Required Texts/Reading

There are no required texts to be purchased. All readings will be available under “Course Materials” on HuskyCT or via a url or other link. We will watch some films together as a class. Others will be watched independently during the online weeks. Students may, when necessary, be responsible for rental fees for these films.

# Course Requirements/Assignments/Grading​

You will have the opportunity to earn up to 102 points during the course of the semester as you complete the following assignments:

Critical Essays: 12 @ 6 points each= 72 possible points

Final Presentation (in lieu of exam) = 20 possible points

Class participation/engagement= 10 possible points

# Grading Scale

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter**  **Grade** | **GPA** |
| 93.0-102.0 | A | 4.0 |
| 90.0-92.9 | A- | 3.7 |
| 87.0-89.9 | B+ | 3.3 |
| 83.0-86.9 | B | 3.0 |
| 80.0-82.9 | B- | 2.7 |
| 77.0-79.9 | C+ | 2.3 |
| 73.0-76.9 | C | 2.0 |
| 70.0-72.9 | C- | 1.7 |
| 67.0-69.9 | D+ | 1.3 |
| 63.0-66.9 | D | 1.0 |
| 60.0-62.9 | D- | 0.7 |
| ﹤60 | F | 0.0 |

**Class Assignments** ​ (​ Subject to change)

*Reading assignments for each week will be specified (and available) on the course HUSKYCT site. On the Friday night following the viewing of each film students will upload a 2-3 page critical film review and should do so in a way that affords the instructor editing tools.*

*Remember to check your UConn email account regularly for class Announcements and other communications relating to the course. This is particularly important in a hybrid/blended course and in the event of inclement weather (when I may make adjustments to our syllabus assignments).*

**Introduction to the Course**

# Week 1 In-Person (Meet in Classroom)

# ● January 21st

Excerpts: *Dragon Seed, The Red Detachment of Women, Mulan…*​

This week will cover the framework and objectives of the course. Students will be introduced to the expectations of the critical film reviews that will comprise

a significant portion of the course content.

“Elements of Film Theory” intro. discussion

Read This:

* “Critical Film Reviews Guidelines” (HuskyCT)
* “Reinventing China: The Fifth-Generation Filmmakers,” Paul Clark*. Modern* *Chinese Literature, Vol. 5, No. 1, SPECIAL ISSUE ON PRC LITERATURE OF*

*THE EIGHTIES (Spring, 1989), pp. 121-136 ​*(HuskyCT)

* “How China’s Fifth Generation Filmmakers Defied Censorship and Criticism to Break New Ground” (HuskyCT)
* “The Mysterious Other: Postpolitics in Chinese Film” Chen Xiaoming, Liu Kang and Anbin Shi. (UConn library online:

[https://primo-pmtna01.hosted.exlibrisgroup.com/permalink/f/13ckh9o/TN\_jst or\_archive\_310.2307/303709)](https://primo-pmtna01.hosted.exlibrisgroup.com/permalink/f/13ckh9o/TN_jstor_archive_310.2307/303709)​

* “The Beginner’s Guide: 5th Generation Chinese Cinema.” (HuskyCT)

**Traditional/Imperial China**

# Week 2 In-Person (Meet in Classroom)

# ● January 28th

***Crouching Tiger, Hidden Dragon***​--Dir. Ang Lee*.* ​ ​2000/2 hrs.

(We will watch in class).

As one reviewer noted, this film is “​not merely a product of Chinese popular culture, but a thoughtful exploration — and critical evaluation — of various aspects of Chinese classical culture. In the same way that J.R.R. Tolkien in ​*The Lord of the Rings*​ drew upon the classical heroic worldview while at the same time critiquing that tradition from the perspective of his Catholic faith, Ang Lee has here crafted a masterful synthesis of various forms of Chinese mythology and Taoist philosophy that brings a broader perspective to its subject matter than many Asian films — including some aspects of more typically Western sensibilities and ideals — and, in the end, embraces a gently romantic humanism that is more life-affirming than the esoteric way of detachment and denial characteristic of Eastern thought.” We will use this film as a way to explore traditional Chinese values and culture and the importance of ​*wu xia* ​(martial heroes as a literary and, later, film genre.

Read This:

* Huston Smith on Taoism (HuskyCT)
* *“*​Chinese Martial Arts Cinema: The Wuxia Tradition,” Stephen Teo,

Ch. 1: Introduction & Ch. 7: Wuxia Between Nationalism and Transnationalism. Available to read online at UConn Library.

* Chinese Films in Focus​, Ch. 7 “​*Crouching Tiger, Hidden Dragon*​: Cultural Migrancy and Translatability” (HuskyCT)
* Adapted for the Screen: The Cultural Politics of Modern Chinese Fiction, ​ Ch. 1: “Artistic Creativity and Sexual Freedom in ​*Crouching Tiger, Hidden Dragon.”*

(UConn online: ​https://www-jstor-org.ezproxy.lib.uconn.edu/stable/j.ctt6wqzpr)

* The Cinema of Ang Lee: The Other Side of the Screen. ​ Ch. 1 “ Ang Lee: A History” (UConn Library online)

( https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill16772)

# Week 3 In-Person (Meet in Classroom)

# ● February 4th

​***Snow Flower and the Secret Fan***​--​​Dir. Wayne Wang.​​ 2011/2 hrs. 17 mins.

(Watch at home, available to rent via YouTube or Amazon)

***Nu-shu: a hidden language of women in China***​​(We will watch in class)

Lisa See’s novel ​*Snow Flower and the Secret Fan,* ​and the film upon which it was based, explores the depth but also the limitations put on friendships between women in traditional China. An important element of the plot is the friends’ use of “secret writing.” A lesser aspect of traditional Chinese culture that is depicted is the practice of foot binding. The documentary “*Nu-Shu”* ​​examines the last known practitioners of an ancient female-only writing system. A brief introduction follows:

***Nüshu (***女书***)***



Nüshu is a syllabic script created and used exclusively by women in Jiangyong Prefecture, Hunan Province, China. The women were forbidden formal education for many centuries and developed the Nüshu script in order to communicate with one another. They embroidered the script into cloth and wrote it in books and on paper fans.

Nüshu was mainly used in the creation of San Chao Shu (三朝書) or "Third Day Missives", cloth-bound booklets created by mothers to give to their daughters upon their marriage, or by woman to give to their close female friends. The San Chao Shu contained songs written in the Nüshu script expressing hopes and sorrow, and was delivered on the third day after a woman's marriage.

The last proficient user of Nüshu, Yang Huanyi, died on 20th September 2004 at the age of 98. ([https://www.omniglot.com/writing/nushu.ht](https://www.omniglot.com/writing/nushu.htm)​ [m](https://www.omniglot.com/writing/nushu.htm))​

Read This:

* “Nushu: from tears to sunshine” <https://en.unesco.org/courier/2018-1/nushu-tears-sunshine>
* “On Writing Snow Flower” [http://www.lisasee.com/onwriting.ht](http://www.lisasee.com/onwriting.htm)​ [m](http://www.lisasee.com/onwriting.htm)
* “Why Foot Binding in China Persisted for a Millennium” (HuskyCT)
* “Footbinding as Fashion: Seeking Status, Avoiding Shame” (HuskyCT) ● “Chinese Narrative Ballads in Women’s Scripts: Intro. P. 3-22” (HuskyCT)
* “Admonitions for My Daughter” (HuskyCT)

**The Republican Period**

# Week 4 In-Person (Meet in Classroom)

# ● February 11th

***King of Masks***​--Dir. Wu Tianming. 1999/1 hr. 41 mins.

(We will watch in class)

Guest presentation by Dr. Karen Ritzenhoff, Dept. of Communications, Central Connecticut State University on “Film Analysis.”

This film, evocatively set in 1930s Sichuan Province, concerns a poor street performer of *bian lian* ​​(face changing) amid the social and political changes of the Republican Period. His search for a male heir to whom he can pass on his art illuminates many aspects of traditional life, art, and culture including preference for males, social stratification, political and economic instability, and the centuries old institution of the Chinese Opera.

Watch This (at home);

* “PBS China in Revolution: 1911-1949” (HuskyCT link or

YouTube: [https://www.youtube.com/watch?v=I5cl0GjPjy](https://www.youtube.com/watch?v=I5cl0GjPjy4)​ [4](https://www.youtube.com/watch?v=I5cl0GjPjy4))​

Read This:

* “King of Masks”​​NY Writers Institute (HuskyCT)
* “King of Masks”​​At the Movies (HuskyCT)
* “The Secret Art of Face Changing Opera is slowly being revealed to outsiders, but old traditions prevail” (HuskyCT)
* “Republican China” (HuskyCT)

# Week 5 Online (No Class Meeting)

# ● February 18th

***Raise the Red Lantern***​--Dir. Zhang Yimou. 2007/2 hrs. 5 mins.

(Watch on YouTube or Amazon)

Commentary on this film notes that “*Raise the Red Lantern*​ ​…tells the story of a young woman who becomes the new concubine of a wealthy warlord. In his palace she is introduced to the three other concubines. The movie goes on to show three main plots: the warlord's view of his wives, the young concubine’s identity battles, and the value of women in Chinese society at that time. *Raise the Red Lantern*​ is a landmark film that upon its release, experienced criticism and censorship.” While this is true, the government censorship which prevented its domestic screening until 1992, a year after it received a 1991 Academy Award nomination, reflects an assumption that the filmmaker was targeting his criticism at the ruling party rather than the conventions of 1920s pre-Communist China. The positive reception of the film catapulted Zhang into the highest ranks of film directors worldwide.

Read This:

* Adapted for the Screen: The Cultural Politics of Modern Chinese Fiction, Ch. 2:​ “Women’s Places in *Raise the Red Lantern.*​ ​” (UConn Library online: org.ezproxy.lib.uconn.edu/stable/j.ctt6wqzpr)
* “The Confusion of Ethics in Raise the Red Lantern” (HUSKYCT)
* Speaking in Images, “Zhang Yimou: Flying Colors” (HuskyCT)
* “Just like a ‘modern’ wife. Concubine on the public stage in early Republican China” (HuskyCT) Optional *reading*​

**The People’s Republic of China**

# Week 6 In-Person (Meet in Classroom)

# ● February 25th

​***Yellow Earth***​--Dir. Chen Kaige. 1984/86 mins.

(We will watch in class)

Set in the late 1930s, prior to the 1949 Communist victory, *Yellow Earth*​ ​ focuses on the relationship between a young Communist soldier and a teenage girl. He has been sent to a remote village to chronicle the peasants’ folk songs. She is preparing to enter an arranged marriage. The soldier brings a glimpse of the opportunities the Communists may offer and how the age-old traditions of rural society may change. It is a film that is deeply rooted in the land, the people's ties to that land, and the promises for the future which may or may not materialize.

Read This:

* “Yellow Earth: subtle messages in Chen Kaige’s classic” (HuskyCT)
* “Yellow Earth: Imagining the People” (HuskyCT)
* “Yellow Earth: New York State Writer’s Institute” (HuskyCT)
* “Chen Kaige: Historical Revolution and Cinematic Rebellion” (HuskyCT)
* Chinese Films in Focus, Ch. 24 “Yellow Earth: Hesitant Apprenticeship and

Bitter Agency” (HuskyCT)

* Framing the Heavy Weight of History: Yellow Earth

# Week 7 In-Person (Meet in Classroom)

# ● March 3rd

***To Live***​--Dir. Zhang Yimou. 1994/2 hrs. 12 mins.

(We will watch in class)

*To Live*​ traces one family’s struggles from the 1940s through the 1980s, from the Chinese civil war between the Nationalists and Communists through the Communist victory, the Great Leap Forward, and the Great Proletarian Cultural Revolution. As was the case with many other films portraying this era, *To Live* ​was initially censored but survived and was welcomed in the West. As one reviewer noted, “The honesty of "To​Live" earned Zhang Yimou and Gong Li not only a two-year ban on further co-productions, but a ban on even speaking about their film. But "To Live" has been made, it is playing all over the world, it exists on the screen as a fascinating testament about ordinary human lives conducted under terrifying conditions, when one's fate could hinge on a chance remark or an instant political edict from a zealous teenager.”

Watch This (at home);

* “PBS China in Revolution/The Mao Years: 1949-1976” (HuskyCT or YouTube: [https://www.youtube.com/watch?v=PJyoX\_vrln](https://www.youtube.com/watch?v=PJyoX_vrlns)​ [s)](https://www.youtube.com/watch?v=PJyoX_vrlns)​

Read This:

* “National Cinema, Cultural Critique, Transnational Capital: the films of Zhang Yimou” (HuskyCT)
* “Daoist Cosmic Discussion in Zhang Yimou’s *To Live*​ ​” (HuskyCT)
* “Mao’s Great Leap to Famine” (HuskyCT)

**Week 8 Online (No Class Meeting)**

# ● March 10th

​***Balzac and the Little Chinese Seamstress***​--Dai Sijie. 2002/1 hr. 54 mins.

(Watch online. Available on YouTube)

Read This:

* Adapted for the Screen: The Cultural Politics of Modern Chinese Fiction, Ch. 5:

“Locating the Third Culture in Balzac and the Little Chinese Seamstress*.* ​​” (UConn Library online: org.ezproxy.lib.uconn.edu/stable/j.ctt6wqzpr)​

* “The Great Proletarian Cultural Revolution China’s Modern Trauma” (HuskyCT)
* “Revolution and Reaction in the Chinese Countryside: The Socialist Education Movement…” (HuskyCT)

**Week 9 March 17th SPRING BREAK ~ NO CLASSES**

# Week 10

# ● March 24th In-Person (Meet in Classroom)

***Together (with you)*** ​*--*​Dir. Chen Kaige. 2002/1 hr. 59 mins.

(We will watch in class)

*Together* ​is a gentle, sometimes humorous, story of a young violin prodigy and his peasant father who travel to Beijing to continue the boy’s musical education. Set in contemporary China, this film is also a meditation on the nation’s rapid modernization and the costs and benefits of material progress.

Read This:

* “Traditional Values in a Modern Chinese Context.” (HuskyCT)
* “Spiritual and Ethical Predicaments in Contemporary China” (HuskyCT)

**Start preparing for your final project.**

**Taiwan and the Chinese Diaspora in the US**

# Week 11

# ● March 31st In-Person (Meet in Classroom)

***Eat Drink Man Woman***​--Dir. Ang Lee. 1993/2 hrs. 4 mins.

(We will watch in class)

Ang Lee’s third feature film is set in Taipei, Taiwan in the early 1990s and concerns a widowed father (a famous chef) and his three adult daughters. In 1995 it earned a nomination for Best Foreign Language Film. The chef’s relationship with his daughters is used to explore challenges to traditional Chinese values and customs.

Watch This: “Ang Lee Talks About *Eat Drink Man Woman*​ ​” (HuskyCT or

YouTube: <https://www.youtube.com/watch?v=efDFSqvBgo>​ [I](https://www.youtube.com/watch?v=efDFSqvBgoI))​

Read This:

● The Cinema of Ang Lee: the other side of the screen. Ch. 5 “Globalization and​

Cultural Identity in *Eat Drink Man Woman*​ ​” (UConn Library online)

( [https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill1677](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill16772)​ [2)](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill16772)​

● “Focusing the Familiar in Ang Lee’s Eat Drink Man Woman.” (HuskyCT)

# Week 12

# ● April 7th Online (No Class Meeting)

***Yi Yi***​ *(*​ *one one)* ​-- Dir. Edward Yang. 2000/2 hrs. 53 mins.

(Watch on YouTube)

Aspects of this award-winning film are both specifically Taiwanese (where the film is set) and universal. As one reviewer has commented, “There was a time when a film from Taiwan would have seemed foreign and unfamiliar--when Taiwan had a completely different culture from ours. The characters in "*Yi Yi*​​" live in a world that would be much the same in Toronto, London, Bombay, Sydney; in their economic class, in their jobs, culture is established by corporations, real estate, fast food and the media, not by tradition. NJ and Yang-Yang eat at McDonald's, and other characters meet in a Taipei restaurant named New York Bagels. Maybe the movie is not simply about knowing half of the truth, but about knowing the wrong half of the truth.” *Yi Yi* ​ ​was praised by many film critics as one of the best films of 2000 and in 2002 has been named by a number of publications as one of the best films of the 20th century. Its widespread appeal suggests, among other attributes, a universality in its depiction of life--not specifically Chinese lives.

Read This:

* “Yi Yi: a Microcosm of Modern Taiwan” (HuskyCT)
* “Borderless Cinema: Edward Yang (HuskyCT)

# Week 13

# ● April 14th In-Person (Meet in Classroom)

​***The Wedding Banquet***​--Dir. Ang Lee. 1993/1 hr. 46 mins.

(We will watch in class)

This film is Ang Lee’s first US venture and part of one of what is often called Ang Lee’s “Father Knows Best” trilogy. On the surface, this affectionate comedy/drama concerns a young gay Chinese American who has been unable to reveal his sexual orientation to his traditional Taiwanese parents. The parents make an unexpected visit to New York after he attempts to stop their matchmaking efforts by announcing an upcoming marriage to a young woman. New York Times reviewer Stephen Holden adds “On a more​ metaphoric level, "The Wedding Banquet" has an ironic sense of history built into its plot. The marriage of Wai Tung and Wei Wei can also be taken as a symbolic reunion of mainland China and Taiwan. The fact that the future of the Gao family line depends upon this shaky marriage of convenience gives the film an extra dash of comic resonance.” See what you think.

Read This:

* “Breaking the Soy Sauce Jar” --read intro and *The Wedding Banquet*​ ​” section (HuskyCT)
* The Cinema of Ang Lee: the other side of the screen. Ch.4 “Transgressing​ Boundaries of Gender and Culture in *The Wedding Banquet.”* ​ ​ (UConn online)

( [https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill1677](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill16772)​ [2)](https://www-jstor-org.ezproxy.lib.uconn.edu/stable/10.7312/dill16772)​

● “Wedding Banquet: A Family (Melodrama) Affair” (HuskyCT)

# Week 14 In-Person (Meet in Classroom)

# ● April 21st

***The Farewell***​ --Dir. Lulu Wang. 2019/1 hr. 40 mins.

(We will watch in class)

“The push and pull between the bonds of blood and the ties of culture are explored with​ a light touch and a perceptive eye for detail in this delightful, semi-autobiographical family drama from writer and director Lulu Wang.” Based on a true story and starring actress/comedienne Awkwafina, the film looks at the cultural tensions of the “overseas” Chinese and their children, living in two worlds. *The Farewell*  has received many accolades and awards.

Read This:

* “The Farewell: Lulu Wang Made the Year’s Most Exciting Hit By Refusing to Whitewash It.” (HuskyCT)
* “In *The Farewell,* ​The Bad News Bearers Keep a Secret.” (HuskyCT)
* “The Cultural Truth at the Heart of the Lies in *The Farewell”* ​ ​(HuskyCT)

**Week 15**

# ● April 28

We will begin student “scene” presentations during this class period. Be prepared!

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

*I know what follows is a lot of information, but please read!*

**Notes:**

* You are expected to complete all assignments scheduled. Failure to do so will be reflected in your grade, typically an “F” for the assignment. If circumstances arise which would prevent you from fulfilling these commitments, you must contact me​ in advance and receive an extension. Under normal circumstances, requests for​ extensions and other accommodations should be made at least one week ahead of the scheduled deadline. All work must​ be completed within one week of the​ original due date unless explicit permission has been granted for a longer period. Work not completed by the assigned date or within the approved extension period will receive a failing grade.

* Writing assignments must​ be properly sourced, as required. Plagiarism is a serious academic offense, and all efforts must be made to avoid either intentional or unintentional use of another person’s words and/or ideas. You must be sure to credit not only exact quotations but also phrases and original concepts with appropriate citations in the form of footnotes or endnotes. A Works Cited page must be included, as necessary. Incomplete or inadequate sourcing will, at a minimum, be reflected in a lower grade for the assignment. At worst, submitting a paper that includes plagiarized material will likely lead to charges of academic misconduct and the resulting university disciplinary procedures. If you are unsure about any issues related to academic honesty, please feel free to discuss it with me or consult the following source:

https://lib.uconn.edu/services/ask/get-help/writing/plagiarism-resources/

* Students are expected to attend each class session unless circumstances prevent them from being present.

* Unless specific permission is granted, students should not use laptops or other electronic devices during class. All cell phones etc. should be kept out of sight and turned off so they are not a distraction to anyone in the classroom.

