2021-001   JOUR 2095   Add Factotum (S)

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

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:Jour
2. Course Number (must be 'xx85' or 'xx95'): 2095
3. Course Title: Special Topics
4. Credits: ___ : Credits by arrangement
   (choose one)   ___ : ___ credits
                               _X__ : From _1__ to __3_ credits
5. Prerequisites: ___ : By arrangement
   (check all that apply)   ___ : Open only with consent of instructor
                              _X__ : Open to sophomores/~~juniors of higher~~ (choose one)
                              _X__ : Prerequisites and recommended preparation vary
                              ___ : Course list: _____
6. Repeatability: _X__ : With a change in content, may be repeated for credit.
   (check all that apply)   _X__ : Up to a maximum of _4_ credits

~~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:
2. Course Number (must be 'xx88' or 'xx98'):
3. Course Title: Variable Topics
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

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
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)

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
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

Proposer Information

1. Dates approved by
   Department Curriculum Committee: Dec. 10, 2020
   Department Faculty: Dec. 10, 2020
2. Name, Phone Number, and e-mail address of principal contact person: Maureen Croteau,
   860-486-1547,   Maureen.Croteau@uconn.edu,

2021-002   AAAS/DRAM 2136 Add Course (G) (S) (guest: Matthew Cohen)

COURSE ACTION REQUEST	
CAR ID	20-15450
Request Proposer	Cohen
Course Title	Asian Theatre and Performance
CAR Status	In Progress
Workflow History	Start > Draft > Dramatic Arts > Return > Dramatic Arts > AAAS > School of Fine Arts > Return > Dramatic Arts > AAAS > School of Fine Arts > Return > Dramatic Arts > AAAS > School of Fine Arts > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	DRAM
School / College	School of Fine Arts
Department	Dramatic Arts
Course Subject Area #2	AAAS
School / College #2	College of Liberal Arts and Sciences
Department #2	AAAS
Reason for Cross Listing	This course concerns both the history and theory of Asian theatre and performance and also uses theatre and performance as a means to understand changes in Asian societies over history. Approval from Asian and Asian American Studies/AAAS (Professor Jason Chang) was obtained via email on September 24, 2019.
Course Title	Asian Theatre and Performance
Course Number	2136
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Matthew I Cohen
Initiator Department	Dramatic Arts
Initiator NetId	mic15011
Initiator Email	matthew.i.cohen@uconn.edu
Is this request for you or someone else?	Myself

Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area A: Arts
General Education Competency	W
Will there also be a non-W section?	Yes
Environmental Literacy	No
Scheduling Components	Seminar
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	Two seminars of 75 minutes per week

COURSE RESTRICTIONS

Prerequisites	ENGL1007 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

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	Dramatic Arts is offered at the Storrs campus only.
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	DRAM 2136. Asian Theatre and Performance. (Also offered as AAAS 2136). 3.00 credits. Prerequisites: None A study of Asian theatre, opera, dance, and other performance forms and their elaboration, reworking, and dissolution in modern and contemporary times, examined in relation to changes in society, politics, religion, and culture. CA 1 (A). CA 4-INT. DRAM 2136W. Asian Theatre and Performance. (Also offered as AAAS 2136W). 3.00 credits. Prerequisites: ENGL 1010 or 1007 or 1011 or 2011.
Reason for the course action	While select forms of Asian theatre are included in the department's introductory History of Drama I and History of Drama II, this course will allow students to study Asian theatre and performance in detail. The course is appropriate for listing at the 2000 level as it is introductory and has minimal prerequisites. The course will be cross-listed with Asian and Asian American Studies as it concerns both the history and theory of Asian theatre and performance and also uses theatre and performance as a means to understand changes in Asian societies over history.
Specify effect on other departments and overlap with existing courses	None.
Please provide a brief description of course goals and learning objectives	By the end of the semester, students should be able to: 1) evaluate a variety of ways (historical, social, geographical) in which theatre and performance engage with, and are shaped by, the culture around them; 2) interpret Asian culture and history through the lens of theatre and performance; 3) formulate the challenges, issues and opportunities involved in the movement of theatre and performance across cultures; 4) develop analytical methods and techniques for the study of Asian theatre and performance; 5) conduct independent research by gathering appropriate evidence and formulating and communicating ideas; 6) contrast and compare performing art forms; 7) critique representations of Asian theatre and performance; 8) assess relations between current-day practices and artistic heritage in Asia; 9) design an arts festival that displays cultural sensitivity to both source and target cultures; and 10) participate in the discourse of current global performing arts culture.
Describe course assessments	COMPONENT A (30%): weekly 1-page-long reaction papers (250-400 words) responding to one or more of the week's assigned readings and/or videos. Papers will be peer reviewed and receive written feedback from the instructor. The best six of these revised papers will be compiled in a portfolio for submission. COMPONENT B (40%): 10-page-long research paper (not including bibliography) about one Asian theatrical form, production, or institution. A draft of this paper will receive comments from the instructor and be revised by the student before final submission. COMPONENT C (30%):10-15-minute group presentation of a concept for a festival of Asian theatre and/or performance to be held in a specified city in the USA
General Education Goals	This course is designed to enable students to: 1) Become articulate: Framing informed responses to assigned readings and videos in class discussions and in reaction papers; participating in in-class debates; setting out principles for curation; explicating findings in research papers; 2) Acquire intellectual breadth and versatility: Familiarizing students with Asian history, religion, culture, and societies; developing capacities in comparative analysis and critical milestones in the history of culture normally overlooked in Eurocentric curricula; 3) Acquire critical judgment: Recognizing the validity and ideological biases of sources through detailed discussions; understand the appeal of performance forms quite different from ones familiar to most Americans; 4) Acquire moral sensitivity: Through recognizing the accomplishments of others from diverse backgrounds; understanding the limitations of their own abilities to parse cultural information from other cultures; appreciating the arts as a vehicle for inter-cultural communication; 5) Acquire awareness of their era and society: Through seeing how past generations of non-Asian critics have often misunderstood and misinterpreted Asian performance (sometimes willfully), comprehending how some aspects of Asian performance have been impacted by globalization or have been developed to impress non-Asians; appreciating the power dynamics in the modern and contemporary period that have impacted theatrical production generally; 6) Acquire consciousness of the diversity of human culture and experience: Through sampling the huge variety of performance forms that have existed in the past and presently and studying the ways these are related to other cultural forms and are experienced in distinct ways; and 7) Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Through a research paper on a topic of their own choosing that will allow them to explore issues of interest based on analyses of primary sources such as playscripts, interviews, and online videos.
Content Area: Arts and Humanities	The course enables students to study and understand the artistic, cultural and historical processes of Asia, where most of the planet's population lives. In historical, anthropological, and critical approaches to performances (live theatre, video and film performances, dance, etc.), students will be introduced to and engaged in: 1) Investigations and historical/critical analyses of human experience: considering performance not only as an aesthetic experience limited to the brief duration of a show and the confines of a designated theatre space but as an essential part of culture linked to and informing many other domains of practice and belief; 2) Investigations into cultural or symbolic representation as an explicit subject of study: considering in detail how everyday experience, religious beliefs, and political forces are represented in diverse theatrical languages; and 3) Comprehension and appreciation of written, visual, multi-modal and/or performing art forms: studying in detail not only a diverse range of performances from different Asian countries but also how these have been adapted into films and other art works.
Content Area: Diversity and Multiculturalism (International)	The course has an international perspective and involves comparative study of the history of Asian cultures over time, with attention to cultural continuities and transformations. A major goal will be for students to understand, appreciate, and function in cultures other than their own. By studying the ideas, history, values, and creative expressions of diverse Asian societies, students gain appreciation for differences as well as commonalities among people in Asia. A key element is to examine the subject from the perspective of the group that generates the culture. The inquiry is structured by the concepts, ideas, beliefs, and/or values of the culture under study, understanding Asian artists and artistic communities as authors and agents in the making

	of history. The course emphasizes that: 1) there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; 2) interpretive systems and/or social structures are cultural creations; 3) considers the similarities that may exist among diverse groups; 4) develops an understanding of and sensitivity to issues involving migration; and 5) develops an awareness of the dynamics of social, political, and/or economic power in the context of Asian artistic production.
Writing Competency	The W section of this course will be writing-intensive, involving writing and revising more than 15 pages of short responses and research papers. This course will fulfill the criteria for a W designation by: 1) Using writing as both a mode of expressing and consolidating individual responses to readings and viewings in weekly reaction papers, which will feed directly into in-class discussions. Students will write and revise a minimum of 6 pages of reaction papers (30% of final grade); 2) Using a 10-page research paper concerning one Asian theatrical form, production, or institution to give the students an outlet for new ideas, findings, and interpretations (40% of final grade); 3) Using reaction papers to receive comments from both the professor and from fellow students via the Discussion Board of Blackboard. These comments should be used for curating recommendations to help select what will be included in the final portfolio of revised reaction papers and guide the revision of each paper; 4) Using a proposal for the essay and a draft submitted before the research paper is submitted. The proposal and draft will receive written feedback from the instructor and revisions by the student are expected before final paper is submitted; 5) Providing opportunities to discuss essays in progress in class and for 1-on-1 consultations with the instructor; and 6) Utilizing the syllabus to present the official university policy statement specifying that the student must pass the writing component to pass the course. See syllabus.

	Attachment Link	**File Name**	**File Type**
Syllabus and other attachments	Asian theatre performance syllabus 12-04-2020 (2136W) FINAL.pdf	Asian theatre performance syllabus 12-04-2020 (2136W) FINAL.pdf	Syllabus
	Asian theatre performance syllabus 12-04-2020 (2136) FINAL.pdf	Asian theatre performance syllabus 12-04-2020 (2136) FINAL.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Matthew I Cohen	02/24/2020 - 13:38	Submit		I look forward to any comments from the C&C Committee.
	Dramatic Arts	Daniela Weiser	03/11/2020 - 10:02	Return		a. Revisions: i. Course features 1. Proposed year: 2021 ii. Course restrictions 1. Strike our General familiarity with Asian societies and cultures iii. Special Instructional Features 1. Wording: The Dramatic Arts program is only available on the Storrs campus iv. Catalog copy 1. Add prerequisite to catalog copy 2. Add course number. 3. Add number of credits 4. COMMITTEE RECOMMENDATION: The committee feels that the current content and wording of the catalog copy exceeds the level of a typical university 2000 level course v. Reason for the course action 1. Cut the sentence "It is expected……" vi. Specify effects on other departments 1. None vii. Provide a brief description course goal and assessment 1. Please summarize more succinctly viii. General Education Goals 1. These goal should address thoroughly each one of the general education goal by explaining how with examples and clear wording 2. LC will send us an example ix. Content Area one & Area four 1. Revise to address goals more clearly an specific x. Writing Competency 1. When will revision happen on short papers 2. Add "after revision" 3. Sentence on substantial formative commentary needs a verb like "receive" xi. SYLLABUS 1. If 2000 level maybe original research is not a good term to describe the work happening in class as it does not match the amount of time needed to complete such tasks. 2. Committee recommends a week to week schedule for purposes of general education committee 3. Field trips cannot be required if they are outside class time
	Return	Matthew I Cohen	10/01/2020 - 23:13	Resubmit		This draft responds to all comments from the department's curriculum committee.
	Dramatic Arts	Daniela Weiser	10/20/2020 - 14:29	Approve	10/16/2020	Voted and approved via Qualtrics Survey with a total of 11 Yay, 0 Nay, 0 Abstain.
	AAAS	Na Lae Kim	10/21/2020 - 10:16	Approve	10/21/2020	AAASI approves the course.

School of Fine Arts	Louis R Hanzlik	10/29/2020 - 16:41	Return		For minor changes and additions, as discussed.
Return	Matthew I Cohen	10/30/2020 - 13:47	Resubmit		I have thoroughly revised the course details section in order to make sure that all the goals of W and Gen Ed classes are addressed. I have also made minor corrections elsewhere. - Matthew
Dramatic Arts	Daniela Weiser	11/05/2020 - 16:42	Approve	11/5/2020	The CAR and syllabus have been reviewed and edited.
AAAS	Jason Chang	11/05/2020 - 17:01	Approve	11/5/2020	AAASI approves and will include in Asian Studies minor degree plan.
School of Fine Arts	Louis R Hanzlik	11/13/2020 - 11:30	Return		Returning for edits, as discussed within the SFA C&CC.
Return	Matthew I Cohen	11/13/2020 - 12:07	Resubmit		Sending to Daniela Weiser for changes/edits
Dramatic Arts	Daniela Weiser	11/30/2020 - 13:57	Approve	11/30/2020	Changes and edits have been completed. Two new syllabi uploaded for W and non-W sections.
AAAS	Jason Chang	11/30/2020 - 14:00	Approve	11/30/2020	AAASI supports this CAR
School of Fine Arts	Louis R Hanzlik	12/28/2020 - 12:46	Approve	12/15/2020	This course was approved by the School of Fine Arts C&C Committee on November 13, 2020, and by the School of Fine Arts Faculty on December 15, 2020.

2021-003   CHIN 3280   Add Course (G) (S) (guest: Nan Meng)

COURSE ACTION REQUEST

CAR ID	20-3818
Request Proposer	Meng
Course Title	Networking in China
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	CHIN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Networking in China
Course Number	3280
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Nan Meng
Initiator Department	Lit, Cultures and Languages
Initiator NetId	nam16111
Initiator Email	nan.meng@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?	Yes
Specify Language	Chinese
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area E: World Culture
General Education Competency	Second Language
Environmental Literacy	
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	Chin1114 or equivalent
Corequisites	none
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	

Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	CHIN 3280: Networking in China 3.00 credits Prerequisites: CHIN 1114 or equivalent Grading Basis: Graded Development of cross-cultural awareness by learning how to analyze and imitate observable behaviors in professional Chinese environments. Taught in both English and Chinese.
Reason for the course action	After discussing this course with other faculty members in Chinese Program, this performance-based content course will fill a gap in the advanced level Chinese courses, which will help to expend Chinese Major and Minor programs. Basic Chinese language skills and understanding of Chinese culture is required so chin1114 or equivalence is listed as the prerequisite.
Specify effect on other departments and overlap with existing courses	There is a growing interest in cross-cultural communication and intercultural Competence in LCL as an explicit field of study. This is evidenced in the recently established graduate program in Applied Linguistics and Discourse Studies. It is PI's hope that the successful development of this performance-based course will inspire other colleagues to develop similar courses, some of which could become general education classes.There's no overlap with existing courses. The content of this course, social relationship in Chinese culture contexts, is different from the existing Chinese courses of this level.
Please provide a brief description of course goals and learning objectives	The goal of this course is to develop awareness and basic skills necessary for building effective personal and working relationships in various cross-cultural and professional environments. Students will learn how to analyze and imitate observable behaviors in relevant Chinese contexts. Obviously, there is not enough time in a semester to learn how to perform all applicable behaviors, but we can acquire the tools that allow us to begin to build our "performance repertoire" that will grow and can be retrieved for future needs. By the end of the semester, students should be able to: 1. Discuss the history, customs, values and other cultural aspects of China. 2. Explain the differences in how people behave in different cultural settings 3. Connect cultural values with specific social practices; 4. Analyze the various regional, linguistic, political, and multi-ethnic groups' cultures 5. Examine the complexity of social issues and the dynamics of cultural unity and diversity 6. Construct a realistic and revealing perspective on the life ways in China 7. Analyze the perceptions, viewpoints, and life experiences of people in China; 8. Compare and contrast cultural behaviors, attitudes, and values (including morals, biases, social norms, and world views) by contrasting China expectations with those of the United States
Describe course assessments	Course Components Weight (% of total grade) Quizzes 20% Response Journals 20% Group Project 20% Final Paper 20% Class Performance 20% Tentative topics Part I. Starting a Relationship -- Making First Contact Greeting and presenting yourself Posture, greetings, names, small talk Making introductions, Parting Continuing the Interaction Choosing conversational and small talk topics Establishing Possibility of a Relationship Part II. Developing a Relationship Creating a Social Situation · Inviting, responding to an invitation; · Giving gifts, responding to gift giving · Meals and banquets Following up a promising contact · Telephone etiquette · Interviewing : Giving and receiving interviews Creating Social Assets at the Office · Complimenting vs. kissing-up · Complimenting directly · Complimenting indirectly · Responding to compliments Part III. Maintaining a Relationship Expressing Opinions · Expressing your own opinions · Expressing agreement · Expressing disagreement · When you don't want to talk about it Part IV: Repairing Relationships Criticizing, Dealing with criticism Giving and receiving apologies
General Education Goals	Students will learn to critical evaluate, analyze and internalize through reading and perceiving cultural artifacts, cultural scripts, discussions about values, social and cultural norms as well as daily practices. Aside from learning how to conduct oneself in specific situations in the target culture, students will also develop the ability to identify and analyze milestone and other significant events in that culture. Students will learn successful interaction strategies that will help facilitate movement within the culture they are studying.
Content Area: Arts and Humanities	CA1— Students need to analyze socio-cultural phenomena critically within specific context, discuss the influence of the political system on social practices, and investigate cultural or symbolic representation as an explicit subject of study. All the cultural artifacts are presented in class through multi-media with detailed and contextualized analyses and discussions. Students will also investigate important concepts and practices for relationship building in the contexts of Chinese culture. Strategies for opening, developing, maintaining, and repairing relationships are explored in this performance-oriented course.
Content Area: Diversity and Multiculturalism (International)	CA4 – This course emphasizes the cultural differences in social practices, perceptions, thoughts, values, and/or modes of creativity. Students will need to understand how to critically interpretive the cultural artifacts and behaviors as well as analyze the cultural values behind people's experiences and behaviors. This course also helps students to develop an awareness of dynamics of social, political and cultural practices, and of the complexity of social issues and the dynamics of cultural unity and diversity.

Syllabus and other attachments	Attachment Link	File Name	File Type
	Chin3XXX Networking in China syllabus. JT comments.docx	Chin3XXX Networking in China syllabus. JT comments.docx	Syllabus

COMMENTS / APPROVALS

Chin3280: Networking in China

Classroom: TBA
Credits: 3
Prerequisites: Chin1114 or equivalent
Professor: Nan Meng
Email: nan.meng@uconn.edu
Office Hours: Tuesday 9-10am
Office: 222 OakHall

Course Description

The goal of this course is to develop cross-cultural awareness by learning how to analyze and imitate observable behaviors in professional environments with a view of how to set up and maintain social relationships in Chinese cultural contexts. There is simply not enough time in a semester to learn how to perform all behaviors needed for work with target-culture natives, but we can acquire the tools that allow us to begin to build this repertoire and therefore function successfully in the target culture.

This course is performance-oriented and will be taught in both Chinese and English. You will be expected to come to class ready to perform in given social and professional contexts in Chinese cultures. Your goal is to learn to "do things" in Chinese culture. Aside from learning how to conduct yourself in specific situations in your target culture, you will also develop the ability to identify and analyze rich cultural points in that culture.

We are learning cultural practices in this course, of which language happens to be an important part. The instructor will be your guide and coach as to how to interact with natives according to native cultural norms. You are learning successful interaction strategies that will help facilitate your movement within the culture you are studying. Because the performance of certain gestures, marks of recognition, deference, and politeness are so important to Chinese culture, this course is focused on helping students to learn the skills to be an accepted foreign interlocutor. Students will learn that will help them to navigate in the culture they are studying. The class is designed to help students internalize behaviors that demonstrate cultural understanding and respect and thus that will open doors to fruitful exchange.

Course Objectives

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

1. Discuss the history, customs, values and other cultural aspects of China.
2. Explain the differences in how people behave in different cultural settings
3. Connect cultural values with specific social practices;
4. Analyze the various regional, linguistic, political, and multi-ethnic groups' cultures
5. Examine the complexity of social issues and the dynamics of cultural unity and diversity
6. Construct a realistic and revealing perspective on the lifeways in China
7. Analyze the perceptions, viewpoints, and life experiences of people in China;
8. Compare and contrast cultural behaviors, attitudes, and values (including morals, biases, social norms, and world views) by contrasting China expectations with those of the United States

Assignments and Assessments

Course Components	Weight (% of total grade)
Quizzes	20%
Response Journals	20%
Group Project	20%
Final Paper	20%
Class Performance	20%

Tentative topics/Schedule

Part I. Starting a Relationship --
Making First Contact
       Greeting and presenting yourself
       Posture, greetings, names, small talk
Making introductions, Parting
       Continuing the Interaction
       Choosing conversational and small talk topics
       Establishing Possibility of a Relationship

Part II. Developing a Relationship
Creating a Social Situation
·   Inviting, responding to an invitation;
·   Giving gifts, responding to gift giving
·   Meals and banquets
       Following up a promising contact
·   Telephone etiquette

·   Interviewing : Giving and receiving interviews
Creating Social Assets at the Office
·   Complimenting vs. kissing-up
·   Complimenting directly
·   Complimenting indirectly
·   Responding to compliments

Part III. Maintaining a Relationship
        Expressing Opinions
·   Expressing your own opinions
·   Expressing agreement
·   Expressing disagreement
·   When you don't want to talk about it

Part IV: Repairing Relationships
Criticizing, Dealing with criticism
Giving and receiving apologies

Preliminary Reading list:

Buderi, Robert and Huang, Gregory T. 2006. *Guanxi (The Art of Relationships): Microsoft, China, and Bill Gates's Plan to Win the Road Ahead*. New York: Simon & Schuster.

Gold, Thomas, Guthrie, Doug and Wank David (eds.) *Social Connections in China: Institutions, Culture, and the Changing Nature of Guanxi* (Structural Analysis in the Social Sciences). Cambridge: Cambridge University Press.

Shepherd, Eric. 2005. *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Columbus: Ohio State University Foreign Language Publications.

任京生。2003年。从东到西看。广州：南方日报出版社。

Scenarios for Americans Interacting with Chinese
http://chineseflagship.osu.edu/graduate/resources/resources_from_students/Chineses.htm

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their

authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

Students with Disabilities

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

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)

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

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Resources for Students Experiencing Distress

The University of Connecticut 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 academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to 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 Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or https://studenthealth.uconn.edu/ for services or questions.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling 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, however, you will need to work with your instructor 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, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

2021-004   PNB 5107   Add Course (guest: Payam Andalib)

COURSE ACTION REQUEST	
CAR ID	20-3820
Request Proposer	Andalib
Course Title	Clinical Research Methods in Intraoperative Neuromonitoring
CAR Status	In Progress
Workflow History	Start > Physiology and Neurobiology > Return > Physiology and Neurobiology > 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	PNB
School / College	College of Liberal Arts and Sciences
Department	Physiology and Neurobiology
Course Title	Clinical Research Methods in Intraoperative Neuromonitoring
Course Number	5107
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Payam Andalib
Initiator Department	Physiology and Neurobiology
Initiator NetId	paa00001
Initiator Email	payam.andalib@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,Discussion
Enrollment Component	Lecture
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	75 Minutes Lecture + 75 minutes of discussion weekly

COURSE RESTRICTIONS

Prerequisites	PNB 5101, PNB 5102 and PNB 5103
Corequisites	None
Recommended Preparation	PNB 5104 and PNB 5105
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	PNB does not have any presence on the regional campuses (currently)
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	PNB 5107. Clinical Research Methods in Intraoperative Neuromonitoring 3 credits. Prerequisites: PNB 5101, PNB 5102 and PNB 5103 Recommended preparation: PNB5104, PNB 5105 Grading basis: Graded Research methods and experimental design in a clinical setting, focusing on topics in Intraoperative Neuromonitoring. Student work includes discussion and critique of published literature, and development and defense of a student generated research proposal.
Reason for the course action	Our students in the Master of Science in Surgical Neurophysiology learn about different aspects of the field of Intraoperative Neuromonitoring (IONM) throughout our year long program. While we discuss some of the important publications related to the field in some of our core courses, creation of an independent course focused on clinical research in IONM, reviewing important publications related to the field and participating in writing research proposals would provide our students a unique opportunity to add research skills to their didactic, lab and clinical training and better prepare them for their future career goals.
Specify effect on other departments and overlap with existing courses	N/A, this program is housed entirely within the PNB department and there are only a handful of programs in the entire country.
Please provide a brief description of course goals and learning objectives	A historical review of research publication in the IONM field, discussion of some of the breakthrough research and practicing of writing research proposals would provide a different perspective of IONM that would nicely complement other aspects of student's education in our program. Upon completion of the program, students will be able to: Identify important factors in carrying out clinical research. Describe characteristics of good publications in the field of IONM. Discuss the challenges of conducting IONM research.
Describe course assessments	In-class or on-line quizzes. At the end of each paper presentation, there will be a quiz. Scores from quizzes will be cumulative. (70% of the final grade) Designing and presenting a research project (30% of the final grade)

Syllabus and other attachments	Attachment Link	File Name	File Type
	Sample Assignment for Students in PNB 5107.docx	Sample Assignment for Students in PNB 5107.docx	Other
	PNB5107 - Syllabus.pdf	PNB5107 - Syllabus.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Payam Andalib	11/12/2020 - 11:59	Submit		While we discuss some of the important publications related to the field of IONM in some of our core courses, creation of an independent course focused on clinical research in IONM, reviewing important publications related to the field and participating in writing research proposals would provide our students a unique opportunity to add research skills to their didactic, lab and clinical training and better prepare them for their future career goals.
	Physiology and Neurobiology	John M Redden	12/08/2020 - 14:48	Return	12/8/2020	Updated; Please make suggested revisions and resubmit.
	Return	Payam Andalib	01/06/2021 - 18:09	Resubmit		The syllabus has been revised and some minor changes have been made to the proposal.
	Physiology and Neurobiology	John M Redden	01/11/2021 - 11:48	Approve	1/11/2021	Sent to CLAS C&C

2021-005   ALSN 2500   Revise Course (S) (guest: Linda Pelletier)

COURSE ACTION REQUEST

CAR ID	20-4457
Request Proposer	Pelletier
Course Title	Introduction to Professional Interpreting
CAR Status	In Progress
Workflow History	Start > 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	Introduction to Professional Interpreting
Course Number	2500
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
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?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture and discussion

COURSE RESTRICTIONS

Prerequisites	ASLN 1101
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required

Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	ASLN 2500. Introduction to Interpreting: American Sign Language and English 3.00 credits Prerequisites: None. Grading Basis: Graded Basic theories, principles, and practices of professional interpreting.
Provide proposed title and complete course catalog copy	ASLN 2500. Introduction to Interpreting: American Sign Language and English 3.00 credits Prerequisites: ASLN 1101 or higher or consent of the instructor. Grading Basis: Graded Basic theories, principles, and practices of professional interpreting.
Reason for the course action	This course was introduced prior to the approval of our new major, ASL Studies (Fall 2020). A change of the prerequisite to ASLN 1101 will better align and support the new major and the overall demand, especially the interpreting concentration. 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	Discuss communicative and cultural perspectives and the impact on the process of interpreting. Describe past and contemporary models and theories of interpreting. Examine intercultural and interlingual issues and barriers to the interpreting process. Describe the historical background related to the field of interpreting including its development as a field of academic research and profession. Describe the characteristics, roles, and responsibilities of the professional interpreter. Explain the tenants of the Code of Professional Conduct as described by the Registry of Interpreters for the Deaf. Discuss current trends, employment conditions, and protocols, as well as, assessment, evaluation, and certification requirements. Discuss and describe various legislative initiatives that have impacted the Deaf community and the field of interpreting. Discuss professional organizations with particular emphasis on the National Registry of Interpreters for the Deaf. Discuss various socio-cultural issues of the Deaf community and how they may impact the process of interpreting. Describe and discuss various interpreting settings.
Describe course assessments	Weekly reading assignments, guest lecture, topic paper, midterm and final exam.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	2021 ASLN 2500.pdf	2021 ASLN 2500.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Linda J Pelletier	12/10/2020 - 11:16	Submit		No additional comments
	Linguistics	Jon R Sprouse	12/10/2020 - 11:48	Approve		Approving as Ling/ASL rep on committee.