* You are encouraged to use tutors at the campus Writing Center at any stage of the process of completing writing assignments. Evening or on-line “appointments” are typically available if necessary. Be sure to schedule such assistance ahead of time.
* For more information, please see the Student Code: https://community.uconn.edu/the-student-code-preamble/

**Last, but not least**:  The following information has been provided by the Waterbury campus for all our students, especially those who may be facing mental health challenges or other personal issues.  Professional, confidential help is available.  See below:

*Many students at UConn face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help students through difficult times, including individual assessments, educational materials and resources, crisis intervention, consultations, and mental health screenings. The Waterbury Campus Mental Health Resource Center (MHRC) provides confidential services and is available to all students free of charge. If you feel you need additional support, please utilize the MHRC.*

Mental Health Resource Center

203-236-9817 or Claudia.Pina@uconn.edu

[https://waterbury.uconn.edu/student-life/student-resources/mental-health/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwaterbury.uconn.edu%2Fstudent-life%2Fstudent-resources%2Fmental-health%2F&data=02%7C01%7Ctina.reardon%40uconn.edu%7C7e72d1ba00d1472d7af308d83ed6bd39%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637328440131157728&sdata=j9GDllGQ4U7Ae7%2BkK0nywrA1QxRAwdbofw5AFGVFlB8%3D&reserved=0)

**2020-323 SOCI/URBN 3275/W Revise Course (guest: Ken Foote) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14922 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Sociology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Urban and Community Studies > Sociology > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Subject Area #2** | SOCI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Sociology |
| **Reason for Cross Listing** | This course is already cross listed. The URBN number is being updated to synchronize with change in SOCI number. I apologize. I submitted to course action to check URBN3275 to URBN3901, but forgot to include the W version. |
| **Course Title** | Urban Sociology |
| **Course Number** | 3275W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth Foote |
| **Initiator Department** | Geography |
| **Initiator NetId** | kef13010 |
| **Initiator Email** | [ken.foote@uconn.edu](mailto:ken.foote@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | 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. |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1007 or 1010 or 1011 or 2011 |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | URBN 3275. Urban Sociology Also offered as: SOCI 3901 3.00 credits Prerequisites: None Grading Basis: Graded Social and physical organization of cities and suburbs. URBN 3275W. Urban Sociology Also offered as: SOCI 3901W 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | URBN 3901. Urban Sociology Also offered as: SOCI 3901 3.00 credits Prerequisites: None Grading Basis: Graded Social and physical organization of cities and suburbs. URBN 3901W. Urban Sociology Also offered as: SOCI 3901W 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded |
| **Reason for the course action** | To synchronize course numbers between URBN and SOCI. House cleaning. |
| **Specify effect on other departments and overlap with existing courses** | No effect. |
| **Please provide a brief description of course goals and learning objectives** | No change. |
| **Describe course assessments** | No change. |
| **General Education Goals** | No change. |
| **Writing Competency** | No change. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [URBN3901-Urban-Sociology-Renumbering.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F44150&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cfdbc06a6102049babc8208d87d0c9a78%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637396840376754043%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=d0D9VMuar0DakCej79YYSHikPlP9UzDwUE0NCP86XTk%3D&reserved=0) | URBN3901-Urban-Sociology-Renumbering.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 21:24 | Submit |  | This course action has been discussed and approved by the UCS C&C committee and by the UCS faculty in November. | | Urban and Community Studies | Kenneth Foote | 02/07/2020 - 14:11 | Approve | 2/7/2020 | This renumbering has been approved. | | Sociology | David L Weakliem | 10/26/2020 - 16:34 | Approve |  | approved by sociology department | |

**2020-324 SOCI/URBN 3276/W Revise Course (guest: Ken Foote) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-14920 |
| **Request Proposer** | Foote |
| **Course Title** | Urban Problems |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Urban and Community Studies > Sociology > College of Liberal Arts and Sciences > Return > Urban and Community Studies |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | URBN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Urban and Community Studies |
| **Course Subject Area #2** | SOCI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Sociology |
| **Reason for Cross Listing** | This is an existing cross listed course. The URBN number is being synchronized with the SOCI number that was changed some time ago. |
| **Course Title** | Urban Problems |
| **Course Number** | 3276/W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is simply the revision of an existing cross listing. |

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| **CONTACT INFO** | |
| **Initiator Name** | Kenneth Foote |
| **Initiator Department** | Geography |
| **Initiator NetId** | kef13010 |
| **Initiator Email** | [ken.foote@uconn.edu](mailto:ken.foote@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ENGL 1010 or ENGL 1011 or ENGL 2011; open to juniors or higher. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3276W. Urban Problems Also offered as: SOCI 3903W 3.00 credits Prerequisites: ENGL 1010 or ENGL 1011 or ENGL 2011; open to juniors or higher. Grading Basis: Graded Social problems of American cities and suburbs with emphasis on policy issues. ================================= 3276. Urban Problems 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Social problems of American cities and suburbs, with emphasis on policy issues. |
| **Provide proposed title and complete course catalog copy** | 3903W. Urban Problems Also offered as: SOCI 3903W 3.00 credits Prerequisites: ENGL 1010 or ENGL 1011 or ENGL 2011; open to juniors or higher. Grading Basis: Graded Social problems of American cities and suburbs with emphasis on policy issues. =================================== 3903. Urban Problems 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Social problems of American cities and suburbs, with emphasis on policy issues. |
| **Reason for the course action** | To synchronize course numbers between cross-listed courses in URBN and SOCI. SOCI 3903 is archived, URBN 3903 is not archived. |
| **Specify effect on other departments and overlap with existing courses** | No effect. |
| **Please provide a brief description of course goals and learning objectives** | No change. |
| **Describe course assessments** | No change. |
| **General Education Goals** | No change. |
| **Writing Competency** | No change. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [URBN3276-Renumbering.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F44148&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cc426fc5bdcec4ab9ea8f08d887df95bf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637408741643017292%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=kJ7%2BmuM1CFrTB5j0I4Mjna3H4%2FEQ4Qd9YQ9cX1dCZAs%3D&reserved=0) | URBN3276-Renumbering.docx | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kenneth Foote | 01/20/2020 - 20:54 | Submit |  | This change was approved by UCS C&C committee and UCS faculty in November. It has not been reviewed by SOCI. | | Urban and Community Studies | Kenneth Foote | 02/07/2020 - 14:13 | Approve | 2/7/2020 | This has beeen approved for renumbering by UCS C&C and faculty. | | Sociology | David L Weakliem | 10/26/2020 - 16:33 | Approve |  | approved by sociology department | | College of Liberal Arts and Sciences | Pamela Bedore | 10/30/2020 - 15:54 | Return | 10/30/2020 | Returning to proposer to correct typo on course number on Course Info tab. Also, please change both the W and non-W versions as per my email. PB. | | Return | Kenneth Foote | 11/13/2020 - 06:24 | Resubmit |  | I've corrected course number on Course Info page. | |

**2020-325 ASLN 2600 Revise Course (guest: Linda Pelletier) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3714 |
| **Request Proposer** | Pelletier |
| **Course Title** | Process of Interpreting: American Sign Language and English |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Process of Interpreting: American Sign Language and English |
| **Course Number** | 2600 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | prereq revision only |

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| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
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| **COURSE FEATURES** | |
| **Proposed Year** | 2023 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ASLN 1104 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ASLN 2600. Process of Interpreting: American Sign Language and English 3.00 credits Prerequisites: ASLN 1102 or higher or consent of the instructor. Grading Basis: Graded Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting dual-task training, and cloze skills. |
| **Provide proposed title and complete course catalog copy** | ASLN 2600. Process of Interpreting: American Sign Language and English 3.00 credits Prerequisites: ASLN 1104 or higher or consent of the instructor. Grading Basis: Graded Theory and practice of ASL/English interpreting. Models of interpretation including text analysis and the goal of linguistic equivalency. Discourse analysis, visualization, listening and comprehending, shadowing, paraphrasing, abstracting dual-task training, and cloze skills. |
| **Reason for the course action** | This course was introduced with a prerequisite of ASLN 1102 prior to the approval of our new major, ASL Studies (Fall 2020). A change of the prerequisite to ASLN 1104 will better align and support the new major, especially the interpreting concentration. Given the sequencing of the ASL courses and to allow sufficient notice for students to satisfy this requirement, this change of the prerequisite will not go into effect until Fall 2023. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course introduces the theory and practice of interpreting American Sign Language (ASL) to English and English to ASL including text analysis as it applies to the cognitive process of interpreting and the goal of linguistic equivalency from source to target language. Course Objectives: Upon satisfactory completion of this course, the student will be able to: Better understand the process and demands of interpreting ASL and English. Develop introductory interpreting skills through the practice of various processing skills. Apply various methods of analyzing and assessing their own work. Develop skills related to text analysis and the development of pre-interpreting skills from rehearsed and spontaneous texts. Understand the impact and challenges of interpreting cultural variations. |
| **Describe course assessments** | Weekly Quizzes in GoReact for the purpose of translation skills development for both ASL to English and English to ASL. Peer Review and Feedback of translation work. Quizzes based on reading assignments or video quizzes. Assignments based on related topics and submitted via HuskyCT. Discussion Forums Journals |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 2600 Syllabus Process of Interpreting ASL and English (1).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56710&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C028250baa8604f93787a08d88105504d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637401207177873944%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=uXhL8qEifBO04UbubsF05PxSyI9725cD5l3Mbr2lkbY%3D&reserved=0) | ASLN 2600 Syllabus Process of Interpreting ASL and English (1).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/03/2020 - 07:29 | Submit |  | Honestly, I'm not sure what to put here but it is required for submission. | | Linguistics | Jon R Sprouse | 11/04/2020 - 02:38 | Approve |  | None. | |

**2020-326 ASLN 2700 Revise Course (guest: Linda Pelletier) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3734 |
| **Request Proposer** | Pelletier |
| **Course Title** | Interpreting in Educational and Other Settings |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Interpreting in Educational and Other Settings |
| **Course Number** | 2700 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision of prereqs only |

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| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@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** | 2023 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ASLN 1104 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ASLN 2700. Interpreting in Educational and Other Settings 3.00 credits Prerequisites: ASLN 1102 Grading Basis: Graded The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting. |
| **Provide proposed title and complete course catalog copy** | ASLN 2700. Interpreting in Educational and Other Settings 3.00 credits Prerequisites: ASLN 1104 Grading Basis: Graded The study of interpreting American Sign Language and English within a variety of settings with a primary focus on educational interpreting. |
| **Reason for the course action** | This course was introduced with a prerequisite of ASLN 1102 prior to the approval of our new major, ASL Studies (Fall 2020). A change of the prerequisite to ASLN 1104 will better align and support the new major, especially the interpreting concentration. Given the sequencing of the ASL courses and to allow sufficient notice for students to satisfy this requirement, this change of the prerequisite will not go into effect until Fall 2023. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The study of interpreting primarily within educational settings including postsecondary, secondary, and elementary settings with additional focus on other settings including, but not limited to, medical and community-based settings. This is an introductory course and includes an overview of the history and current status of educational interpreting throughout the United States. Course Objectives: Upon satisfactory completion of this course, the student will be able to: Explain the role and responsibilities of the educational interpreter as part of the educational team. Analyze terminology and subject-specific sign vocabulary. Compare various patterns of practice as it relates to K-12 interpreting. Debate and argue ethical considerations including the implications for students who are deaf. Evaluate the significance of Individualized Educational Plans (IEP), necessary skills and qualifications and effectively prepare to work as an educational interpreter. Discuss the significance of the Educational Interpreter Performance Assessment (EIPA). Analyze both the historical and current state of K-12 interpreting including educational programs for students who are Deaf and various related legislative actions. Perform text analysis and translations for the purpose of skill development in both ASL and English. Consider and discuss the perspectives and experiences of students who are deaf. Compare other settings such as medical and remote interpreting and differentiate the role and expectations of the interpreter within each setting. |
| **Describe course assessments** | Weekly assessment of language skills, translation, and interpreting skills related to educational and other settings for either ASL to English or English to ASL translations. Weekly quizzes related to content and reading assignments Assignments such as guest speaker reflection and course content assignments Article Review and Summary Discussion Forums Journals |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ASLN 2700 Syllabus Interpreting in Educational and Other Settings.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56716&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Caa1cc81b18bb4373acb208d88104f49e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637401205577229371%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=B0Lu5FkK1HgyoEshGqB29PObucsz9EkbC3XprTkSa48%3D&reserved=0) | ASLN 2700 Syllabus Interpreting in Educational and Other Settings.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/03/2020 - 14:18 | Submit |  | Honestly, I'm not sure what to put here but it is required for submission. | | Linguistics | Jon R Sprouse | 11/04/2020 - 02:39 | Approve |  | None. | |

**2020-327 ASLN 2800 Revise Course (guest: Linda Pelletier) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3716 |
| **Request Proposer** | Pelletier |
| **Course Title** | Consecutive Interpreting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Linguistics > 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** | ASLN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Linguistics |
| **Course Title** | Consecutive Interpreting |
| **Course Number** | 2800 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | revision only |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Linda J Pelletier |
| **Initiator Department** | Linguistics |
| **Initiator NetId** | ljp00004 |
| **Initiator Email** | [linda.pelletier@uconn.edu](mailto:linda.pelletier@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** | 2023 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | American Sign Language |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | ASLN 1104 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ALSN 2800. Consecutive Interpreting 3.00 credits Prerequisites: ASLN 1102 Grading Basis: Graded Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video relay interpreting. |
| **Provide proposed title and complete course catalog copy** | ASLN 2800. Consecutive Interpreting 3.00 credits Prerequisites: ASLN 1104 Grading Basis: Graded Development of consecutive interpreting skills with an emphasis on text and situational analyses, current issues, and a focus on community, medical, and video relay interpreting. |
| **Reason for the course action** | This course was introduced with a prerequisite of ASLN 1102 prior to the approval of our new major, ASL Studies (Fall 2020). A change of the prerequisite to ASLN 1104 will better align and support the new major, especially the interpreting concentration. Given the sequencing of the ASL courses and to allow sufficient notice for students to satisfy this requirement, this change of the prerequisite will not go into effect until Fall 2023. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This introductory course focuses on developing foundational interpreting skills with an emphasis on consecutive interpreting, text, and situational analysis. Students will observe and practice interactive interpreting, analyze parts of the process that go into such interactions and interpretations, as well as, analyze the resulting work. A primary focus will be community interpreting with an introduction to team interpreting. Course Objectives: By the end of the semester, students will be able to: Apply self-analysis skills in order to determine specific strengths/challenges as it relates to the process of interpreting. Understand self-assessment techniques regarding consecutive ASL-to-English and English to ASL interpretation. Produce interpretations that demonstrate evidence of cultural mediation. |
| **Describe course assessments** | Weekly assessment of language skills, translation, and interpreting skills related to educational and other settings for either ASL to English or English to ASL translations. Weekly quizzes related to content and reading assignments Research paper Interpreting Field Experience and Observation Midterm and final exams |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Spring 2020 Consec Terp Syllabus.docx (1).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56717&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C6437f3db27024ba1765808d881049249%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637401203929960591%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=imY2%2FNw9bvpWCAhDPF4K5CBt56Ji6oxWrBVUfzUQcsE%3D&reserved=0) | Spring 2020 Consec Terp Syllabus.docx (1).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Linda J Pelletier | 11/03/2020 - 14:36 | Submit |  | Honestly, I'm not sure what to put here but it is required for submission. | | Linguistics | Jon R Sprouse | 11/04/2020 - 02:40 | Approve |  | None. | |

**2020-328 AAAS/AMST/HIST 3531 Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-15273 |
| **Request Proposer** | Vials |
| **Course Title** | Japanese Americans and World War II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > AAAS > History > American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | AASI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | AAAS |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Course Subject Area #3** | AMST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | American Studies |
| **Reason for Cross Listing** | The course incorporates texts and methods from a variety of disciplines in order to study U.S. culture in an interdisciplinary vein |
| **Course Title** | Japanese Americans and World War II |
| **Course Number** | 3531 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | convenience |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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

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

|  |  |
| --- | --- |
| **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,Waterbury |
| **If not generally available at all campuses, please explain why** | Faculty to teach this class are not available at all campuses |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST/AAAS 3531. Japanese Americans & World War II 3.00 credits Prerequisites: None. Grading Basis: Graded The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4. |
| **Provide proposed title and complete course catalog copy** | HIST/AAAS/AMST 3531. Japanese Americans & World War II 3.00 credits Prerequisites: None. Grading Basis: Graded The events leading to martial law and executive order 9066, the wartime experience of Japanese Americans, and national consequences. CA 1. CA 4. |
| **Reason for the course action** | The course incorporates texts and methods from a variety of disciplines in order to study U.S. culture in an interdisciplinary vein. At the Waterbury and Storrs campuses, it is consistently taught by core and affiliate faculty in American Studies. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students should be able to analyze the internment of Japanese Americans from multiple perspectives, articulate the value of taking a multidisciplinary approach to this topic, identify the key events and conditions leading up to Executive Order 9066 and its effect on Japanese Americans, appreciate the importance of the internment as an element of US history, and recognize the role of racism and injustice in the context of the internment. |
| **Describe course assessments** | Midterm Exam, Reflection Essays, Virtual Galleries (visual artifacts students select to share with classmates, with context), Final Examination. |
| **General Education Goals** | The course develops an awareness of the varieties of human experience, its writing and presentation assignments help to make the students more articulate, and the lessons of the internment allow them to develop a moral sensitivity. |
| **Content Area: Arts and Humanities** | The course involves "Investigations and historical/critical analyses of human experience" and "Investigations into cultural or symbolic representation as an explicit subject of study." As can be seen from the syllabus, it also involves " Comprehension and appreciation of written, visual, multi-modal and/or performing art forms." |
| **Content Area: Diversity and Multiculturalism (non-International)** | The changes we are proposing (adding a cross-list designation) do not in any way change the factors that led to the course's initial acceptance as fulfilling a CA1 and CA4 Gen Ed requirement, requirements which appear to be on the cusp of being phased out anyway. The course content will remain unchanged. But, to be sure, the course will fulfill a C4 requirement because it emphasizes the varieties of human experiences, perceptions, and perspectives, it develops an understanding of and sensitivity to issues involving human rights and migration, and develops an awareness of the dynamics of social, political, and/or economic power. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3531 syllabus fall 2018.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56491&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C3561749c682d4f4dd41808d87c14769a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637395774631961404%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=p0OWlrNo9UNTESbAU1mBfE%2FkBkgd7tVjxE%2BAd%2BG7cDQ%3D&reserved=0) | 3531 syllabus fall 2018.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 02/12/2020 - 20:59 | Submit |  | Submitting this to AMST Rep and to CLAS C&C for approval | | AAAS | Jason Chang | 10/28/2020 - 10:54 | Approve | 10/28/2020 | AAASI approves of cross listing this course with AMST | | History | Matthew G McKenzie | 10/29/2020 - 09:50 | Approve | 10/29/2020 | Approved for History as per email with Mark Healey, 10/29/20 | | American Studies | Matthew G McKenzie | 10/29/2020 - 09:50 | Approve | 10/29/2020 | Approved as per communication with Chris Vials, fall 2020 | |

**AASI /AMST/History 3531**

**Japanese Americans and World War II**

Fall 2018

Tina Reardon

Wednesdays 3:35-6:05 pm

Email: tina.reardon@uconn.edu

**The Course**

This course examines the events leading to martial law and Executive Order 9066, the wartime experience of Japanese Americans, and the consequences of this important (but often forgotten) episode of American history.  Using a multidisciplinary approach, students will be exposed to and make use of a variety of resources including traditional texts, documentary films, memoir, government documents and other primary sources, as well as fiction.  Students will not only become familiar with this period but will explore various questions, including those of racism and justice, related to the treatment of Japanese Americans during WWII.

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

·         Analyze the internment from multiple perspectives.

·         Articulate the value of taking a multidisciplinary approach when examining the

           internment.

·         Identify and understand the events leading up to Executive Order 9066, the

          wartime experiences of Japanese Americans, and the importance of this episode of

          American history.

·          Recognize the role of racism and injustice in the context of the internment.

Discussion plays an important role in this course and, as such, it is expected that students will attend class unless there is a compelling reason for being absent.

**Required Texts/Reading**

* [Stephen S. Fugita](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author-exact=Stephen%20S.%20Fugita&rank=-relevance%2C%2Bavailability%2C-daterank/104-5806918-6683919) and [Marilyn Fernandez](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author-exact=Marilyn%20Fernandez&rank=-relevance%2C%2Bavailability%2C-daterank/104-5806918-6683919), *Altered Lives, Enduring Community: Japanese Americans Remember Their World War II Incarceration*
* John Okada, *No-No Boy*
* Julie Otsuka, *When the Emperor Was Divine*

Additional readings, both required and recommended, are either posted on the course HuskyCT site or can be found using the url/website links provided.  It is recommended that students print copies of many, if not most, of the reading assignments to aid in classroom discussions and to prepare for course examinations.  One film, “Snow Falling on Cedars” will be viewed outside of class.  It is available for rent ($3.99) through Amazon, via other providers and can be borrowed from the UConn Waterbury library (1 DVD copy).

**Course Requirements/Assignments/Grading**

You will have the opportunity to earn up to 250 points during the course of the semester as you complete the following assignments:

Midterm Examination:     100   possible points                                                                                         Response/reflection journal entries\*: 5 @ 5 points each/25 possible points                                                   Virtual Galleries\*:  4 @ 5 points each= 20 points

Final Examination (includes research-based essay and presentation):  100 possible points

Class participation/engagement:  5 possible points

Possible Total:    250 points

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 233-250 | A | 4.0 |
| 225-232 | A- | 3.7 |
| 218-224 | B+ | 3.3 |
| 208-217 | B | 3.0 |
| 200-207 | B- | 2.7 |
| 193-199 | C+ | 2.3 |
| 183-192 | C | 2.0 |
| 175-182 | C- | 1.7 |
| 168-174 | D+ | 1.3 |
| 163-167 | D | 1.0 |
| <163 | F |  |

**Class Assignments** (Subject to change)

**Class Date/Topic                                         Assignments**

**UNIT ONE:  The Development of the Japanese American community**

**WEEK 1:  August 29** -HuskyCT course materials

**Intro. to Japanese Culture**                                  “Shinto Religion of Japan” and

Go over syllabus/HuskyCT info.                                “Shinto and Buddhism”

Doc. “*In Time of War*”\*\*

**WEEK 2: September  5**

**Japan Opens to the West**                                -<http://countrystudies.us/japan/>

                                                                   (ch. Tokugawa through The Meiji

                                                                   Restoration)

                                                                                          -HuskyCT:  Treaty of Kanagawa, etc.

-“Culprits & Gentlemen:  Meiji Japan’s

                                                                                             Restrictions of Emigrants to the US,

                                                                                             1891-1909.”  Find at:

<http://search.lib.uconn.edu/01UCT:EVERYTHING:TN_jstor_archive_710.2307/3640452>

**WEEK 3:  September 12**

**Setting the Stage**                                             -HuskyCT course materials:

**What issues are raised by the**                    “Sources and Causes of Japanese

**Internment?**                                                                   Emigration”                                                                                                                                                                        http://www.jstor.org/stable/1011222                                                                                             “Library of Congress overview”

[Brown](http://brownvboard.org/brwnqurt/03-4/03-4a.htm) Quarterly History of

                                                                                               Immigration

**WEEK 4:  September 19**

**The Growing Japanese**

**American Community**                                                -Fugita, p. 14-46

*What values did they bring? Reactions*               -HuskyCT”

*from larger community*“T. Roosevelt on the Threat of

*What were the perceived threats?*          Japan”

                                                                                                 -**Virtual Gallery #1 due**

**(uploaded to HuskyCT by**

**class time)                                                             -Journal #1 (uploaded)**

**UNIT TWO:  Pearl Harbor, Evacuation and Internment**

**WEEK 5: September 26** -Murray, p. 3-26

**Pearl Harbor**-Begin Otsuka, *When the*

*What was the reaction?                                                           Emperor Was Divine*

*Response of the Japanese American community* -Inada, p. 31-32 “Pearl Harbor

                 Remembered”

(<http://www.youtube.com/watch?v=HN37hNazz-E>)

FDR Declares War *(youtube clip)*

**Watch** **film:** **Falling on Cedars”** (rent, stream, or borrow from UConn Waterbury library)

**Virtual Gallery #2 (see directions above)**

**WEEK 6:** **October 3** *-*Cont. OtsukaDoc.: “*Most Honorable Son”*

**Executive Order 9066**                                            -HuskyCT doc. Exec. Order 9066

*Why this response? Security,                                             -*Executive Order 9102

*Racism, Economics?*\*\*\*                                                              -Inada, p.69-80 “Desert Exile”

*“Our Enemy” “My Japan”                                                           -***Virtual Gallery #3 (see**

**directions above)**

**WEEK 7:  October 10** Midterm Review

**WEEK 8:  October 17                      MIDTERM EXAM**

**WEEK 9:  October 24**

**Evacuation and Internment**                                              -Murray, p. 29-60

*Other ramifications*                                                                     -Fugita, p. 47-84

*of internment?*           *-***Discuss Otsuka**

Doc.  “*Time of Fear”* (Arkansas)**-**HuskyCT**:** Chron. On WWII

  Incarceration

                                                                                                    -HuskyCT:  No Jap Crow

                                                                                                     -Look at web site for Heart

  Mountain camp:                                                                                           http://www.heartmountain.org/index.html                                                                            -**Journal #2**

**WEEK 10:  October 31**

Inside the camps: Acquiescence, Resistance            -Murray, p. 101-117

and the Family                                                              -Fugita, p. 134-155

*What happened to the family?*                                    -Article:  *Race, Culture, and*

Power Point #2 (Images from the Camps)          *Citizenship Among Japanese*

*American Children and*

Doc.  “*Days of Waiting”                                                         Adolescents during the*

*Internment Era*, Tong

                                                                                                    Benson, Journal of American

 Ethnic History, Spring 2004

Vol. 23 Issue 3, p. 3-40.                                                                                                                                                                                                                       -Inada, p. 126-137 “A Teacher at

  Topaz”

**-Virtual Gallery #4 (see**

**directions above)**

**WEEK 11:  November 7** -Begin Okada

**Loyalty, Recruitment and Military Service         -**HuskyCT docs. incl. “Go For

  Broke” review

*What choices faced Japanese Americans?*             -Fugita p. 85-104

Film.:  “*Go For Broke”*                                                            -Inada p.363-373 “One

                                                                                                     Replacement’s Story”

                                                                                                    -Watch: “*Conscience & the*

*Constitution”*

                                                                                                     -**Journal #3**

**WEEK 12:**  **November 14**

**Legal Challenges, Social Challenges**-Murray, p. 65-77

*What Constitutional issues were raised?*                 -Cont. Okada

-Doc.: “*Unfinished Business”*                                      -HuskyCT:  Korematsu, Ozawa,

Hirabayahi, Yasui cases

                                                                                                   -Watch: *“Of Civil Wrongs and*

*Rights”*

                                                                                                   -Article: *Opposition to Internment:*

*Defending Japanese American*

*Rights During WWII?*

                                                                                                    Robert Shaffer, Historian,

Spring99, Vol. 61, Issue 3.

                                                                                                   -HuskyCT:  Violation of Civil

 Rights Chart

                                                                                                   -Japanese American Evacuation

Cases

                                                                                                 -**Journal #4**

**WEEK 13:      NO CLASSES THIS WEEK/THANKSGIVING BREAK**

**UNIT THREE:  The Aftermath and the Legacy of Internment**

**WEEK 14:  November 26**                                     -**Discuss Okada**

**Return to Civilian Life**                                                    **-**Fugita, p. 105-133

*What challenges did Japanese Americans Face?           -Article:  Children of  Inmates:* Doc.: “Starting Over: Japanese Americans                        *The Effects of  the Redress on*

*After the War”                                                         the Third Generation Japanese*

*Americans,* Yasuko Takezawa,

                                                                                                    Qualitative Sociology, Spring 91,

                                                                                                     Vol. 14, Issue 1, p. 39-56.

-After Internment:  Seattle’s

Debate…

<http://depts.washington.edu/civilr/after_internment.htm>

                                                                                                     -**Journal #5**

**WEEK 15:**  **December 5**

**Issues**                                              **-**HuskyCT: *Play it again, Uncle Restitution and the Post War Community                        Sam,* Law and Contemporary -*Bad Day at Black Rock*                                           Problems.  Spring 2005                                                                                                                                                 HuskyCT: *1988 Remarks on*

*Restitution*

-Review for final exam

**FINAL EXAMINATION:  WEEK OF DEC.10-14 TBA**

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

*I know what follows is a lot of information, but please read!*

**Notes:**

* You are expected to complete all assignments and exams as scheduled. Failure to do so will be reflected in your grade, typically an “F” for the assignment. If circumstances arise which would prevent you from fulfilling these commitments you must contact me in advance and receive an extension. Under normal circumstances, requests for extensions and other accommodations should be made at least one week ahead of the scheduled deadline. All work must be completed within one week of the original due date unless explicit permission has been granted for a longer period.  Work not completed by the assigned date or within the approved extension period will receive a failing grade.

* Writing assignments must be properly sourced, as required.  Plagiarism is a serious academic offense and all efforts must be made to avoid either intentional or unintentional use of another person’s words and/or ideas.  You must be sure to credit not only exact quotations but also phrases and original concepts with appropriate citations in the form of footnotes or endnotes.  Unless specifically noted, a Works Cited page is also required.  Incomplete or inadequate sourcing will, at a minimum, be reflected in a lower grade for the assignment.  At worst, submitting a paper that includes plagiarized material will likely lead to charges of academic misconduct and the resulting university  disciplinary procedures.   If you are unsure of about any issues related to academic honesty, please feel free to discuss it with me.  You might also want to complete the Plagiarism Quiz found on our course HuskyCT site or at: <http://www.torrington.uconn.edu/documents/PlagQuiz.doc>.  or consult the module found at: www.irc.uconn.edu/PlagiarismModule/intro\_m.htm.

* The internet can be a very useful tool for students.  In general, however, I have found that information on historical topics tends to be narrowly focused and lacking sufficient context.  In addition, students are not always experienced enough to judge the scholarly merit/accuracy of the material they find.  As such, I ask students to be prudent in their use of internet sources (this does not include journals that are accessed electronically) and to be especially careful to evaluate the quality of those internet sources they do use.   Do not use encyclopedias, electronic or otherwise, as sources.

* Students are expected to attend each class session unless circumstances prevent them from being present.

* Unless specific permission is granted, students should not use laptops or other electronic devices during class.  All cell phones etc. should be kept out of sight and turned off so they are not a distraction to anyone in the classroom.  All electronics MUST be put away during the midterm and final exam.

* You are encouraged to use tutors at the campus Writing Center at any stage of the process of completing writing assignments.  Evening or on-line “appointments” are typically available if necessary.  Be sure to schedule such assistance ahead of time.  I also urge all students to consider submitting a draft of the term paper to me for comments and/or to make an appointment to see me to discuss your paper.  Both these options must be exercised well before (at least two weeks if you are only on campus Tuesday evenings) the submission due date so that I have time to read and edit the essay and you have time to make revisions.

\***Response/reflection journals** are relatively brief (the equivalent of approx. 2 double-spaced, typewritten pages) personal responses to course material.  They will be graded on a scale of 0-5, based on quality/depth of thought but, unlike regular course essays, do not necessarily require proper academic sourcing.  They are intended to help foster meaningful class discussions and to give students an opportunity for more personal responses to topics, or specific readings etc., we are covering in class.  The topic/prompt for each journal entry is posted on HuskyCT.

\*\*documentaries and other films will be viewed as time allows.

\*\*\*To view an interview with Iris Chang, author of *The Rape of Nanking*, see:

<http://vimeo.com/2121852>

**2020-329 HRTS 5055 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3678 |
| **Request Proposer** | DOJCINOVIC |
| **Course Title** | Theory and Practice of International Criminal Justice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Rights > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HRTS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Rights |
| **Course Title** | Theory and Practice of International Criminal Justice |
| **Course Number** | 5055 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Alyssa A Webb |
| **Initiator Department** | Human Rights Institute |
| **Initiator NetId** | alw13011 |
| **Initiator Email** | [alyssa.webb@uconn.edu](mailto:alyssa.webb@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | DOJCINOVIC |
| **Proposer First Name** | PREDRAG |
| **Select a Person** | prd16103 |
| **Proposer NetId** | prd16103 |
| **Proposer Phone** | +1 860 486 4357 |
| **Proposer Email** | [predrag.dojcinovic@uconn.edu](mailto:predrag.dojcinovic@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** | Seminar |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed HRTS 3055. |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Faculty member is based at Storrs. |
| **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** | HRTS 5055:Theory and Practice of International Criminal Justice 3.00 Credits Prerequisites: None. Not open for credit to students who have passed 3055. Grading Basis: Graded An introduction to foundational concepts of international criminal justice such as international humanitarian and criminal law, genocide, crimes against humanity, war crimes and aggression, and theories of individual criminal responsibility. Explores the complex challenges, successes, and failures of international criminal courts and tribunals. |
| **Reason for the course action** | The proposed course will enhance the existing Human Rights graduate certificate program by expanding our curriculum to include accessible instruction on international criminal justice. The Graduate Certificate in Human Rights program enrolls students from the College of Liberal Arts and Sciences, the School of Law, the School of Social Work, and the Neag School of Education. While international law is a corollary focus of many of the non-law classes on the certificate plan of study, the in-depth examination of international criminal law is currently only explored in select courses offered at the Law School, some of which are not accessible to graduate students who are from non-law disciplines, or who cannot reliably travel to the Hartford campus. As an overwhelming majority of certificate students are from the College of Liberal Arts and Sciences, this creates a lacuna in our curriculum offerings that the introduction of this course can readily remedy. In addition to making the topic of international criminal justice more accessible for our students, this course provides a unique perspective on the topic that is not represented in extant curriculum. The course provides a unique and innovative ‘hybrid’ combination of substantive and practical expertise rarely found in international law curricula. The term ‘hybrid’ refers to this course’s combination of the theory of international criminal law and procedure, the practical and political challenges of investigating, prosecuting and defending persons accused of the gravest international crimes, and finally of the capacities of international courts to further reconciliation and justice in national jurisdictions. In a pedagogical and operational sense, ‘hybrid’ also refers to the use of actual evidence (such as video recordings of public courtroom testimonies or government and military documents) from international criminal trials to illustrate the theoretical and practical issues that are the subject of lectures and discussions. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester students should be able to: 1. Identify legal, political, philosophical, historical, military and/or cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice. 2. Understand the contextual and substantive elements of genocide, crimes against humanity, war crimes and aggression, as well as the theories of individual criminal responsibility. 3.Understand and discuss the impact of language, expression and cognitive processes on the commission of serious international crimes, as well as the investigation and prosecution of those persons most responsible for the crimes, including the evolving concept and practice of transitional justice. 4.Accurately navigate through the body of knowledge acquired during the course and actively apply that knowledge in a methodical, critical and ethical fashion on a number of topics within the specific areas of international criminal justice offered by the course. 5.Identify some of the presented and discussed controversial theoretical and practical aspects of international criminal justice. 6.Think creatively, seek and offer outlines of the possible theoretical and practical solutions to the highlighted complex and controversial problems emerging in international criminal law and related transitional justice issues. |
| **Describe course assessments** | Component A: Class Participation Students are expected to participate in online discussion groups pertaining to each module and answer questions posed by the instructor(s). Students’ responses will be recorded, evaluated, graded and kept by the instructor(s) as the main data determinant of the Component A grading weight (30%). Discussion groups will be divided in two: undergraduate and graduate student groups. Each of these two categories will receive different set of discussion questions specifically designed for the level of their current program. At the end of each module week, the instructor(s) will post discussion questions and topics on the Discussion Board on Blackboard. These will be based on the content of the recorded lectures. Undergraduate students will receive three (3) questions, whereas graduate students will receive five (5) questions adequately balanced to meet the level and standards of their own program. Students are expected to study the questions and to post their own thoughts, comments and discussion points. In this respect, students are invited to freely interact with each other and to comment on the thoughts and ideas of others. The instructor(s) envisage the weekly discussion to be as interactive and to engage as many students as possible. A higher level of accuracy and consistency in responses is expected from the graduate students. Prior to the following week’s module and lectures, the instructor(s) will address students’ opinions, thoughts and comments, add their own and address the question and issues posed for the week. The core idea of such a discussion format is twofold: (1) to recreate as much as possible the interactions students would otherwise have with your lecturers in the classroom, and (2) to correct the inaccuracies or possible faults in the knowledge acquired until that point. This framework intends to strongly prepare students for both mid-term and final exam through this particular online teaching format. Component B: Mid-Term Exam The mid-term exam will address the first six (6) modules. In line with Component A, undergraduate and graduate students will receive different sets of mid-term multiple choice examination questions specifically designed for the level of their current program. Undergraduate students will receive twenty (20) multiple choice questions, whereas graduate students will receive twenty-five multiple choice (25) questions covering all aspects of the course up to and including Module 6. The additional questions for graduate students will be specifically designed for the level and standards of their own program. The answers will be evaluated, graded and kept by the instructor(s) as the main data determinant for the Component B grading weight (35%). Component C:Final Exam The final exam will address the entire twelve (12) modules in order to test the ability of students to synthesize all of the concepts discussed during the course. In line with Components A and B, undergraduate and graduate students will receive different sets of final examination questions and essay topics, both specifically designed for the level of their current program. The exam will be divided in two sections: Section 1 with twenty-five (25) multiple choice questions (worth 25% of total exam grade), and Section 2 with essay topics for both undergraduate and graduate students (three out of five essay questions offered by the instructor(s) will be part of a mandatory submission requirement). Undergraduate students will be asked to submit 400-500 words per essay, whereas graduate students will be asked to submit 800-1000 words per essay (each essay worth 25% of total exam grade). Should students wish to submit more than three (3) mandatory essays, they will be allowed to do so and will be additionally evaluated for their non-mandatory submissions. The answers to the multiple-choice questions and the essays will be – first separately and then together – evaluated, graded and kept by the instructor(s) as the main data determinant for the Component C grading weight (35%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HRTS 5055 Syllabus.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56655&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C7faf86e5b09e45dada6408d8800af5b2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637400131858357081%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=uWhwc2Tc4lxniCzzUc1Q8zWx%2Bxr9XW1X%2BPFTNafLCPY%3D&reserved=0) | HRTS 5055 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Alyssa A Webb | 11/02/2020 - 16:01 | Submit |  | Submitting CAR for review. | | Human Rights | Cesar Abadia-Barrero | 11/03/2020 - 09:04 | Approve | 10/15/2020 | We are very exciting to add this course to our existing offering. | |

COURSE NUMBER: HRTS-5055

 Course Title:

Theory and Practice of International Criminal Justice

Program/Department:

Global Affairs, Human Rights Institute

Syllabus - Spring Session 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.**

Program Information

Course and Instructor Information

**Course Title:** Theory and Practice of International Criminal Justice

**Credits:** 3

**Format:** Online

**Instructor:** Various (Richard Wilson, Predrag Dojcinovic)

Course Materials

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

Texts are available through a local or online bookstore of your choice. The [UConn Bookstore](http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) carries the required text(s), which can be shipped ([fees apply](http://uconn.bncollege.com/webapp/wcs/stores/servlet/BNCBShippingDeliveryView?langId=-1&storeId=88191&catalogId=10001)). Parts of these publications are, or will be, available online (if necessary, please consult the instructor re: the specifics).

Required Materials:

For Modules 1 – 8

Robert CRYER, et. al., *An Introduction to International Criminal Law and Procedure*, 3rd ed., Cambridge University Press, 2016.

Emily CRAWFORD and Alison PERT, *International Humanitarian Law*, Cambridge University Press, 2015.

For Modules 9 – 12

Predrag DOJČINOVIĆ (ed.), *Propaganda, War Crimes Trials and International Law: From Speakers Corner to War Crimes*, Routledge, 2012.

Predrag DOJČINOVIĆ (ed.), *Propaganda and International Criminal Law: From Cognition to Criminality*, Routledge, 2020.

For other reading, please see the specific reading assignments for Modules 9 – 12 below.

Optional Materials:

Websites of International Criminal Courts and Tribunals

International Criminal Tribunal for the former Yugoslavia: <http://www.icty.org/>

International Criminal Tribunal for Rwanda: <http://unictr.unmict.org/>

Mechanism for International Criminal Tribunals: <http://www.unmict.org/>

International Criminal Court: <https://www.icc-cpi.int/>

Residual Special Court for Sierra Leone: <http://www.rscsl.org/>

Special Tribunal for Lebanon: <https://www.stl-tsl.org/en/>

Extraordinary Chambers in the Courts of Cambodia: <https://www.eccc.gov.kh/en>

The Kosovo Specialist Chambers and Specialist Prosecutor’s Office: <https://www.scp-ks.org/en>

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

Course Description

**Course Description from Course Catalog:**

This course aims to provide each student with a broad understanding of the complex challenges, successes and failures of international criminal courts and tribunals.  Students will develop insights into the complex legal, political, philosophical, historical, military and cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice. Besides, a strong emphasis on practice will prepare students to take part in the legal, analytical, investigative and other work within the international criminal justice system and in a variety of undergraduate and graduate fields of study at the University of Connecticut (including but not limited to Law, Political Science, Sociology, Anthropology, History, and Philosophy) as competent professionals. The course provides a unique and innovative ‘hybrid’ combination of substantive and practical expertise rarely found in international law curricula. The term ‘hybrid’ refers to this course’s combination of the theory of international criminal law and procedure, the practical and political challenges of investigating, prosecuting and defending persons accused of the gravest international crimes, and finally of the capacities of international courts to further reconciliation and justice in national jurisdictions. In a pedagogical and operational sense, ‘hybrid’ also refers to the use of actual evidence (such as video recordings of public courtroom testimonies or government and military documents) from international criminal trials to illustrate the theoretical and practical issues that are the subject of lectures and discussions.  The course will be divided into a series of modules that reflect the primary theoretical and practical aspects of international criminal justice.

**Additional faculty description:**

The course *Theory and Practice of International Criminal Justice* was initially developed and designed by Predrag Dojčinović and Dan Saxon. In 2019, the course was taught by Predrag Dojčinović assisted by Manuel Ventura. In 2021, the course will be taught by Predrag Dojčinović, with guest lectures and external assistance by Manuel Ventura (Modules 1-8).