2021-006   COMM 2010Q   Add Course (G) (S) (guest: Mark Hamilton)

COURSE ACTION REQUEST

CAR ID	21-5137
Request Proposer	Hamilton
Course Title	Applied Communication Research Methods
CAR Status	In Progress
Workflow History	Start > Communication > 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	COMM
School / College	College of Liberal Arts and Sciences
Department	Communication
Course Title	Applied Communication Research Methods
Course Number	2010Q
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Stephen C Stifano
Initiator Department	Communication
Initiator NetId	scs06002
Initiator Email	stephen.stifano@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Hamilton
Proposer First Name	Mark
Select a Person	mah02010
Proposer NetId	mah02010
Proposer Phone	+1 860 486 4569
Proposer Email	mark.hamilton@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?	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	Q
Environmental Literacy	No

Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.00
Instructional Pattern	Lecture

COURSE RESTRICTIONS

Prerequisites	COMM 1000
Corequisites	none
Recommended Preparation	MATH 1011Q or equivalent
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?	Stamford,Storrs
If not generally available at all campuses, please explain why	Faculty expertise for this subject area resides at these campuses.
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	COMM 2010Q. Applied Communication Research Methods 3.00 credits Prerequisites: COMM 1000. Recommended preparation: MATH 1011Q or equivalent. Grading Basis: Graded Principles and practices of research and data analysis in communication industries.
Reason for the course action	This course provides an alternative option for communication students to complete the major's Q requirement, focused particularly on the kinds of research conducted in private and public sector industry settings.
Specify effect on other departments and overlap with existing courses	No anticipated effects.
Please provide a brief description of course goals and learning objectives	By the end of the course, students should be able to do the following: • Construct a survey as part of a research design that tests a hypothesis, answers a research question, or achieves an applied objective. • Understand the basic concepts of measurement theory including how to choose appropriate survey items (Likert, bipolar adjectives, matrix, analogue items). • Understand how to gather data and then translate it into a data matrix for analysis. • Know how to define data in a matrix that can be read by statistical software. • Calculate the internal consistency of a scale by assessing its reliability. • Compare group means using analysis of variance (ANOVA) with an emphasis on effect size estimates such as eta. • Read the output from standard statistical software such as SPSS. • Grasp the implications of your findings for your hypotheses, research questions, or applied objectives. • Understand how to calculate a correlation. • Conduct a driver analysis using bivariate and multiple regression.
Describe course assessments	Exams, Group Research analysis Presentation, in-class quizzes
General Education Goals	This course functions as an alternative Q offering for the Department of Communication, providing perspective on quantitative research and data analysis in career contexts. To that end, the course will enhance students' information literacy skills.

Quantitative Competency	Students will engage a number of Q-related concepts in the course, including, from the syllabus: 1. You should be able to use formulas and functions to understand bivariate regression, including concepts such as rate of change, slope and intercept, line of best fit and error. 2. You should be able to use linear, quadratic, and cubic equations to determine the best fit for data; this will cover the treatment of seasonality. 3. You should be able to graph linear and nonlinear effects of predictor variables on criterion variables. 4. You should be able to use powers, roots, and fractions in the calculation of the four moments of a distribution (central tendency, variability, skew, and kurtosis). 5. Understand the formula for coefficient alpha reliability and compare it to previous formulae for reliability like split-half. 6. Be able to conduct multiple group comparisons using ANOVA and regression. 7. Be able to analyze the impact of demographic variables on criterion variables.		
Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	COMM 2010 - Applied Research Methods.docx	COMM 2010 - Applied Research Methods.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Stephen C Stifano	01/13/2021 - 16:14	Submit		Submitted 1/13/21
	Communication	Stephen C Stifano	01/13/2021 - 16:50	Approve	1/13/2021	Approved by UConn Department of Communication 1/13/21. Note that I've requested a sample assignment for GEOC-Q review and will add it to the CAR when received.

Syllabus for COMM 2010Q
Applied Communication Research Methods
Spring 2021

Instructors: Mark Hamilton, Tyler Page, Thomas Meade
Expected offering: 1 section per semester
Email questions about proposal: mark.hamilton@uconn.edu

Overview

The objective of this course is to prepare students to conduct applied communication research. The focus of the course is on survey design and analysis. The course will introduce students to research methods used in the private and public sectors, covering the design of quasi-experiments and field studies. Using Qualtrics, students will participate in the construction of a survey as part of a group research study. They will learn about response sets and how to clean their data. They will learn how to calculate the reliability of a scale, how to do comparisons across groups, how to correlate variables (and interpret cross-tabulated findings), as well as conduct a driver analysis. The purpose of the course is to prepare the student for coursework in the strategic, professional, and health communication as well as future employment in areas such as marketing, advertising, public relations, and healthcare management.

Conceptual Objectives

By the end of the course, students should be able to do the following:
- Construct a survey as part of a research design that tests a hypothesis, answers a research question, or achieves an applied objective.
- Understand the basic concepts of measurement theory including how to choose appropriate survey items (Likert, bipolar adjectives, matrix, analogue items).
- Understand how to gather data and then translate it into a data matrix for analysis.
- Know how to define data in a matrix that can be read by statistical software.

- Calculate the internal consistency of a scale by assessing its reliability.
- Compare group means using analysis of variance (ANOVA) with an emphasis on effect size estimates such as *eta*.
- Read the output from standard statistical software such as SPSS.
- Grasp the implications of your findings for your hypotheses, research questions, or applied objectives.
- Understand how to calculate a correlation.
- Conduct a driver analysis using bivariate and multiple regression.

Q Concepts Employed in the Course

1. You should be able to use formulas and functions to understand bivariate regression, including concepts such as rate of change, slope and intercept, line of best fit and error.
2. You should be able to use linear, quadratic, and cubic equations to determine the best fit for data; this will cover the treatment of seasonality.
3. You should be able to graph linear and nonlinear effects of predictor variables on criterion variables.
4. You should be able to use powers, roots, and fractions in the calculation of the four moments of a distribution (central tendency, variability, skew, and kurtosis).
5. Understand the formula for coefficient alpha reliability and compare it to previous formulae for reliability like split-half.
6. Be able to conduct multiple group comparisons using ANOVA and regression.
7. Be able to analyze the impact of demographic variables on criterion variables.

These basic foundations will help students understand the role of statistics in the social sciences as well as the relationship between study design and hypothesis testing, research questions, and applied objectives.

Required Texts

Hunter, J. E. & Hamilton, M. A. (in press). *Statistics to Discover Valid Generalizations: Analyzing Differences within and Between Groups*. Sage Publications.

Campbell, D. & Stanley, J. (1963). Experimental and quasi experimental design for research.

Recommended Texts

Cronk, B. (2018). How to use SPSS (10th Ed). Routledge Publishing: New York & London.

Williams, F., & Monge, P. (2000). Reasoning with Statistics (5th ed.). Wadsworth Publishing

Grading	Percent of Final Grade
Group Research Analysis Project	20
Midterm Examination	25
Final Examination	25
In class Clicker Computation Problems	30 (10 for 3 points each)

Examinations

The examinations contain both objective (true-false and multiple choice) questions and short-answer questions (definitional word problems and problem solving).

Group Online Survey Design and Analysis Project

Create an online survey using Qualtrics to test a new or existing measure of a construct. The survey should assess the reliability of your chosen measure. Instructions on how to operate within the Qualtrics environment will be provided.

iClicker Computation Problems

During each class meeting, there will be three applied computational problems solved during class for 1 point each. These problems will focus on applications of the methods topic of the day.

Quiz X. Calculating Effect Size with d.
You are conducting a study that examines the impact of message-source match on ad effectiveness. In one condition, Dwayne "*The Rock*" Johnson (shown below)

is shown with his new 2021 **Dodge Charger Hellcat Redeye**, a 797-hp speedball of nostalgia and excess (shown below).

In a second condition, Dwayne "*The Rock*" Johnson is shown with his new 2021 Peel P50, a one-person economical car that is easy to park (shown below).

The measure is *excitement for the product* on a 5-point Likert scale (1= not at all exciting, 5=very exciting). The results of your study show that average excitement in the

Hellcat condition was 4.1 (SD = 1.1, n = 106) whereas the average excitement for the P50 was 2.9 (SD = 1.3, n = 104).

1. What is the d-value that indicates the effect of the product on excitement level among viewers?
    a. .20
    b. 1.0
    c. 1.2
    d. 2.4
    e. 7.0
2. How would you characterize the size of the effect you calculated?
    a. Small
    b. Medium small
    c. Medium-sized
    d. Medium-large
    e. Large

2021-007   PHYS 5350   Revise Course (guest: Thomas Blum)

COURSE ACTION REQUEST	
CAR ID	20-4514
Request Proposer	Blum
Course Title	Computerized Modeling in Science
CAR Status	In Progress
Workflow History	Start > Draft > Physics > 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	PHYS
School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Computerized Modeling in Science
Course Number	5350
Will this use an existing course number?	Yes
Please explain the use of existing course number	changing only the course title and description

CONTACT INFO	
Initiator Name	Thomas C Blum
Initiator Department	Physics
Initiator NetId	tcb04001
Initiator Email	thomas.blum@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	none
Corequisites	none
Recommended Preparation	python, C, C++, Unix
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	PHYS 5350. Computerized Modeling in Science 4.00 credits Prerequisites: None. Grading Basis: Graded Development and computer-assisted analysis of mathematical models in chemistry, physics, and engineering. Typical topics include chemical equilibrium, reaction rates, particle scattering, vibrating systems, least square analysis and quantum chemistry.
Provide proposed title and complete course catalog copy	PHYS 5350. Introduction to Computational Physics 3.00 credits Prerequisites: None. Grading Basis: Graded Introduction to computational physics, including programming in C, C++, and Python. Topics include numerical integration of ordinary differential equations, finite differences and stability analysis, numerical solution of partial differential equations (e.g., the Schroedinger and diffusion equations) in more than one dimension, Krylov space methods (e.g., eigensystem solvers and matrix inversion), and Monte Carlo integration. Time permitting, introductory machine learning and high performance computing methods will also be covered. Course work involves writing code to solve current problems taken from all areas of physics and astrophysics.
Reason for the course action	We are updating the course to reflect curricula and skills that will prepare our grad students to successfully perform their Ph.D. research and give them skills suited for their post-graduate careers. In keeping with current practice, the credits will be changed from 4 to 3. The old course has not been taught in many years and is out of date.
Specify effect on other departments and overlap with existing courses	No effect on other departments, large overlap with Ph.D. research.

Please provide a brief description of course goals and learning objectives	Learn to write, compile, and run basic programs in C, C++, and Python coding languages to numerically solve realistic problems in physics and astronomy. Be able to analyze and present numerical data in a way that illuminates the solution to the problem at hand. Be confident in understanding the limitations of the approximations inherent to numerical analysis and to be able to quantify all associated errors.
Describe course assessments	Although this is an introductory course, the material is advanced. Students will learn by writing, compiling, debugging, and running their own codes, working alone or in groups. There will be ample use of class time to work on code assignments. So, assessment will be based on home work and class participation. A longer, more challenging project related to the student's research area may also be assigned and count significantly towards their grade.
Syllabus and other attachments	

Attachment Link	File Name	File Type
syllabus.docx	syllabus.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Thomas C Blum	12/13/2020 - 12:53	Submit		course change request
	Physics	Vernon F Cormier	01/08/2021 - 11:37	Approve	1/8/2021	Approved by physics C&C committee and physics dept.

Computational Physics, Phys 5621, Fall 2019

Professor Tom Blum (S413D) **mulbtblum@gmail.com**
(to contact me, send email and use Subject: [5621, …])

Time/Place MW 5:00-6:15pm/GP110   **Office Hours** Drop by or by appointment.
Course websites HuskyCT and Physics Dept. GitLab
Grade: 85% homework/projects, 10+5% attendance + participation

Topics
1. Getting started, basics, C/C++ tutorial (using git, gnuplot, gcc, clang, …)
2. Numerical solution of ODE's (Euler, Runge-Kutta, finite differences, …)
3. Error analysis (numerical round-off, von Neumann stability, CFL condition)
4. PDEs (Diffusion equation, (nonlinear) Schrodinger equation, Navier-Stokes?) in 1D and 2D
5. Krylov space methods (conjugate gradient, lanczos, Bose-Hubbard Model, …)
6. Monte Carlo methods, pseudo-random numbers
7. Deep learning algorithms (provisional)
8. High Performance Parallel Computing (MPI, openMP, SIMD)
9. The future: Quantum Computing (time and interest permitting)

Homework/projects Discussing the problems with other students in the class is fine, but everyone must do their own work. Turning in duplicates of each other's homework, last year's solution, or one found on the web is not allowed. You must cite *all* of the resources, including people, used to do the problems. All homework must be typeset in Latex (or word, …) and include a brief but thorough discussion of methods, analysis, and results to get full credit.

Possible Projects (end of semester?)
1. molecular dynamics of gas
2. Planetary motion, orbit calculation
3. RG equations in field theory
4. Diffusion equation, Schrödinger equation for simple potentials in 1D and 2D
5. Euler and/or Navier-Stokes equations in 2D
5. Matrix inversion
6. Eigenvalues and eigenvectors of a Hermitian matrix
7. Hubbard model in 1D or 2D or density functional theory
8. minimization and curve fitting
9. Ising model in 2D (or 3D)
10. Quantum Computer simulation
11. Other

Classroom etiquette: Please don't use phones or laptops in class unless instructed to do so.
Academic Misconduct See http://dos.uconn.edu/student-resources/. Cheating is a serious offense and may result in failing the assignment and course and expulsion from UConn.

We will need to reschedule the following classes since I will be attending various scientific meetings this semester. I apologize for the inconvenience. The easiest solution may be to schedule them for the same time/room but on a Tuesday, Thursday or Friday. Alternatively, we could meet an hour earlier, or later, on Monday or Wednesday. I may also arrange substitutes, so no reschedule is necessary.
Classes to be rescheduled:
1. Wednesday, August 28 (Prof. Luchang Jin will take this one, so no need to reschedule)
2. Wednesday, September 11
3. Monday, Wednesday September 23, 25
4. Wednesday, October 30

2021-008   HRTS 3460   Add Course (guest: Michael Rubin)

COURSE ACTION REQUEST	
CAR ID	21-5034
Request Proposer	Rubin
Course Title	Human Rights and Armed Conflict
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Human Rights and Armed Conflict

Course Number	3460
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
Is this request for you or someone else?	Someone else
Proposer Last Name	Rubin
Proposer First Name	Michael
Select a Person	mar20012
Proposer NetId	mar20012
Proposer Phone	
Proposer Email	michael.a.rubin@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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	Open to juniors or higher
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	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	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	HRTS 3460: Human Rights and Armed Conflict 3.00 Credits Prerequisites: Open to juniors or higher. Grading Basis: Graded Examines the relationship between human rights and armed conflict from a social science perspective. Explores human rights abuses as cause and consequence of armed conflict, and evaluates the effectiveness of human rights and humanitarian approaches to conflict management.
Reason for the course action	The proposed course will enhance the existing Human Rights undergraduate degree program by directly engaging the issue of armed conflict. Conflict and human existence is inextricably linked, and the negative impact armed conflict has on human rights cannot be overstated. Accordingly, our current program offers courses that are topically oriented around consequences of conflict, i.e. displacement and humanitariansim (HRTS 3835, HRTS 3631), and post conflict accountability (HRTS 3055), or that address specific forms of human rights violations that may occur during armed conflict, i.e. genocide (HRTS 2200, HRTS 3207), and torture (HRTS 3428). However, our existing program does not currently offer a standalone course that examines the range of human rights that armed conflict directly compromises. The addition of this course to our program will more effectively anchor and orient our extant coursework on conflict, while clarifying the scope of armed conflict's impact on human rights writ large. In addition to grounding the concept of conflict within the undergraduate human rights curriculum, this course will also train students to analyze conflict, human rights, and intervention as reciprocal concepts. This is achieved by engaging contemporary social science research to explain (1) the conditions under which abuses of human rights may instigate or intensify armed conflict; (2) the conditions under which armed conflict processes increase the risk of human rights violations; and (3) the consequences of the international human rights community's policy approach to preventing, mitigating, or ending human rights violations.
Specify effect on other departments and overlap with existing courses	N/A
Please provide a brief description of course goals and learning objectives	Students will develop the skills to: Critically examine and discuss the relationship between human rights abuses/fulfillment and armed conflict processes. Critically examine and discuss the strengths and weaknesses of a human rights approach to conflict management and resolution. Collect and analyze systematic evidence to 1) test/scrutinize claims regarding the underlying causes of human rights and conflict outcomes and 2) assess the effectiveness of strategies/approaches to addressing them. Draw policy implications/recommendations to address pressing human rights and conflict management issues based on scientific research and available evidence. Develop a research design/empirical strategy to investigate policy-relevant questions regarding how to respond to or address human rights and conflict issues as they arise.
Describe course assessments	Class Participation (10%) Students are expected to attend class meetings, read the assigned readings, and to pose questions and engage in discussion related to the specific topic of each class meeting. Students should be able to demonstrate knowledge and understanding of the basic arguments and evidence from the assigned readings and to critically engage with the instructor's and other students' questions and arguments during discussion. Essay 1: Research Question (10%) Articulate 3 distinct research questions that you propose as possibilities for your semester-long research project. In 3-4 sentences, articulate why you find the question interesting and any conjectures or hypotheses you have in mind regarding the answer(s) to the questions. Essay 2: Case Selection (20%) Select a set of 2-4 cases (conflicts or countries facing human rights issues) that you are interested in studying. In this brief essay, you should describe why you chose these cases and how investigating/comparing them helps you to shed light on the research question. What features are similar, and what are different, across these cases with respect to their history of armed conflict and human rights conditions? Essay 3:Case Descriptions and Comparisons (20%) For each country/conflict case you selected, present descriptive evidence for the human rights situation and key junctures in the conflict process. Characterize the main belligerents' human rights records, the broader consequences of the conflict for civilians' human rights fulfillment, and how these conditions change over time. Next, compare the cases. How do the human rights situations in the lead-up to, during, and after conflict differ? What does this evidence say about the factors that explain variation in the human rights/conflict phenomenon you proposed to explain? What are the strengths and weaknesses of the empirical evidence with respect to answering your question? Final Research Paper (40%) 10-12 pages max, Times New Roman 12 pt font, 1 inch margins, double-spaced. The research paper is not an entirely new assignment. Rather, it incorporates the previous essays together as components of the final paper, with additional components 1) situate the paper in the existing literature and within the relevant social, political, and economic history; 2) use theories discussed in class to critically analyze the cases and draw

		inferences about the human rights/conflict phenomenon; and 3) articulate policy recommendations grounded in the primary analysis.	

Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus HRTS 3460 Human Rights and Armed Conflict.docx	Syllabus HRTS 3460 Human Rights and Armed Conflict.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Alyssa A Webb	01/11/2021 - 16:11	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	01/11/2021 - 17:45	Approve	1/7/2021	Approved unanimously by our UG committee.

HRTS 3460: Human Rights and Armed Conflict

Fall 2021, TIME

Prof. Michael A. Rubin
Asst.Research Professor
Human Rights Institute
michael.a.rubin@uconn.edu

Course Description

This course examines the relationship between human rights and armed conflict from a social science perspective. It explores human rights abuses as cause and consequence of armed conflict. It evaluates the effectiveness of human rights and humanitarian approaches to conflict management.

Human rights and armed conflict processes are intimately related. Systematic human rights abuses, in many instances, give rise to armed conflict. During armed conflict, belligerents often violate human rights: they expose vulnerable civilian populations to violence, displace them from their homes, deny basic civil and political liberties, and neglect responsibilities to fulfill basic needs. In some cases, human rights violations occur inadvertently in the fog of war. In other cases, belligerents deliberately engage in human rights abuses for strategic military and political gain. Furthermore, conflict halts or reverses progress towards human rights fulfillment, as government resources and attention are diverted to matters of national security.

This course examines the critical nexus between human rights and armed conflict to facilitate an integrated approach to explaining, and thereby mitigating, human suffering. We start by introducing the fundamental concepts of armed conflict, the varieties of political violence, and human rights. The course is then organized thematically by specific classes of human rights issues. Each section examines the relationship between armed conflict and the select rights issue from multiple perspectives. We explore, critique, and debate the latest social science research explaining 1) the conditions under which abuses, or lack of fulfillment, in the specific class of human rights may instigate or intensify armed conflict; 2) the conditions under which armed conflict processes increase the risk of human rights violations or gaps and inequities in human rights fulfillment; and 3) the consequences of the international human rights community's policy approach(es) to preventing, mitigating, or ending the specific class of rights violations.

The course is designed to help students transition from consumers to producers of knowledge. In addition to learning the cutting-edge social science research on a variety of human rights and conflict phenomena, students will develop the skills to explain critical human rights and armed conflict phenomena, substantiate their arguments with evidence, and communicate their claims and inferences to others. Students will be assessed based on active participation in class discussion and a semester-long research project. Each assignment is part of the overall research project, in sequence, culminating in a final paper at the end of the semester in lieu of a final exam.

Course Outline

1. Course Introduction
2. Human Rights, Armed Conflict, and Political Violence: Definitions and Overview
3. State Violence and Repression
4. Rebel Violence and Terrorism
5. Mass Killing, Ethnic Cleansing, and Genocide
6. Forced Displacement
7. Torture
8. Sexual Violence in War
9. Forced Recruitment and Child Soldiering
10. Modern Slavery and Human Trafficking
11. Civil/Political and Privacy Rights
12. Food security
13. Employment
14. Ending Human Suffering: Are Human Rights and Conflict Resolution Compatible or Competing Agendas?

Course Objectives
Students will develop the skills to:

- Critically examine and discuss the relationship between human rights abuses/fulfillment and armed conflict processes.

- Critically examine and discuss the strengths and weaknesses of a human rights approach to conflict management and resolution.
- Collect and analyze systematic evidence to 1) test/scrutinize claims regarding the underlying causes of human rights and conflict outcomes and 2) assess the effectiveness of strategies/approaches to addressing them.
- Draw policy implications/recommendations to address pressing human rights and conflict management issues based on scientific research and available evidence.
- Develop a research design/empirical strategy to investigate policy-relevant questions regarding how to respond to or address human rights and conflict issues as they arise.

Assignments and Grading/Assessment

Course Components	Weight
Class Participation	10%
Essay 1	10%
Essay 2	20%
Essay 3	20%
Final Paper	40%

- Participation in Class Discussion and Activities
  - Students are expected to attend class meetings, read the assigned readings, and to pose questions and engage in discussion related to the specific topic of each class meeting. Students should be able to demonstrate knowledge and understanding of the basic arguments and evidence from the assigned readings and to critically engage with the instructor's and other students' questions and arguments during discussion.
- Essay 1: Research Question(s)
  - 1 pg, Times New Roman 12 pt font, 1 inch margins, double-spaced
  - Articulate 3 distinct research questions that you propose as possibilities for your semester-long research project. In 3-4 sentences, articulate why you find the question interesting and any conjectures or hypotheses you have in mind regarding the answer(s) to the questions.
    - A good research question is, first and foremost, clear about the dependent variable: the human rights or conflict phenomenon that you wish to explain--and the units of observation.
    - To illustrate, let's say you are generally interested in studying forced displacement during armed conflict. You will need to be specific about what the specific displacement outcome is that you will investigate. Some possibilities include: the number of internally displaced; the number of refugees/asylum seekers across borders; the living conditions of the displaced; the rates of return. You will also need to be specific about the

units of observation: individuals, communities, conflict, belligerents, countries, etc.

- E.g. Under what conditions do communities in conflict zones suffer higher rates of forced displacement?

   ■ The professor will provide some notes on the feasibility of each research question and its fit with the course objectives. The student will then select one of the research questions for the research project going forward into the subsequent assignments.

- Essay 2: Case Selection
  ○ 1-2 pgs, Times New Roman 12 pt font, 1 inch margins, double-spaced
  ○ Select a set of 2-4 cases (conflicts or countries facing human rights issues) that you are interested in studying. In this brief essay, you should describe why you chose these cases and how investigating/comparing them helps you to shed light on the research question. What features are similar, and what are different, across these cases with respect to their history of armed conflict and human rights conditions?