Dojčinović has worked for almost 20 years as a researcher and legal advisor within the Office of the Prosecutor (OTP) at the International Criminal Tribunal for the Former Yugoslavia (ICTY), providing senior prosecutors and investigators substantial insights into the complex legal, political, historical, social and cultural dynamics of the former Yugoslavia. Saxon has worked for more than 25 years in this field and, as a senior prosecutor at the ICTY led complex international investigations and prosecutions of persons suspected of responsibility for crimes against humanity and the violations of the laws of war. The guest lecturer, Ventura, has over the last 10 years served in Chambers at the Special Tribunal for Lebanon (STL), the Office of the Prosecutor at the ICTY, in Defence at the International Criminal Court, and formerly clerked for Chief Justice Mogoeng of the Constitutional Court of South Africa and President Antonio Cassese of the STL.

Furthermore, the creators of the course, Dojčinović and Saxon, support their teaching with substantial academic expertise. Dojčinović (<https://orcid.org/0000-0003-3727-7209>) has lectured widely in Europe and the United States, was the Gladstein Visiting Professor of Human Rights at the University of Connecticut in 2014, is currently Adjunct Professor and Research Affiliate at the Human Rights Institute at the University of Connecticut, and is the editor and author of *Propaganda, War Crimes Trials and International Law: From Speakers ‘Corner to War Crimes* (Routledge, 2012) and *Propaganda and International Criminal Law: From Cognition to Criminality* (Routledge, 2020). The Thomas J. Dodd Research Center at UCONN holds and curates *The Dojčinović Collection* of original documents, images, video and audio recordings used in the ICTY’s trial of the Bosnian Serb General Ratko Mladić (<https://dodd.uconn.edu/icty-digital-archive-project-2/the-dojcinovic-collection/>). Saxon has held teaching appointments at the Universities of Cambridge, Utrecht and Leiden, and has published a number of works in the field of international law. He is the editor of *International Humanitarian Law and the Changing Technology of War* (Martinus Nijhoff/Brill, 2013). The guest lecturer Ventura is an Adjunct Fellow at the School of Law at Western Sydney University and an External Lecturer of International Law at The Hague University of Applied Sciences and at Leiden University. He has lectured and presented at conferences in, among other places, Switzerland, Uganda, France, Austria, Pakistan, South Africa, Senegal, Ethiopia and the United States. He also publishes regularly on topics related to international criminal law and justice (<http://ssrn.com/author=1988827>) and is an editor of *Modes of Liability in International Criminal Law* (Cambridge University Press, 2019) and *Non-State Actors and International Humanitarian Law: Debates, Law and Practice* (TMC Asser Press/Springer, 2019).

Course Objectives

By the end of the semester, both undergraduate and graduate students should be able to:

1. Identify legal, political, philosophical, historical, military and/or cultural issues that may impact efforts to bring perpetrators of grave international crimes to justice.
2. Understand the contextual and substantive elements of genocide, crimes against humanity, war crimes and aggression, as well as the theories of individual criminal responsibility.
3. Understand and discuss the impact of language, expression and cognitive processes on the commission of serious international crimes, as well as the investigation and prosecution of those persons most responsible for the crimes, including the evolving concept and practice of transitional justice.

Graduate students should, in addition, also be able to:

1. Accurately navigate through the body of knowledge acquired during the course and actively apply that knowledge in a methodical, critical and ethical fashion on a number of topics within the specific areas of international criminal justice offered by the course.
2. Identify some of the presented and discussed controversial theoretical and practical aspects of international criminal justice.
3. Think creatively, seek and offer outlines of the possible theoretical and practical solutions to the highlighted complex and controversial problems emerging in international criminal law and related transitional justice issues.

Course Outline (and Calendar if Applicable)

**Week 1 (19 – 25 January)**

**Module 1: Topic A**

*HISTORY AND THEORY OF INTERNATIONAL HUMANITARIAN LAW*

Much of international criminal law involves the investigation and prosecution of persons alleged to be responsible for serious violations of international humanitarian law (IHL) (also known as ‘the Law of Armed Conflict’, or ‘the Law of War’ or ‘Jus in Bello’). Thus, without an understanding of IHL, a sound understanding of international criminal law is impossible. IHL regulates the conduct of soldiers and their commanders during wartime and attempts to balance the principle of ‘military necessity’ (i.e. the requirement that soldiers do their jobs so that armies can win battles and wars), and the principle of ‘humanity’, which attempts to reduce the suffering caused by war.

Thus, IHL sets legal standards that attempt to regulate hostilities and protect innocent persons “amid the ambiguity and brutality of combat.” No moral person would accept the mistreatment or execution of prisoners, deliberate attacks on civilians, or the destruction of civilian property. Much of warfare, however, is gray, rather than black-and-white. Difficult decisions must be made about whether IHL applies at all (i.e. does an “armed conflict” exist?) and, if so, how must the law be applied in a particular conflict? What is the amount of “acceptable” ‘collateral damage’ to civilians under IHL? What kinds of precautions must soldiers take before launching an attack that may injure civilians? If a civilian briefly picks up a weapon, can he or she be a lawful target? Are commanders always responsible for war crimes committed by their subordinates? How do law, policy and military imperatives combine to produce the difficult decisions that soldiers and commanders must make in the theatre of combat?

In this module we will use realistic examples to assist students to understand not only how law is supposed to regulate armed conflict, but also how the law is applied during the chaos and stress of combat. By the end, students should understand the fundamental principles and basic rules of IHL and the standards that IHL creates for decisions made during warfare.

Required Reading:

1. Emily CRAWFORD and Alison PERT, *International Humanitarian Law*, Cambridge University Press, 2015. Introduction and Chapter 1, pp. 1 – 19; Chapter 2 and Chapter 3.
2. ICRC Customary International Humanitarian Law Study, Introduction and Rules 1 – 6, available online at <https://www.icrc.org/customary-ihl/eng/docs/v1_cha>

Recommended Reading:

1. Lurie R. BLANK and Geoffrey S. CORN, ‘Losing the Forest Through the Trees: Syria, Law and the Pragmatics of Conflict Regulation,’ Vanderbildt Journal of Transnational Law, Vol. 46, p. 693 – 746, 2013. <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2029989>

**Week 2 (25 January – 1 February)**

**Module 2: Topic B**

*GENERAL PRINCIPLES OF INTERNATIONAL CRIMINAL LAW AND THE CORE CRIMES: WAR CRIMES AND CRIMES AGAINST HUMANITY*

Modern international criminal law finds its roots in the trials that took place after the World War II in Nuremburg and Tokyo. The principles and precedents established in “the Nuremberg era” were developed and extended more recently in the ad-hoc International Criminal Tribunal for the former Yugoslavia (ICTY) and Rwanda (ICTR), the “hybrid” Special Court for Sierra Leone (SCSL), Extraordinary Chambers in the Courts of Cambodia (ECCC) and the Special Tribunal for Lebanon (STL), and the permanent International Criminal Court (ICC). However, international criminal law does not exclusively concern the investigation and prosecution of persons allegedly responsible for crimes usually associated with armed conflict. For example, piracy prosecutions and international extraditions form part of international criminal law.

Nevertheless, this course will focus on the criminal prosecution of persons most responsible for what are called the four “core crimes” of international criminal law: genocide, crimes against humanity, war crimes and aggression. This week we will consider two of these crimes: war crimes and crimes against humanity. We begin by introducing students to the general principles and sources of international criminal law and then review the broad, often-mentioned goals of international criminal law. After this we will focus on war and crimes against humanity, the relationship between IHL and war crimes, the distinction between war crimes committed in international and non-international armed conflicts, as well as the legal and conceptual distinctions between the two crimes, including their respective physical and mental elements, their “contextual elements” and their respective underlying crimes.

Required Reading:

1. CRYER, et. al. Introduction to International Criminal Law and Procedure, Part A, pp. 1 – 26, Part C, pp. 115 – 144, and Part D, pp. 229-305
2. Rome Statute of the International Criminal Court, Articles 7-8, <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>

Recommended Reading:

1. ICTY, *Prosecutor v. Popović, et. al*, Trial Judgment, IT-05-88T, 10 June 2010, paras 739-748 (war crimes) 749-786 (crimes against humanity), 787-806 (underlying crimes (murder, extermination)), <http://www.icty.org/x/cases/popovic/tjug/en/100610judgement.pdf>
2. William SCHABAS, *Unimaginable Atrocities: Justice, Politics, and Rights at the War Crimes Tribunals*, Oxford University Press, 2012, Chapter IV, pp. 1-36

**Week 3 (1 – 8 February)**

**Module 2: Topic B**

*GENERAL PRINCIPLES OF INTERNATIONAL CRIMINAL LAW AND THE CORE CRIMES: GENOCIDE AND AGGRESSION*

This module will continue our discussion of the four core crimes of international law by considering genocide and aggression. We shall explore genocide’s “specific intent” requirement and the various ways in which genocide can be committed and proved. Then, we shall consider the crime of aggression at the ICC, a crime over which the ICC’s jurisdiction was only recently activated in July 2018. Further, we shall consider the jurisdictional particularities that exist at the ICC in relation to aggression, and why many have opined that the ICC will not likely adjudicate over a criminal trial for aggression for the foreseeable future.

Having explored all four core international crimes, we will then explore the social values of deterrence, ending impunity and assisting reconciliation vis-à-vis international criminal law. By the end of this week, students should be able to distinguish the four core crimes and discuss the legal, factual and contextual bases for establishing their commission and the challenges of proving the existence of each category of crime, as well as their similarities.

Required Reading:

1. CRYER, et. al. Introduction to International Criminal Law and Procedure, Part A, pp. 28-45 and Part D, pp. 203 – 228, 307-328.
2. Convention on the Prevention and Punishment of the Crime of Genocide (1948): <https://treaties.un.org/doc/publication/unts/volume%2078/volume-78-i-1021-english.pdf>
3. Rome Statute of the International Criminal Court, Articles 8, 8 *bis*, 15 *bis*, 15 *ter*, <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>
4. ASP Understandings regarding the amendments to the Rome Statute of the International Criminal Court on the crime of aggression, ASP Resolution RC/Res.6 (2010) – Annex III, <https://asp.icc-cpi.int/iccdocs/asp_docs/Resolutions/RC-Res.6-ENG.pdf>

Recommended Reading:

1. ICTY, *Prosecutor v. Popović, et. al*, Trial Judgment, IT-05-88T, 10 June 2010, paras 807-866 (genocide), <http://www.icty.org/x/cases/popovic/tjug/en/100610judgement.pdf>
2. William SCHABAS, *Unimaginable Atrocities: Justice, Politics, and Rights at the War Crimes Tribunals*, Oxford University Press, 2012, Chapter IV, pp. 99 – 124, 199 – 221.

**Week 4 (8 – 15 February)**

**Module 3: Topic C**

*JURISDICTION OF THE INTERNATIONAL CRIMINAL COURT (“ICC”) AND THE “ADMISSIBILITY” OF CASES*

In this module, we will focus our study on the law and practice of the ICC as governed by its founding document, the Rome Statute (1998). Before any court can adjudicate a dispute or criminal allegations, it must ensure that it can properly assert its jurisdiction (i.e. its judicial power and authority) over the case. Four different forms of jurisdiction are relevant to the ICC: subject matter (*ratione materiae*) jurisdiction, which refers to the crimes themselves, temporal (*ratione temporis*) jurisdiction, which addresses the time period when the crimes occurred, personal (*ratione personae*) jurisdiction, which concerns the potential accused, and territorial (*ratione loci*) jurisdiction, which refers to the territory where the crimes were committed. Because the ICC normally addresses massive, complex criminal events, it asserts its jurisdiction over “situations” in particular countries as opposed to particular crimes. Further, the ICC has a number of different mechanisms that can potentially trigger its jurisdiction: UN Security Council referral, State Party referral, an ad hoc declaration by a State or the ICC Prosecutor acting *proprio motu* (from his/her own initiative). Thus, this module explores the principles and procedural steps that control the jurisdiction of the ICC over crimes, events and individuals, as expressed in the Rome Statute. The module also explores the complex concepts of “admissibility,” “complementarity” and the “interests of justice.” Finally, it examines some of the legal and political opposition to the ICC’s exercise of jurisdiction in particular situations.

Required Reading:

1. CRYER, et. al., Chapter 8, pp. 146 – 179.
2. The Rome Statute of the International Criminal Court, Preamble, Articles. 11 – 21 and 53: <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>
3. ICC, *Prosecutor v. Ruto, et. al*, Decision on the Application by the Government of Kenya Challenging the Admissibility of the Case Pursuant to Article 19(2)(b) of the Statute, ICC-01/09-01/11-101, 30 May 2011: <https://www.icc-cpi.int/CourtRecords/CR2011_06778.PDF>
4. ICC, *Prosecutor v. S. Gaddafi and Al-Senussi*, Decision on the Admissibility of the Case Against Saif Al-Islam Gaddafi, ICC-01/11-01/11-344-Red: <https://www.icc-cpi.int/CourtRecords/CR2013_04031.PDF>

**Week 5 (15 – 22 February)**

**Module 4: Topic D**

*MODES OF CRIMINAL RESPONSIBILITY IN INTERNATIONAL CRIMINAL LAW: DIRECT RESPONSIBILITY*

In any criminal prosecution, courts must review two separate but related topics: 1) whether the evidence establishes beyond a reasonable doubt that the alleged crimes occurred, and 2) whether the evidence establishes beyond a reasonable doubt that the accused is responsible for the crimes. This module focuses on the second question: the theories of “direct” individual criminal responsibility that underpin a judgment that an accused is responsible (or not responsible) for grave international crimes. The term “direct” responsibility refers to accused who by their acts or omissions, directly contribute to the commission of a crime or crimes. These direct theories (or “modes”) of liability include commission (whether individually or jointly with others), ordering, instigation (or incitement), aiding and abetting, and attempting to commit crimes. We will discuss the recent development and clarification of several of these theories of responsibility at the ad-hoc international criminal tribunals and the ICC, including their conduct elements (“*actus reus*”) and mental elements (“*mens rea*”). We will examine different kinds of evidence that may prove the responsibility of a defendant under one of the theories of direct responsibility. By the end, students should be able to identify the mode(s) of liability that best describes the responsibility of an accused for international crimes.

Required Reading:

1. CRYER, et. al., Chapter 15, pp. 353 – 384.
2. ICTY, *Prosecutor v. Tadić*, Appeals Judgment, IT-94-1-A, 15 July 1999, paras. 185 – 232,

<http://www.icty.org/x/cases/tadic/acjug/en/tad-aj990715e.pdf>

1. ICC, *Prosecutor v. Lubanga*, Trial Judgment, ICC-01/04-01/06-2842, 14 March 2012, paras. 976 – 1018, <https://www.icc-cpi.int/CourtRecords/CR2012_03942.PDF>
2. ICC, *Prosecutor v. Ṧainović, et. al.*, Appeals Judgment, IT-05-87-A, 23 January 2014, paras. 1615 – 1651, <http://www.icty.org/x/cases/milutinovic/acjug/en/140123.pdf>

Recommended Reading:

Selected exhibits from ICTY trials.

**Week 6 (22 February - 1 March)**

**Module 5: Topic E**

*MODES OF CRIMINAL RESPONSIBILITY IN INTERNATIONAL CRIMINAL LAW: SUPERIOR (“INDIRECT”) RESPONSIBILITY’*

Superior or “Command” Responsibility is a theory of criminal liability based on an omission, i.e. the failure of a military commander or civilian superior to prevent his or her subordinates from committing serious violations of international law and/or failing to punish those subordinates for their unlawful conduct. Superior responsibility is rooted in international humanitarian law and the fundamental role that commanders (should) play to ensure that subordinates comply with the laws of war.

This module examines the theory of superior responsibility, its elements, and the challenges of proving an individual’s criminal responsibility under this mode of liability. We will review the different standards for this theory in the statutes and jurisprudence of the ad-hoc international criminal tribunals and the ICC. At the end of the module, students should understand the concepts of “superior/subordinate relationship,” “effective control,” “persons effectively acting as a military commander,” “command and control,” “knowledge of superiors,” and a “superior’s duty to prevent or punish.”

Required Reading:

1. CRYER, et. al, Chapter 15, pp. 384 – 397.
2. Articles 86 and 87 of Additional Protocol I to the 1949 Geneva Conventions (and their commentary), <https://www.icrc.org/ihl/INTRO/470>
3. ICTY, *Prosecutor v. Delalić, et. al. (“Čelebići* Case*”)*, Appeals Judgement, IT-96-21-A, 20 February 2001, paras. 182 – 268, <http://www.icty.org/x/cases/mucic/acjug/en/cel-aj010220.pdf>
4. ICC, *Prosecutor v. Bemba*, Trial Judgment, ICC-01/05-01/08-3343, 21 March 2013, paras. 170 – 213, <https://www.icc-cpi.int/CourtRecords/CR2016_02238.PDF>

Recommended Reading:

1. Guénaël METTRAUX, *The Law of Command Responsibility*, Oxford University Press, 2009.

**Week 7 (1 – 8 March)**

**Module 6: Topic F**

*DEFENCES IN INTERNATIONAL CRIMINAL LAW*

In essence, a “Defence” is a legal response to a criminal charge. Since the Nuremberg era, individuals charged with responsibility for grave international crimes have claimed defences such as self-defence, insanity, duress, superior orders, and others. Yet, legal thinking about these concepts has evolved since the 1940’s. For example, the scope of the defence of “duress” was the subject of fierce debate at the International Criminal Tribunal for the Former Yugoslavia. Moreover, while the ICC Statute includes the defence of “superior orders,” it may only be used in very restrictive circumstances. This module will examine the different legal defences that are available to accused, and their treatment by the statutes and jurisprudence of the ad-hoc international criminal tribunals and the ICC. By the end of the module, students should be able to identify which defence or defenses might be available to a defendant and how a court might apply it to a particular accused.

Required Reading:

1. CRYER, et. al, pp. 398 – 418.
2. Rome Statute of the ICC, Articles 31 – 33, <https://www.icc-cpi.int/NR/rdonlyres/ADD16852-AEE9-4757-ABE7-9CDC7CF02886/283503/RomeStatutEng1.pdf>
3. ICTY, *Prosecutor v. Erdemović*, First Sentencing Judgment, IT-92-22-T*bis*, 29 November 1996, <http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsj961129e.pdf>
4. ICTY, *Prosecutor v. Erdemović*, Sentencing Appeals Judgment, IT-96-22-A, 7 October 1997, <http://www.icty.org/x/cases/erdemovic/acjug/en/erd-aj971007e.pdf>, and Separate and Dissenting Opinions of Judge Li, <http://www.icty.org/x/cases/erdemovic/acjug/en/erd-asojli971007e.pdf>, Judge Cassese, <http://www.icty.org/x/cases/erdemovic/acjug/en/erd-adojcas971007e.pdf>, Judge Stephen, <http://www.icty.org/x/cases/erdemovic/acjug/en/erd-asojste971007e.pdf>, and Joint Separate Opinion of Judges McDonald and Vohrah, <http://www.icty.org/x/cases/erdemovic/acjug/en/erd-asojmcd971007e.pdf>.
5. ICTY, *Prosecutor v. Erdemović*, Second Sentencing Judgment, IT-92-22-T*bis,* 5 March 1998, <http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsj980305e.pdf> and Separate Opinion of Judge Shahabudeen, <http://www.icty.org/x/cases/erdemovic/tjug/en/erd-tsojsha980305e.pdf>

**Week 8 (8 – 14 March)**

**Module 7: Topic G**

*THE PRACTICE OF INTERNATIONAL INVESTIGATIONS AND TRIALS: THE CHALLENGES FOR THE PROSECUTION, DEFENCE AND JUDGES – PART I: CONFLICTING RIGHTS IN INTERNATIONAL CRIMINAL TRIALS*

This module is designed to provide students with a greater understanding of the practical challenges inherent to the investigation, prosecution, defence and judging of persons accused of responsibility for grave international crimes. It will address some of the strategies and methods commonly used for obtaining, reviewing and presenting the necessary evidence to prove (or disprove) the criminal guilt of an accused. We will examine the conflicting rights, values and interests that lawyers and judges must balance in order to ensure that trials are fair for all of the concerned parties. Which modern legal system is better suited to the prosecution of persons allegedly responsible for massive atrocities: the common law adversarial system? Or the civil law inquisitorial system? Should priority be given to the principle that trials be public? Or to the protection of the safety and security of witnesses? What is the scope of an accused’s right to represent him/herself? By the end of the module, students should be familiar with the complexities inherent to building a prosecution or defence of persons accused at international criminal tribunals.

Required Reading:

1. CRYER, et. al, Chapter 17, pp. 423 – 480.
2. ICC, *Prosecutor v. Lubanga*, Decision on the Consequences of Non-Disclosure of Exculpatory Materials covered by Article 54(3)(e) Agreements and the Application to Stay the Prosecution of the Accused, together with Certain other Issues Raised at the Status Conference on 10 June 2008, ICC-01/04-01/06-1401, 13 June 2008, https://www.icc-cpi.int/CourtRecords/CR2008\_03428.PDF
3. ICC, *Prosecutor v. Lubanga*, Trial Judgment, ICC-01/04-01/06-2842, 14 March 2012, paras. 124 – 177, <https://www.icc-cpi.int/CourtRecords/CR2012_03942.PDF>
4. ICC, *Prosecutor v. Lubanga*, Trial Judgment, ICC-01/04-01/06-2842, 14 March 2012, paras. 178 – 205, <https://www.icc-cpi.int/CourtRecords/CR2012_03942.PDF>

Recommended Reading:

1. Dan SAXON, ‘Exporting Justice: Perceptions of the ICTY Among the Serbian, Croatian and Muslim Communities in the Former Yugoslavia,” 4 Journal of Human Rights 4 (2005).

**Week 9 (14 – 20 March)**

*SPRING RECESS*

No lectures.

**Week 10 (26 March- 2 April)**

**Module 8: Topic H**

*THE PRACTICE OF INTERNATIONAL INVESTIGATIONS AND TRIALS: THE CHALLENGES FOR THE PROSECUTION, DEFENCE AND JUDGES – PART II: STATE COOPERATION*

Simply put, the cooperation of states (and often non-state actors as well) is crucial to the success of international criminal investigations and prosecutions. State cooperation is usually necessary for access to Government document archives, access to witnesses who work for the armed forces or a branch of the Government, access to areas where mass graves are located, the provision of security for “on the ground” investigations, and the arrest of suspects. Nevertheless, States often view cooperation with international criminal investigations as contrary to their interests, as the evidence gathered may indicate the responsibility of Government officials for the crimes that occurred. Accordingly, some States may resist requests to provide assistance, or, more egregiously, actively subvert efforts by international criminal tribunals to carry out their work.

This module studies the relationships between international criminal tribunals and national governments and legal systems. We will see how the policies of states and international institutions can impact levels of State cooperation. Finally, we will review efforts to re-build domestic judicial systems as an alternative to a continued reliance on international criminal courts. By the end of the module, students should have a solid understanding of the interplay between law and politics in the processes of international criminal courts.

Required Reading:

1. CRYER, et. al., Chapter 20, pp. 517 – 539.
2. ICTY, *Prosecutor v. Blaškić*, Decision on the Objection of the Republic of Croatia to the Issuance of *Subpoena Duces Tecum*, IT-95-14, 18 July 1997, <http://www.icty.org/x/cases/blaskic/tdec/en/70718SP2.htm>
3. ICC, *Prosecutor v. Ruto and Sang*, Decision on Prosecutor’s Application for Witness Summonses and resulting Request for State Cooperation, ICC-01/09-01/11-1274-Corr2, 17 April 2014, <https://www.icc-cpi.int/CourtRecords/CR2014_03826.PDF>
4. ICC, *Prosecutor v. Ruto and Sang*, Judgment on the Appeals of William Samoei Ruto and Mr Joshua Arap Sang against the Decision of Trial Chamber V(A) of 17 April 2014 entitled “Decision on Prosecutor’s Application for Witness Summonses and resulting Request for State Cooperation”, ICC-01/09-01/11-1598, 9 October 2014, paras 101-133, <https://www.icc-cpi.int/CourtRecords/CR2014_08266.PDF>
5. ICC, *Prosecutor v. Ruto and Sang*, Decision on Defence Applications for Judgment of Acquittal – Reasons of Judge Eboe-Osuji, ICC-01/09-01/11-2027-Red-Corr, 5 April 2016, paras 13-39 (regarding accountability in Rome Statute and the culture of political violence in Kenya), 138-192 (regarding “Mistrial As the Proper Basis for Termination of the Case”), https://www.icc-cpi.int/CourtRecords/CR2016\_04384.PDF

**Week 11 (2 – 9 April)**

**Module 9: Topic I**

*HISTORY AND POLITICS IN INTERNATIONAL CRIMINAL TRIALS*

History and politics have always been at the core of international criminal trials, and particularly those focusing on the so-called ‘leadership cases.’ All social, as well as considerable anti-social, reality shifts – including war crimes and mass atrocities – can initially be found in the blueprints designed within a given historical and political context. In most cases they conceal and reveal the language of the mechanisms of war, offering unswerving insights into both individual and shared political and military beliefs, ideas, plans, policies and strategies that may have motivated, incited or in some other way contributed to the perpetration of various forms of international crimes. At the same time, history and politics frequently serve as rationalization and moral justification for the crimes that have been or are yet to be committed. Revenge for perceived historical injustice is one of the most blatant patterns found in all war crimes situations. The patterns and traces that history and politics leave in the records of international justice are more than evident. In this lecture, brief comparative parallels will initially be drawn between the situations of Nazi Germany, Rwanda and the former Yugoslavia. The records of the International Military Tribunal (IMT), the International Criminal Tribunals for Rwanda (ICTR) and former Yugoslavia (ICTY) offer a wealth of legal and extra-legal examples of the contextualization and conceptualization of history and politics as broader circumstantial or even direct forensic evidence. This lecture will explain how voluminous collections of materials, interspersed with numerous historical and political references, are discovered, analyzed, assessed, introduced and finally admitted into evidence in the course of an international criminal trial.

Required Reading:

WILSON, Richard. (2011) *Writing History in International Criminal Trials* (Cambridge, UK: Cambridge University Press) (pages 1-23, 69-111).

DOJČINOVIĆ, Predrag. (2014) The Shifting Status of Grand Narratives in War Crimes Trials and International Law: History and Politics in the Courtroom. In *Narratives of Justice In and Out of the Courtroom: Former Yugoslavia and Beyond*, ZARKOV, Dubravka, and GLASIUS, Marlies (eds.) (Heidelberg, Germany; New York, USA; Dordrecht, The Netherlands; London, UK: Springer) (24 pages).

KERSHAW, Ian. (1998) *Hitler: A Biography* (New York, USA: W.W. Norton & Company) (pages 139-159, 401-447, 448-469).

**Week 12 (9 – 16 April)**

**Module 10: Topic J**

*THE NATURE, ROLE AND STATUS OF PROPAGANDA IN INTERNATIONAL CRIMINAL TRIALS*

The concept of propaganda has been one of the most present and possibly least understood underlying phenomena in international criminal proceedings and jurisprudence from Nuremberg (IMT) to the international criminal tribunals for Rwanda (ICTR) and Yugoslavia (ICTY), including the new situations presented at the International Criminal Court (ICC). As a social and cognitive phenomenon, however, the features of propaganda have been well-researched, explained, and continuously redefined by various disciplines in social sciences, humanities and, most recently, cognitive science. The nature of propaganda, including its role and position have, nevertheless, been left insufficiently expounded and developed in virtually all related jurisprudence. Thus, its position in law remains ambiguous. Seen from this perspective, the prosecution of various manifestations of propaganda may have been a somewhat controversial topic, one very much in its formative period. Consequently, a general awareness of the key role played by propaganda in inter-ethnic and international armed conflicts has in the past decade triggered new research into its meaning and status in international law. This lecture will first explore and explain the many faces of propaganda as offered by the social and cognitive science, and, subsequently, place the phenomenon of propaganda in the recent case law and jurisprudence of international criminal law.

This module will also include an online guest lecturer, Richard A. Wilson, Professor of Law and Anthropology at UConn School of Law. The titles of his lectures are: (1) *Studying the Effects of Inciting Speech and the Role of Social Sciences at International Trials* (<https://vimeo.com/395743943>), and (2) *Digital Authoritarianism and Human Rights* (<https://vimeo.com/395743706>). The two lectures by Prof. Wilson will be mandatory for all graduate students enrolled in this course.

Required Reading:

1. DOJČINOVIĆ, Predrag (ed.), Introduction, *Propaganda, War Crimes Trials and International Law: From Speakers' Corner to War Crimes*, Predrag Dojcinovic, ed., Routledge, 2012, pp. 1-29. Available online: <https://papers.ssrn.com/abstract=2839182>
2. DOJČINOVIĆ, Predrag (ed.), Introduction, *Propaganda and International Criminal Law: From Cognition to Criminality*, Routledge, 2020. Available online: <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3500019>
3. SAXON, Dan, Propaganda as a Crime Under International Humanitarian Law: Theories And Strategies For Prosecutors. In *Propaganda, War Crimes Trials and International Law: From Speakers' Corner to War Crimes*, Predrag Dojčinović, ed., Routledge, 2012, pp. 118-141.
4. KEARNEY, Michael G., Propaganda in the Jurisprudence of the International Criminal Tribunal for the Former Yugoslavia. In *Propaganda, War Crimes Trials and International Law: From Speakers' Corner to War Crimes*, Predrag Dojčinović (ed.), Routledge, 2012, pp. 231-253. Available online: <https://ssrn.com/abstract=1905446>
5. WILSON, Richard, ‘Propaganda Experts in the International Criminal Courtroom.’ In DOJČINOVIĆ, Predrag (ed.), Introduction, *Propaganda and International Criminal Law: From Cognition to Criminality*, Routledge, 2020, pp. 63-85.
6. *The Hartford Guidelines on Speech Crimes in International Criminal Law* (<https://internationalspeechcrimes.org/>), pp. 123-126.

Recommended Reading:

*Trial of the Major War Criminals Before the International Military Tribunal*, Nuremberg, Available online <https://crimeofaggression.info/documents/6/1946_Nuremberg_Judgement.pdf> (primary text search criteria: “propaganda” and other words and phrases initially generated by the search results relating to the concept of “propaganda”)

WILSON, Richard. (2017) *Incitement on Trial: Prosecuting International Speech Crimes* (Cambridge, UK: Cambridge University Press)

**Week 13 (16 – 23 April)**

**Module 11: Topic K**

DOCUMENTARY FILM AS EVIDENCE IN INTERNATIONAL CRIMINAL TRIALS: FROM NUREMBERG TO THE HAGUE

The purpose of this module is to provide basic insight into the history and forensic utilization of documentary films in international criminal trials. Through the required reading and a documentary film, this component of the course will explain how documentary film was initially used at the International Military Tribunal (IMT) at Nuremberg in 1945-46 and how the ICTY created a radical shift in the practice introduced at Nuremberg. At the IMT, the prosecution produced and introduced the film *Nazi Concentration and Prison Camps*, an official documentary report compiled by US and allied army photographers in close collaboration with the prosecution team. (Note: this film is not part of the required visual material in this module.) At the ICTY, however, the prosecution and defense used a variety of visual materials as evidence (e.g., television reports, private and official videos, photographs, etc.), including publicly available documentary films produced by international production companies and filmmakers. This module will focus on *Serbian Epics* (BBC, 1992), a film produced by the BBC and filmed by the distinguished documentary filmmaker Pawel Pawlikowski during the war in Bosnia in 1992. The film, the two (redacted) witness statements and the related trial transcripts will show how this documentary film was used by the ICTY prosecutors (i) to understand the historical, political and cultural elements of the context of the crimes charged in the indictments against the then Bosnian Serb President, Radovan Karadžić and the former Bosnian Serb military commander, General Ratko Mladić, and (ii) how specific parts of the film were used as supporting material in the Karadžić and Mladić 1995 joint indictment or as separate trial exhibits introduced in a number of other related cases, such as the trials of Momčilo Krajišnik, Mićo Stanišić and Stojan Župljanin. One of the key requirements for the successful completion of this module will be active participation in on-line Discussion Forum.

Required Reading and Film:

1. DOUGLAS, Lawrence, *Film as Witness: Screening Nazi Concentration Camps Before the Nuremberg Tribunal*, The Yale Law Journal, Vol. 105, No. 2 (Nov., 1995), pp. 449-48. Available online: <https://www.uio.no/studier/emner/hf/iakh/HIS2319/h16/pensumliste/film-as-witness_-screening-nazi-concentration-camps-before-the-nuremberg-tribuna.pdf>, or DOUGLAS, Lawrence. (2005) *The Memory of Judgment: Making Law and History in the Trials of the Holocaust* (Yale, USA: Yale University Press), pp. 11-37.
2. *Serbian Epics* by Pawel Pawlikowski, BBC 1992, length 00:41:31 minutes. Film available online: <https://vimeo.com/308405461>
3. DOJČINOVIĆ, Predrag, The Music Act of ‘Kosovo’ and Its Semantic Resonances in International Criminal Trials: An Oral Epic Poetry Case Study Toward a Cognitive Approach to Analysis, Investigations and Prosecutions (May 18, 2020). Siegel, D., Bovenkerk, F. (Eds.) Crime and Music (Springer International Publishing 2020) - Forthcoming, Available at SSRN: <https://ssrn.com/abstract=3604426>
4. SURDUKOWSKI, Jay. (2005) 'Is Poetry a War Crime? Reckoning for Radovan Karadžić the Poet-Warrior', *Michigan Journal of International Law*, 4/18/. Available online: <https://repository.law.umich.edu/cgi/viewcontent.cgi?article=1232&context=mjil>
5. The Prosecutor of the Tribunal Against Radovan Karadžić and Ratko Mladić, Indictment, ICTY Case No. Case No. IT-95-5-I, July 1995. Available Online: <http://www.icty.org/x/cases/mladic/ind/en/kar-ii950724e.pdf>
6. The Prosecutor v Radovan Karadžić and Ratko Mladić, ICTY Case No. IT-95-18-R61, Rule 61 hearings, Monday, 8th July 1996. Available Online: <http://www.icty.org/x/cases/mladic/trans/en/960708IT.htm> (pages 901-904)
7. The Prosecutor versus Momčilo Krajišnik, ICTY Case No. IT-00-39-T, Tuesday, 19 July 2005. Available Online: <http://www.icty.org/x/cases/krajisnik/trans/en/050719IT.htm> (pages 16694- 16699).
8. The Prosecutor versus Mićo Stanišić and Stojan Župljanin, ICTY Case No. IT-08-91-T, Monday, 14 September 2009. Available Online: <http://www.icty.org/x/cases/zupljanin_stanisicm/trans/en/090914ED.htm> (pages 219-221)
9. The Prosecutor versus Mićo Stanišić and Stojan Župljanin, ICTY Case No. IT-08-91-T, Friday, 29 January 2010. Available Online: <http://www.icty.org/x/cases/zupljanin_stanisicm/trans/en/100129IT.htm> (page 5812, line 21 – page 5816, line 23).

**Week 14 (23 – 30 April)**

**Module 12: Topic L**

*TRANSITIONAL JUSTICE ON FILM: THE TRIAL OF RATKO MLADIĆ*

The main objective of this module is to identify and introduce some of the complex aspects of transitional justice through the example of a recently released documentary film about the last case tried at the ICTY, the trial of the former Bosnian Serb General Ratko Mladić (official trailer: *The Trial of Ratko Mladić*: <https://vimeo.com/304351513>). Revolving around this historical trial in The Hague, the core narrative of the film is composed of several intertwined storylines, combining the case made by the prosecution (e.g., investigations, crime sites, forensic analysis, witnesses), the struggle of the defense team to respond to the evidence and public animosity directed against the defendant, the evidentiary value of and the emotional impact on the victims and witnesses, the pressure on and the position of the accused and his family and supporters, the political and social impact of the trial in the region, and several other themes. The film illustrates the evolution of an international criminal trial from a legal forensic exercise to a major public event with long-lasting personal, social, political and historical implications and consequences. Looking at the different components of the film through the lenses of transitional justice, this module will require (i) identification of some of the key stakeholders in the trial, both inside and outside the courtroom, and (ii) reflections on the possible legal, social and political impact this documentary film may have in the region. Both requirements will first be tested through active participation in on-line Discussion Forum and then as part of the final exam.

This module will also include an online guest speaker, M.A. Bojana Vuleta, linguist and former ICTY interpreter and translator, who worked for the prosecution in the ICTY case against Ratko Mladić. Ms. Vuleta’s lecture will address the linguistic and psychological aspects of her work with various categories of fact witnesses, such as victims (male and female), insiders, suspects, hostile witnesses, and others. In 2019, she took part in the HRI and Dodd Research Center-organized symposium on international justice *The Trial of Ratko Mladić* (<https://humanrights.uconn.edu/symposium-on-international-justice-the-trial-of-ratko-mladic/>), which featured an exclusive screening of the documentary film under the same title. The lecture of Ms. Vuleta will be mandatory for all graduate students enrolled in this course.

Required Film and Reading:

1. Required film: <https://vimeo.com/296159246> (length: 1hour 40 minutes) (Note/Disclaimer: access password will, in due time, be provided to all students solely for the purposes of this module).

United Nations Security Council, Report of the Secretary General, 23 August 2004, *The rule of law and transitional justice in conflict and post-conflict societies*. Available Online: <https://www.un.org/ruleoflaw/files/2004%20report.pdf>

SAXON, Dan, *Exporting Justice: Perceptions of the ICTY Among the Serbian, Croatian, and Muslim Communities in the Former Yugoslavia*, Journal of Human Rights, Volume 4, 2005 - Issue 4.

Recommended Reading:

SIMIĆ, Olivera (ed.) (2017) *An Introduction to Transitional Justice* (Abington, Oxon, UK: Routledge).

MURPHY, Colleen (2017) *The Conceptual Foundations of Transitional Justice* (Oxford, UK: Oxford University Press).

ADLER, Nanci (ed.) (2018) *Understanding the Age of Transitional Justice: Crimes, Courts, Commissions, and Chronicling*: *Genocide, Political Violence, Human Rights* (Rutgers, The State University of New Jersey, USA: Rutgers).

KURZE, Arnaud, LAMONT, Christopher K. (eds), (2019) *New Critical Spaces in Transitional Justice: Gender, Art, and Memory* (Indiana University Press).

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A:  Class Participation | 30% |
| Component B:  Mid-Term Exam | 35% |
| Component C:  Final Exam | 35% |

Component A: Class Participation

Students are expected to participate in online discussion groups pertaining to each module and answer questions posed by the instructor(s). Students’ responses will be recorded, evaluated, graded and kept by the instructor(s) as the main data determinant of the Component A grading weight (30%).

Discussion groups will be divided in two: undergraduate and graduate student groups. Each of these two categories will receive different set of discussion questions specifically designed for the level of their current program.

At the end of each module week, the instructor(s) will post discussion questions and topics on the Discussion Board on Blackboard. These will be based on the content of the recorded lectures. Undergraduate students will receive three (3) questions, whereas graduate students will receive five (5) questions adequately balanced to meet the level and standards of their own program. Students are expected to study the questions and to post their own thoughts, comments and discussion points. In this respect, students are invited to freely interact with each other and to comment on the thoughts and ideas of others. The instructor(s) envisage the weekly discussion to be as interactive and to engage as many of students as possible. A higher level of accuracy and consistency in responses is expected from the graduate students.

Prior to the following week’s module and lectures, the instructor(s) will address students’ opinions, thoughts and comments, add their own and address the question and issues posed for the week.

The core idea of such a discussion format is twofold: (1) to recreate as much as possible the interactions students would otherwise have with your lecturers in the classroom, and (2) to correct the inaccuracies or possible faults in the knowledge acquired until that point. This framework intends to strongly prepare students for both mid-term and final exam through this particular online teaching format.

Component B: Mid-Term Exam

The mid-term exam will address the first six (6) modules.

In line with Component A, undergraduate and graduate students will receive different sets of mid-term multiple choice examination questions specifically designed for the level of their current program. Undergraduate students will receive twenty (20) multiple choice questions, whereas graduate students will receive twenty-five multiple choice (25) questions covering all aspects of the course up to and including Module 6. The additional questions for graduate students will be specifically designed for the level and standards of their own program.

The answers will be evaluated, graded and kept by the instructor(s) as the main data determinant for the Component B grading weight (35%).

Component C: Final Exam

The final exam will address the entire twelve (12) modules in order to test the ability of students to synthesize all of the concepts discussed during the course.

In line with Components A and B, undergraduate and graduate students will receive different set of final examination questions and essay topics, both specifically designed for the level of their current program.

The exam will be divided in two sections: **Section 1** with twenty-five (25) multiple choice questions (worth 25% of total exam grade), and **Section 2** with essay topics for both undergraduate and graduate students (three out of five essay questions offered by the instructor(s) will be part of a mandatory submission requirement). Undergraduate students will be asked to submit 400-500 words per essay, whereas graduate students will be asked to submit 800-1000 words per essay (each essay worth 25% of total exam grade). Should students wish to submit more than three (3) mandatory essays, they will be allowed to do so and will be additionally evaluated for their non-mandatory submissions.

The answers to the multiple-choice questions and the essays will be – first separately and then together – evaluated, graded and kept by the instructor(s) as the main data determinant for the Component C grading weight (35%).

Grading Scale:

Undergrad

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

Graduate

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

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

Late Policy: For every day that an assignment is late, the grade will be reduced by a third of a mark. Thus, if an assignment would normally receive an “A,” if it is one day late, it will receive an “A-.” If it is two days late, it will receive a “B+,” etc.