- Essay 3: Case Descriptions and Comparisons
  ○ 5 page max, Times New Roman 12 pt font, 1 inch margins, double-spaced
  ○ For each country/conflict case you selected, present descriptive evidence for the human rights situation and key junctures in the conflict process. Characterize the main belligerents' human rights records, the broader consequences of the conflict for civilians' human rights fulfillment, and how these conditions change over time. Next, compare the cases. How do the human rights situations in the lead-up to, during, and after conflict differ? What does this evidence say about the factors that explain variation in the human rights/conflict phenomenon you proposed to explain? What are the strengths and weaknesses of the empirical evidence with respect to answering your question?

- Final Research Paper
  ○ 10-12 pages max, Times New Roman 12 pt font, 1 inch margins, double-spaced
  ○ The research paper is not an entirely new assignment. Rather, it incorporates the previous essays together as components of the final paper, with additional components 1) situate the paper in the existing literature and within the relevant social, political, and economic history; 2) use theories discussed in class to critically analyze the cases and draw inferences about the human rights/conflict phenomenon; and 3) articulate policy recommendations grounded in the primary analysis.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0

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

Resources and Materials

The assigned readings are listed in the Course Schedule under their respective course topics section. Most assigned readings are academic articles, which you will be able to access through UConn Libraries, and the rest are posted on the course HuskyCT site.

There is also a supplementary reading list with additional readings included for each topic. The supplementary readings are **not required or expected**; they are merely offered as a resource for further reading students may wish to do for their research project, or to learn more about specific topics during or after the semester.

I recommend reading the following guide to how to read a social science paper, included in the HuskyCT course site:
- Hoover Green, 2013. "How to Read Political Science: A Guide in Four Steps"

In addition to the assigned readings, students should also be aware of the core legal and institutional foundations of the International Human Rights regime, especially those relevant to the conflict processes that we will examine in class. I've included some useful links here.
- Universal Declaration of Human Rights
- International Bill of Human Rights
- The Core International Human Rights Instruments and their monitoring bodies
  - Including links to International Covenant on Civil & Political Rights (ICCPR), International Covenant on Economic, Social, & Cultural Rights (ICESCR), the optional protocols to each of these core legal agreements.
- Universal Human Rights Instruments
- Hague Convention: Convention (IV) respecting the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land.
- Rome Statute of the International Criminal Court.

As noted, there will be an empirical research component to the semester-long project, in which you will compare the human rights and conflict processes in the selected cases to inform a particular research or policy question. Students are **not required** to incorporate quantitative data visualization/analysis into their empirical research, but may choose to do so if interested in

developing these skills with guidance from the instructor. Depending on the research question, examining quantitative data may be helpful for describing/comparing the cases or testing specific hypotheses.

For visualizing and analyzing quantitative data, I recommend using R; an open-source (free to you) and flexible suite of software. You may download R and the user interface RStudio here: https://rstudio.com/products/rstudio/download/. To get you up to speed and learning the basics of data management and analysis in R, see Hadley Wickham's accessible guide: "R for Data Science." This guide is based on the *tidyverse*, which is a suite of packages in R but also an approach to data organization, visualization, and modeling.

Course Schedule

Note: Some readings include discussion of econometric or statistical methods of empirical analysis conducted to support the article's argument with evidence. Students are **not responsible** for understanding the technical aspects of any statistical methods. Rather, students may skim sections describing advanced statistical methods used in analysis and focus on the discussion and interpretation of the results as necessary to understand the underlying connection between the evidence and the argument.

1.   Course Introduction

Discussion Topics:

- Introduction and overview of the relationship between armed conflict and human rights.
- Course content and objectives.
- Assignments and expectations.
- Course policies.

Required Reading:

- Hoover Green, 2013. "How to Read Political Science: A Guide in Four Steps."
- Consult the resources on the core legal and institutional foundations of the international Human Rights regime listed above.

2.   Human Rights and Armed Conflict: Concepts and Definitions

Discussion Topics:

- Defining armed conflict and the variety of forms of political violence.
- Do human rights violations cause the outbreak or intensification of armed conflict? Under what conditions?
- What are the core human rights and how are they related to, or threatened by, the conduct of armed conflict?

Required Reading:

- Kalyvas, Stathis. 2019. "The Landscape of Political Violence." In Chenoweth, Erica, et. al., eds. *Oxford Handbook of Terrorism*. (Available via HuskyCT course site)
- Balcells, L. and Stanton, J.A., 2020. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro-and Micro-Level Divide." *Annual Review of Political Science*, 24. [Link]
- Landman 2018. "Democracy and Human Rights: Concepts, Measures, and Relationships." *Politics and Governance*, Vol. 6, Issue 1, Pages 48–59. [Link]

3. State Violence and Repression

Discussion Topics:

- Varieties of repression.
- Does state repression increase or decrease the likelihood/intensity of armed conflict? Under what conditions?
- What are the consequences of state repression for conflict resolution?

Required Reading:

- Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science*, Vol. 10, pgs. 1-23. [Link]
- Young, Joseph K. 2013. "Repression, dissent, and the onset of civil war." *Political Research Quarterly,* 66(3): 516-532. [Link]
- Keith, Linda Camp, C. Neal Tate, and Steven C. Poe. 2009 "Is the Law a Mere Parchment Barrier to Human Rights Abuse?" *Journal of Politics,* 71(2): 644-660. [Link]

4. Rebel Violence and Terrorism

Discussion Topics:

- Under what conditions do non-state actors adopt terrorism tactics?
- Is terrorism an effective tool in armed conflict? Under what conditions?
- What are the human rights approaches to preventing and countering terrorism? Under what conditions do they reduce terrorism?

Required Reading:

- Kydd, A.H. and Walter, B.F., 2006. "The strategies of terrorism." *International security*, *31*(1), pp.49-80. [Link]
- de la Calle L. 2017. "Compliance versus constraints: a theory of rebel targeting in civil war." *Journal of Peace Research*, 54(3):427–41. [Link]
- Weintraub M. 2016. "Do all good things go together? Development assistance and insurgent violence in civil war." *Journal of Politics*, 78(4):989–1002. [Link]

5.   Mass Killing, Ethnic Cleansing, and Genocide

Discussion Topics:

- Why/under what conditions do states (and insurgents) engage in genocidal violence and mass killing?
- What manifestations of organized violence constitute genocide? What are the warning signs during conflict that signal a risk of mass killing or genicide?
- How do members of the international community respond to potential and ongoing mass killing and genocide? What are the tools available to preventing and ending mass killing and under what conditions are they successful?

Required Reading:
- Krcmaric D. 2018. "Varieties of civil war and mass killing: reassessing the relationship between guerrilla warfare and civilian victimization." *Journal of Peace Research*, 55(1):18–31. [Link]
- Straus, Scott. 2012. "'Destroy Them to Save Us': Theories of Genocide and the Logics of Political Violence." *Terrorism and Political Violence*, 24(4). [Link]
- Cronin-Furman. 2013. "Managing Expectations: International Criminal Trials and the Prospects for Deterrence of Mass Atrocity." *International Journal of Transitional Justice*. 7(3): 434-54. [Link]

6.   Forced Displacement

Discussion Topics:

- Why do some conflicts displace more people than others?
- Why do some conflicts displace a higher proportion of people internally than across borders, and vice versa?
- What are the belligerent strategies to intentionally displace (enemy) populations and under what conditions do belligerents adopt these strategies?
- What are the human rights approaches to protecting forcibly displaced populations?
- What are the consequences of population displacement for conflict resolution?

Required Reading:

- Lischer, S. K. 2007. "Causes and Consequences of Conflict-Induced Displacement." *Civil Wars* 9(2): 142–55. [Link]
- Steele, Abbey. 2019. "Civilian Resettlement Patterns in Civil War." *Journal of Peace Research*, 56(1). [Link]
- Lichtenheld, Adam. 2020. "Explaining Population Displacement Strategies in Civil War: A Cross-National Analysis."*International Organization*, *74*(2), pp.253-294. [Link]
  - Read pages 253-269.

7.   Torture

Discussion Topics:

- Under what conditions do states (belligerents, generally) engage in torture during armed conflict?
- Is torture an effective means of preventing violence and defeating an enemy?
- What are the human rights approaches to preventing and ending torture? Under what conditions are they effective?

Required Reading:

- Kearns, Erin K. 2015. "The study of torture: Why it persists, why perceptions of it are malleable, and why it is difficult to eradicate." Laws, 4(1), 1-15. [Link]
- Sullivan, C.M., 2014. "The (in)effectiveness of torture for combating insurgency." *Journal of Peace Research*, *51*(3), pp.388-404. [Link]
- Creamer, C.D. and Simmons, B.A., 2019. "Do self-reporting regimes matter? Evidence from the convention against torture." *International Studies Quarterly*, *63*(4), pp.1051-1064. [Link]

8.   Sexual Violence in War

Discussion Topics:

- Sexual violence as a strategy of war, and as a by-product of war
- The variety of forms of sexual violence in armed conflict
- What are the human rights approaches to preventing and ending sexual violence in war? Under what conditions are they effective?
- What are the special challenges facing victims of sexual violence in the post-conflict era and what are the human rights approaches to aiding victims?

Required Reading:

- DK Cohen, AH Green, EJ Wood. 2013. Wartime sexual violence: Misconceptions, implications, and ways forward. United States Institute of Peace. Special Report 323. [Link]
- Cohen, D.K., 2013. "Explaining rape during civil war: Cross-national evidence (1980-2009)." *American Political Science Review*, pp.461-477. [Link]
- Chu, T.S. and Braithwaite, J.M., 2018. "The effect of sexual violence on negotiated outcomes in civil conflicts." *Conflict management and peace science*, *35*(3), pp.233-247. [Link]
- Loken, M., Lake, M. and Cronin-Furman, K., 2018. "Deploying justice: Strategic accountability for wartime sexual violence." *International Studies Quarterly*, *62*(4), pp.751-764. [Link]

9.   Forced Recruitment and Child Soldiers

Discussion Topics:

- Why, and under what conditions, do conflict belligerents recruit children?
- What are the consequences of child recruitment for the conduct of war?
- What are the special challenges facing individuals that were forcibly recruited as children? What are the human rights approaches to aiding these victims in the post-conflict era?

Required Reading:

- Beber, B. and Blattman, C., 2013. The logic of child soldiering and coercion. *International Organization*, pp.65-104. [Link]
- Blattman, C. and Annan, J., 2010. The consequences of child soldiering. *The review of economics and statistics*, *92*(4), pp.882-898. [Link]
- Eck, K., 2014. Coercion in rebel recruitment. *Security Studies*, *23*(2), pp.364-398. [Link]

10.   Modern Slavery and Human Trafficking

Discussion Topics:

- The variety of forms of modern slavery and human trafficking.
- Does armed conflict increase the risk, and scale, of trafficking in persons? Which forms of modern slavery and human trafficking are at greatest risk during armed conflict?
- What forms of modern slavery and human trafficking do belligerents engage in? Under what conditions?

Required Reading:
- Choi-Fitzpatrick, Austin. 2015. "From Rescue to Representation: A Human Rights Approach to the Contemporary Antislavery Movement." *Journal of Human Rights*, 14(4), pp. 486-503. [Link]
- Fenton, T., Hesketh, G., Maio, G., Muraszkiewicz, J. and Watson, H., 2020. Toward a Better Understanding of Human Security Risks: Developing a Risk Assessment Methodology for Human Trafficking at the onset, during and after conflict. *Journal of Human Trafficking*, pp.1-23. [Link]
- Bryant, K., & Landman, T. (2020). "Combatting human trafficking since Palermo: What do we know about what works?" *Journal of Human Trafficking*. [Link]

11.   Civil/Political and Privacy Rights

Discussion Topics:

- Under what conditions do states' infringements on civil/political rights inspire rebellion?

- How do states infringe upon citizens' civil/political and privacy rights during conflict?
- What are the consequences for the conduct of conflict and for conflict resolution?

Required Reading:

- Fjelde, Hanne; Carl Henrik Knutsen & Håvard Mokleiv Nygård (2020) Which institutions matter? Re-considering the democratic civil peace, *International Studies Quarterly*. [Link]
- Hafner-Burton, E.M., Helfer, L.R. and Fariss, C.J., 2011. Emergency and escape: explaining derogations from human rights treaties. *International Organization*, 65(4), pp.673-707. [Link]
- Rubin, M.A. and R.K. Morgan. "Terrorism and the Varieties of Civil Liberties." Forthcoming, *Journal of Global Security Studies*. [Link]

12.   Food security

Discussion Topics:

- Does food insecurity increase the risk of conflict? Under what conditions?
- How does armed conflict affect the human right to food security?
- What are the policy and aid tools to address food insecurity in conflict zones? Under what conditions are they effective?

Required Reading:

- Rudolfsen, I., 2020. Food insecurity and domestic instability: A review of the literature. *Terrorism and political violence*, 32(5), pp.921-948. [Link]
- Koren, O., 2019. Food resources and strategic conflict. *Journal of Conflict Resolution*, 63(10), pp.2236-2261. [Link]
- Tranchant, et. al. 2019. "The impact of food assistance on food insecure populations during conflict: Evidence from a quasi-experiment in Mali" *World Development, 119,* pp.203-223. [Link]

13.   Employment

Discussion Topics:

- Does unemployment, or lack of employment opportunities, increase the risk of armed conflict? Does increasing access to employment reduce armed conflict? Under what conditions?
- How does armed conflict affect the human right to work?

Required Reading:

- Berman, E., Callen, M., Felter, J.H. and Shapiro, J.N., 2011. "Do working men rebel? Insurgency and unemployment in Afghanistan, Iraq, and the Philippines." *Journal of Conflict Resolution*, *55*(4), pp.496-528. [Link]
- Blattman and Annan. 2016. "Can employment reduce lawlessness and rebellion? A field experiment with high-risk men in a fragile state." *American Political Science Review* 110(1): 1–17. [Link]
- Lyall, J., Zhou, Y.Y. and Imai, K., 2020. "Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan." *American Political Science Review*, *114*(1), pp.126-143. [Link]

14.   Ending Human Suffering: Are Human Rights and Conflict Resolution Compatible or Competing Agendas?

Discussion Topics:

- Under what conditions do human rights and humanitarian action inadvertently intensify or prolong armed conflict?
- Do human rights priorities facilitate or impede peace negotiations to end conflict? Do they improve or undermine the sustainability of peace?

Required Reading:

- Kim, Hunjoon, Sikkink, Kathryn. 2010. "Explaining the Deterrence Effect of Human Rights Prosecutions for Transitional Countries." *International Studies Quarterly* 54 (4): 939–63. [Link]
- Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly* 64(3): 609–625. [Link]
- Stanton JA. 2020. "Rebel groups, international humanitarian law, and civil war outcomes in the post-Cold War era." *International Organization,* 74(3):523–59. [Link]
- Wood RM, Sullivan C. 2015. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." *Journal of Politics*, 77(3):736–48. [Link]

2021-009   HRTS 5460   Add Course (guest: Michel Rubin)

COURSE ACTION REQUEST	
CAR ID	21-5014

Request Proposer	Rubin
Course Title	Human Rights and Armed Conflict
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Human Rights and Armed Conflict
Course Number	5460
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
Is this request for you or someone else?	Someone else
Proposer Last Name	Rubin
Proposer First Name	Michael
Select a Person	mar20012
Proposer NetId	mar20012
Proposer Phone	
Proposer Email	michael.a.rubin@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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	Graduate seminar

COURSE RESTRICTIONS

Prerequisites	N/A
Corequisites	N/A

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	HRTS 3460: Human Rights and Armed Conflict
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	HRTS 5460: Human Rights and Armed Conflict 3.00 Credits Prerequisites: Not open for credit to students who have passed HRTS 3460. Grading Basis: Graded An examination of the relationship between human rights and armed conflict from a social science perspective. Explores human rights abuses as cause and consequence of armed conflict, and evaluates the effectiveness of human rights and humanitarian approaches to conflict management.
Reason for the course action	The proposed course will enhance the existing Human Rights graduate certificate program by expanding our curriculum to holistically examine the effect that armed conflict has on individuals' human rights. Conflict is ubiquitous to the human experience, and poses one of the biggest, most immediate threats to human dignity. Accordingly our current program offers coursework that explores post-conflict justice (LAW 7883), and specific forms of human rights violations that may occur during armed conflict, i.e. genocide (HRTS 5450). Additionally, there are select courses on our program that explore conflict and its effects using art and literature, but these are special topics courses that are irregularly offered. Further, these courses do not address the same issues addressed in the proposed course. Ultimately, our existing program does not currently offer a standalone course that examines the range of human rights that armed conflict directly compromises. The addition of this course to our program will more effectively anchor and orient our extant coursework on conflict, while clarifying the scope of armed conflict's impact on human rights writ large. In addition to grounding the concept of conflict within the graduate human rights curriculum, this course will also train students to analyze conflict, human rights, and intervention as reciprocal concepts. This is achieved by engaging contemporary social science research to explain (1) the conditions under which abuses of human rights may instigate or intensify armed conflict; (2) the conditions under which armed conflict processes increase the risk of human rights violations; and (3) the consequences of the international human rights community's policy approach to preventing, mitigating, or ending human rights violations.
Specify effect on other departments and overlap with existing courses	N/A
Please provide a brief description of course goals and learning objectives	Students will develop the skills to: Critically examine and discuss the relationship between human rights abuses/fulfillment and armed conflict processes. Critically examine and discuss the strengths and weaknesses of a human rights approach to conflict management and resolution. Collect and analyze systematic evidence to 1) test/scrutinize claims regarding the underlying causes of human rights and conflict outcomes and 2) assess the effectiveness of strategies/approaches to addressing them. Draw policy implications/recommendations to

	address pressing human rights and conflict management issues based on scientific research and available evidence. Develop a research design/empirical strategy to investigate policy-relevant questions regarding how to respond to or address human rights and conflict issues as they arise. Measure and visualize quantitative human rights data to communicate descriptive evidence and test hypotheses. Complete a research paper publishable in a social science journal.
Describe course assessments	Class Participation (10%) Students are expected to attend class meetings, read the assigned readings, and to pose questions and engage in discussion related to the specific topic of each class meeting. Students should be able to demonstrate knowledge and understanding of the basic arguments and evidence from the assigned readings and to critically engage with the instructor's and other students' questions and arguments during discussion. Essay 1: Research Question (10%) Articulate 3 distinct research questions that you propose as possibilities for your semester-long research project. In 3-4 sentences, articulate why you find the question interesting and any conjectures or hypotheses you have in mind regarding the answer(s) to the questions. Essay 2: Case Selection (20%) Select a set of 2-4 cases (conflicts or countries facing human rights issues) that you are interested in studying. In this brief essay, you should describe why you chose these cases and how investigating/comparing them helps you to shed light on the research question. What features are similar, and what are different, across these cases with respect to their history of armed conflict and human rights conditions? Essay 3:Case Descriptions and Comparisons (20%) For each country/conflict case you selected, present descriptive evidence for the human rights situation and key junctures in the conflict process. Characterize the main belligerents' human rights records, the broader consequences of the conflict for civilians' human rights fulfillment, and how these conditions change over time. Next, compare the cases. How do the human rights situations in the lead-up to, during, and after conflict differ? What does this evidence say about the factors that explain variation in the human rights/conflict phenomenon you proposed to explain? What are the strengths and weaknesses of the empirical evidence with respect to answering your question? Final Research Paper (40%) 25-30 pages, Times New Roman 12 pt font, 1 inch margins, double-spaced. The research paper is not an entirely new assignment. Rather, it incorporates the previous essays together as components of the final paper, with additional components 1) situate the paper in the existing literature and within the relevant social, political, and economic history; 2) use theories discussed in class to critically analyze the cases and draw inferences about the human rights/conflict phenomenon; and 3) articulate policy recommendations grounded in the primary analysis.

Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	Syllabus HRTS 5460 Human Rights and Armed Conflict.docx	Syllabus HRTS 5460 Human Rights and Armed Conflict.docx	Syllabus

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Start	Alyssa A Webb	01/11/2021 - 15:49	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	01/11/2021 - 17:00	Approve	1/7/2021	HRI is excited about this course. Approved with full support.

HRTS 5460:
Human Rights and Armed Conflict

Fall 2021, TIME

Prof. Michael A. Rubin
Asst.Research Professor
Human Rights Institute
michael.a.rubin@uconn.edu

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Course Description

This course examines the relationship between human rights and armed conflict from a social science perspective. It explores human rights abuses as cause and consequence of armed conflict. It evaluates the effectiveness of human rights and humanitarian approaches to conflict management.

Human rights and armed conflict processes are intimately related. Systematic human rights abuses, in many instances, give rise to armed conflict. During armed conflict, belligerents often violate human rights: they expose vulnerable civilian populations to violence, displace them from their homes, deny basic civil and political liberties, and neglect responsibilities to fulfill basic needs. In some cases, human rights violations occur inadvertently in the fog of war. In other cases, belligerents deliberately engage in human rights abuses for strategic military and political gain. Furthermore, conflict halts or reverses progress towards human rights fulfillment, as government resources and attention are diverted to matters of national security.

This course examines the critical nexus between human rights and armed conflict to facilitate an integrated approach to explaining, and thereby mitigating, human suffering. We start by introducing the fundamental concepts of armed conflict, the varieties of political violence, and human rights. The course is then organized thematically by specific classes of human rights issues. Each section examines the relationship between armed conflict and the select rights issue from multiple perspectives. We explore, critique, and debate the latest social science research explaining 1) the conditions under which abuses, or lack of fulfillment, in the specific class of human rights may instigate or intensify armed conflict; 2) the conditions under which armed conflict processes increase the risk of human rights violations or gaps and inequities in human rights fulfillment; and 3) the consequences of the international human rights community's policy approach(es) to preventing, mitigating, or ending the specific class of rights violations.

The course is designed to help students transition from consumers to producers of knowledge. In addition to learning the cutting-edge social science research on a variety of human rights and conflict phenomena, students will develop the skills to explain critical human rights and armed conflict phenomena, substantiate their arguments with evidence, and communicate their claims and inferences to others. Students will be assessed based on active participation in class discussion and a semester-long research project. Each assignment is part of the overall research project, in sequence, culminating in a final paper at the end of the semester in lieu of a final exam.

Course Outline

1. Course Introduction
2. Human Rights, Armed Conflict, and Political Violence: Definitions and Overview
3. State Violence and Repression
4. Rebel Violence and Terrorism
5. Mass Killing, Ethnic Cleansing, and Genocide
6. Forced Displacement

7. Torture
8. Sexual Violence in War
9. Forced Recruitment and Child Soldiering
10. Modern Slavery and Human Trafficking
11. Civil/Political and Privacy Rights
12. Food security
13. Employment
14. Ending Human Suffering: Are Human Rights and Conflict Resolution Compatible or Competing Agendas?

Course Objectives

Students will develop the skills to:

- Critically examine and discuss the relationship between human rights abuses/fulfillment and armed conflict processes.
- Critically examine and discuss the strengths and weaknesses of a human rights approach to conflict management and resolution.
- Collect and analyze systematic evidence to 1) test/scrutinize claims regarding the underlying causes of human rights and conflict outcomes and 2) assess the effectiveness of strategies/approaches to addressing them.
- Draw policy implications/recommendations to address pressing human rights and conflict management issues based on scientific research and available evidence.
- Develop a research design/empirical strategy to investigate policy-relevant questions regarding how to respond to or address human rights and conflict issues as they arise.
- Measure and visualize quantitative human rights data to communicate descriptive evidence and test hypotheses.
- Complete a research paper publishable in a social science journal.

Assignments and Grading/Assessment

Course Components	Weight
Class Participation	10%
Essay 1	10%
Essay 2	20%
Essay 3	20%
Final Paper	40%

- Participation in Class Discussion and Activities
  - Students are expected to attend class meetings, read the assigned readings, and to pose questions and engage in discussion related to the specific topic of each class meeting. Students should be able to demonstrate knowledge and understanding of the basic arguments and evidence from the assigned readings and to critically

engage with the instructor's and other students' questions and arguments during discussion.

- Essay 1: Research Question(s)
  - 1 pg, Times New Roman 12 pt font, 1 inch margins, double-spaced
  - Articulate 3 distinct research questions that you propose as possibilities for your semester-long research project. In 3-4 sentences, articulate why you find the question interesting and any conjectures or hypotheses you have in mind regarding the answer(s) to the questions.
    - A good research question is, first and foremost, clear about the dependent variable: the human rights or conflict phenomenon that you wish to explain--and the units of observation.
    - To illustrate, let's say you are generally interested in studying forced displacement during armed conflict. You will need to be specific about what the specific displacement outcome is that you will investigate. Some possibilities include: the number of internally displaced; the number of refugees/asylum seekers across borders; the living conditions of the displaced; the rates of return. You will also need to be specific about the units of observation: individuals, communities, conflict, belligerents, countries, etc.
      - E.g. Under what conditions do communities in conflict zones suffer higher rates of forced displacement?
    - The professor will provide some notes on the feasibility of each research question and its fit with the course objectives. The student will then select one of the research questions for the research project going forward into the subsequent assignments.
- Essay 2: Case Selection
  - 1-2 pgs, Times New Roman 12 pt font, 1 inch margins, double-spaced
  - Select a set of 2-4 cases (conflicts or countries facing human rights issues) that you are interested in studying. In this brief essay, you should describe why you chose these cases and how investigating/comparing them helps you to shed light on the research question. What features are similar, and what are different, across these cases with respect to their history of armed conflict and human rights conditions?
- Essay 3: Case Descriptions and Comparisons
  - 5 page max, Times New Roman 12 pt font, 1 inch margins, double-spaced
  - For each country/conflict case you selected, present descriptive evidence for the human rights situation and key junctures in the conflict process. Characterize the main belligerents' human rights records, the broader consequences of the conflict for civilians' human rights fulfillment, and how these conditions change over time. Next, compare the cases. How do the human rights situations in the lead-up

to, during, and after conflict differ? What does this evidence say about the factors that explain variation in the human rights/conflict phenomenon you proposed to explain? What are the strengths and weaknesses of the empirical evidence with respect to answering your question?
- ○ Data Visualization
  - ■ Describe and visualize a human rights or conflict variable of interest using the most relevant quantitative dataset(s) available in the existing literature.
  - ■ If relevant quantitative data are available, you may focus on the variable(s) of interest in your research project, and incorporate it into the final paper. Depending on your research question, you may present cross-sectional comparisons across observations (countries, conflicts, subnational units, or individuals) and/or trends over time.
  - ■ Even if your precise research question does not explore variation captured in quantitative data, you may analyze related data that sheds light on your inquiry. For example, if your research question focuses on individual-level variation in forced displacement, and individual-level data are not available in your cases, you may want to describe trends in the overall number of conflict-induced displacements across conflicts or countries to illustrate the scale of the human rights crisis and the variation across contexts.
  - ■ Note: Students are **not** expected to conduct sophisticated statistical modeling in this assignment or in the final paper. The assignment is designed to
- ● Final Research Paper
  - ○ 25-30 pages, Times New Roman 12 pt font, 1 inch margins, double-spaced
  - ○ The research paper is not an entirely new assignment. Rather, it incorporates the previous essays together as components of the final paper, with additional components 1) situate the paper in the existing literature and within the relevant social, political, and economic history; 2) use theories discussed in class to critically analyze the cases and draw inferences about the human rights/conflict phenomenon; and 3) articulate policy recommendations grounded in the primary analysis.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3

73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Resources and Materials

The assigned readings are listed in the Course Schedule under their respective course topics section. Most assigned readings are academic articles, which you will be able to access through UConn Libraries, and the rest are posted on the course HuskyCT site.