Feedback and Grades

I will make every effort to provide feedback and grades in ten days following the due date for the assignment/exam. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

Software Requirements

The technical requirements for this course include:

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

(add additional items as needed)

**Accessibility and Privacy Statements, if applicable:**

Help

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

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

Minimum Technical Skills

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

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

(add additional skills as needed)

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

Evaluation of the Course

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

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

**2020-330 MATH 5440 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3482 |
| **Request Proposer** | Munteanu |
| **Course Title** | Partial Differential Equations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Partial Differential Equations |
| **Course Number** | 5440 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are replacing the Math 5120 prerequisite by the following "Prerequisite Math 5110. Math 5111 and Math 5410 are recommended". |

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| **CONTACT INFO** | |
| **Initiator Name** | Monique Roy |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | mcr07009 |
| **Initiator Email** | [monique.roy@uconn.edu](mailto:monique.roy@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Munteanu |
| **Proposer First Name** | Ovidiu |
| **Select a Person** | ovm12001 |
| **Proposer NetId** | ovm12001 |
| **Proposer Phone** | +1 860 486 4003 |
| **Proposer Email** | [ovidiu.munteanu@uconn.edu](mailto:ovidiu.munteanu@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Math 5110 |
| **Corequisites** | none |
| **Recommended Preparation** | Math 5111 and Math 5410 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MATH 5440. Partial Differential Equations 3.00 credits Prerequisites: Prerequisite: MATH 5120 (RG384). Grading Basis: Graded Cauchy Kowalewsky Theorem, classification of second-order equations, systems of hyperbolic equations, the wave equation, the potential equation, the heat equation in Rn. |
| **Provide proposed title and complete course catalog copy** | MATH 5440. Partial Differential Equations 3.00 credits Prerequisites: MATH 5110 Recommended Preparation: MATH 5111 AND MATH 5410 Grading Basis: Graded Cauchy Kowalewsky Theorem, classification of second-order equations, systems of hyperbolic equations, the wave equation, the potential equation, the heat equation in Rn. |
| **Reason for the course action** | The PDE course is taught without reference to complex analysis Math 5120. The theory is in R^n, so good command of techniques from MATH 5110 is required. The recommended courses are suggested because good knowledge of real analysis is helpful. |
| **Specify effect on other departments and overlap with existing courses** | There is no effect on other departments nor is there overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Study solutions of first order linear and nonlinear PDE, then discuss second order linear elliptic and parabolic PDEs. |
| **Describe course assessments** | Course assessments vary by instructor. This is from Fall 2019: There is a take home final exam at the end of semester. HOMEWORK There will be three homework sets. Homework will be posted on huskyct. GRADING Homework 60%, Final 40%. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MATH 5440 f19.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56288&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C6a9942352c7a4a43df5408d87d0bb87e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637396836578180494%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Yakz2ITat1W7T2ln6dalwP3%2BFYTi0SOtoTyNkVL5Etw%3D&reserved=0) | MATH 5440 f19.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Monique Roy | 10/20/2020 - 16:53 | Submit |  | Guojun, please approve changes to MATH 5440: dropping 5120 prerequisite and adding 5110 prerequisite. Adding recommended: MATH 5111 and 5410. | | Mathematics | Guojun Gan | 10/26/2020 - 21:34 | Approve | 10/26/2020 | I approve the revision. | |

**2020-331 PNB 5350 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3817 |
| **Request Proposer** | Redden |
| **Course Title** | Membrane Transport in Health and Disease |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physiology and Neurobiology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PNB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physiology and Neurobiology |
| **Course Title** | Membrane Transport in Health and Disease |
| **Course Number** | 5390 |
| **Will this use an existing course number?** | No |

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

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| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 75min lecture T/Th |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PNB 5390. Membrane Transport in Health and Disease 3.00 credits Prerequisites: None. Grading Basis: Graded Fundamental mechanisms by which water and small molecules are transported across biological membranes. Biophysical and biochemical analysis of transport by diffusion, osmosis, channels, carriers and pumps in health and disease. |
| **Provide proposed title and complete course catalog copy** | PNB 5350. Membrane Transport in Health and Disease 3.00 credits Prerequisites: None. Grading Basis: Graded Fundamental mechanisms by which water and small molecules are transported across biological membranes. Biophysical and biochemical analysis of transport by diffusion, osmosis, channels, carriers and pumps in health and disease. |
| **Reason for the course action** | This an existing course we are renumbering to conform with new guidelines for research and experiential courses. |
| **Specify effect on other departments and overlap with existing courses** | None - this is an existing course. |
| **Please provide a brief description of course goals and learning objectives** | Fundamental mechanisms by which water and small molecules are transported across biological membranes. Biophysical and biochemical analysis of transport by diffusion, osmosis, channels, carriers and pumps in health and disease. |
| **Describe course assessments** | Exams, reading assignments, and discussions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Fall 2020 Syllabus\_5390.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56925&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cf342e483173a4abeb5f808d887dd2e5a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637408731316337291%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=K6ZXhPCD3RFV09%2FzsTVinhD1hLVSFBGwnrPnhga0BQc%3D&reserved=0) | Fall 2020 Syllabus\_5390.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John M Redden | 11/11/2020 - 11:47 | Submit |  | this is a minor change. | | Physiology and Neurobiology | John M Redden | 11/13/2020 - 09:02 | Approve | 11/6/2020 | approved | |

**2020-332 PSYC 5370 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3498 |
| **Request Proposer** | Milan |
| **Course Title** | Current Topics in Clinical Psychology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Psychological Sciences > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Current Topics in Clinical Psychology |
| **Course Number** | 5370 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This course is "Current Topics in Clinical Psychology" with a shifting focus (students can repeat it for credit depending on the topic). The only thing we are trying to do is allow the course to be for variable credits (1-3) rather than the currently mandated 3. |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephanie Milan |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | stm04003 |
| **Initiator Email** | [stephanie.milan@uconn.edu](mailto:stephanie.milan@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 4 |
| **Number of Students per Section** | 12 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to graduate students in Clinical Psychology and others with permission |
| **Corequisites** | None |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 28 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PSYC 5370. Current Topics in Clinical Psychology 3.00 credits | May be repeated for a total of 28 credits. Prerequisites: Open to graduate students in Clinical Psychology and others with permission (RG2160). Grading Basis: Graded |
| **Provide proposed title and complete course catalog copy** | PSYC 5370. Current Topics in Clinical Psychology 1 to 3 credits | May be repeated for a total of 28 credits. Prerequisites: Open to graduate students in Clinical Psychology and others with permission (RG2160). Grading Basis: Graded |
| **Reason for the course action** | This course number is used for our specialty courses that are not offered every year (e.g., Case Based Neuroanatomy). We would like the flexibility to have the course be for varying credits (1-3) because we have some courses that are designed as 3 credits and some that are designed as one credit. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The goal of this course is to provide clinical psychology graduate students and graduate students from related programs the opportunity to learn about specialized topics. These topics usually are not relevant to all clinical graduate students, so they are typically only offered every other year so as to have enough students for the course. The specific learning objectives vary by topic (e.g., multicultural issues, clinical neuroanatomy), but the learning goal of all courses is to provide specialized, advanced knowledge to graduate students in the field of clinical psychology. I have attached one section of 5370 that is offered as a rotating topic for 3 credits. A course like this would remain is as 3 credits. However, we would like the option of having a 1 credit version to focus on some important current topics for graduate students in the future, but in a course that is somewhat smaller in scope. |
| **Describe course assessments** | Assessments will vary by course depending on the instructor, but typically include a combination of papers, exams, and oral presentations to demonstrate knowledge competence. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [EthCultDiverPsych\_Syllabus\_Spring2020 1.20.20(1).pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56283&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Cb7fab3028a114aaddbd608d87c4b70fe%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637396010744329211%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=rGeevtmEwmxosV6aeuMtQPy%2BKphEZV4v%2F%2BlLce9ONJM%3D&reserved=0) | EthCultDiverPsych\_Syllabus\_Spring2020 1.20.20(1).pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephanie Milan | 10/21/2020 - 10:54 | Submit |  | The 5370 Current Topics in Clinical Psychology Course is used within the Clinical Psychology doctoral program to focus on changing topics relevant to graduate school training. Most of the sections we offer are 3 credit courses. However, we would like to be able to offer 1 credit sections of topics when the need arises (e.g., to offer a specialty one credit course on a very specialized topic by an adjunct). The purpose of this CAR form is simply to request that the course be listed as variable 1-3 credits rather than required 3 credits. It is a lot of work for such a small request!!!! | | Psychological Sciences | Robert A Henning | 10/27/2020 - 10:35 | Approve | 10/21/2020 | Dear Pam, hopefully this can be considered an editorial change in a factotum course that does not require full CLAS CC&C review, and due to the stated need for more flexibility within the clinical training program. This change was approved by the chair of the C&CC in Psychological Sciences on Oct 21, 2020. | |

**2020-310 WGSS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: Oct. 28, 2020

2. Department or Program: WGSS

3. Title of Major: WGSS

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 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: Revision of number of credits and addition/revision of required courses to reflect changing nature of the field.

# Existing Catalog Description of Major

### **Core Courses**

Students are required to pass the following core courses (9 credits): [WGSS 1105](https://catalog.uconn.edu/WGSS/#1105), [2250](https://catalog.uconn.edu/WGSS/#2250), [4994W](https://catalog.uconn.edu/WGSS/#4994W).

### **Supporting Courses**

Students are required to pass six additional 2000-level or above WGSS courses or courses cross-listed with WGSS (18 credits). At least two of these courses (six credits) must be non-cross-listed WGSS courses. Up to six credits of [WGSS 3891](https://catalog.uconn.edu/WGSS/#3891) (Internship Program) may be counted toward the major. [WGSS 3894](https://catalog.uconn.edu/WGSS/#3894) is no longer required when students take [WGSS 3981](https://catalog.uconn.edu/WGSS/#3981).

### **Related Courses**

Students must pass an additional 12 credits at the 2000-level or above in fields closely related to the major.

### **General Education Requirements**

Passing core course [WGSS 4994W](https://catalog.uconn.edu/WGSS/#4994W) will fulfill the information literacy competency and writing in the major requirements.

A minor in [Women’s, Gender, and Sexuality Studies](https://catalog.uconn.edu/minors/women-gender-sexuality/) is described in the Minors section.

# Proposed Catalog Description of Major

### **Core Courses**

Students are required to take the following core courses (15 credits):  [2250](https://catalog.uconn.edu/WGSS/#2250), 3256, 3265W, 3269, [4994W](https://catalog.uconn.edu/WGSS/#4994W).

### **Supporting Courses**

Students are required to take five additional WGSS courses at the 2000 level or above (15 credits). At least 3 (9 credits) of these must be chosen from the following: WGSS 2015, WGSS 2105W, WGSS 2124, WGSS 2217, WGSS 2217W, WGSS 2255, WGSS 2255W, WGSS 2263/HRTS 2263, WGSS 2267, WGSS 3042/AFRA 3042/AMST 3042/HDFS 3042, WGSS 3105, WGSS 3105W, WGSS 3252, WGSS 3253, WGSS 3253W, WGSS 3254/ASLN 3254, WGSS 3255, WGSS 3255W, WGSS 3257, WGSS 3257W, WGSS 3258/LLAS 3230, WGSS 3259/LLAS 3231, WGSS 3260/COMM 3321/LLAS 3264, WGSS 3264, WGSS 3270, WGSS 3270W, WGSS 3622/AFRA 3622/HIST 3622/ LLAS 3622, WGSS 3652/AFRA 3652/POLS 3652, WGSS 3672, WGSS 3718, WGSS 3718W, WGSS 3891, WGSS 3894, WGSS 3993, WGSS 3995, WGSS 3998, WGSS 3999, WGSS 4100/AAAS 4100/AFRA 4100/LLAS 4100. [NOTE: Up to 6 credits of WGSS 3891 (Internship Program) may be counted toward the major.]

**Related Courses**

Students must take an additional 12 credits at the 2000-level or above in fields closely related to the major.

### **General Education Requirements**

[WGSS 4994W](https://catalog.uconn.edu/WGSS/#4994W) fulfills the information literacy competency and writing in the major requirements.

A minor in [Women’s, Gender, and Sexuality Studies](https://catalog.uconn.edu/minors/women-gender-sexuality/) is described in the Minors section.

# Justification

1. Reasons for changing the major: The current major includes only 9 credits of coursework in WGSS which is not in keeping with the requirements for most other majors. A lack of specific core requirements also made it possible for students to reach the Senior Seminar without important training in the theoretical foundations, methodologies, and historical and contemporary commitments and applications of the field. The proposed major takes a strong WGSS knowledge-based approach that includes training in Theory [2250, 3256], Methods [3265W] and Praxis [3269 & 4994W].

2. Effects on students: The revision adds additional credits, but is in line with other majors in CLAS. These additional credits ensure that students take coursework that emphasizes the interdisciplinary nature of the field of WGSS as well as receive a stronger foundation in the discipline.

3. Effects on other departments: NONE

4. Effects on regional campuses: NONE

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

    Department Curriculum Committee: Oct. 28, 2020

    Department Faculty: Oct. 28, 2020

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

Nancy Naples, 860-604-0884, [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu)

**2020-333 ENVE/ENVS/EVST 3110E Revise Course (guest: Maria Chrysochoou) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3715 |
| **Request Proposer** | Chrysochoou |
| **Course Title** | Brownfield Redevelopment |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Civil and Environmental Engineering |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | ENVE |
| **School / College** | School of Engineering |
| **Department** | Civil and Environmental Engineering |
| **Course Subject Area #2** | ENVS |
| **School / College #2** | College of Agriculture, Health and Natural Resources |
| **Department #2** | Environmental Sciences |
| **Course Subject Area #3** | EVST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Environmental Studies |
| **Reason for Cross Listing** | course is already cross-listed and jointly offered by the 3 programs. This is only for the course to be considered for Environmental Literacy designation |
| **Course Title** | Brownfield Redevelopment |
| **Course Number** | 3110 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | it is an existing course |

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

|  |  |
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| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2 20-min lectures and 1 50-min discussion section |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3110. Brownfield Redevelopment Also offered as: ENVS 3110, EVST 3110 3.00 credits Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment Grading Basis: Graded Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites |
| **Provide proposed title and complete course catalog copy** | 3110E. Brownfield Redevelopment Also offered as: ENVS 3110E, EVST 3110E 3.00 credits Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment Grading Basis: Graded Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites |
| **Reason for the course action** | request for E designation |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course entails learning objectives that include both technical skills specific to brownfield redevelopment, and non-technical skills related to communication and management. Upon completion of this course, students will be able to: (Technical Skills) 1. Identify the status of a site as brownfield. 2. Describe the components of brownfield redevelopment. 3. Articulate the relevant laws and regulations that govern the management of a brownfield site. 4. Describe how public (federal, state, municipal) and private partners are involved in the process of redeveloping brownfield sites. 5. List the different phases of a site investigation, the objectives of each phase and the methodology to develop a plan for each phase. 6. Identify and describe different measures of cleanup and remediation procedures. 7. Articulate the elements of urban planning strategies and how brownfields fit into them. 8. Identify economic, ecological, and social factors that influence the redevelopment of brownfield sites. 9. Develop community engagement plans for the brownfield redevelopment process. (Communication and Management skills) 1. Explain the elements of a compelling grant proposal. 2. Effectively synthesize technical information into a coherent and informative narrative. 3. Work together in multi-disciplinary teams, meeting deadlines and providing constructive feedback to peers. 4. Communicate with government officials in a professional manner. 5. Deliver oral presentations to diverse audiences in a timely and engaging manner. |
| **Describe course assessments** | The assessment of the class and the associated grades will be based on four components: • EPA grant proposal and presentation (group assignment) - 50% • Videos and short post-lecture quizzes (individual assignment) – 20% • Discussion Boards and Reflection (individual assignment) - 20% • Peer evaluation (individual assignment) -10% The EPA proposal and the brownfield project will be completed by teams assigned by the instructor. Because of the interdisciplinary nature of the course, which is reflected in the different student backgrounds, teams will be assembled to involve students from diverse backgrounds that can contribute to the different aspects of the project. To support effective team management, the class will be utilizing the CATME Team-Maker and Peer-Evaluation tools, provided through Husky CT. |
| **General Education Goals** | the course is not proposed for any of the content areas |
| **Environmental Literacy** | Brownfields are potentially contaminated sites from past human activities that have a host of environmental and human health effects. The course trains to students to assess the status of brownfield sites, evaluate the impacts associated with the presence and be cognizant of policies and processes related to cleanup and redevelopment. As such, the course addressed the following EL criteria 1. theories, observations, or models of how humans impact the health and well-being of the natural world; 2. public policies, legal frameworks, and/or other social systems that affect the environment; |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENVE\_ENVS\_EVST 3110\_Brownfields Syllabus\_F20.pdf](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56693&data=04%7C01%7Ccheryl.galli%40uconn.edu%7Cb266c979537f4506b5ee08d880196e7f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637400194003899946%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=SP%2FbOwP6zz%2B%2BXNeAKUb%2BEPBEHJSzjIyX%2FqS6caB9yng%3D&reserved=0) | ENVE\_ENVS\_EVST 3110\_Brownfields Syllabus\_F20.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Maria Chrysochoou | 11/03/2020 - 11:19 | Submit |  | the course is already approved by all three programs and schools. This submission is only for the E-designation aspect | |

**2020-334 HDFS 5001 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-2145 |
| **Request Proposer** | Adamsons |
| **Course Title** | Seminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Seminar |
| **Course Number** | 5001 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision to course title |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Sciences |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2021 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Seminar |

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| **COURSE RESTRICTIONS** | |
| **Prerequisites** | Open to graduate students in Human Development and Family Sciences, others with instructor consent. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HDFS 5001. Seminar 1.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Seminar in professional orientation to the field of human development and family sciences. |
| **Provide proposed title and complete course catalog copy** | HDFS 5001. Orientation to Human Development and Family Sciences 1.00 credits Prerequisites: Open to graduate students in Human Development and Family Sciences, others with instructor consent. Grading Basis: Graded Seminar in professional orientation to the field of human development and family sciences. |
| **Reason for the course action** | Making the title more descriptive and to line up with the second professional development seminar we are creating. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | This 1 credit proseminar serves as a professional orientation to the field of human development and family sciences for graduate students in HDFS. The course is designed to: • Explore the unique perspective of HDFS as a field; • Inform graduate students about university and departmental requirements, policies, and procedures; • Provide students with the skills, tools, and strategies for thriving in graduate school and in their professional development; • Offer opportunities for meeting and networking with faculty and fellow students; • Explore career paths, opportunities, and options for those with an HDFS degree. |
| **Describe course assessments** | Professional Development Products - 60% Participation - 40% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 5001 Proseminar Fall 2020.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F44423&data=04%7C01%7Cpamela.bedore%40uconn.edu%7Ce92d6ba22eb74e6c03a908d8877695e9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637408290676258695%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=vpAK%2BqwCqRmpyW2w75O5sPXRgWGnZdonM%2BzJsYl9uAI%3D&reserved=0) | HDFS 5001 Proseminar Fall 2020.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 06/05/2020 - 12:46 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 11/12/2020 - 12:04 | Approve | 11/12/2020 | Approved by dept via email vote | |

HDFS 5001

Orientation to HDFS

**Fall 2020**

Fridays, 11:15 - 12:05 Instructor: Preston A. Britner, Ph.D., Professor and

Family Studies Building 120 Associate Department Head for Graduate Studies

1 credit seminar Human Development & Family Sciences

University of Connecticut

tinyurl.com/PABritner

Contact Information:FSB 340; drop in or by appointment; may be reached in my office most weekdays in person, by phone/voicemail at 860-486-3765, or by email at [Preston.Britner@UConn.edu](mailto:Preston.Britner@UConn.edu)

**Course Description:**

This 1 credit proseminar serves as a professional orientation to the field of human development and family sciences for graduate students in HDFS.

**Policies:**

If you are unable to attend class, complete an assignment, etc., please make arrangements with Prof. Britner in advance of the date. All HDFS and University of Connecticut standards of academic climate and integrity will apply to the students and the faculty member in this course.

**Required Texts:**

2020-2021 *Graduate Catalog, University of Connecticut* (online)

2020-2021 *Graduate Handbook, Department of Human Development and Family Sciences* (provided; also online)

**Optional Texts:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Bell, D. J., Foster, S. L., & Cone, J. C. (2019). *Dissertations and theses from start to finish: Psychology and related fields (3rd ed.)*. Washington, DC: American Psychological Association.

**Course Objectives:**

The course is designed to

* Explore the unique perspective of HDFS as a field;
* Inform graduate students about university and departmental requirements, policies, and procedures;
* Provide students with the skills, tools, and strategies for thriving in graduate school and in their professional development;
* Offer opportunities for meeting and networking with faculty and fellow students;
* Explore career paths, opportunities, and options for those with an HDFS degree.

# Grading:

Student grades (on a standard scale; e.g., 80.0-82.9% = B-; 83.0-86.9% = B; 87.0-89.9% = B+) in the course will be computed on the basis of the following products and activities.

**Professional Development Products** (60%)

In order to help facilitate each student’s progress in the program and her/his professional development, each student will complete and submit by November 15th, their current (i.e., up-to-date, albeit early in the program) versions of the following:

* Plan of Study, draft [20%]
* Annual Progress Report/Portfolio, draft [20%]

And proof of:

* CITI certification [20%]

**Participation in Class Discussions** (40%)

Students are expected to read the (few) required readings and come prepared each week to participate actively in class, with ideas, suggestions, questions, and comments on the material or topic of discussion.