There is also a supplementary reading list with additional readings included for each topic. The supplementary readings are **not required or expected**; they are merely offered as a resource for further reading students may wish to do for their research project, or to learn more about specific topics during or after the semester.

I recommend reading the following guide to how to read a social science paper, included in the HuskyCT course site:
- Hoover Green, 2013. "How to Read Political Science: A Guide in Four Steps"

In addition to the assigned readings, students should also be aware of the core legal and institutional foundations of the International Human Rights regime, especially those relevant to the conflict processes that we will examine in class. I've included some useful links here.
- Universal Declaration of Human Rights
- International Bill of Human Rights
- The Core International Human Rights Instruments and their monitoring bodies
    - Including links to International Covenant on Civil & Political Rights (ICCPR), International Covenant on Economic, Social, & Cultural Rights (ICESCR), the optional protocols to each of these core legal agreements.
- Universal Human Rights Instruments
- Hague Convention: Convention (IV) respecting the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land.
- Rome Statute of the International Criminal Court.

For visualizing and analyzing quantitative data, I recommend using R; an open-source (free to you) and flexible suite of software. You may download R and the user interface RStudio here: https://rstudio.com/products/rstudio/download/. To get you up to speed and learning the basics of data management and analysis in R, see Hadley Wickham's accessible guide: "R for Data Science." This guide is based on the *tidyverse*, which is a suite of packages in R but also an approach to data organization, visualization, and modeling.

Course Schedule

Note: Some readings include discussion of econometric or statistical methods of empirical analysis conducted to support the article's argument with evidence. Students are **not responsible**

for understanding the technical aspects of any statistical methods. Rather, students may skim sections describing advanced statistical methods used in analysis and focus on the discussion and interpretation of the results as necessary to understand the underlying connection between the evidence and the argument.

1.   Course Introduction

Discussion Topics:

- Introduction and overview of the relationship between armed conflict and human rights.
- Course content and objectives.
- Assignments and expectations.
- Course policies.

Required Reading:

- Hoover Green, 2013. "How to Read Political Science: A Guide in Four Steps."
- Consult the resources on the core legal and institutional foundations of the international Human Rights regime listed above.

2.   Human Rights and Armed Conflict: Concepts and Definitions

Discussion Topics:

- Defining armed conflict and the variety of forms of political violence.
- Do human rights violations cause the outbreak or intensification of armed conflict? Under what conditions?
- What are the core human rights and how are they related to, or threatened by, the conduct of armed conflict?

Required Reading:

- Kalyvas, Stathis. 2019. "The Landscape of Political Violence." In Chenoweth, Erica, et. al., eds. *Oxford Handbook of Terrorism*. (Available via HuskyCT course site)
- Balcells, L. and Stanton, J.A., 2020. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro-and Micro-Level Divide." *Annual Review of Political Science*, 24. [Link]
- Landman 2018. "Democracy and Human Rights: Concepts, Measures, and Relationships." *Politics and Governance*, Vol. 6, Issue 1, Pages 48–59. [Link]
- Sambanis, N. and Schulhofer-Wohl, J., 2019. Sovereignty Rupture as a Central Concept in Quantitative Measures of Civil War. *Journal of Conflict Resolution*, *63*(6), pp.1542-1578. [Link]

- Kalyvas, S.N., 2012. "Micro-level studies of violence in civil war: Refining and extending the control-collaboration model." *Terrorism and Political Violence*, *24*(4), pp.658-668. [Link]
- Hafner-Burton, Emilie M. "A social science of human rights." *Journal of Peace Research,* 51.2 (2014): 273-286. [Link]
  - response to Hafner-Burton (2014) from Amanda Murdie: [Link]

3.   State Violence and Repression

Discussion Topics:

- Varieties of repression.
- Does state repression increase or decrease the likelihood/intensity of armed conflict? Under what conditions?
- What are the consequences of state repression for conflict resolution?

Required Reading:

- Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science*, Vol. 10, pgs. 1-23. [Link]
- Young, Joseph K. 2013. "Repression, dissent, and the onset of civil war." *Political Research Quarterly,* 66(3): 516-532. [Link]
- Keith, Linda Camp, C. Neal Tate, and Steven C. Poe. 2009 "Is the Law a Mere Parchment Barrier to Human Rights Abuse?" *Journal of Politics,* 71(2): 644-660. [Link]
- Conrad, Courtenay R., and Emily Hencken Ritter. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." *American Political Science Review,* 110(1):85-99. [Link]
- JHR DeMeritt, CR Conrad. 2019. "Repression substitution: Shifting human rights violations in response to UN naming and shaming." *Civil Wars,* 21 (1), 128-152. [Link]
- Downes, A.B., 2007. "Draining the sea by filling the graves: Investigating the effectiveness of indiscriminate violence as a counterinsurgency strategy." *Civil Wars*, *9*(4), pp.420-444. [Link]

4.   Rebel Violence and Terrorism

Discussion Topics:

- Under what conditions do non-state actors adopt terrorism tactics?
- Is terrorism an effective tool in armed conflict? Under what conditions?

- What are the human rights approaches to preventing and countering terrorism? Under what conditions do they reduce terrorism?

Required Reading:

- Kydd, A.H. and Walter, B.F., 2006. "The strategies of terrorism." *International security*, *31*(1), pp.49-80. [Link]
- de la Calle L. 2017. "Compliance versus constraints: a theory of rebel targeting in civil war." *Journal of Peace Research*, 54(3):427–41. [Link]
- Weintraub M. 2016. "Do all good things go together? Development assistance and insurgent violence in civil war." *Journal of Politics*, 78(4):989–1002. [Link]
- Polo, S.M. and Gleditsch, K.S., 2016. "Twisting arms and sending messages: Terrorist tactics in civil war." *Journal of Peace Research*, *53*(6), pp.815-829. [Link]
- Hoover Green, A., 2016. The commander's dilemma: Creating and controlling armed group violence. *Journal of Peace Research*, *53*(5), pp.619-632. [Link]
- Fortna, V.P., Lotito, N.J. and Rubin, M.A., 2018. "Don't Bite the Hand that Feeds: Rebel Funding Sources and the Use of Terrorism in Civil Wars." *International Studies Quarterly*, *62*(4), pp.782-794. [Link]

5.   Mass Killing, Ethnic Cleansing, and Genocide

Discussion Topics:

- Why/under what conditions do states (and insurgents) engage in genocidal violence and mass killing?
- What manifestations of organized violence constitute genocide? What are the warning signs during conflict that signal a risk of mass killing or genicide?
- How do members of the international community respond to potential and ongoing mass killing and genocide? What are the tools available to preventing and ending mass killing and under what conditions are they successful?

Required Reading:
- Krcmaric D. 2018. "Varieties of civil war and mass killing: reassessing the relationship between guerrilla warfare and civilian victimization." *Journal of Peace Research*, 55(1):18–31. [Link]
- Straus, Scott. 2012. "'Destroy Them to Save Us': Theories of Genocide and the Logics of Political Violence." *Terrorism and Political Violence*, 24(4). [Link]
- Cronin-Furman. 2013. "Managing Expectations: International Criminal Trials and the Prospects for Deterrence of Mass Atrocity." *International Journal of Transitional Justice*. 7(3): 434-54. [Link]

- Andy Kydd and Scott Straus, "The Road to Hell? Third-Party Intervention to Prevent Atrocities," *American Journal of Political Science,* 57:3 (2013), pp. 673-684. [Link]
- Uzonyi, Gary. 2016. "Domestic Unrest, Genocide and Politicide," *Political Studies* 64, no. 2 (2016): 315–34 [Link]
- Krain, Matthew. "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?" International Studies Quarterly 56(3):574-589. [Link]

6.   Forced Displacement

Discussion Topics:

- Why do some conflicts displace more people than others?
- Why do some conflicts displace a higher proportion of people internally than across borders, and vice versa?
- What are the belligerent strategies to intentionally displace (enemy) populations and under what conditions do belligerents adopt these strategies?
- What are the human rights approaches to protecting forcibly displaced populations?
- What are the consequences of population displacement for conflict resolution?

Required Reading:

- Lischer, S. K. 2007. "Causes and Consequences of Conflict-Induced Displacement." *Civil Wars* 9(2): 142–55. [Link]
- Steele, Abbey. 2019. "Civilian Resettlement Patterns in Civil War." *Journal of Peace Research*, 56(1). [Link]
- Lichtenheld, Adam. 2020. "Explaining Population Displacement Strategies in Civil War: A Cross-National Analysis."*International Organization*, *74*(2), pp.253-294. [Link]
  - Read pages 253-269.
- Davenport, C., Moore, W. and Poe, S., 2003. Sometimes you just have to leave: Domestic threats and forced migration, 1964-1989. *International Interactions*, *29*(1), pp.27-55. [Link]
- Adhikari, P. (2013) "Conflict-Induced Displacement: Understanding the Causes of Flight." *American Journal of Political Science* 57: 82–9. [Link]
- Kelly M. Greenhill, "Strategic Engineered Migration as a Weapon of War." *Civil Wars,* 10, no. 1 (March 2008): 6-21. [Link]
- Arnon, D.Y., R.J. McAlexander, and M.A. Rubin. "Social Cohesion and Community Displacement in Armed Conflict: Evidence from Palestinian Villages in the 1948 War." *APSA Preprints*. [Link]

7.   Torture

Discussion Topics:

- Under what conditions do states (belligerents, generally) engage in torture during armed conflict?
- Is torture an effective means of preventing violence and defeating an enemy?
- What are the human rights approaches to preventing and ending torture? Under what conditions are they effective?

Required Reading:

- Kearns, Erin K. 2015. "The study of torture: Why it persists, why perceptions of it are malleable, and why it is difficult to eradicate." Laws, 4(1), 1-15. [Link]
- Sullivan, C.M., 2014. "The (in)effectiveness of torture for combating insurgency." *Journal of Peace Research*, *51*(3), pp.388-404. [Link]
- Creamer, C.D. and Simmons, B.A., 2019. "Do self-reporting regimes matter? Evidence from the convention against torture." *International Studies Quarterly*, *63*(4), pp.1051-1064. [Link]
- CR Conrad, WH Moore. 2010. "What stops the torture?" *American Journal of Political Science,* 54 (2), 459-476. [Link]
- CR Conrad, J Conrad, JI Walsh, JA Piazza. 2017. "Who Tortures the Terrorists? Transnational Terrorism and Military Torture." *Foreign Policy Analysis* 13 (4), 761-786
- Conrad, C.R. and Ritter, E.H., 2013. "Treaties, tenure, and torture: The conflicting domestic effects of international law." *Journal of Politics*, *75*(2), pp.397-409. [Link]

8.   Sexual Violence in War

Discussion Topics:

- Sexual violence as a strategy of war, and as a by-product of war
- The variety of forms of sexual violence in armed conflict
- What are the human rights approaches to preventing and ending sexual violence in war? Under what conditions are they effective?
- What are the special challenges facing victims of sexual violence in the post-conflict era and what are the human rights approaches to aiding victims?

Required Reading:

- DK Cohen, AH Green, EJ Wood. 2013. Wartime sexual violence: Misconceptions, implications, and ways forward. United States Institute of Peace. Special Report 323. [Link]

- Cohen, D.K., 2013. "Explaining rape during civil war: Cross-national evidence (1980-2009)." *American Political Science Review*, pp.461-477. [Link]
- Chu, T.S. and Braithwaite, J.M., 2018. "The effect of sexual violence on negotiated outcomes in civil conflicts." *Conflict management and peace science*, *35*(3), pp.233-247. [Link]
- Loken, M., Lake, M. and Cronin-Furman, K., 2018. "Deploying justice: Strategic accountability for wartime sexual violence." *International Studies Quarterly*, *62*(4), pp.751-764. [Link]
- DK Cohen, AH Green. 2012. "Dueling incentives Sexual violence in Liberia and the politics of human rights advocacy." *Journal of Peace Research* 49 (3), 445-458
- Koos, C., 2017. "Sexual violence in armed conflicts: research progress and remaining gaps." *Third World Quarterly*, *38*(9), pp.1935-1951.
- Koos, Carlo and Summer E. Lindsey. 2019. "Rape by Armed Groups, Support Interventions and Effects on Social Stigmatization: Survey Evidence from Eastern Congo." Working Paper.

9.   Forced Recruitment and Child Soldiers

Discussion Topics:

- Why, and under what conditions, do conflict belligerents recruit children?
- What are the consequences of child recruitment for the conduct of war?
- What are the special challenges facing individuals that were forcibly recruited as children? What are the human rights approaches to aiding these victims in the post-conflict era?

Required Reading:

- Beber, B. and Blattman, C., 2013. The logic of child soldiering and coercion. *International Organization*, pp.65-104. [Link]
- Blattman, C. and Annan, J., 2010. The consequences of child soldiering. *The review of economics and statistics*, *92*(4), pp.882-898. [Link]
- Eck, K., 2014. Coercion in rebel recruitment. *Security Studies*, *23*(2), pp.364-398. [Link]
- Gates, S., 2017. Membership matters: Coerced recruits and rebel allegiance. *Journal of Peace Research*, *54*(5), pp.674-686. [Link]
- Haer, R., 2017. The study of child soldiering: issues and consequences for DDR implementation. *Third World Quarterly*, *38*(2), pp.450-466.
- Faulkner, C.M., Powell, J. and Lasley, T., 2019. Funding, capabilities and the use of child soldiers. *Third World Quarterly*, *40*(6), pp.1017-1039.

10.   Modern Slavery and Human Trafficking

Discussion Topics:

- The variety of forms of modern slavery and human trafficking.
- Does armed conflict increase the risk, and scale, of trafficking in persons? Which forms of modern slavery and human trafficking are at greatest risk during armed conflict?
- What forms of modern slavery and human trafficking do belligerents engage in? Under what conditions?

Required Reading:
- Choi-Fitzpatrick, Austin. 2015. "From Rescue to Representation: A Human Rights Approach to the Contemporary Antislavery Movement." *Journal of Human Rights*, 14(4), pp. 486-503. [Link]
- Fenton, T., Hesketh, G., Maio, G., Muraszkiewicz, J. and Watson, H., 2020. Toward a Better Understanding of Human Security Risks: Developing a Risk Assessment Methodology for Human Trafficking at the onset, during and after conflict. *Journal of Human Trafficking*, pp.1-23. [Link]
- Bryant, K., & Landman, T. (2020). "Combatting human trafficking since Palermo: What do we know about what works?" *Journal of Human Trafficking*. [Link]
- Patterson and Zhuo 2018. "Modern Trafficking, Slavery, and Other Forms of Servitude." *Annual Review of Sociology*, Vol. 44:407-439 [Link]
- Al-Dayel, N., Bales, K. and Mumford, A. (2020) Not Yet Dead: The Establishment and Regulation of Slavery by the Islamic State. *Studies in Conflict and Terrorism,* [Link]
- Bowersox, Z., 2019. Does human trafficking extend conflict duration?. *Journal of human trafficking*, *5*(4), pp.267-280. [Link]

11.   Civil/Political and Privacy Rights

Discussion Topics:

- Under what conditions do states' infringements on civil/political rights inspire rebellion?
- How do states infringe upon citizens' civil/political and privacy rights during conflict?
- What are the consequences for the conduct of conflict and for conflict resolution?

Required Reading:

- Fjelde, Hanne; Carl Henrik Knutsen & Håvard Mokleiv Nygård (2020) Which institutions matter? Re-considering the democratic civil peace, *International Studies Quarterly*. [Link]

- Hafner-Burton, E.M., Helfer, L.R. and Fariss, C.J., 2011. Emergency and escape: explaining derogations from human rights treaties. *International Organization*, *65*(4), pp.673-707. [Link]
- Rubin, M.A. and R.K. Morgan. "Terrorism and the Varieties of Civil Liberties." Forthcoming, *Journal of Global Security Studies*. [Link]
- Davenport, Christian, and David A. Armstrong. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996." *American Journal of Political Science* 48(3): 538–54.
- Vreeland, J.R., 2008. The effect of political regime on civil war: Unpacking anocracy. *Journal of conflict Resolution*, *52*(3), pp.401-425. [Link]
- Dragu, T., 2011. Is there a trade-off between security and liberty? Executive bias, privacy protections, and terrorism prevention. *American Political Science Review*, *105*(1), pp.64-78. [Link]

12.   Food security

Discussion Topics:

- Does food insecurity increase the risk of conflict? Under what conditions?
- How does armed conflict affect the human right to food security?
- What are the policy and aid tools to address food insecurity in conflict zones? Under what conditions are they effective?

Required Reading:

- Rudolfsen, I., 2020. Food insecurity and domestic instability: A review of the literature. *Terrorism and political violence*, *32*(5), pp.921-948. [Link]
- Koren, O., 2019. Food resources and strategic conflict. *Journal of Conflict Resolution*, *63*(10), pp.2236-2261. [Link]
- Tranchant, et. al. 2019. "The impact of food assistance on food insecure populations during conflict: Evidence from a quasi-experiment in Mali" *World Development*, *119*, pp.203-223. [Link]
- Martin-Shields and Stojetz. 2019. "Food security and conflict: Empirical challenges and future opportunities for research and policy making on food security and conflict" *World Development*, *119* [Link]
- Mary, S. and Mishra, A.K., 2020. Humanitarian food aid and civil conflict. *World Development*, *126* [Link]
- Abbs, L., 2020. The hunger games: Food prices, ethnic cleavages and nonviolent unrest in Africa. *Journal of Peace Research*, *57*(2), pp.281-296.
- Koren O, Bagozzi BE. 2017. Living off the land: the connection between cropland, food security, and violence against civilians. *Journal of Peace Research*, 54(3):351–64

13.   Employment

Discussion Topics:

- Does unemployment, or lack of employment opportunities, increase the risk of armed conflict? Does increasing access to employment reduce armed conflict? Under what conditions?
- How does armed conflict affect the human right to work?

Required Reading:

- Berman, E., Callen, M., Felter, J.H. and Shapiro, J.N., 2011. "Do working men rebel? Insurgency and unemployment in Afghanistan, Iraq, and the Philippines." *Journal of Conflict Resolution*, *55*(4), pp.496-528. [Link]
- Blattman and Annan. 2016. "Can employment reduce lawlessness and rebellion? A field experiment with high-risk men in a fragile state." *American Political Science Review* 110(1): 1–17. [Link]
- Lyall, J., Zhou, Y.Y. and Imai, K., 2020. "Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan." *American Political Science Review*, *114*(1), pp.126-143. [Link]
- Dasgupta, A., K. Gawande, and D. Kapur (2017). "(When) Do Antipoverty Programs Reduce Violence? India's Rural Employment Guarantee and Maoist Conflict." International Organization, 71, 605–632.
- Fetzer, T., 2020. "Can workfare programs moderate conflict? Evidence from India." *Journal of the European Economic Association*, *18*(6), pp.3337-3375. [Link]
- Blattman, C. and Ralston, L., 2015. "Generating employment in poor and fragile states: Evidence from labor market and entrepreneurship programs." *Available at SSRN 2622220.*

14.   Ending Human Suffering: Are Human Rights and Conflict Resolution Compatible or Competing Agendas?

Discussion Topics:

- Under what conditions do human rights and humanitarian action inadvertently intensify or prolong armed conflict?
- Do human rights priorities facilitate or impede peace negotiations to end conflict? Do they improve or undermine the sustainability of peace?

Required Reading:

- Kim, Hunjoon, Sikkink, Kathryn. 2010. "Explaining the Deterrence Effect of Human Rights Prosecutions for Transitional Countries." *International Studies Quarterly* 54 (4): 939–63. [Link]
- Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly* 64(3): 609–625. [Link]
- Stanton JA. 2020. "Rebel groups, international humanitarian law, and civil war outcomes in the post-Cold War era." *International Organization,* 74(3):523–59. [Link]
- Wood RM, Sullivan C. 2015. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." *Journal of Politics*, 77(3):736–48. [Link]
- Licklider, R., 2008. "Ethical advice: conflict management vs. human rights in ending civil wars." *Journal of Human Rights*, *7*(4), pp.376-387. [Link]
- Reiter, Andrew G., Olsen, Tricia D., Payne, Leigh A.. 2012. "Transitional Justice and Civil War: Exploring New Pathways, Challenging Old Guideposts." *Transitional Justice Review,* 1 (1): 137–69. [Link]
  - Or DeMeritt, Jacqueline H. R. 2016. "Transitional Justice: Prospects for Postwar Peace and Human Rights." In *What Do We Know about Civil Wars?* edited by David Mason, T., Mitchell, Sara McLaughlin, 179–97. Lanham, MA: Rowman & Littlefield.
- Dancy, Geoff. 2018. "Deals with the Devil? Conflict Amnesties, Civil War, and Sustainable Peace." *International Organization*, 72(1):387-421. [Link]

2021-010   HTRS 5600   Add Course (guest: Kathy Libal)

COURSE ACTION REQUEST	
CAR ID	21-5237
Request Proposer	Land
Course Title	Human Rights Practice Lab
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	Human Rights Practice Lab
Course Number	5600

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
Is this request for you or someone else?	Someone else
Proposer Last Name	Land
Proposer First Name	Molly
Select a Person	mkl13001
Proposer NetId	mkl13001
Proposer Phone	+1 860 570 5257
Proposer Email	molly.land@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	Laboratory
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	Open only to HRTS 5th-Year MA students, instructor consent required
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	Instructor 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

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	Course will be taught by HRI Faculty members who are all stationed at the Storrs Campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	HRTS 5600: Human Rights Practice Lab 3.00 Credits Prerequisites: Open only to HRTS 5th-Year MA students; instructor consent required. Grading Basis: Graded A professional skills course providing students with the opportunity to critically engage with human rights issues, strategies, tactics, institutions, and law in a practical setting. Students work collaboratively on a project addressing a pressing human rights issue in the world, and refine skills integral to working in the human rights field. Skills include information gathering, ethical analysis, effective communication across diverse audiences, and creative problem solving.
Reason for the course action	The proposed course is an integral component of the Master's Degree in Human Rights that is currently in development. The Master's Degree in Human Rights (in progress) will be a professional degree program that integrates the advanced academic study of human rights with extended practical experience in the field of professional human rights advocacy. To faithfully execute this vision of the program, we need to ensure our students are prepared to develop and execute projects that address contemporary human rights issues, and to work collaboratively with stakeholders across industry sectors. This skills course will prepare students for careers in the human rights field by honing the strategic, interpersonal, and organizational skills needed to be an effective human rights practitioner. The human rights practice lab introduces students to a human rights project developed by the instructor, in consultation with a partner organization. Students are then required to develop a work plan, which strategically leverages their individual academic strengths to meet the needs of the partner organization. This experience requires students to critically assess their academic training in methodology and advocacy strategies to efficiently identify and dissect complex social problems, and create evidence based strategies to meaningfully address those problems. Students' interpersonal skills are refined throughout the process, as they work in teams to complete the project, collaborate with a partner organization to clarify the organization's needs, and to determine the format of project deliverables, and communicate regularly with the instructor on research progress, setbacks, and accomplishments. At its core, human rights work requires effective collaboration, and the ability to communicate specialized knowledge to diverse audiences. This practice lab ensures students experience first hand the importance of communication, active listening, and adaptability when working collaboratively to address complex, systemic social ills. Finally, the human rights practice lab prepares students to be successful in fast paced, dynamic work environments by strengthening their organization skills. In order to complete the project by the end of the semester, students must practice good time management skills, i.e. creating and keeping deadlines and delegating tasks; and individual discipline, i.e. attention to detail, work ethic, and creative problem solving. This practice lab provides a framework that reinforces students' academic training, and their experience with human rights praxis. By creating a human rights document, report, or other output relevant to the field, they will also build capacity to do collective work that has a public.
Specify effect on other departments and overlap with existing courses	N/A
Please provide a brief description of course goals and learning objectives	Provide students with a contextual understanding of the international human rights standards in the field(s) relevant to the project; Introduce students to the ethical and professional challenges of human rights practice; Strengthen students skills in human rights methods, such as fact-gathering and investigation, problem definition and goal setting, strategy development, drafting, and legal analysis.
Describe course assessments	Research Memos (30%) Students will be responsible for the production of bi-weekly individual research memos on their research progress, and reflections on the challenges of professional human rights praxis. Final Product (50%) Students will consistently contribute to the development, drafting, and revising of the final product throughout the semester. Weeks 1-4: Read background materials about project, discuss course, project, expectations and divide into teams. Create a work plan for the semester, and assign concrete research tasks to each team member. Weeks 5-8: Prepare for meeting with partner organization, i.e. discuss information needed, talking points, and responsibilities of students regarding the handling of the meeting, Participate in interview/meeting; clarify and finalize goals and deliverables upon completion of the project. Weeks 9-11: Adapt work plan to account for any unique needs revealed in the partner meeting, reassess roles in work plan, and create a timeline for project completion with deadlines for project team members. Weeks 12-14: Drafting or preparation of final project; review and revision; send final product to partner organization. Class Participation (20%) Students will be graded on the quality of their participation in the seminar discussions, class exercises, and project work. Each student will meet individually with faculty mid-semester for feedback and formative

	feedback. In all activities, students are expected to demonstrate professionalism and work collaboratively with other members of the team.		
Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	HRTS 5600 Human Rights Practice Lab Syllabus.docx	HRTS 5600 Human Rights Practice Lab Syllabus.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Alyssa A Webb	01/15/2021 - 13:38	Submit		Submitting CAR for review
	Human Rights	Kathryn R Libal	01/15/2021 - 14:32	Approve	1/15/2021	As Director I approve this moving forward. It has gone through appropriate graduate study approvals.

HUMAN RIGHTS PRACTICE LAB
University of Connecticut
Instructor Name
Meeting Times/Dates
HRTS 5600

Professor:
Email:
Office:
Office Hours

Course Description: The Human Rights Practice Lab is a project-based capstone course that provides students with an opportunity to critically engage with human rights issues, strategies, tactics, institutions, and law in a practical setting. The project that the students undertake will depend on the instructor; the instructor is responsible for identifying and making arrangements to undertake an appropriate project(s) and obtaining any Internal Review Board (IRB) approvals if required prior to the start of class. Projects done in collaboration with an outside partner organization are particularly encouraged. Over the course of the semester, students will also receive instruction in human rights advocacy and methods, ethical obligations of human rights practice, and any practical skills required for the project (i.e., interviewing, evidence collection, quantitative methods, reporting, etc.).

Course Objectives
- Provide students with a contextual understanding of the international human rights standards in the field(s) relevant to the project;
- Introduce students to the ethical and professional challenges of human rights practice; and
- Strengthen students' skills in human rights methods, such as fact-gathering and investigation, problem definition and goal setting, strategy development, drafting, and legal analysis.

Required Course Materials
- Andrew Clapham, *Human Rights: A Very Short Introduction* (2007)
- Materials posted on course website

Course Requirements and Evaluation
Students will be expected to engage in the following tasks:
- Produce bi-weekly individual research memos (30%);
- Contribute to the development, drafting, and revising of final product (50%); and
- Participate in class discussions (20%).

Students will be graded on the quality of their participation in the seminar discussions, class exercises, and project work. Each student will meet individually with faculty mid-semester for formative feedback. In all activities, students are expected to demonstrate professionalism and work collaboratively with other members of team.

Confidentiality & Privilege: In this class, you may gain access to information that is confidential, proprietary, or even legally privileged. While you are free to discuss in general the substantive material that is the focus of the class, please do not share information specific to the meetings or the work product we are producing with anyone outside the class.

Self-Care: In the course of this class, students may encounter material that is disturbing or offensive. Students are encouraged to share any concerns with the instructors either privately or in class; class sessions will also be devoted to the issues of secondary trauma and self-care.

Academic Misconduct: All students who enroll in this course are assumed to have read the Academic Misconduct section of the Student Conduct Code regarding plagiarism and cheating, available here: http://community.uconn.edu/the-student-code-preamble/. In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: http://www.community.uconn.edu.

Accommodations: The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the

CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu. The instructor cannot provide accommodations without approval from the CSD.

Absences from Class: Students anticipating absences resulting from religious observances or participation in extra-curricular activities should inform me within the first three weeks of the semester and prior to the anticipated absence, and should take the initiative to establish a schedule for making up missed work.

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

Readings and Assignments

Week 1—Introduction
Read background materials about project
Discuss course, project, expectations and divide into teams

Week 2—Discussion of Project and Project Planning
Read additional background materials about project
Discuss project, create work plan, assign tasks

Week 3—Human Rights Advocacy
Discuss project as needed
Read and discuss:

- o   Stanley Cohen, "Government Responses to Human Rights Reports: Claims, Denials, and Counterclaims," 18 *Human Rights Quarterly* 517 (1996)
- o   César Rodríguez-Garavito & Sean McAdams, *A Human Rights Crisis? Unpacking the Debate of the Future of the Human Rights Field* (Mar. 31, 2016)
- o   *Rising to the Populist Challenge, A New Playbook for Human Rights Actors* (César Rodríguez-Garavito and Krizna Gomez eds., 2018)
- o   Audrey R. Chapman, "A 'Violations Approach' for Monitoring the International Covenant on Economic, Social, and Cultural Rights," *Human Rights Quarterly* 18 (1996).
- o   Sam Gregory, "Cameras Everywhere: Ubiquitous Video Documentation of Human Rights, New Forms of Video Advocacy, and Considerations of Safety, Security, Dignity and Consent," 2 *Journal of Human Rights Practice* (2010).

Week 4—Human Rights Methods
Discuss project as needed
Read and discuss:
- o   Allison Corkery, "Methodological Choices in Human Rights Research Are Political, Not Just Technical," *OpenGlobalRights*, Dec. 21, 2017
- o   Human Rights Center, UC Berkeley School of Law, *The Right Toolkit: Applying Research Methods in the Service of Human Rights* (2012)
- o   Allison Corkery and Sally-Ann Way, "Integrating Quantitative and Qualitative Tools to Monitor the Obligation to Fulfil Economic, Social and Cultural Rights: The OPERA Framework," 30 *Nordic J. Human Rights* 330 (2012)
- o   Sally Engle Merry, "Measuring the World: Indicators, Human Rights, and Global Governance," 52 *Current Anthropology* S83 (2011)
- o   Women Human Rights Defenders International Coalition, *Gendering Documentation: A Manual for and About Women Human Rights Defenders* (2015)

Week 5—Interviewing
Prepare for interview with partner (discuss information needed, talking points, and responsibilities of students regarding the handling of the meeting)
Read and discuss:
- o   OHCHR, "Interviewing," in *Training Manual on Human Rights Monitoring* (2001)
- o   Dermot Groome, "Interviewing Witnesses," in *The Handbook of Human Rights Investigation* 173–205 (2nd ed., 2011)
- o   Eileen Pittaway, Linda Bartolomei, & Richard Hugman "'Stop Stealing Our Stories': The Ethics of Research with Vulnerable Groups," 2 *J Hum. Rts. Practice* 229 (2010)
- o   Isabella Mighetto, "The Contingency of Credibility: Gender-Related Persecution, Traumatic Memory and Home Office Interviews," 3 *SOAS L.J.* 1 (2016)

Week 6—Partner Interview/Meeting
Participate in interview/meeting; clarify and finalize goals and deliverables

Week 7—Project Rounds
In advance of class, each team will circulate a short memo summarizing their work to date and identifying places where they have questions or have encountered challenges. In class, each team will present this material and the class will discuss the problems/challenges.

Week 8—Ethics and Professionalism
Discuss project as needed
Read and discuss:
- o Dustin N. Sharp, "Through a Glass, Darkly: Three Important Conversations for Human Rights Professionals," *J. Hum. Rts. Practice* (2019)
- o Diana Hortsch, "The Paradox of Partnership: Amnesty International, Responsible Advocacy, and NGO Accountability," 42 Colum. Hum. Rts. L. Rev. 119 (2010)
- o Daniel A. Bell & Joseph H. Carens, "The Ethical Dilemmas of International Human Rights and Humanitarian NGOs: Reflections on A Dialogue Between Practitioners and Theorists," 26 *Hum. Rts. Quart.* 300 (2004)
- o Johanna E. Foster, Sherizaan Minwalla, "Voices of Yazidi Women: Perceptions of Journalistic Practices in the Reporting on ISIS Sexual Violence," 67 *Women's Studies International Forum* (Mar.–Apr. 2018)
- o Sarah Knuckey, Meg Satterthwaite, and Adam Brown, "Trauma, Depression, and Burnout in the Human Rights Field: Identifying Barriers to Resilient Advocacy," 49 *Columbia H.R. Law Rev.* 267 (2018)

Week 9—Project Rounds
In advance of class, each team will circulate a short memo summarizing their work to date and identifying places where they have questions or have encountered challenges. In class, each team will present this material and the class will discuss the problems/challenges.

Week 10—Team Meetings/Work Week
Drafting or preparation of final project; review and revision

Week 11—Project Rounds
In advance of class, each team will circulate a short memo summarizing their work to date and identifying places where they have questions or have encountered challenges. In class, each team will present this material and the class will discuss the problems/challenges.

Week 12—Team Meetings/Work Week
Drafting or preparation of final project; review and revision

Week 13—Team Meetings/Work Week
Drafting or preparation of final project; review and revision

Week 14—Conclusion
Discuss final work product and outstanding issues; send final product to partner

2021-011　　HEJS/HIST 5250　　Add Course (guest: Sergio Luzzatto)

COURSE ACTION REQUEST	
CAR ID	20-4575
Request Proposer	Luzzatto

Course Title	Topics in Transnational Jewish History
CAR Status	In Progress
Workflow History	Start > Draft > History > Literatures, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Subject Area #2	HEJS
School / College #2	College of Liberal Arts and Sciences
Department #2	Literatures, Cultures and Languages
Reason for Cross Listing	This graduate course might be of great interest for students candidates specializing in both fields, historical studies and literary studies.
Course Title	Topics in Transnational Jewish History
Course Number	5250
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Sergio Luzzatto
Initiator Department	History
Initiator NetId	sel19011
Initiator Email	sergio.luzzatto@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,Seminar
Enrollment Component	Lecture
Number of Sections	1
Number of Students per Section	5-10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.00
Instructional Pattern	

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	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Lack of potential enrollment
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	HEJS/HIST 5250. Topics in Transnational Jewish History 3.00 credits. May be repeated with a change of topic to a maximum of 6 credits. Grading Basis: Graded Prerequisites: None Topics in Jewish history, transnational in space (European, American, global) and diachronic in time (Early Modern to Late Modern).
Reason for the course action	A way to provide our grad students with a broader basis in Jewish history across time periods (depending on their chosen focus) and across methodological approaches (historical/literary/cultural etc.).
Specify effect on other departments and overlap with existing courses	Of course, the History Department and the Hebrew and Judaic Studies program already provide a variety of courses directly or indirectly related to Jewish history. But this one will be unique, both in its interdisciplinary nature and in its transnational scope.
Please provide a brief description of course goals and learning objectives	As the story of a millenary and global diaspora, Jewish history is transnational by definition, and all the more in modern times. The Mediterranean world of the sixteenth century; the commercial world networks of the 17th- and 18th-centuries; the Jewish communities of Western Europe in the age of emancipation; the fortunes and misfortunes of Zionism in Central and Eastern Europe; late 19th-century and early 20th-century massive Jewish migrations from Europe to the Americas and Australia; the European geographies of the Holocaust, and the following waves of emigration to Israel; the dynamics of contemporary anti-Semitism, etc.: as an interdepartmental graduate course, Topics in Transnational Jewish History addresses these as well as other issues, from various disciplinary angles, and with different approaches and methods (political and social history, cultural and literary studies, etc.).
Describe course assessments	Required and suggested readings: one monograph per week (mandatory); plus additional readings (non-mandatory). Oral assignments: regular, informed, and active contribution to lectures and/or seminars. Written assignments: three book review assignments (3-4 pp. each); plus one longer historiographical essay (12-15 pp.) as final paper.

Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	Luzzatto, Hist 5250 syllabus.pdf	Luzzatto, Hist 5250 syllabus.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Draft	Sergio Luzzatto	12/17/2020 - 03:09	Submit		Sergio Luzzatto Avinoam Patt
	History	Matthew G McKenzie	01/01/2021 - 15:49	Approve	1/1/2021	Approved as per History C&C process and as per HEJS communication with proposer.
	Literatures, Cultures and Languages	Sara R Johnson	01/13/2021 - 12:49	Approve	1/19/2021	There is discussion about adding a CLCS rubric as well but the HEJS and HIST rubrics should be fine to proceed with for now. If including under CLCS, some of

					us on the premodern side might want to consider adding another similar course to cover the premodern version of this, but the version as conceived here is clearly understood to be in the context of the modern nation state.

2021-012 ANTH 4097W Add Course (G) (S) (guest: Alexia Smith)

COURSE ACTION REQUEST	
CAR ID	21-4894
Request Proposer	Smith
Course Title	Honors Thesis
CAR Status	In Progress
Workflow History	Start > Draft > Anthropology > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Honors Thesis
Course Number	4097W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alexia Smith
Initiator Department	Anthropology
Initiator NetId	als05010
Initiator Email	alexia.smith@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No

Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
Will there also be a non-W section?	No
Environmental Literacy	No
Scheduling Components	Thesis
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	Students meet with a faculty member to develop a research plan and bibliography and conducting research for their honors project and writing and revising the thesis.

COURSE RESTRICTIONS

Prerequisites	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	None
Recommended Preparation	None
Is Consent Required for course?	Instructor Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide proposed title and complete course catalog copy	ANTH 4097W. Honors Thesis Three credits Prerequisite: ENGL 1007 or 1010 or 1011 or 2011; open only with consent of instructor to students in the Honors Program. Grading Basis: Graded Research and writing of major project exploring a topic within anthropology, with close supervision and production of multiple written drafts.
Reason for the course action	Many students pursue Honors in Anthropology and write a thesis. Currently, students sign up for Anth 3099 Independent Study and are then required to request an honors conversion. Despite the intensive nature of the writing process involved in preparing a thesis, students cannot currently earn a W designation for their thesis work. The addition of Anth 4097W will allow the students to better showcase their work on their transcript, will allow the university to track students pursuing theses better, and better reflects the nature of the work that students are doing. Given that all Anthropology theses include more than 15 pages of edited writing, the inclusion of a "W" designation provides students with flexibility in fulfilling their major requirements.
Specify effect on other departments and overlap with existing courses	The addition of this course will not affect other departments. Currently Anth 3099 is used for thesis writing. The addition of this course will more clearly delineate honors thesis writing.
Please provide a brief description of course goals and learning objectives	The goals of this course are to prepare, conduct, and write an honor thesis in Anthropology. Please see attached syllabus for more information.
Describe course assessments	The sole assessment of this course is the written work prepared for the thesis. Please see attached syllabus for grading rubric.

	As part of the Honors Program, students are required to prepare a thesis outlining independent research that they have designed and executed. As they independently explore literature on a specific topic, they acquire intellectual breadth and versatility; exposure to terminology and ideas specific to anthropology allows them to become more articulate. Adherence to ethical practices is essential within anthropological research. As students explore their thesis research, they need to engage with ethical practices and, therefore, acquire both critical judgment and moral sensitivity. The very nature of conducting an individualized research project requires them to acquire a working understanding of the processes by which they can continue to acquire and use knowledge. As a discipline, anthropology examines human beings of all times and places, stressing writing, critical thinking, and social analyses. Since all anthropology theses, by definition, focus on people, students pursuing Anth 4097W acquire consciousness of the diversity of human culture and experience, and acquire awareness of their era and society.
General Education Goals	
Writing Competency	This course meets all requirements for W courses: 1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness: Anthropology honors theses are always more than 15 pages long (generally 30 pages is considered an absolute minimum and most average 50 pages). Students are required to revise, edit, and proofread their writing in collaboration with a faculty member prior to submission. 2. Address writing in process, require revision, and provide substantial supervision of student writing: 3. Have an enrollment cap of nineteen students per section: Students typically work one-on-one with a faculty member. In rare instances a faculty member may meet with more than one students to oversee thesis writing--a faculty member would never work with more than 19 students. 4. Make explicit the relation between writing and learning in the course: the relationship between clear, well-supported writing is consistently reinforced as part of the thesis writing process. 5. Articulate the structure of supervision of student writing; the precise structure of supervision can vary, depending upon the nature of the project and the students needs. Typically, students meet with a faculty advisor early in the semester to agree upon a Learning Agreement that is then executed throughout the semester. At a minimum, students check in with their faculty advisor once per week. 6. Explain the place and function of revision in the course; The page and nature of revision is agreed upon between faculty advisor and student as part of the Learning Agreement. 7. Detail how the page requirement will be met; The page and nature of revision is agreed upon between faculty advisor and student as part of the Learning Agreement. Please see attached syllabus for a guide on how students may structure their thesis. 8. Require that students must pass the writing component in order to pass the course. This requirement is stated in the attached syllabus

Syllabus and other attachments			
	Attachment Link	**File Name**	**File Type**
	Anth 4097W syllabus.pdf	Anth 4097W syllabus.pdf	Syllabus
	ANTH 4097W Syllabus.docx	ANTH 4097W Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	**Stage**	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
	Draft	Alexia Smith	01/07/2021 - 17:42	Submit		None
	Anthropology	Cesar Abadia-Barrero	01/09/2021 - 14:12	Approve	11/30/2020	Approved by undergraduate and Faculty at large.

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Anth 4097W
Honors Thesis in Anthropology

Program Information

This Honors Thesis course is open to students within the Honors program pursing an honors thesis in Anthropology. Pre-requisites for the course are: ENGL 1010 or 1011 or 2011. Work towards an honors thesis is conducted in close collaboration with an Anthropology faculty member in the form on an independent study. Students must obtain a permission number from a faculty member to sign up for the course and must meet with the faculty member to develop and plan to pursue independent thesis research and writing.

Course and Instructor Information

Course Title: Honors Thesis in Anthropology
Credits: 3
Format: Independent Study (specific format arranged between student and faculty member)
Prerequisites: ENGL 1010 or 1011, or 2011; Instructor consent.

Professor/Instructor/Facilitator: Variable. Students work under the supervision of an Anthropology faculty advisor, and complete a written thesis based on a student-designed honors research project.

For general information about the Honors Program within Anthropology, please contact:
Alexia Smith: Director of Undergraduate Studies, Anthropology Honors Advisor
Email: alexia.smith@uconn.edu
Telephone: 860 486 4264
Office Hours/Availability: By appointment

Course Materials

Required reading:
1. UConn Honors Thesis information website: https://honors.uconn.edu/thesis-project/ (be sure to consult all tab within this webpage (pay close attention to Overview, Timeline, Thesis Supervisor, and FAQs)

Recommended materials: We recommend that you read through a research guide for completing a research project and consult writing guides. For example:

> Robson, Colin (2017) *How to do a Research Project. A Guide for Undergraduate Students.* Chichester, UK: John Wiley & Sons.

Other materials: To be determined by the nature of your research project via independent research and in consultation with Honors Thesis faculty advisor.

Course Description

Students pursuing an Honors thesis in Anthropology meet with a faculty member to develop, design, execute, and write a thesis. Research topics are variable and are determined in consultation with an appropriate faculty advisor. As part of this course, students:

1. Consult with an Honors Thesis Advisor to discuss a research topic that can be used to prepare a thesis.
2. Develop a learning agreement with the Advisor detailing the content and logistics of completing the work.
3. Regularly communicate with the Advisor to discuss progress of project and obtain feedback on written drafts.
4. Maintain confidentiality of research as required by Advisor and adhere to ethical practices within Anthropology. **Note:** students wishing to conduct ethnographic or naturalistic research will require Institutional Review Board approval. Faculty Advisors can provide further information on the process. Please consult: https://ovpr.uconn.edu/services/rics/irb/researcher-guide/ethnographicnaturalistic-research/
5. Discuss authorship expectations with the faculty mentor prior to submitting any manuscripts or presenting research as part of a poster or presentation.
6. Write at least 15 pages towards the Honors thesis that has been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. **Note:** 15 pages of revised writing are required in order to pass the W component of this course.

7. Consult and adhere to guidelines and deadlines posted by the Honors program (https://honors.uconn.edu/).

Thesis format

Anthropological research can take many forms and, as a result, the format of a thesis can vary. The precise format used should be agreed upon in consultation with a faculty advisor. In general, however, theses are typically no shorter than 30 pages. **The final thesis can be no shorter than 15 pages of typed text**, with an additional bibliography (1" margins, Times New Roman, 12 point, double-space). As a guide, inclusion of the following sections should be considered:

1. **Approval or title page.** The approval page should include the title of your thesis, your full name, signature lines for your Honors thesis advisor(s) and the Departmental Honors Advisor(s).
2. **Abstract.** This should be on a separate page and should provide a summary of the research conducted, including the main findings (250-word limit)
3. **Acknowledgments.** This should be provided on a separate page. This is optional, but it is customary to acknowledge people who have helped throughout the research process or have provided resources or funding.
4. **Table of contents.** This should be provided on a separate page.
5. **List of Tables (if any).** This should be provided on a separate page.
6. **List of Figures (if any).** This should be provided on a separate page.
7. **Introduction.** Provide research questions/hypotheses/focus of research. Headings and sub-headings are useful in structuring the text.
8. **Literature Review/Background/Statement of need for research.** The goal of this chapter is to summarize existing literature and lay the foundation for the research project conducted. Expect to include a range of citations within this section.
9. **Methods/Procedures.** This section outlines the approach used to address the questions posed in the introduction. Citations are often included to highlight methods used by others.
10. **Results.** This section should succinctly and completely outline the results obtained. Appropriate quantitative and/or qualitative analyses should be included alongside any necessary figures, charts, or tables summarizing the results. Interpretations of the results can be included here or as a separate section.
11. **Conclusions.** This section should summarize the results and interpretations of the research and should address the questions posed in the Introduction. Some students find it useful to provide suggestions on research that could be conducted in the future.
12. **Citations/Sources.** A citation of every source used in the study should be included in the form of a bibliography. A standard citation style should be chosen in consultation with a faculty advisor. An example of an appropriate style is provided by *Current Anthropology*: https://www.journals.uchicago.edu/journals/ca/style
13. **Appendix.** In some instances, inclusion of an appendix can be helpful (e.g., for long data tables that are too cumbersome to include in the Results section)

Course Requirements and Grading

Summary of Grading Rubric:

Course Components	Weight (%)	Point earned	Novice: minimum required to pass	Expert: criteria for a complete grade
Organization	15		Overall the main learning objective is kept in focus. While there is a coherent theme uniting every section, the connection between sections may need work	A clear learning objective exists and each section serves to meet that goal. Information flows from one section to the next. There is no unnecessary repetition—the reader's understanding deepens at each step
Hypothesis	10		Non-measurable hypothesis, poor grammar, not focused, not relevant, difficult to identify the research question or its relevance	Clear and measurable hypothesis/research problem that stays focused on the goal
Clarity of writing	10		Some grammatical and spelling mistakes may occur, but the author's intent is communicated, and the reader understands the text	The text is free of grammatical and spelling mistakes. Technical words are defined and used appropriately. Writing is concise and does not repeat the same information twice
Academic rigor	20		The information presented is accurate (bearing minor mistakes). The written product demonstrates that the author is somewhat knowledgeable of the topic and although less aware of the overall picture, research literature or implications of the work	The information presented is accurate. The written product demonstrates that the author is knowledgeable of the topic. The author demonstrates a critical evaluation of evidence presented. The document shows the authors' ability to understand the context and implications of the research topic
Aesthetics, polish, completeness	10		Where appropriate, visuals improve the manuscript, however only a few figures or tables used to report data. Visuals are obtained from other sources and no effort was made to adapt them for the purpose of the case (e.g. the visuals were not simplified to focus on the goals of the case).	Where possible, author produced original figures for the manuscript. When existing visuals are included, they are appropriately attributed. All supporting materials are included, thoroughly and diligently written.
Citation quality	10		Most information mentioned in the document is cited, though there are a few omissions or incorrect citing.	All information is rigorously cited in the manuscript according to established guidelines
Responsive-	15		The final manuscript	There is significant improvement

			incorporated minor modifications between its draft and final version to address only the biggest criticisms or pitfalls.	between the draft version and the final submission. Clarification was requested as needed.
ness to feedback				
Adherence to deadlines, formatting guidelines, directions	10			

For additional information on undergraduate grading policies see here: https://registrar.uconn.edu/grades/
Grading Scale:

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

Feedback and Grades

Expectations regarding faculty feed-back should be agreed upon at the beginning of the course as part of the Learning Agreement.

Weekly Time Commitment

You should expect to dedicate at least 9 to 12 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. (More information related to hours per week per credit can be accessed at the Online Student website). Weekly time commitments may vary depending upon the nature of the research project selected.

Resources for Students Experiencing Distress

The University of Connecticut 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 academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to

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 **Student Health and Wellness-Mental Health** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or https://studenthealth.uconn.edu/** for services or questions**.**

Accommodations for Illness or Extended Absences

Please stay home if you are feeling 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 me as soon as possible. You do not need to disclose the nature of your illness, however, you will 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, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Student Responsibilities and Resources

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

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials

- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Please review the library's Plagiarism Resources. Instances of plagiarism will be taken very seriously and could result in an academic hearing before the Dean of Students.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. 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/.

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)

2021-013   ANTH   Revise Major (guest: Alexia Smith)

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 7 January 2021
2. Department or Program: Anthropology
3. Title of Major: Anthropology
4. 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: i) Expand the range of courses that fulfill Requirement C, Ethnographic area; ii) Expand the range of courses that fulfill Requirement D, Information Literacy; iii) Clarify the types of credits that can satisfy Requirement E; and iv) add name of newly approved minor to catalog description.

Existing Catalog Description of Major

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective — which stresses writing, critical thinking, and social analysis — anthropology provides an excellent

preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University's liberal arts program.

All must take the following major courses:

A. ANTH 1000 or 1006 or 1500.
B. ANTH 2000, 2501, and 2502.
C. At least one course in an ethnographic area (ANTH 3021, 3026, 3027, 3028, 3029, 3030, 3038, 3041, 3042.
D. At least one information literacy course (ANTH 3003, 3004, 3200 or 3506W).
E. At least three additional anthropology courses at the 2000 level or above, two of which may not be ethnographic area (Requirement C) courses.
F. A minimum of 12 credits of related courses (2000 level or above) must be approved by the major advisor.

To satisfy the writing in the major competency, one of the courses above must be a 2000 level or above ANTH W course. At least 24 2000-level or above Anthropology credits need to be completed with an average GPA of 2.0 or higher.

Minors in Anthropology, Native American and Indigenous Studies, and Religion are described in the "Minors" section.

Proposed Catalog Description of Major

Proposed changes are highlighted in red.

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective — which stresses writing, critical thinking, and social analysis — anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University's liberal arts program.