SCHEDULE OF CLASSES

**CLASS/DATE TOPIC(S) SPEAKER(S)**

1 Aug. 30 Course Overview and Objectives Preston Britner

2 Sept. 6 Library Orientation by the HDFS Kathy Banas-Marti

Library Liaison

Optional Reading: Cone & Foster, Ch. 6 (“Reviewing the Literature”); skim the *Publication Manual of the APA*

3 Sept. 13 Getting Involved in the Field Preston Britner

- Professional organizations

- UConn organizations

- Planning beyond grad school

- Introducing the Plan of Study and

Portfolio

Required Reading: HDFS Graduate Handbook, “Rights, Responsibilities, and Expectations”

Optional Reading: Cone & Foster, Foreword & Ch. 1 (“What are Theses and Dissertations?”, 2 (“Starting Out”), & 3 (“Time and Trouble Management”)

4 Sept. 20 Professional Writing (esp. journal articles) Beth Russell

and the review process, criticism

Required Reading:

Russell, B. S., Hutchison, M., & Fusco, A. (2019). Emotion

regulation outcomes and preliminary feasibility evidence

from a mindfulness intervention for adolescent substance

use. *Journal of Child & Adolescent Substance Abuse, 28*(1), 21-31.

5 Sept. 27 Research Ethics, Human Participants, Doug Bradway (IRB)

& the IRB; CITI certification

Optional Reading: Cone & Foster, Ch. 7 (“Research

Methodology and Ethics”); Appendix (“Selected Ethical

Standards…”)

6 Oct. 4 Finding an advising team/ Kari Adamsons

joining a research team

Required Reading: HDFS Graduate Handbook, “Advising Teams”

Optional Reading: Ch. 4 (“Finding Topics and Faculty

Collaborators”)

7 Oct. 11 Applying for research grants/fellowships Ryan Watson

8 Oct. 18 CV/Portfolio development Eva Lefkowitz

(invited)

9 Oct. 25 Teaching: Resources, Planning, Martina Rosenberg

Pedagogy, Portfolio, and UConn’s (CETL)

Center for Excellence Teaching &

Learning (CETL)

10 Nov. 1 Work/life issues Caitlin Lombardi

Required Reading:

Lombardi, C. M., & Coley, R. L. (2017). Early maternal

employment and children’s academic and behavioral skills in Australia and the United Kingdom. *Child Development, 88*(1), 263-281 .

11 Nov. 8 Academic presentations and defenses Preston Britner

Poster preparation Janice Berriault

Optional Readings: Cone & Foster, Ch. 5 (“Formulating and

communicating your plans: An overview of the proposal”); Ch. 13 (“Managing Committee Meetings: Proposal and Oral Defense”);

Ch. 14 (“Presenting Your Project to the World”)

12 Nov. 15 Translational research: Public policy, Preston Britner

outreach, and engaged scholarship

Optional Reading:

Britner, P. A. (2012). Bringing public engagement into an

academic plan and its assessment metrics. Special issue: The Research University Civic Engagement Network (TRUCEN). *The Journal of Higher Education Outreach and Engagement, 16*(4), 61-77.

\*Plan of Study draft, CITI certification, and Annual Progress

Report/Portfolio draft **DUE**

[No Class on Nov. 22 (NCFR conference) or Nov. 29 (Thanksgiving Recess)]

13 Dec. 6 Class evaluation; debrief Preston Britner

**2020-335 HDFS 5002 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 20-3754 |
| **Request Proposer** | Russell |
| **Course Title** | Professional Development in Human Development and Family Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Professional Development in Human Development and Family Sciences |
| **Course Number** | 5002 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Beth S Russell |
| **Initiator Department** | Human Dev and Family Sciences |
| **Initiator NetId** | bsr00002 |
| **Initiator Email** | [beth.russell@uconn.edu](mailto:beth.russell@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this currently a General Education course or is it being proposed for General Education?** | No |
| **Scheduling Components** | Seminar |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and Discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | NA |
| **Corequisites** | NA |
| **Recommended Preparation** | NA |
| **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** | Graduate courses are only offered in 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** | HDFS 5002. Professional Development Human Development & Family Sciences Three credits. Prerequisite: Open to graduate students in HDFS; others by permission. Grading Basis: Graded Professional, ethical, and career development issues related to human development and family sciences. Covers both conceptual ideas related to ethics and practical tools for professional and career development. |
| **Reason for the course action** | The department has voted to make this class a permanent offering after the required special topics offerings were successfully completed. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | See Syllabus |
| **Describe course assessments** | See Syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus HDFS 5002.docx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhclleap-prod2.its.uconn.edu%2Fapps%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F56728&data=04%7C01%7Cpamela.bedore%40uconn.edu%7C72d1f85e5660453db38708d881033805%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637401198110381542%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=k9xQ%2Fg3VIozyDbfVyMkdIYn8MbRPwLlkFkWiNLgm1%2BM%3D&reserved=0) | Syllabus HDFS 5002.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Beth S Russell | 11/04/2020 - 09:11 | Submit |  | Departmental vote to approve passed on October 28th, 2020 | | Human Development and Family Studies | Beth S Russell | 11/04/2020 - 09:45 | Approve | 10/28/2020 | Departmental vote to approve the class as a permanent offering under number HDFS 5002 passed October 28, 2020 | |

**HDFS 5002**

**Professional Development and Career Planning in Human Development & Family Sciences**

Spring, 2021

Date & Time

Room

|  |  |
| --- | --- |
| **Professor:** | Dr. Eva S. Lefkowitz |
| **Email:** | Eva.lefkowitz@uconn.edu |
| **Office Phone:** | 860-486-5420 |
| **Office Address:** | 106 Family Studies Building |
| **Office Hours:** | Date & time and by appointment |

**Course description and objectives:**

This course covers professional, ethical, and career development issues related to human development and family sciences. Students are expected to attend course having read the assigned readings and ready for engaged discussion. The course will cover both conceptual ideas related to ethics, and practical tools for professional and career development. By the end of the semester, students should be able to:

1. Describe general ethical principles that guide the professional and scholarly behavior of developmental and social scientists
2. Negotiate ethical and fair research collaborations and collaborative writing projects, including those with mentors
3. Navigate responsible reporting of research and peer review
4. Identify career goals, and/or how to develop career goals, and the tools needed to obtain these goals
5. Write a clear CV or resume, research statement, and professional website
6. Understand the requirements for a strong job talk, interview, and grant proposal (we will not be able to spend enough time on these topics that you will come out fully developed in these areas)
7. Recognize the boundaries, including fuzzy boundaries, of academic freedom

| **Week** | **Date** | **Topic** | **Content covered** | **Assignment due today** |
| --- | --- | --- | --- | --- |
| 1 | 1/24 | General ethical principles in research  Informational interviews | Course overview/goals  Research ethic policies  Plagiarism  Self-plagiarism  Informational interviews |  |
| 2 | 1/31 | Ethical data management | Code of ethics  Violations of ethical data management  Case studies | Get website account |
| 3 | 2/7 | Responsible reporting and the replication crisis | Irresponsible reporting  Interpreting/reporting statistical significance  Transparency  Preregistration of hypotheses  Defamation |  |
| 4 | 2/14 | Fellowships, awards, & grants | Identifying funding sources  Planning/timeline  Types of fellowships/grants  Writing proposals | Fellowship |
| 5 | 2/21 | Becoming a master teacher | Elements of good instructors  Designing a strong course  Ethical issues in teaching  Online teaching  Current trends in teaching  Preparing teaching materials for the job market |  |
| 6 | 2/28 | Career planning  & 5 year plan | To post doc?  Should you go into academia?  Alt-ac careers  5 year plans  Time management  Interpreting job ads | Informational interviews |
| 7 | 3/7 | CVs, resumes, statements, and cover letters | Academic CVs vs. resumes  Formatting your CV/resumes  How to build your CV/resumes  How to keep your CV/resume up to date  Statements/cover letters: types and content | Job posting summaries |
| 8 | 3/14 | Managing your online presence\* | Self-preservation  Self-presentation  Self-promotion  \*Note: Time may be revised | 5-year plan |
| 9 | 3/21 | NO CLASS SPRING BREAK |  |  |
| 10 | 3/28 | Academic societies, conferences, & networking | Membership & leadership in academic societies/associations  Getting the most out of conferences  Networking | CV/resume |
| 11 | 4/4 | Publishing & peer review | Writing/preparing manuscript  Choosing a journal  Review process  Elements of good manuscript review  Responding to manuscript reviews |  |
| 12 | 4/11 | Ethical issues in publishing & peer review | Plagiarizing (briefly)  Self-plagiarizing  Image usage  Mentoring relationships  Determining authorship  Responsible peer review | Website |
| 13 | 4/18 | Interviews & Job talks | Elevator speech  Skype & phone interviews  On-campus interviews  Alt-ac interviews  The job talk: do’s and don’ts | Manuscript review |
| 14 | 4/25 | Academic freedom  Work-life integration | What is and isn’t covered by academic freedom?  #metoo academia  How to live a “balanced” life |  |
| 15 | 5/2 | TBD/extra topic |  | Elevator speech |

**Required text**: Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph.D. into a job*. New York: Three Rivers Press.

I highly recommend reading this book cover to cover, even though I won’t assign every chapter. There also will be a number of journal articles and online articles that should be available for free online or through UConn libraries.

**Optional text:** Brown Urban J., & Linver, M. R. (2018). *Building a career outside academia: A guide for doctoral students in the behavioral and social sciences.* Washington, DC: American Psychological Association.

|  |  |  |
| --- | --- | --- |
| Assignment | Points | Learning objective(s) |
| Discussion | 20 | Critically evaluate ethical and professional issues in HDFS. Demonstrate understanding and knowledge through oral communication. |
| Fellowship | 5 | Become familiar with fellowship options. Match interests/experience to fellowships |
| Informational interviews | 10 | Develop skills in networking with professionals. Create list of skills and experiences needed to achieve career goals. |
| Job posting summaries | 10 | Find and identify job postings. Plan your grad school time based on these long term goals. |
| 5-year plan | 10 | Identify career goals and steps needed to achieve them. |
| CV or resume | 10 | Organize your professional information. Identify strengths/weaknesses/areas for growth. |
| Website | 15 | Manage your self-presentation online. |
| Manuscript review | 15 | Critically evaluate others’ research. |
| Elevator speech | 5 | Master describing self and research to others |

**Course requirements:**

1. **Attendance/discussion**: Students should attend class regularly, and be active participants in class. Class participation involves coming prepared, asking thoughtful questions, contributing to other students’ ideas, and being respectful of classmates.
2. **Fellowships**: Find 2 (or more) fellowships from the [spreadsheet](https://docs.google.com/spreadsheets/d/1e9hAxj5mqUZGHp9yUzwKEG1DWdDJNNFXNCZEYx3dghM/edit#gid=0) that you could apply to. In advance of class on 2/14, email a document (about 1 page) that includes name of the fellowship, link to description, why it seems a good fit for you, and what you would need to do to be competitive for it.
3. **Informational interviews.** Contact two people whose careers match your current potential interests (I recognize these may be vague). They should not be HDFS faculty. They should not be in a post doc position. Interview these two people (can be by phone or email) about what their position entails, and what you should be doing over the next few years to obtain a similar career. A brief write-up (use template provided) of what you learned in your interviews is due by 2/28. As part of the interview, please ask whether they are willing to provide permission for you to share the information with other UConn students. Please email it to the whole class so we can all learn from each other’s interviews. Keep in mind that (like everyone) they will be busy. They will be more likely to respond if you give them a reasonable amount of time in which to do so.
4. **Job postings**: Find 2 or more job listings that you think might fit your career goal. They should not be post doc positions, but long-term career goals. In advance of class on 3/7, email a document (about 1 page) that includes: link to postings, why these jobs appeal to you, and what you plan to do between now and graduation to make yourself marketable for these jobs.
5. **5-year plan**: Write a 5-year plan. You can use the template provided, or create your own. Include specific plans around scholarly output, graduate student milestones, teaching, professional service, professional development, and job searches/preparation/planning.
6. **CV/resume**: Write a CV or resume. You only have to do one or the other, based on which is a better fit for the types of jobs you anticipate pursuing. There will be examples on HuskyCT. Submit it by email attachment, receive feedback, and submit a revision.
7. **Website**: Create a professional website. It could be in any platform, including through weebly or blogspot. Send me a link to your website. It does not have to be super fancy, but should meet the following goals:
   1. Describe yourself in narrative form
   2. Summarize your work, much as you would on a CV (or include your CV)
   3. Include links to relevant other websites
   4. You are also welcome to, though not required, to include other elements, such as a blog, photos… be creative.
8. **Manuscript review:** In addition to writing papers, researchers are involved in the publication process as reviewers, providing constructive feedback and evaluation to other authors. For this course, you will review a manuscript that was submitted for publication. You will receive the version that was originally submitted, before it received reviews or was edited. Submit a brief (about 2 pages) review of the manuscript by email attachment.
9. **Elevator speech**: Being able to describe yourself succinctly and on the spot is an important skill throughout your career. We will take turns in class presenting ourselves in 1-2 minute informal presentations, which will be videotaped. Then we will watch them and discuss them.

**WEEKLY TOPICS AND READINGS**

**1/24: General ethical principles in research**

[**https://www.ncfr.org/sites/default/files/ncfr\_ethical\_guidelines\_0.pdf**](https://www.ncfr.org/sites/default/files/ncfr_ethical_guidelines_0.pdf)

[Shives](https://www.insidehighered.com/blogs/gradhacker/informational-interview), K. (2014, January 30). The informational interview. *Inside Higher Ed.* Retrieved from www.insidehighered.com.

**1/31: Ethical data management**

[American](http://www.apa.org/ethics/code/principles.pdf) Psychological Association. (2010). *Ethical principles for psychologists and code of conduct.* Retrieved from www.apa.org.

Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PLoS One, 4*(5), 1-11.

***List below: each student will choose/be assigned his/her own case study.***

\*[Bhattacharjee](http://www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academic-fraud.html?pagewanted=1&_r=2&src=dayp), Y. (2013, April 26). The mind of a con man. *New York Times*. Retrieved from http://www.nytimes.com. (Diederik Stapel).

[Carey](http://www.nytimes.com/2015/05/26/science/maligned-study-on-gay-marriage-is-shaking-trust.html), B., & Belluck, P. (2015, May 25). Doubts about study of gay canvassers rattle the field. *New York Times*. Retrieved from www.nytimes.com. (Michael LaCour)

[Clarke](http://www.huffingtonpost.com/2012/05/11/alzheimers-research-fraud-harvard-marilyn-albert_n_1508026.html), T. (2012, May 10). Alzheimer’s research fraud case set for trial. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com. (Harvard Alzheimers researchers)

\*[The Economist](http://www.economist.com/node/21528593). (2011, September 10). An array of errors. *The Economist.* Retrieved from www.economist.com. (Anil Potti & Joseph Nevins)

\*[Enserink](http://news.sciencemag.org/education/2012/06/rotterdam-marketing-psychologist-resigns-after-university-investigates-his-data?ref=hp), M. (2012, June 25). Rotterdam marketing psychologist resigns after university investigates his data. *Science Insider.* Retrieved from www.sciencemag.org (Dirk Smeesters)

[Goel](http://www.nytimes.com/2014/08/13/technology/the-boon-of-online-data-puts-social-science-in-a-quandary.html?emc=eta1), V. (2014, August 12). As data overflows online, researchers grapple with ethics. *New York Times*. Retrieved from http://www.nytimes.com. (Facebook manipulation study).

\*[Goldberg](http://www.boston.com/news/nation/articles/2005/03/18/researcher_admits_fraud_in_grant_data?pg=full), C., & Allen, S. (2005). Researcher admits fraud in grant data. *Boston Globe.* Retrieved from www.boston.com. (Eric Poehlman)

[Harding](http://www.theguardian.com/science/2005/feb/19/science.sciencenews), L. (2005, February 18). History of modern man unravels as German scholar exposed as fraud. *The Guardian*. Retrieved from www.theguardian.com. (Reiner Protsch von Zieten).

[NewYorkTimes](http://www.nytimes.com/2006/01/10/science/10clone.html?_r=1&adxnnl=1&oref=slogin&adxnnlx=1208885616-O3zsrqSTadwpnwni5G+Fqg).com (2006, January 10). Researcher faked evidence of human cloning, Koreans report. *New York Times*. Retrieved from www.nytimes.com. (Hwang Woo-Suk)

\*[Wade](http://www.nytimes.com/2010/08/28/science/28harvard.html?_r=0), N. (2010, August 27). Harvard researcher may have fabricated data. *New York Times*. Retrieved from www.nytimes.com. (Marc Hauser)

**2/7: Responsible reporting and the replication crisis**

[Davila](http://you.stonybrook.edu/davilalab/the-facebook-depression-controversy/), J. (2011). *The Facebook depression controversy*. Retrieved from you.stonybrook.edu.

[Chambers](http://www.theguardian.com/science/head-quarters/2014/may/20/psychology-registration-revolution), C. (2014, May 20). Psychology’s “registration revolution”. *The Guardian*. Retrieved from www.theguardian.com.

[Gelman](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.stat.columbia.edu%2F~gelman%2Fresearch%2Fpublished%2Fsignif4.pdf&ei=j9i3VK3IGKT9sASNx4GQDQ&usg=AFQjCNGqDfu3Qs8wXWOZUEUVMSPaH-IL7Q&sig2=5F-_2DIlIALm3lzQ96K66w&bvm=bv.83640239,d.cWc&cad=rjt), A., & Stern, H. (2006). The difference between “significant” and “not significant” is not itself statistically significant. *The American Statistician, 60*, 328-331.

John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. *Psychological Science, 23*, 524-532.

[Lewandowsky](http://andrewgelman.com/wp-content/uploads/2016/02/Lewandowsky-Bishop-2016-Nature.pdf), S., & Bishop, D. (2016). Don’t let transparency damage science. *Nature, 529*, 459-461.

[Loken](http://science.sciencemag.org/content/355/6325/584), E. & Gelman, A. (2017). Measurement error and the replication crisis. *Science, 355*, 584-585.

[Lomangino](http://www.healthnewsreview.org/2016/04/u-of-maryland-review-researcher-on-flawed-chocolate-milkconcussions-study-failed-to-disclose-big-dairy-donations/), K., Holland, E., & Holtz, A. (2016, April 1). U of Maryland review: Researcher on flawed chocolate milk/concussions study failed to disclose big dairy donations. *Health News Review*. Retrieved from www.healthnewsreview.org

**2/14: Fellowships, awards, and grants**

Kelsky, TPII: chapters 51 & 52

[Putnam](http://www.psychologicalscience.org/observer/ten-tips-for-applying-to-the-nsf-graduate-research-fellowship-program#.WH2et30wCKQ), A. (2012). Ten tips for applying to the NSF graduate research fellowship program. *Psychological Science Observer*. Retrieved from www.psychologicalscience.org/observer.

[Smyth](http://www.ssri.psu.edu/sites/ssri/files/SSRI_NIH_Presentation_Slides_2014.pptx), J., BeLue, R., Neiderhiser, J., & Downs, D. (no date). *The grant writing and review process at NIH.* Retrieved from http://www.ssri.psu.edu.

**2/21: Becoming a master teacher**

[Armstrong](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/), P. (unknown). Bloom’s Taxonomy. *Vanderbilt University*. Retrieved from [www.vanderbilt.edu](http://www.vanderbilt.edu).

[Clark](http://www.chronicle.com/blogs/onhiring/developing-an-effective-teaching-portfolio/32297), G. D. (2012, July 9). Developing an effective teaching portfolio. *Chronicle*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Miller](https://www.washingtonpost.com/news/morning-mix/wp/2015/11/12/grow-up-tweets-legendary-mizzou-football-star-to-students-who-hounded-hero-professor/?utm_term=.5b1eaf07db64), M. E. (2015, November 12). Grow up tweets legendary Mizzou football star to students who hounded hero professor. *Washington Post.* Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com).

[Pérez-Peña](http://www.nytimes.com/2013/02/02/education/harvard-forced-dozens-to-leave-in-cheating-scandal.html), R. (2013, February 1). Harvard forced dozens to leave in cheating scandal. *New York Times.* Retrieved from [www.nytimes.com](http://www.nytimes.com/2013/02/02/education/harvard-forced-dozens-to-leave-in-cheating-scandal.html).

[Salter](http://www.chronicle.com/blogs/profhacker/teaching-a-class-again/60667), A. (2015, August 14). Teaching a class again. *Chronicle*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Singer](https://www.nytimes.com/2015/04/06/technology/online-test-takers-feel-anti-cheating-softwares-uneasy-glare.html?_r=0), N. (2015, April 5). Online test takers feel anti-cheating software’s uneasy glare. *New York Times.* Retrieved from [www.nytimes.com](http://www.nytimes.com/2013/02/02/education/harvard-forced-dozens-to-leave-in-cheating-scandal.html).

[Varga](http://www.psychologicalscience.org/observer/gaining-teaching-experience-in-graduate-school#.WH2hwn0wCKQ), K. (2011, March). Gaining teaching experience in graduate school. *Psychological Science Observer*. Retrieved from [www.psychologicalscience.org/publications/observer](http://www.psychologicalscience.org/publications/observer/2011/march-11/gaining-teaching-experience-in-graduate-school.html).

***Read one blog post from one of the resources listed here, and be prepared to share what you learned with your classmates:***

[Hacker](http://www.chronicle.com/blogs/profhacker/what-are-your-favorite-faculty-development-blogs/59083), P. (2015, February 3). What are your favorite faculty development blogs? Chronicle. Retrieved from [www.chronicle.com](http://www.chronicle.com).