All must take the following major courses:

A. ANTH 1000 or 1006 or 1500.
B. ANTH 2000, 2501, and 2502.
C. At least one course in an ethnographic area (ANTH 3021, 3026, 3027, 3028, 3029, 3030, 3038, 3041, 3042, 3155, or 3904.
D. At least one information literacy course (ANTH 3003, 3004, 3200, 3202W, 3250, 3300, 3340E, 3450W, 3506W, 3555, 3701, 3703, 3704W, 3706, or 2600).
E. At least nine additional anthropology credits at the 2000 level or above. No more than 1 ethnographic area (Requirement C) course can be applied here. No more than 6 credits from the following courses can be counted towards this requirement: Anth 3081, 3090, 3093, 3096, 3099.
F. A minimum of 12 credits of related courses (2000 level or above) must be approved by the major advisor.

To satisfy the writing in the major competency, one of the courses above must be a 2000 level or above ANTH W course. At least 24 2000-level or above Anthropology credits need to be completed with an average GPA of 2.0 or higher.

Minors in Anthropology, Anthropology of Global Health, Native American and Indigenous Studies, and Religion are described in the "Minors" section.

Justification

1. Reasons for changing the major:

Over the past few years, the Department of Anthropology has experienced several changes. We have lost several faculty members to retirement, gained new faculty who have placed new courses on the books, and have added a new minor and new experiential courses to our catalog. It has proven difficult to continue to offer some courses that were taught by retired faculty, leading to scheduling difficulties. Also, new faculty who have a lot to offer to our major are currently underrepresented. By expanding the range of classes that satisfy the Ethnographic (C) and Information Literacy (D) requirements, we will be able to offer a greater choice to our students that reflects current departmental expertise and will also ease scheduling issues, providing more major-related classes that are taught by full-time faculty.

Requirement E provides students with choice. We would like to keep some choice, but at the same time encourage breadth across a range of experiences. With the recent addition of a number of experiential learning courses through the Registrar's office (focusing on research and internship opportunities), we would like to clarify the types of credits that can be used to satisfy this requirement.

i.   **Expand the range of courses that satisfy the Ethnographic Course (C) requirement (add Anth 3155 and 3904):** Ethnographic courses provide students with detailed insight into particular cultural groups within a given geographic area. Currently 9 courses satisfy this requirement but, owing to a series of recent retirements, only four are taught regularly and the others are taught more sporadically. We would like to add Anth 3155 Anthropology of the African Diaspora and Anth 3904 Ethnohistory of Native New England to the list, both of which will be offered regularly. Inclusion of these classes in the list provides students with additional choice, facilitates scheduling within the department, and following a series of recent faculty retirements, better allows the department to staff these courses with full-time faculty.

ii. **Expand the range of courses that satisfy the Information Literacy requirement (add courses listed below):**
     Information Literacy courses provide students with the skills required to select, access, evaluate, and incorporate anthropological information in an ethical manner. Many of our existing courses provide explicit instruction in information literacy but currently, only four courses are listed within our major to satisfy this requirement. Following a recent retirement, only three of the four can be regularly taught by full-time faculty. Given that the department is required to offer 2 Information Literacy courses each semester, choice is limited and faculty members teaching the currently listed courses have less flexibility to offer other classes. After a departmental review, the following courses were unanimously approved to satisfy instruction in Information Literacy:

Courses currently listed
- 3003 Field Research in Social Settings
- 3004 Cultural Research
- 3200 Human Behavioral Ecology
- 3506W Laboratory Techniques in Archaeology (already listed)

Courses to add to the list
The following courses provide explicit instruction in information literacy and regularly feature in a 2-year rotation:
- 3202W Illness and Curing
- 3250 Cognitive Anthropology
- 3300 Medical Anthropology
- 3325 Introduction to Global Health
- 3340 Culture and Conservation
- 3555 Archaeological Science
- 3701 Lithic Technology
- 3703 Zooarchaeological Method and Theory
- 3704W Experimental Archaeology
- 3706 Archaeobotany
- 2600 Microscopy in Applied Archaeobotany Research (honors)

Inclusion of these classes to the list provides students with additional choice across the department, better represents expertise and sub-specialties across the department, facilitates scheduling, and following a series of recent faculty retirements, better allows the department to staff these courses with full-time faculty.

iii. **Place clear restrictions on types of credits allowable for Requirement E.**
The department recently added several experiential learning courses to the catalog via the Registrar's office (Anth 3091, 3096). Addition of these courses provides students with opportunities to explore a wide range of research and internship opportunities. Within Requirement E of the major, students can elect 9 credits. In order to ensure a range of learning experiences and maintain a balance between class/lab-based learning and experiential learning, we would like to cap the application of the following courses to the major at 6 credits:
Anth 3090 Directed Field Research in Anthropology
Anth 3081 Internship in Anthropology
Anth 3093 Foreign Study
Anth 3096 Directed Research in Anthropology
Anth 3099 Independent Study

Additionally, several years ago, the department added a number of 1-credit lab classes. In order to minimize confusion, the language for Requirement E has been changed to reflect 9 credits, instead of 3 courses. The language limiting the use of Ethnographic area courses for Requirement E has also been clarified to minimize confusion.

iv. **Add "Anthropology of Global Health" to the list of minors within the catalog description.** This minor was added to the catalog recently as an Anthropology-related minor and needs to be reflected in the list of minors associated with the Catalog description of the major.

2. Effects on students: The effects of these changes on the students will be overwhelmingly positive. Students join the major for a variety of reasons—some have greater interest in cultural anthropology, while others are more interested in archaeology or medical anthropology. The core-required components of the major remain intact providing all students with a firm foundation in the discipline. By expanding classes that meet the Ethnographic and Information Literacy requirements, students will have more flexibility to choose a class that suits their interests. The department has consistently met the goal of scheduling 2 classes that meet each requirement in both the fall and spring semesters, but sometimes choice has been limited and, in recent years following a series of retirements, we have not been able to staff the classes with a full-time faculty member. By expanding the range of Requirements C and D, we will frequently be able to exceed our 2-class minimum each semester, allowing students to better pursue classes that interest them. The clarification of credits allowable for Requirement E will ensure breath of educational experiences.

3. Effects on other departments: None
4. Effects on regional campuses: None: although students majoring in Anthropology based at regional campuses may benefit if new courses added to the Ethnographic and Information Literacy lists are taught at a regional campus.
5. Dates approved by
   Department Curriculum Committee: 30 Nov 2020
   Department Faculty: 30 November 2020
6. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 860 486 4264 (office number), alexia.smith@uconn.edu
   (prefer contact via email during work-from-home period)

2021-014   SLHS 5335   Revise Course (Bernard Grela)

COURSE ACTION REQUEST	
CAR ID	21-4856
Request Proposer	Grela
Course Title	Fluency Disorders
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Fluency Disorders
Course Number	5335
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No

Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5335. Fluency Disorders 3.00 credits Grading Basis: Graded Prerequisites: None Research data and theoretical models regarding the etiology and characteristics of fluency disorders (primarily stuttering) are integrated to form the foundation for clinical management. Treatment approaches for children and adults are presented.
Provide proposed title and complete course catalog copy	SLHS 5335. Fluency Disorders 2.00 credits Grading Basis: Graded Prerequisites: None Research data and theoretical models regarding the etiology and characteristics of fluency disorders (primarily stuttering) are integrated to form the foundation for clinical management. Treatment approaches for children and adults are presented.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	1. Students will be able to discriminate and describe the various etiological conditions and speech characteristics associated with fluency and fluency disorders across the lifespan. 2. Students will be able to demonstrate current knowledge of prevention, assessment, and intervention for persons with fluency disorders. 3. Students will be able to demonstrate their knowledge of current research of fluency disorders and of the integration of research principles into evidence-based clinical practice including critique of different therapy techniques.
Describe course assessments	Exams, class readings/discussions, clinical assignments, class presentations.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	SLHS 5335 UConnSyllabus_19(5)-1.pdf	SLHS 5335 UConnSyllabus_19(5)-1.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 12:14	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 14:01	Approve		01/07/2021

2021-015   SLHS 5336   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4859
Request Proposer	Grela
Course Title	Clinical Practicum in Speech Disorders
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences

Department	Speech Language and Hearing Services
Course Title	Clinical Practicum in Speech Disorders
Course Number	5336
Will this use an existing course number?	Yes
Please explain the use of existing course number	The content of the course will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	2
Number of Students per Section	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	Yes
Multi-Semester Credits Term 1	3
Multi-Semester Credits Term 2	3
Instructional Pattern	Discussion, Practicum, Required

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	12
Is it repeatable only with a change in topic?	No
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No

Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5336. Clinical Practicum in Speech Disorders 3 credits. May be repeated to a total of 21 credits. Grading Basis: Graded
Provide proposed title and complete course catalog copy	SLHS 5336. Clinical Practicum in Speech Disorders 1-3 credits. May be repeated to a total of 12 credits. Grading Basis: Graded
Reason for the course action	Change number of credits to variable (1.00 to 3.00) units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs. Also, the number of credits will reflect the number of patients seen by the students within each semester. A larger caseload will be reflected with a larger number of credits per semester.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	1. To connect academic knowledge and clinical procedures 2. To demonstrate professional identity and engagement through behavior, self-reflection, and interpersonal communication in the provision of clinical services in the chosen field of graduate study 3. To develop professional writing skills through clinical documentation 4. To demonstrate clinical decision-making and problem solving on evidenced based practice
Describe course assessments	Clinical performance based on clinical skills checklist.

Syllabus and other attachments	Attachment Link	File Name	File Type
	SLHS 5336 Clinical Practicum Syllabus Graduate Programs in SLHS Revised.pdf	SLHS 5336 Clinical Practicum Syllabus Graduate Programs in SLHS Revised.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 13:08	Submit		Only change is from 3.00 credits to variable credit units (1.00 to 2.00) depending on the number of clients on caseload each semester.
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 13:54	Approve		Approved 01/07/2021

2021-016   SLHS 5342   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4834
Request Proposer	Grela
Course Title	Aphasia
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Aphasia
Course Number	5342
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5342. Aphasia 3.00 credits Grading Basis: Graded Prerequisites: None The differential diagnosis of acquired neurogenic communication disorders as well as research, theory, and efficacy of language interventions for aphasia in adults.
Provide proposed title and complete course catalog copy	SLHS 5342. Aphasia 2.00 credits Grading Basis: Graded Prerequisites: None The differential diagnosis of acquired neurogenic communication disorders as well as research, theory, and efficacy of language interventions for aphasia in adults.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	By the end of this class, students should be able to: - Describe the cognitive processes that support communication. - Identify the neural substrates of spoken and written language processes. - Characterize the behavioral consequences of impairment to cognitive processes that support language and communication. - Describe classic aphasia syndromes and their associated lesion location. - Classify patients on the basis of observation and the results of behavioral testing. - Describe the behavioral consequences of right hemisphere damage. - Specify standardized measures for assessment of acquired impairment of language and communication. - Demonstrate knowledge of treatment approaches for specific aspects of language and communication impairment.
Describe course assessments	Clinical assignments, exams, quizzes, posters/presentations.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	SLHS 5342 _ Aphasia_Mozeiko.pdf	SLHS 5342 _ Aphasia_Mozeiko.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 11:37	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 13:59	Approve		01/07/2021

2021-017   SLHS 5343   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4854
Request Proposer	Grela
Course Title	Cognitive-Communication Disorders
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services

Course Title	Cognitive-Communication Disorders
Course Number	5343
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5343. Cognitive-Communicative Disorders 3.00 credits Grading Basis: Graded Prerequisites: None Cognitive-communicative disorders in adults secondary to right hemisphere damage, traumatic brain injury, and

	dementia. Emphasis on differential diagnosis and theories and research pertaining to clinical management including the efficacy of interventions.
Provide proposed title and complete course catalog copy	SLHS 5343. Cognitive-Communicative Disorders 2.00 credits Grading Basis: Graded Prerequisites: None Cognitive-communicative disorders in adults secondary to right hemisphere damage, traumatic brain injury, and dementia. Emphasis on differential diagnosis and theories and research pertaining to clinical management including the efficacy of interventions.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	1. Students will become familiar with current diagnostic terminology and classification systems related to right hemisphere damage (RHD), traumatic brain injury (TBI), and dementia (DEM) in adults. 2. Students will acquire knowledge regarding the neurologic bases of RHD, TBI, and DEM. 3. Students will acquire knowledge relating to assessment approaches for RHD, TBI, and DEM as well as differential diagnosis. 4. Students will acquire knowledge regarding the management of cognitivecommunication disorders secondary to right hemisphere damage, traumatic brain injury, and dementia with particular emphasis on functional communication and evidence-based practice.
Describe course assessments	Exams, class presentations, discussions of weekly readings
Syllabus and other attachments	<table><tr><th>Attachment Link</th><th>File Name</th><th>File Type</th></tr><tr><td>SLHS 5343 CogCom Syllabus Fall 20.pdf</td><td>SLHS 5343 CogCom Syllabus Fall 20.pdf</td><td>Syllabus</td></tr></table>

COMMENTS / APPROVALS

<table>
<tr><td rowspan="3">**Comments & Approvals Log**</td><th>Stage</th><th>Name</th><th>Time Stamp</th><th>Status</th><th>Committee Sign-Off</th><th>Comments</th></tr>
<tr><td>Start</td><td>Bernard Grela</td><td>01/07/2021 - 11:55</td><td>Submit</td><td></td><td>The only change to this course will be reducing the number of credit units from 3 to 2.</td></tr>
<tr><td>Speech Language and Hearing Services</td><td>Lendra Friesen</td><td>01/07/2021 - 13:58</td><td>Approve</td><td></td><td>Approved 01/07/2021</td></tr>
</table>

2021-018   SLHS 5345   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4855
Request Proposer	Grela
Course Title	Motor Speech Disorders
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Motor Speech Disorders
Course Number	5345

Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5345. Motor Speech Disorders 3.00 credits Grading Basis: Graded Prerequisites: None The effects of acquired and developmental neuropathology on speech. Emphasis on differential diagnosis and clinical management.
Provide proposed title and complete course catalog copy	SLHS 5345. Motor Speech Disorders 2.00 credits Grading Basis: Graded Prerequisites: None The effects of acquired and developmental neuropathology on speech. Emphasis on differential diagnosis and clinical management.

Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	1. Students will become familiar with current diagnostic terminology and classification systems related to dysarthria and apraxia of speech in adults and children. 2. Students will acquire knowledge regarding the neurologic bases of motor speech disorders. 3. Students will acquire knowledge relating to assessment approaches for motor speech disorders as well as differential diagnosis. 4. Students will acquire knowledge regarding the management of motor speech disorders with particular emphasis on functional communication and evidence based practice.
Describe course assessments	Exams, quizzes, clinical assignments, presentations.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	SLHS-5345 SYLL '19.pdf	SLHS-5345 SYLL '19.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 12:05	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/08/2021 - 11:16	Approve		Approved 01/08/2021

2021-019   SLHS 5353   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4794
Request Proposer	Grela
Course Title	Speech Sound Disorders in Children
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Speech Sound Disorders in Children
Course Number	5353
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name		Bernard Grela

Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture

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	MA-SLP program only offered on Storrs campus
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5353. Speech Sound Disorders in Children 3.00 credits Grading Basis: Graded Prerequisites: None Prevention, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech in children.
Provide proposed title and complete course catalog copy	SLHS 5353. Speech Sound Disorders in Children 2.00 credits Grading Basis: Graded Prevention, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech in children.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments	none

and overlap with existing courses	
Please provide a brief description of course goals and learning objectives	By the end of the semester, students should be able to: 1. Identify the classifications of speech sound disorders. 2. Describe ways of preventing SSD using 4 different levels of prevention. 3. Identify the stages of typical phonological development. 4. Pair anatomical structures and acoustic features associated with place, manner, and voicing features of English vowels and consonants. 5. Recognize and identify three categories of phonological processes 6. Describe an assessment protocol for diagnosing speech sound disorders. 7. Prescribe treatment procedures for SSD and explain why that treatment would be appropriate. 8. Explain how dialect and culture impact a diagnosis of SSD.
Describe course assessments	Exams, quizzes, clinical assignments, and discussions.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	SLHS5353_Syllabus_2020.pdf	SLHS5353_Syllabus_2020.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/06/2021 - 15:55	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/06/2021 - 22:53	Approve		approved 1/6/2021

2021-020   SLHS 5359   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4858
Request Proposer	Grela
Course Title	Voice Disorders
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Voice Disorders
Course Number	5359
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu

Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only on the Storrs campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5359. Voice Disorders 3.00 credits Grading Basis: Graded Prerequisites: None Normal anatomy and physiology of voice production including the effects of: aging across the lifespan, gender, and multicultural issues. Voice disorders, diagnostic procedures and management techniques to remediate voice disorders will be discussed.
Provide proposed title and complete course catalog copy	SLHS 5359. Voice Disorders 2.00 credits Grading Basis: Graded Prerequisites: None Normal anatomy and physiology of voice production including the effects of: aging across the lifespan, gender, and multicultural issues. Voice disorders, diagnostic procedures and management techniques to remediate voice disorders will be discussed.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course	1. Students will become familiar with current diagnostic terminology and classification related to voice disorders across the lifespan. 2. Students will acquire knowledge regarding anatomy and physiology of normal and abnormal voice. 3. Students will acquire knowledge relating to assessment approaches for voice disorders as

goals and learning objectives	well as differential diagnosis. 4. Students will acquire knowledge regarding the management of voice disorders with emphasis on multidisciplinary care and evidence-based practice.
Describe course assessments	Exams, class project, writing assignment, presentations.
Syllabus and other attachments	<table><tr><th>Attachment Link</th><th>File Name</th><th>File Type</th></tr><tr><td>SLHS 5359_Voice Disorders Syllabus.pdf</td><td>SLHS 5359_Voice Disorders Syllabus.pdf</td><td>Syllabus</td></tr></table>

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 12:39	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 13:11	Approve		approved 0107/2021

2021-021   SLHS 5361   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4857
Request Proposer	Grela
Course Title	Advanced Speech Science I
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Advanced Speech Science I
Course Number	5361
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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	3
Instructional Pattern	Lecture, Laboratory, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is offered on the Storrs campus only.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5361. Advanced Speech Science I 3.00 credits Grading Basis: Graded Prerequisites: None Generation, transmission, detection, and analysis of the speech signal. Special attention is given the myology of speech production and the physiological correlates of the acoustic output. Theoretical models of speech production are examined in light of recent empirical findings. Biomedical and other research techniques are employed in the laboratory setting to investigate the speech communication processes.
Provide proposed title and complete course catalog copy	SLHS 5361. Advanced Speech Science I 2.00 credits Grading Basis: Graded Prerequisites: None Generation, transmission, detection, and analysis of the speech signal. Special attention is given the myology of speech production and the physiological correlates of the acoustic output. Theoretical models of speech production are examined in light of recent empirical findings. Biomedical and other research techniques are employed in the laboratory setting to investigate the speech communication processes.
Reason for the course action	Reduce number of credits from 3 to 2 units to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	1. This is a laboratory class in speech science, which is the study of the anatomical, physiological, and acoustic mechanisms that underlie human communication. 2. This course is customized for students in the clinical sciences and aims to promote advanced knowledge of the physics of speech production via an understanding of acoustic phonetics.
Describe course assessments	Lab assignments, class discussions from readings.

Syllabus and other attachments	Attachment Link	File Name	File Type
	SLHS-5361-Fall-2020-Syllabus-1.pdf	SLHS-5361-Fall-2020-Syllabus-1.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 12:27	Submit		The only change to this course will be reducing the number of credit units from 3 to 2.
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 13:13	Approve		Approved 01/07/2021

2021-022   SLHS 5374   Revise Course (Bernard Grela)

COURSE ACTION REQUEST

CAR ID	21-4835
Request Proposer	Grela
Course Title	Clinical Project in Speech-Language Pathology
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Clinical Project in Speech-Language Pathology
Course Number	5374
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course content will remain the same.

CONTACT INFO

Initiator Name	Bernard Grela
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	beg02004
Initiator Email	bernard.grela@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	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?	Yes
Variable Credits Min	1
Variable Credits Max	2
Is this a Multi-Semester Course?	No
Instructional Pattern	Independent Study, Required

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The MA-SLP program is only offered on the Storrs campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5374 - Clinical Project in Speech-Language Pathology 3.00 credits Grading Basis: Graded Prerequisites: None Written report and oral presentation on a client's clinical intervention. The clinical project must be successfully completed to graduate with an M.A. in speech-language pathology via the non-thesis track.
Provide proposed title and complete course catalog copy	SLHS 5374 - Clinical Project in Speech-Language Pathology 1.00-2.00 credits Grading Basis: Graded Prerequisites: None Written report and oral presentation on a client's clinical intervention. The clinical project must be successfully completed to graduate with an M.A. in speech-language pathology via the non-thesis track.
Reason for the course action	Reduce number of credits from 3 to 2 or 1 units (variable credits) to be consistent with accrediting body guidelines (Council on Academic Programs in Speech Language Pathology) and to be consistent with peer and aspirant programs.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	• Demonstrate integration of theoretical information with clinical experiences. • Develop a thorough understanding of the rationale for the clinical management approach applied with the client selected for discussion.
Describe course assessments	written paper and oral presentation.

Syllabus and other attachments	Attachment Link	File Name	File Type
	SLHS 5374 syllabus spring 2021.clinical proj.pdf	SLHS 5374 syllabus spring 2021.clinical proj.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Bernard Grela	01/07/2021 - 12:57	Submit		The only change to this course will be reducing the number of credit units from 3 to variable credits (2 or 1).
	Speech Language and Hearing Services	Lendra Friesen	01/07/2021 - 13:09	Approve		Approved 01/7/2021

2021-023   SLHS 5327   Revise Course

COURSE ACTION REQUEST

CAR ID	21-5234
Request Proposer	Njuki
Course Title	Introduction to Clinical Topics in Audiology
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Introduction to Clinical Topics in Audiology
Course Number	5327
Will this use an existing course number?	Yes
Please explain the use of existing course number	Requesting to change the number of credits from three to variable

CONTACT INFO

Initiator Name	Ann C McMahon
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	ncm06001
Initiator Email	nancy.mcmahon@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Njuki
Proposer First Name	Christine
Select a Person	chh02005
Proposer NetId	chh02005
Proposer Phone	+1 860 486 0403
Proposer Email	christine.hare@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
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Lecture

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	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	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?	Yes

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5327. Introduction to Clinical Topics in Audiology 3.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded Provides mandated training required prior to any interaction with patients during clinical observations and supports early experiences once clinical practicum has begun. Students will demonstrate understanding and practice of evaluation protocols, professionalism, documentation and interpersonal communication required prior to practicum. May be repeated for credit with a change in topic.
Provide proposed title and complete course catalog copy	SLHS 5327. Introduction to Clinical Topics in Audiology 1.00 - 3.00 credits | May be repeated for credit with a change of topic to a maximum of 6 credits. Prerequisites: None. Grading Basis: Graded Provides mandated training required prior to any interaction with patients during clinical observations and supports early experiences once clinical practicum has begun. Students will demonstrate understanding and practice of evaluation protocols, professionalism, documentation and interpersonal communication required prior to practicum.
Reason for the course action	Puts us in line with governing/accrediting body and aspirant peer institutions
Specify effect on other departments and overlap with existing courses	n/a

	Learning Outcomes: in order of appearance Students will be able to: 1. Demonstrate the ability to reflect on a patient interaction in a way that focuses on their own behavior and sets reasonable goals for improved outcomes. 3/6 reflections completed to date. If clinic remains open and you are healthy and have not traveled to states of emergency for Spring Break, you may continue to see clients and you are encouraged to continue to submit self-reflection assignments for feedback. However, all of you have demonstrated clinical competency in that area in the first three reflections, so this objective is considered met as of today. 2. Create prevention materials and consider screening protocols for different at-risk groups. 3. Demonstrate current ability to take an earmold impression. 4. Design a clinic protocol for when to incorporate acoustic reflex measurements and appropriately document its medical necessity. 5. Select an appropriate OAE protocol for a given population and correctly interpret both TEOAE and DPOAEs tests results and integrate interpretation with audiogram. 6. Administer a few select CAPD tests and explain the process that they are assessing. 7. Evaluate select cases of tinnitus patients, including interpretation of change as measured on select inventories, differentiate a patient with tinnitus from a tinnitus patient, differentiate a patient who needs reassurance versus management of their tinnitus. 8. Collaborate with clinical psychology students in the case study of patients with tinnitus and/or hearing loss. - postponed for face to face meeting. Preparatory reading materials are still required.
Please provide a brief description of course goals and learning objectives	
Describe course assessments	Participation 30% Quizzes 30% Final Exam 40% See attached syllabus for details
Syllabus and other attachments	

Attachment Link	**File Name**	**File Type**
5327 Syllabus - Spring 2020 - Revised.pdf	5327 Syllabus - Spring 2020 - Revised.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Start	Ann C McMahon	01/14/2021 - 16:11	Submit		Change course to variable credits
	Speech Language and Hearing Services	Lendra Friesen	01/14/2021 - 19:26	Approve		approved Jan.14/2021

2021-024   SLHS 5328   Revise Course

COURSE ACTION REQUEST

CAR ID	21-5174
Request Proposer	Hinchey
Course Title	Intermediate Clinical Topics in Audiology
CAR Status	In Progress
Workflow History	Start > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Intermediate Clinical Topics in Audiology
Course Number	5328
Will this use an existing course number?	Yes
Please explain the use of existing course number	Course revision due to change of credits to variable

CONTACT INFO

Initiator Name	Ann C McMahon
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	ncm06001
Initiator Email	nancy.mcmahon@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Hinchey
Proposer First Name	Thomas
Select a Person	tmh17006
Proposer NetId	tmh17006
Proposer Phone	
Proposer Email	thomas.hinchey@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
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Lecture

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	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	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 in audiology is only at Storrs
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5328. Intermediate Clinical Topics in Audiology 3.00 credits | May be repeated for credit. Prerequisites: None. Grading Basis: Graded Intermediate-level topics in providing clinical audiology services with a focus on prevention and intervention; supports ongoing clinical practicum. May be repeated for credit with a change in topic.
Provide proposed title and complete course catalog copy	SLHS 5328. Intermediate Clinical Topics in Audiology 1.00 - 3.00 credits | May be repeated for credit with a change of topic to a maximum of 6 credits. Prerequisites: None. Grading Basis: Graded Intermediate-level topics in providing clinical audiology services with a focus on prevention and intervention; supports ongoing clinical practicum.
Reason for the course action	Puts us in line with governing/accrediting body and aspirant peer institutions
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	Learning Objectives- Upon completion of this course, the student will be able to demonstrate the following: 1. Increased understanding of self-directed learning and the habits of lifelong learners. 2. Increased knowledge of the advanced signal processing in current hearing technology, tools and methods to evaluate the technology, and resources for obtaining continued education related to changing technology. 3. Knowledge of pharmacology for a practicing clinician including: the audiologist's role in patient care, basic terminology, mechanisms of drug interaction, common drugs, patient risk factors which can result in ototoxicity, tinnitus and vestibulotoxicity; and future directions in drug therapies for the inner ear. ASHA IV. A8. 4. The ability to participate actively and constructively in case discussions with peers both in person and via online discussion 5. The completion and presentation of a prevention project related to hearing and speech disorders
Describe course assessments	Course Assignments Grade (90%) - Points are earned by completing Minimum Required Assignments (blue) and any Optional Assignments the student chooses to complete (green). Completing the minimum required assignments will earn the student 85/100 points for their Course Assignments grade. This equates to an 85% average for this portion of the overall course grade. Completing the Minimum Required Assignments & all Additional Assignments will earn the student 100 points for their Course Assignments Grade. Below is the list of assignments. Refer to the HuskyCT course site for due dates, the assignment tracking tool, and course weighting calculator to monitor your progress. See Attached Syllabus for additional details

Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	SyllabusSpring2020-5328-001_Intermediate_Topics_In_Audiology.pdf	SyllabusSpring2020-5328-001_Intermediate_Topics_In_Audiology.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Start	Ann C McMahon	01/14/2021 - 12:47	Submit		Changing course from 3 credits to variable 1-3 credits
	Speech Language and Hearing Services	Lendra Friesen	01/14/2021 - 19:29	Approve		Approved Jan 14, 2021

2021-025   SLHS 5329   Revise Course

COURSE ACTION REQUEST

CAR ID	21-4934
Request Proposer	McMahon
Course Title	Advanced Clinical Topics in Audiology
CAR Status	In Progress

Workflow History	Start > The Graduate School > Return > Speech Language and Hearing Services > 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	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Advanced Clinical Topics in Audiology
Course Number	5329
Will this use an existing course number?	Yes
Please explain the use of existing course number	Looking to revise number of credits offered to be variable

CONTACT INFO

Initiator Name	Ann C McMahon
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	ncm06001
Initiator Email	nancy.mcmahon@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Lecture

COURSE RESTRICTIONS

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

GRADING

Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	6

Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	SLHS 5329. Advanced Clinical Topics in Audiology 3.00 credits	May be repeated for credit. Prerequisites: None. Grading Basis: Graded Integrating advanced diagnostic and treatment topics with evidence-based practice through presentations and case studies. May be repeated for credit with a change in topic.
Provide proposed title and complete course catalog copy	SLHS 5329. Advanced Clinical Topics in Audiology 1.00 - 3.00 credits	May be repeated for credit with a change of topic to a maximum of 6 credits. Prerequisites: None. Grading Basis: Graded Integrating advanced diagnostic and treatment topics with evidence-based practice through presentations and case studies.
Reason for the course action	Puts us in line with governing/accrediting body and aspirant peer institutions
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	Learning Objectives 1. To recognize how research supports evidenced based practice in the field of audiology 2. To examine the evaluation and management of hearing loss using real world cases 3. To critique the evaluation and management of hearing loss in writing and in discussion 4. To differentiate clinical situations/issues encountered in clinical practicum 5. To demonstrate clinical thinking in the area of vestibular evaluation using case studies 6. To develop skills in independent learning to support the ability to remain professionally current in a dynamic and ever advancing field 7. To construct effective evaluation and management strategies for individuals with hearing loss using interprofessional practice (IPP)
Describe course assessments	Summary of Course Grading: Course Components Weight Discussion Board 20 Journaling 18 Annotated Bibliographies 40 Vestibular Case Studies 40 Vestibular MedBridge Assessments 100 Grand Rounds Presentation 100 Other Assignments 50

Syllabus and other attachments	Attachment Link	File Name	File Type
	SLHS 5329 Spring 2021 revised 01_05.docx	SLHS 5329 Spring 2021 revised 01_05.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Ann C McMahon	01/08/2021 - 10:55	Submit		As currently defined, course is not listed as variable. Content may vary from semester to semester requiring the course credits to be variable.
	The Graduate School	Cheryl D Galli	01/11/2021 - 07:23	Return	1/11/2021	Returning CAR for correction to department and college. It appears that department should = Speech, Language & Hearing and college = CLAS.
	Return	Ann C McMahon	01/14/2021 - 12:43	Resubmit		Corrected errors with initial submission.
	Speech Language and Hearing Services	Lendra Friesen	01/14/2021 - 19:31	Approve		revision Approved Jan.14, 2021

Syllabus – Spring 2021

Course Title: Advance Clinical Topics in Audiology
Credits: #3
Format: DL, Wednesdays, 6 p.m. – 9 p.m.

Instructor Information:
Nancy McMahon, Au.D., CCC-A
Clinical Professor
Pronouns: she, her, hers
Email: Nancy.mcmahon@uconn.edu
Office Phone: 860-486-0341
Office hours: Mondays, 1:30-4:00 p.m., Remote, by appt., https://nexus.uconn.edu/
Office: https://uconn-cmr.webex.com/meet/ncm06001

Course Materials
Course readings and media are available within HuskyCT, through either an Internet link or
Library Resources
Course Description – SLHS 5329, Advance Clinical Topics in Audiology, 3 credits
Integrating advanced diagnostic and treatment topics with evidence-based practice through
presentations and case studies. May be repeated for credit with a change in topic.

Teaching Philosophy: My teaching philosophy recognizes the instructor as a
facilitator. As a third-year graduate student, you have the requisite knowledge to
practice as an audiologist. You have had clinical experiences where you have begun to
develop the skills necessary to provide high quality care for your patients. Case studies
provide you with additional opportunities to continue to develop and enhance sound
clinical judgement and decision making related to the evaluation and management of
those with hearing and/or balance concerns. Learning is this course is based on your
ability to self-reflect on the content of the cases, to identify and analyze the issues and
to synthesize the information to insure you can provide quality evidenced based practice
to meet patients' needs. I will facilitate you in developing good sound clinical reasoning
and decision making to insure an optimal outcome for the patients in your care.
Learning in this class is up to you.

Course Objectives

By the end of the semester, through case-based problem solving and presentations, you should be able to:

1. recognize how research supports evidenced based practice in the field of audiology
2. examine the evaluation and management of hearing loss using real world cases
3. critique the evaluation and management of hearing loss in writing and in discussion
4. differentiate clinical situations/issues encountered in clinical practicum
5. demonstrate clinical thinking in vestibular evaluation and rehabilitation using case studies
6. develop skills in independent learning to support the ability to remain professionally current in a dynamic and ever advancing field
7. construct effective evaluation and management strategies for individuals with hearing loss using interprofessional practice (IPP)

Course Outline

1. Module I – Introduction, Guided Case Presentations, Weeks 1 and 2, January 20 and 27.
2. Module II – Grand Rounds Presentations by currently practicing audiologists from various settings, Weeks 3 through 10, February 3, 10, 17, 24.
3. Module III – Student Grand Rounds Presentations, Weeks 7 through 11, March 3, 10,17,24,31.
4. Module IV – Clinical Education, , Prevention Projects, IPP in Clinical Practice, Weeks 12 through 15, April 7, 23, and 28th
5. Module V – MedBridge Classes, Weeks 1 through 15, Students will be provided online access to videos relevant to the diagnosis and management of those with dizziness and/or balance concerns

Please reference HuskyCT for associated readings, assignments and presentations associated with each Module.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Points
Discussion Board	20
Journaling	18
Annotated Bibliographies	40

Vestibular Case Studies	40
Vestibular MedBridge Assessments	100
Grand Rounds Presentation	100
Other Assignments	50

Grading Scale: Total Possible Points 368

Points	Letter Grade
342+	A
331-341	A-
320-330	B+
294-319	B
<294	B-

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

Late Policy - one point off the final letter grade will be deducted for each assignment submitted late.

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

Weekly Time Commitment
You should expect to dedicate 6+ hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours.

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in distance learning and online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.

2. Faculty member will check the StudentAdmin roster photographs at the beginning of the distance learning/online teaching portion of the semester. Through monitoring of video chat, threaded discussions, and ongoing monitoring of multiple student submissions, faculty will be able to associate student work with individual students ensuring they are the same students receiving credit.

Reading Days

Reading days are scheduled for April 29 through May 2 in the spring semester. Finals for the 2021 Spring Semester will be held May 3 – May 8.   This class does not have a final exam.

Inclement Weather

If the University cancels classes because of inclement weather, the closure applies to all courses (remote, hybrid, in-person). If the University does not cancel classes amid inclement weather, some of you may have difficulty with technology or Internet accessibility. Please text me at 860-967-7133 if you are having an issue.

The following is the University's policy on Inclement Weather https://policy.uconn.edu/2011/10/27/emergency-closing-policy-2010-2011/.

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

- The Student Code

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

In addition, case-based learning requires all presenters to abide by HIPAA guidelines. As a reminder, no client file or portion thereof may be removed from a clinic at any time for any reason by a student. In addition, client reports or other forms of documentation may not be maintained on a hard drive, flash drive or other portable data collection device. **All documentation must be deidentified prior to presenting.**

Students with Disabilities

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

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)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

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

For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

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

Technical and Academic Help provides a guide to technical and academic assistance.

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

Minimum Technical Skills

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

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

Evaluation of Course Experience

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.

SLHS 01/2021
CAA Standards/Knowledge and Skills reflected in course content:
Standard IV-A: Foundations of Practice: A1-A3, A7-A20; Standard IV-C: Assessment C1-C11
Standard IV-D: Intervention (Treatment) D1-D7; Standard IV-E: Advocacy/Consultation E1-E3 and Standard IV-F: Education/Research Administration F1-F3.

2021-026   CHEM 1124Q   Revise Course (G) (S)

COURSE ACTION REQUEST

CAR ID	21-4994
Request Proposer	Selampinar
Course Title	Fundamentals of General Chemistry I
CAR Status	In Progress
Workflow History	Start > Draft > Chemistry > College of Liberal Arts and Sciences

COURSE INFO

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

CONTACT INFO

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

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	Q
Environmental Literacy	No
Number of Sections	2
Number of Students per Section	200
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4

Instructional Pattern	Three hours of lecture and three hours of discussion alternating with the lab.

COURSE RESTRICTIONS

Prerequisites	Not open to students who have passed CHEM 1127, 1137 or 1147. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.
Corequisites	None
Recommended Preparation	Recommended Preparation: MATH 1011 or equivalent.
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?	Hartford,Storrs
If not generally available at all campuses, please explain why	
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	CHEM 1124Q. Fundamentals of General Chemistry I 4.00 credits Prerequisites: Not open to students who have passed CHEM 1127, 1137 or 1147. Recommended Preparation: MATH 1011 or equivalent. Grading Basis: Graded The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.
Provide proposed title and complete course catalog copy	CHEM 1124Q. Fundamentals of General Chemistry I 4.00 credits Prerequisites: Not open to students who have passed CHEM 1127, 1137, or 1147. Students who have passed CHEM 1122 will receive only 2 credits, but 4 credits will be used for calculating the GPA. Recommended Preparation: MATH 1011 or equivalent. Grading Basis: Graded The first semester of a 3-semester sequence that is designed to provide a foundation for the principles of chemistry with special guidance provided for the quantitative aspects of the material. Topics include the physical and chemical properties of some elements, chemical stoichiometry, gases, atomic theory and covalent bonding. CA 3-LAB.
Reason for the course action	Based on the catalog now, a student who has taken CHEM 1122 can get only two credits if they then take CHEM 1127Q but can get four credits if they take CHEM 1124Q. There is an overlap between CHEM 1122 and both CHEM 1124Q and CHEM 1127Q, in order to standardize things between the two a statement such as "Students who have passed CHEM 1122 will receive 2 units for CHEM 1124." should be added.
Specify effect on other departments and overlap with existing courses	No effect on other departments. Standardizes credit allocation within chemistry.
Please provide a brief description of course goals and learning objectives	The goal of this course is two-fold. First, the students are exposed to the qualitative and quantitative aspects of chemical elements, compounds, and their reactions. It aims to introduce them to the concepts of modern scientific research and the chemical principles behind the products and tools of modern technology. Second, the student is trained to think quantitatively (by looking at and solving word problems with numerical answers), write precisely, and judge critically.
Describe course assessments	The course consists of 5 in-class exams, final, quizzes, online homework, and weekly homework assignments. Lab and discussion alternate as 3-hour group work (discussion) and a 3-hour lab. Assigned homework problems, group work, and quizzes and exams require numerical answers. Most lab reports require calculations of graph creation or interpretation.
General Education Goals	Chem 1124Q meets the General Education Goal of assisting students in acquiring the intellectual breadth and versatility needed to understand, interpret and process the increasing amount of scientific data and terms that

	are often used in today's news. This course gives the students enough technical information so that the students acquire an added dimension to their intellectual capabilities. For example, when we teach carbon-dating, it is our goal that students not only know something about the relics found in a new dig but also understand something about the technique used to figure out how old the relics are. Furthermore, the students in this course are exposed to both microscopic (molecular size) and observable phenomena. They learn to observe a reaction in a test tube and translate it into a molecular equation. They also learn the reverse. For example, they are taught to predict observable phenomena based on a model of molecular collisions. While most non-scientists generally do not do this, the student will have learned to look at phenomena from several perspectives. This versatility will stand them in good stead at whatever career they pursue.
Content Area: Science and Technology (Lab)	This course presents a comprehensive, unified study of the properties of molecules, elements, and compounds. Its unifying theme is the periodic table. With the periodic table as the backdrop, the students learn about "old" theory, proposed new theory, and the refinement of old theory with each new scientific discovery. The students, for example, are told about the alchemists and the atomic theory of Dalton which was a repudiation of alchemy. The experimental inquiry into the properties of the elements led to the periodic table which went through 3 different proposed systems of organization, while quantum mechanics led to a refinement of Dalton's theories. As an example, students are introduced, to the principles of solubility. While solubility may look like simple phenomena, as they go deeper into the subject, they are led to realize that all solubility data is empirical. There is no formal theory that allows a scientist to look at an unknown substance, and decide, just by calculation whether it will dissolve or not. More practical open questions could be nuclear waste disposal (that satisfies environmental standards), or alternative fuels. Besides exposing students to such unresolved questions, the unorthodox "solutions" to societal problems are discussed.
Quantitative Competency	Most homework, quiz, and exam problems require numerical answers. The level of problems varies throughout the course. On one end are plug and chug questions where numbers are plugged into a formula to get an answer. The next level requires algebraic manipulations of a formula to solve for a variable in terms of other variables and interpret its quantitative significance. At the other end, some problems require setting up and solving two simultaneous equations or deducing a function from the graph obtained by plotting experimental data. Most of the principles explained and tested for use formulas and functions, linear and quadratic equations. Graphs have to be interpreted and the method of successive approximations is used for occasional cubic equations. The students are also expected to have a working knowledge of powers, roots, and logarithms to solve problems. The students (after solving algebraically for numerical answers) are asked to create graphs, draw conclusions, make comparisons and express their results in a precise and accurate manner with an emphasis on scientific notation and significant figures.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	CHEM 1124 syllabus fall 2019.pdf	CHEM 1124 syllabus fall 2019.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Fatma Selampinar	01/11/2021 - 10:40	Submit		Associate Department Head Nicholas Leadbeater approved the change with an e-mail sent on January 6th, 2021.
	Chemistry	Fatma Selampinar	01/14/2021 - 16:11	Approve		Standardizes credit allocation within chemistry a minor change was made.

2021-027   ECON 3431/W   Revise Course (G) (S)

COURSE ACTION REQUEST

CAR ID	21-5114
Request Proposer	Langlois
Course Title	Public Economics
CAR Status	In Progress
Workflow History	Start > Economics > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course

Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Public Economics
Course Number	3431
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is a change of title and description for an existing course.

CONTACT INFO

Initiator Name	Richard N Langlois
Initiator Department	Economics
Initiator NetId	rnl02002
Initiator Email	richard.langlois@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
Will there also be a non-W section?	Yes
Environmental Literacy	
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture

COURSE RESTRICTIONS

Prerequisites	ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011
Corequisites	None.
Recommended Preparation	ECON 1200 or 1202
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No
Is Consent Required for course?	No Consent Required

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	ECON 3431. Public Finance 3.00 credits Prerequisites: ECON 2201 or 2211Q. Recommended preparation: ECON 1200 or 1202; MATH 1071 or 1110 or 1121 or 1131 or 1151. Grading Basis: Graded Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform. ECON 3431W. Public Finance 3.00 credits Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation ECON 1200 or 1202; MATH 1071, 1110, 1121, 1131 or 1151. Grading Basis: Graded
Provide proposed title and complete course catalog copy	ECON 3431. Public Economics 3.00 credits Prerequisites: ECON 2201 or 2211Q. Recommended preparation: ECON 1200 or 1202. Grading Basis: Graded The role of the government in the economy. Topics may include: government policies relating to environmental protection, healthcare, social security, and education; public choice theory; fiscal policy, finance, and taxation. ECON 3431W. Public Economics 3.00 credits Prerequisites: ECON 2201 or 2211Q; ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202. Grading Basis: Graded
Reason for the course action	To better align title and contents with how the course is actually taught. Among other things, the older term "public finance" leads many students to think it is a course in financial economics. Note that MATH prerequisites no longer need to be listed as they are already prerequisites for ECON 2201/2212Q.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	By the end of the semester, students should be able to: 1. Identify the objectives and budgeting priorities of various levels of government in the United States; 2. Deconstruct various theories of public choice and of alternative tax systems; 3. Appraise expenditures and tax revenues at various levels of government; 4. Defend an analysis of one fiscal policy proposal orally in an online video submitted for the class to review; 5. Evaluate the effectiveness of one policy proposal in a written format as a research paper. 6. Relate their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.
Describe course assessments	Summary of Course Grading: Course Components Weight List of assignments Individual Assignments 15% Module 1, Module 2, Module 4, Module 5 Group Discussions 15% Module 1 (part 1 & 2); Module 2 (#1 & #2), Module 3 (#1 & #2), Module 4 (#1) Research Paper Video Presentation 20% Module 5 Research Paper 50% Being written with guidance and feedback through all the modules and submitted by the last day of Module 5. Individual Assignments (15%) There are three individual assignments in Modules 1, 2 and 4. They are facilitated on the discussion board and have two due dates: (1) initial response to a prompt and (2) replies to peers' responses. Specific grading criteria for each assignment is included in HuskyCT via a rubric. There is a fourth individual assignment in Module 5 where you are asked to evaluate your group members' contribution. Group Discussions (15%) There are seven group assignments in the course. Group Discussion Forums will occur every week except the last week. They will consist of problem-solving exercises and end-of-chapter questions which will need to be submitted as a group for grading by the due date. At the end of the course (Module 5), group members will be asked to evaluate each others' contribution to the group work. This will be counted as a fourth individual assignment. Specific grading criteria for each group discussion is included in HuskyCT via a rubric. Research Paper Video Presentation (20%) The Research Paper Video Presentation will be done in week 5 after the research is done and the paper is written. You will summarize your project analysis and results and create a video presentation using Kaltura Capture Space. Specific grading criteria is included in HuskyCT via a rubric. Research Paper (50%) Written Research Paper will consist of at least 15 pages of written text including the following parts: Introduction, Literature Review, Data and Methodology, Analysis, Conclusion, and Bibliography. The guidelines for writing these parts of the paper will be given as the course unfolds. You will receive feedback on each part as you progress through the course. There will be two synchronous (real-time) meetings via Collaborate to give you feedback on your progress: the first meeting is mandatory during week 2 (Module 2); the second meeting is optional during week 4 (Module 4). All submissions are subject to plagiarism check through SafeAssign. Specific grading criteria is included in HuskyCT via a rubric.
General Education Goals	N/A

Writing Competency	When taught as a W, the course will require at least 15 pages of writing with revisions. Students cannot pass the course without passing the writing component.		
Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	ECON 3431 W -- Syllabus 2020.docx	ECON 3431 W -- Syllabus 2020.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Richard N Langlois	01/13/2021 - 08:04	Submit		Approved by the Undergraduate Committee 12/4/2020. Approved by the Economics Department 1/12/2021.
	Economics	Richard N Langlois	01/13/2021 - 08:19	Approve	12/4/2020	Approved by the Undergraduate Committee 12/4/2020. Approved by the Economics Department 1/12/2021.

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ECON 3431-W
Public Finance
Department of Economics

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Syllabus - Summer 2020

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

Course and Instructor Information

Course Title: Public Finance
Credits: 3
Format: asynchronous, online with two required online synchronous meetings
Prerequisites: ECON 2201 or 2211Q; ENGL 1010 or 1011 or 2011. Recommended preparation: ECON 1200 or 1202 and one of MATH 1071Q, 1110Q, 1131Q, or 1151Q.
Program/Department Information: https://econ.uconn.edu/
UConn's Official Course Description: Government expenditures and tax policies: theories of public choice, size and mix of government budgets, alternative tax systems, and tax reform.(https://catalog.uconn.edu/econ/)

Professor: Dr. Natalia V. Smirnova
Email: Natalia.Smirnova@uconn.edu
Office Hours/Availability: Response time to e-mails is 24 hours. I will also be scheduling two synchronous meetings, during Modules 2 and 4, with each student to discuss their research paper progress.

Course Materials

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

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

Required Materials:

Hyman, David N. 2014. *Public Finance: A Contemporary Application of Theory to Policy.* 11th edition. Cengage

Learning, USA

ISBN: 978-1-285-17395-5.

Students can purchase access to the e-book or rent the printed text at Cengage Learning. To purchase the eBook, students need to click on the tab that says eBook= $34.49.

Cengage also has the *Unlimited* option which is separate from the Hyman book access. *Cengage Unlimited* subscription costs $119.99 for the semester. If a student already has a subscription, they can view the Hyman e-book in their account at **no additional charge**.

Course Description

This course covers the economics of government and government policies in the United States. It introduces students to the economic basis for government activity, government expenditures, and policy issues in the United States, theory and structure of taxation, and state and local government finance.

This course requires completion of a research project focusing on one public policy issue. The project consists of a research stage, presentation, and a 15-page written paper.

W criteria: The course objective is that students produce correct, concise, organized scientific research papers sensitive to the format and style of scientific research in their field of study. The course will provide opportunities to plan and prepare parts of the research paper, to respond to instructor's feedback, and to re-write parts of the paper to make it coherent, well-argued, and well-written. **W** courses carry a university-established requirement of ***fifteen pages*** *of completed, revised written work*.

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

Course Objectives

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

1. Identify the objectives and budgeting priorities of various levels of government in the United States;
2. Deconstruct various theories of public choice and of alternative tax systems;
3. Appraise expenditures and tax revenues at various levels of government;
4. Defend an analysis of one fiscal policy proposal orally in an online video submitted for the class to review;
5. Evaluate the effectiveness of one policy proposal in a written format as a research paper.
6. Relate their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.

Course Outline and Schedule

Weeks	Topics	Textbook Coverage	Activities
Week 1: **June 1 - 7, 2019**	Efficiency, Markets, and Government	Chapters 1, 2	Orientation: **1.** Take Syllabus Quiz -- **due Monday, June 1 @11:59 p.m.** **2.** Introduce Yourself -- **due Monday, June 1 @11:59 p.m.** Module 1: **1.** Individual Assignment: Forum - Local Government Funding

			-- **due Tuesday, June 2 @11:59 p.m.** -- **Replies due by Sunday, June 7@11:59 p.m.** **2.** Group Assignment: Discuss Production Possibilities Curve with your group: Prompt 1: -- **due Wednesday, June 3 @11:59 p.m**. Prompt 2: -- **due Thursday, June 4 @11:59 p.m.** Research Paper: **1.** Submit the research paper topic and the Introduction part: -- **due Friday, June 5 @11:59 p.m.** **2.** Schedule the meeting with the instructor for next week: -- **due Sunday, June 7 @11:59 p.m.** Take Initial Course Survey **due Sunday, June 7th @11:59 p.m.**
<u>**Week 2:**</u> **June 8 - 14,** **2019**	Externalities and Public Goods	Chapters 3, 4	Module 2: **1.** Meeting with the instructor: At your scheduled time, meet with the instructor to discuss your topic selection and the progress on the research.(**Meeting times will be during Monday, June 8, Tuesday, June 9, and Wednesday, June 10**) **2.** Individual Assignment: Discuss: "Efficiency cannot be achieved when externalities exist." -- **due Monday, June 8 @11:59 p.m.** -- **Replies due on Sunday, June 14 @11:59 p.m.** **3.** Group Assignment 1: You are asked to apply the supply-demand framework for the case of externalities at the paper producing plant. -- **due Tuesday, June 9 @11:59 p.m.** **4.** Groups Assignment 2: You are asked to analyze the provision of summer concerts in a community. -- **due Wednesday, June 10 @ 11:59 p.m.** Research Paper: **1.** Submit Introduction and Literature Review parts of the paper. -- **due Friday, June 12 @11:59 p.m.**
<u>**Week 3:**</u> **June 15 -** **21, 2019**	Financing Government Expenditures	Chapters 10, 12	Module 3: **1.** Group Assignment 1: You are asked to explain why it is difficult to evaluate alternative means of government finance according to a single criterion. -- **due Tuesday, June 16 @11:59 p.m.** **2.** Group Assignment 2: You are asked to discuss why some economists argue that budget deficits contribute to increased market rates of interest and reduced private investment. -- **due Wednesday, June 17 @ 11:59 p.m.** Research Paper: **1.** Submit Introduction, Lit. Review, and Data and Methodology parts of the paper. -- **due Friday, June 19 @11:59 p.m.** **2.** Schedule an OPTIONAL meeting with the instructor for next week:

Week	Topic	Chapter	Assignments
			-- **due Sunday, June 21 @11:59 p.m.**
<u>**Week 4:**</u> **June 22 - 28, 2019**	Fiscal Federalism, and State and Local Government Finance	Chapter 18	<u>Module 4</u>: **1.** OPTIONAL Meeting with the Instructor: At your scheduled time, meet with the instructor to discuss your progress on the research project and address any questions or concerns. (**Meeting times will be during Monday, June 22, and Tuesday, June 23**) **2.** Individual Assignment: After watching the video, "'Red Ink': Understanding Why the U.S. Has So Much Debt," you are asked to comment on the budget deficit impact on interest rates, national saving, economic growth, and resource use. -- **due Monday, June 22 @11:59 p.m.** -- **Replies due on Sunday, June 28@11:59 p.m.** **3.** Group Assignment: You are asked about the efficiency of public services provision by the central government. -- **due Wednesday, June 24 @11:59 p.m.** <u>Research Paper</u>: **1.** Submit Introduction, Lit Review, Data and Methodology, Analysis, and Conclusions parts of the paper. -- **due Friday, June 26 @11:59 p.m.** **2.** Use feedback from the instructor on your paper to outline the content for your 3 minute video presentation, which you will be asked to produce during Week 5.
<u>**Week 5:**</u> **June 29 -- July 2, 2019**	Project Presentations and Papers Due		**1.** Individual Assignment: Submit your peer evaluation. -- **due Tuesday, June 30 @ 11:59 p.m.** <u>Research Paper</u>: **1.** Make adjustments to your paper after the feedback from the professor. Combine all parts/sections (literature review, data and methodology, analysis, and conclusions) of your research paper into a <u>synthesized paper</u>. Submit your paper. -- **due Tuesday, June 30 @ 12 noon.** **2.** Create, post, and critique <u>*video*</u> presentations. -- **due Tuesday, June 30 @ 2 p.m.** -- **Replies due Wednesday, July 1 @ 2 p.m.** **3.** Submit the final research paper after making adjustments based on feedback. -- **due Thursday, July 2 @ 12 noon.** Take the Summative Course Survey -- **due Thursday, July 2 @ 2 p.m.**

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight	List of assignments

Individual Assignments	15%	Module 1, Module 2, Module 4, Module 5
Group Discussions	15%	Module 1 (part 1 & 2); Module 2 (#1 & #2), Module 3 (#1 & #2), Module 4 (#1)
Research Paper Video Presentation	20%	Module 5
Research Paper	50%	Being written with guidance and feedback through all the modules and submitted by the last day of Module 5.