**2/28: Career planning and 5-year plan**

Kelsky, TPII: chapters 6-8, 10, 14-19, 59-61

[Cardozo](http://theprofessorisin.com/2016/06/07/the-altpost-ac-makeover-from-field-to-function-and-new-forms-cardozo/), K. (2016, June 7). The alt/post-ac makeover: From field to function and new forms. Retrieved from [theprofessorisin.com.](http://theprofessorisin.com/2016/05/31/the-post-acs-guide-to-the-cover-letter/)

[Thompson](http://patthomson.net/2014/10/13/what-is-an-academic-profile/), P. (2014, October 13). *What is an “academic profile”?* Retrieved from 222.patthomson.net.

[Valla](http://www.psychologicalscience.org/index.php/publications/observer/2010/september-10/getting-hired.html), J. M. (2010, September 10). Getting hired: Publications, post docs, and the path to professorship. *Psychological Science Observer, 23*. Retrieved from www.psychologicalscience.org.

[Wood](http://www.chronicle.com/article/The-PhDs-Guide-to-a/143715/), L. M. (2014, January 6). The Ph.D.’s guide to a non-faculty job search. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicile.com).

For many other readings on alt-academic careers, try here (not required):[**http://theprofessorisin.com/category/post-ac-help/**](http://theprofessorisin.com/category/post-ac-help/)

**3/7: CVs, resumes, statements, and cover letters**

Kelsky, TPII: chapters 22-28, 62

[Castro](https://chroniclevitae.com/news/1643-do-you-speak-resume), F. M. (2016, December 12). Do you speak resume. *The Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Eyler,](http://chronicle.com/blogs/profhacker/creatingmaintaining-your-cv/26887) J. R. (2012, April 4). The rhetoric of the CV. *The Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Hannibal](http://theprofessorisin.com/2016/05/31/the-post-acs-guide-to-the-cover-letter/), D. (2016, May 31). *The post-ac’s guide to the cover letter.* Retrieved from [theprofessorisin.com.](http://theprofessorisin.com/2016/05/31/the-post-acs-guide-to-the-cover-letter/)

[Hannibal](http://theprofessorisin.com/2016/04/18/the-post-acs-guide-to-the-resume/), D. (2016, April 18). The post-ac’s guide to the resume. Retrieved from [theprofessorisin.com.](http://theprofessorisin.com/2016/05/31/the-post-acs-guide-to-the-cover-letter/)

[Houston](http://chronicle.com/blogs/profhacker/creatingmaintaining-your-cv/26887), N. (2010, September 14). Creating and maintaining your CV. *The Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[McGlynn](https://www.insidehighered.com/advice/2014/01/24/essay-writing-cover-letter-academic-job-teaching-institution), T. (2014, January 24). Getting the emphasis right. *Inside Higher Ed*. Retrieved from insidehighered.com.

**3/14: Managing online presence**

[Posner](http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458), M. (2011, February 14). Creating your web presence: A primer for academics. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Sayers](http://chronicle.com/blogs/profhacker/do-you-need-your-own-website-while-on-the-job-market/35825), J. (2011, September 8). Do you need your own website while on the job market?

Searles, K., & Krupnikov, Y. (2018). How not to get ratioed and other advice for the savvy graduate mentor. *Political Communication, 35*, 669-673.

[Terman](http://townsendcenter.berkeley.edu/blog/personal-academic-webpages-update-how-to%E2%80%99s-and-tips-2015), R. (2015, March 3). *Personal academic webpages: An update on how-to’s and tips for 2015*. Retrieved from http://townsendcenter.berkeley.edu.

**3/28: Academic societies, conferences, & networking**

[Edwards](https://ocw.mit.edu/courses/electrical.../6.../MIT6_857S14_proj_umic-talk.pdf), P. N. (2013). *How to give an academic talk, v 5.1*. Retrieved from [www.ocw.mit.edu](http://www.ocw.mit.edu).

[Errin](https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.0030102), T. C., & Bourne, P. E. (2007). Ten simple rules for a good poster presentation. *PLOS: Computational Biology, 3*, e102.

[Lefkowitz](http://www.evalefkowitz.com/prof-dev-blog/how-to-network-at-a-conference), E. S. (2013, October 29). *How to network at a conference*. Retrieved from [www.evalefkowitz.com](http://www.evalefkowitz.com).

[Vick](http://chronicle.com/article/How-Do-I-Create-a-Professional/128232/), J. M., & Furlong, J. S. (2011, July 18). How do I create a professional network? *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

**4/4: Publishing & peer review**

[Bengston](https://www.ncfr.org/jmf/jmf-reviewers/reviewer-guidelines), V. L., & MacDermid, S. M. How to review a journal article: Suggestions for first-time reviewers and reminders for seasoned experts. Retrieved from www.ncfr.org.

[Cormode](http://dimacs.rutgers.edu/~graham/pubs/papers/adversarial.pdf), G. (2008). How not to review a paper: The tools and techniques of the adversarial reviewer. *SIGMOD Record, 37,* 100-104.

[Preacher](http://www.psychologicalscience.org/index.php/uncategorized/publishing-in-graduate-school-tips-for-new-graduate-students-2.html), K. J. (2003). Publishing in graduate school: Tips for new graduate students. *APS Observer, 16*. Retrieved from psychologicalscience.org.

[Vandenbroucke](http://annals.org/aim/fullarticle/737187/strengthening-reporting-observational-studies-epidemiology-strobe-explanation-elaboration), J. P., von Elm, E., Altman, D. G., Gotzsche, P. C., Mulrow, C. D., Pocock, S. J. … & Egger, M. (2007). Strengthening the reporting of observational studies in epidemiology (STROBE): Explanation and elaboration. *Annals of Internal Medicine, 147*, W163-W194.

White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*, 67, 791-798.

[Wiley](https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html) (no date). Step by step guide to reviewing a manuscript. Retrieved from [www.authorservices.wiley.com](http://www.authorservices.wiley.com).

Sample manuscript & review (on Husky CT)

Additional optional resources (not required reading):

[Kallestinova](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3178846/), E. D. (2011). How to write your first research paper. *Yale Journal of Biology and Medicine, 84*, 181-190.

**4/11: Ethical issues in publishing and peer review**

[American](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.apa.org%2Fscience%2Fleadership%2Fstudents%2Fauthorship-paper.pdf&ei=dw5tVMqZLdCMsQSsp4LwAw&usg=AFQjCNE0Fwcq2G1Js-Ct5QcdT0xi9OfVGw&sig2=QzGH6XP7X1o1MYe99z-2tw&bvm=bv.80120444,d.cWc&cad=rjt) Psychological Association Science Student Council. (2006). *A graduate student’s guide to determining authorship credit and authorship order.* Retrieved from www.apa.org.

[Authorship checklist](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=https%3A%2F%2Fwww.apa.org%2Fscience%2Fleadership%2Fstudents%2Fauthorship-determination.pdf&ei=r0G3VJStIMq8ggT0oYToAg&usg=AFQjCNF-000CokjDTyQGBAoBYBCE-4xdiw&sig2=Q-g2ivi_MruNxw-03ann2Q&bvm=bv.83829542,d.eXY&cad=rjt), based on: Winston, Jr., R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development, 63,* 515-518.

[Barbash](http://www.washingtonpost.com/news/morning-mix/wp/2015/03/27/fabricated-peer-reviews-prompt-scientific-journal-to-retract-43-papers-systematic-scheme-may-affect-other-journals), F. (2015, March 27). Major publisher retracts 43 scientific papers amid wider fake peer-review scandal. *The Washington Post*. Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com).

[Fine](http://www.apastyle.org/manual/related/fine-1993.pdf), M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, *48*, 1141-1147.

Kelsky, TPII: chapters 55 & 56

[Lee](http://blog.apastyle.org/apastyle/2016/01/navigating-copyright-part-2.html), C. (2016, January 22). Navigating copyright for reproduced images: Part 2. Determining whether permission Is needed. *APA Style Blog*. Retrieved from [blog.apastyle.org](http://blog.apastyle.org).

[Rockwell](http://ori.hhs.gov/sites/default/files/prethics.pdf), S. (2005). *Ethics of peer review: A guide for manuscript reviewers.*  Retrieved from <http://ori.hhs.gov>.

***List below: each student will choose/be assigned his/her own case study.***

[Barnes](http://www.weeklystandard.com/article/2035), F. (2012, January 4). Stephen Ambrose, copycat. *Weekly Standard*. Retrieved from [www.weeklystandard.com](http://www.weeklystandard.com). (Stephen Ambrose)

[Flaherty](https://www.insidehighered.com/news/2014/04/25/investigation-brown-professors-plagiarism-case-goes-public), C. (2014, April 25). In her own words. *Inside Higher Ed*. Retrieved from [www.insidehighered.com](http://www.insidehighered.com). (Vanessa Ryan)

[Gelman](http://andrewgelman.com/2011/09/19/another-wegman-plagiarism-copying-without-attribution-and-further-discussion-of-why-scientists-cheat/), A. (2011, September 19). Another Wegman ~~plagiarism~~ copying-without-attribution, and further discussion of why scientists cheat. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com). (Ed Wegman)

[Gelman](http://andrewgelman.com/2014/03/05/plagiarism-arizona-style/), A. (2014, March 5). Plagiarism, Arizona Style. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com). (Matthew Whitaker)

[Gelman](https://statmodeling.stat.columbia.edu/2018/11/09/recapping-recent-plagiarism-scandal/), A. (2018, November 9). Recapping the recent plagiarism scandal. Retrieved from [www.andrewgelman.com](http://www.andrewgelman.com).

(Irving & Holden)

[Hemel](http://www.thecrimson.com/article/2004/9/27/prof-admits-to-misusing-source-harvard/), D. J., & Schuker, L. A. E. (2004, September 27). Prof admits to misusing source. *Harvard Crimson*. Retrieved from [www.thecrimson.com](http://www.thecrimson.com). (Laurence Tribe)

[Leo](http://www.cbc.ca/news/canada/saskatchewan/university-of-regina-prof-investigated-for-allegedly-plagiarizing-student-s-work-1.2832907), G. (2014, November 13). University of Regina prof investigated for allegedly plagiarizing student’s work. *CBC News*. Retrieved from [www.cbc.ca](http://www.cbc.ca). (Shahid Azam & Arjun Paul).

[Levingston](https://www.washingtonpost.com/entertainment/books/jane-goodall-book-seeds-of-hope-contains-borrowed-passages-without-attribution/2013/03/19/448ad1f6-8bf3-11e2-9f54-f3fdd70acad2_story.html), S. (2013, March 19). Jane Goodall’s ‘Seeds of Hope’ contains borrowed passages without attribution. *The Washington Post*. Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com). (Jane Goodall)

[Munroe](http://news.nationalpost.com/news/canada/university-of-waterloo-researchers-issue-retraction-and-apology-after-using-u-s-experts-text-and-information), M. (2012, September 11). Top Canadian scientist and award-winning student caught in “blatant plagiarism” of text. *National Post*. Retrieved from [www.nationalpost.com](http://www.nationalpost.com). (Dongqing Li & Yasaman Daghighi).

[Schmidt](http://chronicle.com/article/UNLV-Professor-Is-Investigated/148443/), P. (2014, August 21). UNLV professor is investigated for career-spanning plagiarism. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicile.com). (Mustapha Marrouchi).

**4/18: Interviews and job talks**

Kelsky, TPII: chapters 30-34, 37, 39

[Dean Dad](https://www.insidehighered.com/blogs/confessions-community-college-dean/ask-administrator-what-makes-good-job-talk). (2008, December 21). Ask the administrator: What makes a good job talk? *Inside Higher Ed*. Retrieved from insidehighered.com.

[Fennig](http://chronicle.com/blogs/onhiring/mastering-skype/37817), D. (2013, June 7). Mastering Skype. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Fleming,](http://www.insidehighered.com/advice/2013/04/29/essay-interview-questions-academic-job-searches) S. A. (2013, April 29). Interview questions. *Inside Higher Ed*. Retrieved from insidehighered.com.

[Hall](http://chronicle.com/article/Interviewing-at-a/45217/), D. E. (2003, May 28). Interviewing at a teaching focused university. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Langer](http://theprofessorisin.com/2015/02/09/the-question-is-not-the-question-postac-version-langer/), J. (2015, February 9). The question is not the question, post-ac version – Langer. *The Professor Is in*. Retrieved from www.theprofessorisin.com.

[Vaillancourt](http://chronicle.com/blogs/onhiring/asking-the-right-questions/34300), A. M. (2012, October 5). Asking the right questions. *Chronicle of Higher Education*. Retrieved from [www.chronicle.com](http://www.chronicle.com).

[Weinhold](http://theprofessorisin.com/2016/03/27/dont-be-that-asshole-by-kellee-weinhold/), K. (2016, March 27). Don’t be that asshole. *The Professor Is In.* Retrieved from [www.theprofessorisin.com](http://www.theprofessorisin.com).

**4/25: Academic freedom & work-life integration**

[Anderson](https://www.washingtonpost.com/local/education/academias-metoo-moment-women-accuse-professors-of-sexual-misconduct/2018/05/10/474102de-2631-11e8-874b-d517e912f125_story.html?noredirect=on&utm_term=.b5d924f91ca3), N. (2018, May 10). Academia’s #MeToo movement: Women accuse professors of sexual misconduct. *The Washington Post*. Retrieved from [www.washingtonpost.com](http://www.washingtonpost.com)

[Bilefsky](http://www.nytimes.com/2015/06/12/world/europe/tim-hunt-nobel-laureate-resigns-sexist-women-female-scientists.html?_r=0), B. (2015, June 11). Women respond to Nobel Laureate’s ‘Trouble with girls.’ *The New York Times*. Retrieved from www.nytimes.com.

[Fish](http://select.nytimes.com/2007/03/24/opinion/24fish.html?scp=26&sq=stanley+fish&st=nyt), S. (2007). Advocacy and teaching. *New York Times*. March 24, 2007. Retrieved from www.nytimes.com.

[Fish](http://opinionator.blogs.nytimes.com/2009/02/08/the-two-languages-of-academic-freedom/), S. (2009, February 8). The two languages of academic freedom. *The New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com).

[Flaherty](https://www.insidehighered.com/news/2017/04/25/controversy-over-alice-goffman-leads-pomona-students-say-her-alleged-racial), C. (2017, April 25). Past as prologue. *Inside Higher Ed.* Retrieved from [www.insidehighered.com](http://www.insidehighered.com).

[Flaherty](https://www.insidehighered.com/news/2018/09/20/why-one-academic-spends-hours-week-putting-together-spreadsheet-documented), C. (2018, September 20). Beyond naming to shame. *Inside Higher Ed*. Retrieved from [www.insidehighered.com](http://www.insidehighered.com)

[How](https://leanin.org/education/drop-the-ball-doing-more-of-what-matters) to cut your to do list and get more done (4 minute video). Viewed at [www.leanin.org](http://www.leanin.org).

[Jaschik](https://www.insidehighered.com/news/2013/04/15/video-instructor-usc-sets-controversy-context-missing), S. (2013, April 15). The video and the context. *Inside Higher Ed.* Retrieved from [www.insiderhighered.com](http://www.insiderhighered.com).

[Jesse](http://www.freep.com/story/news/local/2014/12/18/michigan-professor-republicans/20580167/%E2%80%83), D. (2014, December 18). U-M regent blasts prof who wrote “I hate Republicans.” *Detroit Free Press.* Retrieved from [www.freep.com](http://www.freep.com).

**Other resources:**

These are topics we won’t cover directly during class, but that you may find useful, either for a particular assignment (e.g., creating website), or more generally.

* **Ethical topics covered elsewhere that you are expected to know:**
  + Ethical treatment of human subjects (covered in orientation and CITI IRB training)
  + Plagiarism (The best resource I’ve ever seen: <https://www.indiana.edu/~academy/firstPrinciples/index.html>)
* **Sample websites of students and faculty:**

<http://www.meganmaas.com/>

<http://allisonhepworth.com/>

<https://decidetocommit.com/>

<http://davidmlydon.weebly.com/>

<http://www.btmcdaniel.com/>

<https://www.shaarp.org/>

<http://www.lehmiller.com/>

<http://www.drkarenblair.com/>

<http://lisa-wade.com/>

<http://deirdreannkatz.weebly.com/>

* **Sample websites of alt-ac careers**

<http://www.jenniferltanner.com/>

<http://www.jeffreyarnett.com/>

<http://www.drjessicasanderson.com/about.html>

<https://drchristhurber.com/>

<https://drzhana.com/>

<http://www.vergerelationships.com/home.html>

* [**Mentoring**](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwjM7rboyYXgAhXn5oMKHfW5DNQQFjAAegQIBhAC&url=https%3A%2F%2Fwww.colorado.edu%2Fgraduateschool%2Fnode%2F3234%2Fattachment&usg=AOvVaw1KI5RimXwLbOOQGxgf7cPQ)
* **Service**: <http://chronicle.com/article/At-Your-Service/64402/>
* **Getting reference letter**s: <http://chronicle.com/article/Getting-Great-Letters-of/45570/>
* **International job search**: <http://chronicle.com/article/Conducting-the-International/127553/>
* **Time management/fitting in writing**:

<http://www.evalefkowitz.com/prof-dev-blog/join-the-2014-writing-challenge> (don’t need to read the post, but the links in it are helpful)

* **Consulting**: [Rubin](http://www.stat.columbia.edu/~gelman/stuff_for_blog/Ethics-of-Consulting-for-the-Tobacco-Industry.pdf), D. R. (2002). The ethics of consulting for the tobacco industry. *Statistical methods in medical research, 11*, 373-380.
* **Behavioral scientists in business:** <http://behavioralscientist.org/hire-behavioral-scientist/>
* **Negotiations**: <https://tenureshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/> (also section in TPII)
  + <https://chroniclevitae.com/news/1347-ladies-let-s-negotiate>
  + <https://chroniclevitae.com/news/933-negotiating-nonacademic-style>
* [NCFDD](https://cetl.uconn.edu/2017/02/25/activate-your-ncfdd-support-program-feb-2017/) (National Center for Faculty Development and Diversity): UConn has an institutional membership so you can join, receive weekly emails, access their resources, etc.

Please see the following website for university policies regarding people with disabilities, discrimination harassment, and related interpersonal violence, the student code, and absences from class due to religious observances and extra-curricular activities:

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

For the university policy regarding scholarly integrity in graduate and post-doctoral education and research:

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

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/>

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**NOTE: This syllabus is a working document and is subject to change. If changes are made, you will receive notice via email. Students are responsible for noting any changes.**

**2020-336 HDFS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: Friday November 13, 2020

2. Department or Program: Human Development & Family Sciences

3. Title of Major: Human Development & Family Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 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: Revising language that describes the areas of study possible within the major; specifically revised language omits the word “concentration” as we do not formally offer concentration.

# Existing Catalog Description of Major

Students in the Human Development and Family Sciences major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Sciences requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Sciences and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Sciences. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Policy, or Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 2142E](https://catalog.uconn.edu/HDFS/#2142E), [3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3127](https://catalog.uconn.edu/HDFS/#3127), [3141](https://catalog.uconn.edu/HDFS/#3141), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3251](https://catalog.uconn.edu/HDFS/#3251), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3341](https://catalog.uconn.edu/HDFS/#3341), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3425](https://catalog.uconn.edu/HDFS/#3425), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3432](https://catalog.uconn.edu/HDFS/#3432), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or [4007W](https://catalog.uconn.edu/HDFS/#4007W) if not applied to satisfaction of the foregoing requirements.

\* No more than six credits can be counted toward the 12 selected credits.

\*\* No more than three credits can be counted toward the 12 selected credits.

# Proposed Catalog Description of Major

Students in the Human Development and Family Sciences major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Sciences requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Sciences and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Sciences. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. ~~Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Policy, or Adult Development and Aging.~~ Working with their advisors and other faculty, students can develop their HDFS plan of study to reflect inter-related areas of expertise in Early Childhood Education, Child and Adolescent Development; Adulthood, Aging, and Gerontology; Couples, Parents, and Families; Health, Wellbeing, and Prevention; and Diversity and Culture.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 2142E](https://catalog.uconn.edu/HDFS/#2142E), [3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3127](https://catalog.uconn.edu/HDFS/#3127), [3141](https://catalog.uconn.edu/HDFS/#3141), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3251](https://catalog.uconn.edu/HDFS/#3251), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3341](https://catalog.uconn.edu/HDFS/#3341), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3425](https://catalog.uconn.edu/HDFS/#3425), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3432](https://catalog.uconn.edu/HDFS/#3432), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or [4007W](https://catalog.uconn.edu/HDFS/#4007W) if not applied to satisfaction of the foregoing requirements.

\* No more than six credits can be counted toward the 12 selected credits.

\*\* No more than three credits can be counted toward the 12 selected credits.

# Justification

1. Reasons for changing the major: Referring to “concentrations” that do not formally exist is misleading

2. Effects on students: Students report confusion when identifying their areas of interest during advising conversations and course selection

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: 11/6/2020

    Department Faculty:11/13/2020

6. Name, Phone Number, and e-mail address of principal contact person: Beth Russell, beth.russell@uconn.edu