Individual Assignments (15%)
There are three individual assignments in Modules 1, 2 and 4. They are facilitated on the discussion board and have two due dates: (1) initial response to a prompt and (2) replies to peers' responses. Specific grading criteria for each assignment is included in HuskyCT via a rubric.

There is a fourth individual assignment in Module 5 where you are asked to evaluate your group members' contribution.

Group Discussions (15%)
There are seven group assignments in the course. Group Discussion Forums will occur every week except the last week. They will consist of problem-solving exercises and end-of-chapter questions which will need to be submitted as a group for grading by the due date. At the end of the course (Module 5), group members will be asked to evaluate each others' contribution to the group work. This will be counted as a fourth individual assignment. Specific grading criteria for each group discussion is included in HuskyCT via a rubric.

Research Paper Video Presentation (20%)
The Research Paper Video Presentation will be done in week 5 after the research is done and the paper is written. You will summarize your project analysis and results and create a video presentation using Kaltura Capture Space. Specific grading criteria is included in HuskyCT via a rubric.

Research Paper (50%)
Written Research Paper will consist of at least 15 pages of written text including the following parts: Introduction, Literature Review, Data and Methodology, Analysis, Conclusion, and Bibliography. The guidelines for writing these parts of the paper will be given as the course unfolds. You will receive feedback on each part as you progress through the course. There will be two synchronous (real-time) meetings via Collaborate to give you feedback on your progress: the first meeting is mandatory during week 2 (Module 2); the second meeting is optional during week 4 (Module 4). All submissions are subject to plagiarism check through SafeAssign. Specific grading criteria is included in HuskyCT via a rubric.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0

70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

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

Late Policy: Late submissions will not be accepted. You will receive zero points for the late assignment.

Feedback and Grades

I will make every effort to provide feedback and grades in 24 hours. 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, 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

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/.

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)

Software/Technical Requirements

The software/technical requirements for this course include:

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

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

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

2021-028   ENGL 1013W   Drop Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	20-4316
Request Proposer	King'oo
Course Title	Technical Writing I
CAR Status	In Progress

COURSE INFO

Type of Action	Drop Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	Technical Writing I
Course Number	1013W

CONTACT INFO

Initiator Name	Clare C King'oo
Initiator Department	English
Initiator NetId	clc05005
Initiator Email	clare.kingoo@uconn.edu
Is this request for you or someone else?	Myself

COURSE FEATURES

Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	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

COURSE RESTRICTIONS

GRADING

What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

COURSE DETAILS

Reason for the course action	We added ENGL 2020W, Technical Writing and Design, to our course catalogue last year. That course replaces the outdated 1013W, Technical Writing I. Thus we no longer wish to offer 1013W.
Specify effect on other departments and overlap with existing courses	None.

COMMENTS / APPROVALS

2021-029   ENGL 3709   Drop Course (G) (S)

COURSE ACTION REQUEST

CAR ID	20-3834
Request Proposer	Pelizzon
Course Title	Film Writing
CAR Status	In Progress
Workflow History	Start > English > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Drop Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	Film Writing
Course Number	3709

CONTACT INFO

Initiator Name	Vanessa P Pelizzon
Initiator Department	English
Initiator NetId	vpp02001
Initiator Email	penelope.pelizzon@uconn.edu
Is this request for you or someone else?	Myself

COURSE FEATURES

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

COURSE RESTRICTIONS

GRADING

What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

COURSE DETAILS

Reason for the course action	Course replicates another course in the catalogue. Course has not been taught in many years.
Specify effect on other departments and overlap with existing courses	None.

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Vanessa P Pelizzon	11/11/2020 - 09:33	Submit		Submitted by vpp
	English	Christopher R Vials	12/06/2020 - 10:25	Approve	12/4/2020	The English C&C Committee voted to approve this request to drop the course at our meeting on December 4, and for the reasons specified here (the course is redundant as is no longer offered)

2021-030   GEOG 1093   Revise Course (S)

COURSE ACTION REQUEST

CAR ID	21-4694
Request Proposer	Ghosh
Course Title	Foreign Study
CAR Status	In Progress
Workflow History	Start > Draft > Geography > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	Foreign Study
Course Number	1093
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is for revising an existing course, hence the original or the existing course number will be used.

CONTACT INFO

Initiator Name	Debarchana Ghosh
Initiator Department	Geography
Initiator NetId	deg11002
Initiator Email	debarchana.ghosh@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	6
Is this a Multi-Semester Course?	No
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	Departmental or Unit Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	GEOG 1093. Foreign Study 1.00 - 6.00 credits	May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics taken in a foreign study program. May be repeated for credit. Consent of Department Head or advisor may be required prior to the student's departure.
Provide proposed title and complete course catalog copy	GEOG 1093. International Study. 1.00 - 6.00 credits	May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics are taken in an international study program. Consent of Department Head or advisor may be required prior to the student's departure.
Reason for the course action	This course action is for changes of course title and course catalog description. The new title 'International Study' in place of 'Foreign Study' is more inclusive and current in capturing the connections between international and regional issues. Students can concentrate on an area of the world while learning how to understand complex international affairs. These changes do not affect the curriculum of the department; degree requirements for students currently in the program; or the enrollment in other courses.
Specify effect on other departments and overlap with existing courses	There is no effect on the other departments and overlap with existing courses.
Please provide a brief description of course goals and learning objectives	The course goals and learning objectives vary by instructor and section.

Describe course assessments	The course assessments vary by instructor and section.		
Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	Syllabus.docx	Syllabus.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Debarchana Ghosh	01/05/2021 - 07:51	Submit		None
	Geography	Debarchana Ghosh	01/14/2021 - 11:12	Approve	1/14/2021	None.

2021-031   GEOG 4093   Revise Course

COURSE ACTION REQUEST

CAR ID	21-4754
Request Proposer	Ghosh
Course Title	Foreign Study
CAR Status	In Progress
Workflow History	Start > Geography > Return > Geography > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	Foreign Study
Course Number	4093
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is for revising an existing course, hence the original or the existing course number will be used.

CONTACT INFO

Initiator Name	Debarchana Ghosh
Initiator Department	Geography
Initiator NetId	deg11002
Initiator Email	debarchana.ghosh@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

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

Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	6
Is this a Multi-Semester Course?	No
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	None.
Corequisites	None.
Recommended Preparation	None.
Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	GEOG 4093. Foreign Study 1.00 - 6.00 credits | May be repeated for a total of 6 credits. Prerequisites: Open only to juniors or higher. Grading Basis: Graded Special topics taken in a foreign study program. Consent of Department Head required prior to the student's departure.
Provide proposed title and complete course catalog copy	GEOG 4093. International Study. 1.00 - 6.00 credits | May be repeated for a total of 6 credits. Prerequisites: Open only to juniors or higher. Grading Basis: Graded Special topics are taken in an international study program. Consent of Department Head or advisor may be required prior to the student's departure.
Reason for the course action	This course action is for changes of course title and course catalog description. The new title 'International Study' in place of 'Foreign Study' is more inclusive and current in capturing the connections between international and regional issues. Students can concentrate on an area of the world while learning how to understand complex international affairs. These changes do not affect the curriculum of the department; degree requirements for students currently in the program; or the enrollment in other courses.
Specify effect on other departments and overlap with existing courses	There is no effect on the other departments and overlap with existing courses.
Please provide a brief description of course goals and learning objectives	The course goals and learning objectives vary by instructor and section.
Describe course assessments	The course assessments vary by instructor and section.
Syllabus and other attachments	<table><tr><td>Attachment Link</td><td>File Name</td><td>File Type</td></tr></table>

	Syllabus.docx	Syllabus.docx	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Debarchana Ghosh	01/05/2021 - 16:24	Submit		None
	Geography	Debarchana Ghosh	01/10/2021 - 14:26	Return		Check typos.
	Return	Debarchana Ghosh	01/10/2021 - 14:28	Resubmit		Typos are corrected.
	Geography	Debarchana Ghosh	01/14/2021 - 11:07	Approve	1/14/2021	None.

2021-032   GEOG 3240   Revise Course

COURSE ACTION REQUEST

CAR ID	21-4774
Request Proposer	Ghosh
Course Title	Medical and Health Care Geography
CAR Status	In Progress
Workflow History	Start > Geography > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	Medical and Health Care Geography
Course Number	3240
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is for revising an existing course, hence the original or the existing course number will be used.

CONTACT INFO

Initiator Name	Debarchana Ghosh
Initiator Department	Geography
Initiator NetId	deg11002
Initiator Email	debarchana.ghosh@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021

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

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

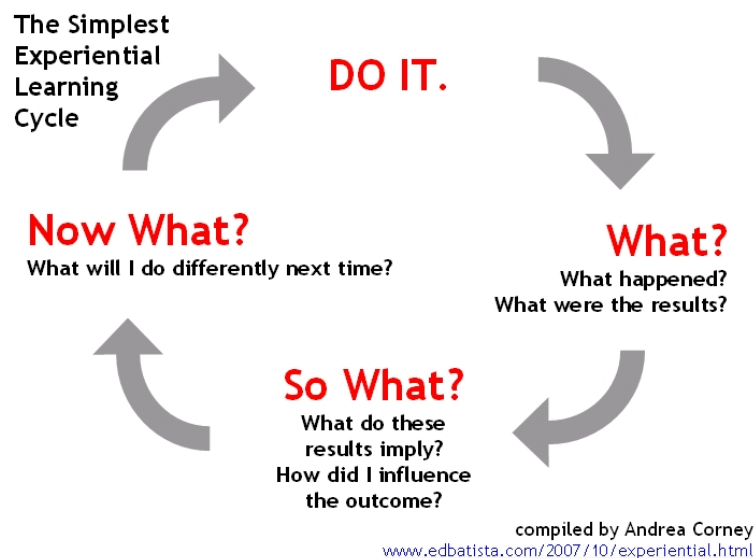|	
Provide existing title and complete course catalog copy	GEOG 3240. Medical and Health Care Geography 3.00 credits Prerequisites: None. Grading Basis: Graded Introduction to the geography of disease and health care services.
Provide proposed title and complete course catalog copy	GEOG 3240. Connecting People, Place, and Health: An Introduction to Health Geography 3.00 credits Prerequisites: None. Grading Basis: Graded What we eat, the air we breathe, where we live, where we work, people we interact with, and the health services we have access to all play a part in our physical and mental health. Health geography explores and understands the connection and interplay of physical and social geographies of places and their impact on human health.
Reason for the course action	The course action is for changes in the title and the course description. These changes are proposed to better reflect the contemporary nature of the subdiscipline of Health Geography which is interdisciplinary and goes beyond the medical focus in understanding human health, disease, and healthcare distribution.
Specify effect on other departments and overlap with existing courses	These changes do not affect other departments and do not have overlap with existing courses.
Please provide a brief description of course goals and learning objectives	This course focuses on the fundamentals of Health Geography, a sub-discipline of Geography, which spans a broad range of geographical work on diseases, risk factors, and health care. Most health and medical geographers divide the subject into the geography of disease and the geography of health care delivery. However, contemporary Health Geography is more than just these two categories. It links aspects of the geography of disease and access to health care services to demographic trends, environmental factors, the history of institutional change, social change, and public policy. The main goal of this course is to explore the fundamentals of health geography within this broader perspective. At the specific level, a second goal of the course is to discuss approaches to conduct health geographic studies with assignments and group discussions including both qualitative and quantitative techniques. Students are encouraged to view these approaches as complementary. The third goal of the course is to develop in students, critical thinking, communication, and group learning.

Describe course assessments	The course assessments include group discussions, class presentations, homework assignments, and a final project.		
Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**
	Syllabus_3240.docx	Syllabus_3240.docx	Syllabus

Geography 3240
Connecting People, Place, and Health: An Introduction to Health Geography
University of Connecticut, Department of Geography
3 Credits
Tuesday: 2 – 4:30 pm

Instruction Mode: Online/Distance Learning

> **A combination of synchronous and asynchronous lectures,**
> **online-assignments, small breakout discussions in WebEx, and presentations**

Instructor: Debs (Debarchana) Ghosh
Email: debarchana.ghosh@uconn.edu
Office Hours: Wednesday 3:30-5:00 pm or by appointment, both on WebEx

Course Description and Objectives

This course focuses on the fundamentals of Health Geography, a sub-discipline of Geography, which spans a broad range of geographical work on diseases, risk factors, and health care. Most health and medical geographers divide the subject into the geography of disease and the geography of health care delivery. However, contemporary Health Geography is more than just these two categories. It links aspects of the geography of disease and access to health care services to demographic trends, environmental factors, the history of institutional change, social change, and public policy. The **main goal** of this course is to explore the fundamentals of health geography within this broader perspective. At the specific level, a **second goal** of the course is to discuss approaches to conduct health geographic studies with assignments and group discussions including both qualitative and quantitative techniques. Students are encouraged to view these approaches as complementary. The **third goal** of the course is to develop in students, critical thinking, communication, and group learning.

Specific course topics include
1. Introduction and paradigms of Health and Medical Geography
2. Theories of Health and Medical Geography: Disease Ecology, Landscape Epidemiology, Social Ecological Model, and Transition Theories
3. Application of Theories: Emerging and Re-emerging diseases; **Special Topic: COVID-19**
4. Methods and Techniques in Health and Medical Geography

5. Neighbourhood and Health
6. Comparison of Health Care Systems and Affordable Care Act
7. **Final Project: Mock exercise of Contact Tracing for COVID-19 outbreaks**

Experiential Learning
Central to this course is a required experiential learning (EL) component including two exercises. EL is the process of learning and understanding from direct experiences. It is an opportunity to learn about medical and health geography in a different way: a more "hands-on" way than you can get from the textbook or lectures. Here is a simple diagram of EL.

The Simplest Experiential Learning Cycle

DO IT.

What?
What happened?
What were the results?

So What?
What do these results imply?
How did I influence the outcome?

Now What?
What will I do differently next time?

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html

You will complete two exercises (Ex 9 and Final Project) based on the principles of EL. (See 'Snap shot of Exercises' and 'Calendar' for more information). The detailed instructions and guidelines of the exercises will be provided later but well before the assigned dates. Ex 9 is a "One-dollar" exercise in a grocery store of your choice to understand the forces of globalization, pandemic on food availability. Final Project is on learning the basics of contact tracing for COVID-19 outbreaks.

Course Material
We will use the following **required** textbook for this class.
Gatrell, A. C. and Susan Elliot. 2014. *Geographies of Health: An Introduction*. Third Edition, Wiley-Blackwell Publishing

1. Amazon Link: (Check out the e-books and the used copies options)
   http://www.amazon.com/Geographies-Health-Introduction-Anthony-Gatrell-ebook/dp/B00PUECVZ8/ref=mt_kindle?_encoding=UTF8&me=

Required Journal Articles
See the Readings List (in a separate handout). I will upload the journal articles on HuskyCT course website one or two weeks before the assigned date. It is also your responsibility to find the materials using University of Connecticut library and online Journal Finder.

Optional Text
1. Meade, M. and Michael Emch. 2010. *Medical Geography*, Third Edition. Guilford Press.
2. Brown, T., S. McLafferty, and G. Moon. 2009. *A Companion to Health and Medical Geography.* First Edition. Wiley-Blackwell

(Expected) Learning Objectives

By the end of the semester, you should be able to do the following:

Learning Objective	Assessment
1. Demonstrate knowledge of basic concepts in Health and Medical Geography	Case Studies, Group Discussions, Class Presentations
2. Understand how different approaches (quantitative and qualitative techniques) and data explain the geographic spread of a disease, understand its risk factors and associated mitigating factors	Rate calculation, Group Discussions, Case Studies
3. Understand how neighborhood factors, social networks, mobility affect health and disease outcomes	Experiential Learning: Grocery Store Survey Contact Tracing
4. Overview of different Health Care Models	Group Discussions, Case Studies

Guide to Grades

93-100%	A	73-75%	C
90-92%	A-	70-72%	C-
86-89%	B+	66-69%	D+
83-85%	B	63-65%	D
80-82%	B-	60-62%	D-
76-79%	C+	0-59%	F

WebEx Conduct

In this course, we must work together to create a positive learning environment, and I expect you to respect the rights of other students to learn.
1. For the synchronous class days (e.g. lectures, group discussions) please **join the online link on time and stay until the end**.
2. **Mute your mic** if you are not presenting, in a group discussion, or while asking a question.

3. Please respect your fellow students and me when we are speaking by **not engaging in conversations with your classmates**.
4. Please **turn off your cell phone** when you come to class. If you must leave it on for some reason (e.g. in case of family emergency), please set it to "silent".

Email Etiquette

The best way to reach me outside of class and office hours is via email @debarchana.ghosh@uconn.edu. Although you shouldn't expect a response within minutes, I generally check and respond to email frequently, and in unusual circumstances, I will answer you within 24 hours. I will let you know if I will be away from my email account for more than 24 hours. Here are some important guidelines for your emails to me – please observe them:

1. Please put "**Health Geography**" in the subject header line.
2. Please address your emails to me **by name** (for instance, "Dear Prof. Ghosh" or "Dear Debs"). Presumably, many of you are preparing for professional careers, and you should compose email messages to your professors following professional conventions. I'll think twice about responding to emails that simply say "hey" or "hi" or include no salutation at all.
3. Please consider the **tone** of your emails carefully. I am happy to respond to polite questions or requests for information, but every semester I receive a small number of rude and inconsiderate emails. If you write the latter, I won't hesitate to let you know.
4. **Please sign your emails by name**. Otherwise I may reply to you as "xxyyy1113" or whatever your UConn ID happens to be.

Course Calendar*

Week	Dates	Topic	Exercise Assigned	Due Date	Grade (%)
1	Sept 1	**Student/Instructor Introductions** **Course Introduction** **Lecture 1: Introduction to Health and Medical Geography (HMG)** **[Synchronous]**	**Ex 1** (Group Discussion)		10
2	Sept 8	**Synchronous**: WebEx breakout sessions to discuss case studies in groups **Final Project:** Contact Tracing (Introduction)		**Ex 1**	
3	Sept 15	**Lecture 2:** Transition Theories and Health **[Asynchronous]** **Guest Lecture [Asynchronous]**	**Ex 2** (Knowledge Test-Lecture 2) **Ex 3** (Knowledge Test-Guest Lecture)		Ex 2 – 5 Ex 3 - 5
4	Sept 22	**Lecture 3:** Ecology of Health: Disease Ecology, Landscape Epidemiology, Political Ecology **[Asynchronous]** **Guest Lecture [Asynchronous]** Ex 6: COVID-19 (Group Presentation)	**Ex 4** (Knowledge Test-Lecture 3) **Ex 5** (Knowledge Test-Guest Lecture) **Ex 6** (Group Presentation COVID-19)		Ex 4 – 5 Ex 5 – 5 Ex 6 - 15
5	Sept 29	**Lecture 4**: Emerging and Re-emerging Diseases: Lecture and Discussion. **[Asynchronous]** Ex 6: Work on group presentation	**Ex 7** (Knowledge Test-Lecture 4)		Ex 7 - 5
6	Oct 6	**Ex 6**: COVID-19 (Group Presentation) **[Synchronous]**		**Ex 6**	
7	Oct 13	**Final Project**: Details **[Synchronous]**			
8	Oct 20	**Lecture 5**: Calculation of Health Data, Ratio, and Rates, Quantitative and Qualitative Methods **[Asynchronous]**	**Ex 8** (Calculation of Rates Ratio)		10
9	Oct 27	**Lecture 6**: Impact of Neighborhood on Health **[Synchronous]** **Final Project**	**Ex 9** (Grocery Store - $1 Survey)	**Ex 8**	5
10	Nov 3	**Lecture 7**: Comparison of Health Care Models **[Asynchronous]** **Final Project:** Work on your own	**Ex 10** (Healthcare Model)	**Ex 9**	10
11	Nov 10	**Final Project:** Work on your own		**Ex 10**	
12	Nov 17	**Final Project:** Work on your own			
		Thanksgiving Break			
14	Dec 1	**Final Project**: Contact Tracing Presentations **[Synchronous]**		**Final Project**	25
15	Dec 8	**Final Project**: Contact Tracing Wrap up by Instructor **[Synchronous]**			

2021-033   GEOG 6810   Revise Course

COURSE ACTION REQUEST

CAR ID	21-4695
Request Proposer	Ghosh
Course Title	Advanced Topics in Spatial Analysis
CAR Status	In Progress
Workflow History	Start > Geography > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	Advanced Topics in Spatial Analysis
Course Number	6810
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is for revising an existing course, hence the original or the existing course number will be used.

CONTACT INFO

Initiator Name	Debarchana Ghosh
Initiator Department	Geography
Initiator NetId	deg11002
Initiator Email	debarchana.ghosh@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	None

Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	GEOG 6810. Advanced Topics in Spatial Analysis 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded
Provide proposed title and complete course catalog copy	GEOG 6810. Seminar on Spatial Analysis of Social Issues 3.00 credits | May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded An exploration of the complex social processes connecting people, places, and the environment across space using quantitative and qualitative methods of spatial analysis. Topics may include sustainability, environmental justice, racial and gender disparities, transportation, health issues, and the dynamics of internal and international migration with a unifying theme to understand the interaction between social processes and spatial inequalities.
Reason for the course action	The course action is for changes in the title and the course description. These changes are proposed due to the initiative of the Department of Geography's aligning graduate seminars with the newly focused research themes and clusters based upon faculty's research interests.
Specify effect on other departments and overlap with existing courses	These changes do not affect other departments and do not have overlap with existing courses.
Please provide a brief description of course goals and learning objectives	Sophisticated analysis of spatial data has become increasingly important to understand emerging issues and support decision-making in health care, community development, planning, urban ecosystems, land use, transportation, and social justice. An array of spatial analytical techniques facilitates our ability to answer questions about spatial relationships: presence, absence, access, exposure, dispersion, association, and connectivity. This course will focus on spatial analytical techniques that will manipulate spatial data, measure, and model conditions and exposures through a spatial lens. To that end we will explore the following concepts and techniques: modifiable areal unit problem and aggregation; spatial errors; neighborhood analysis; clustering and visualization; spatial regression and applications; local regression; multilevel modeling; and special topics such as social justice and spatial social network analysis.
Describe course assessments	The course assessment includes open-ended discussions based on the assigned readings and the lectures and assignments culminating in a student-defined final project.

Syllabus and other attachments	Attachment Link	File Name	File Type
	Latest_Syllabus.docx	Latest_Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Debarchana Ghosh	01/05/2021 - 08:53	Submit		None.
	Geography	Debarchana Ghosh	01/14/2021 - 11:12	Approve	1/14/2021	None.

University of Connecticut
Department of Geography
Fall 2020

GEOG 6810
Seminar on Spatial Analysis of Social Issues
3 Credit Hours
Thursday 2:00 - 4:30 pm

Instruction Mode: Distance Learning
A combination of synchronous lectures,
online-assignments, group discussions in WebEx, and online presentations

Instructor: Debs (Debarchana) Ghosh
Email: debarchana.ghosh@uconn.edu
Office Hours: Wednesday 3:30-5:00 pm or by appointment, both on WebEx

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Prerequisites
None, however having experiences with spatial data, fundamentals of GIS, basic statistics, or basic visualization techniques will be helpful.

Course Description and Objectives
Sophisticated analysis of spatial data has become increasingly important to understand emerging issues and support decision-making in health care, community development, planning, urban ecosystems, land use, transportation, and social justice. An array of spatial analytical techniques facilitates our ability to answer questions about spatial relationships: presence, absence, access, exposure, dispersion, association, and connectivity. This course will focus on spatial analytical techniques that will manipulate spatial data, measure, and model conditions and exposures through a spatial lens. To that end we will explore the following concepts and techniques: modifiable areal unit problem and aggregation; spatial errors; neighborhood analysis; clustering and visualization; spatial regression and applications; local regression; multilevel modeling; and special topics such as social justice and spatial social network analysis. The method of instruction will be primarily open-ended discussions based on the assigned readings and the lectures. There will also be assignments culminating in a student-defined, dissertation or thesis-quality final project.

Class Format

The format of the classes is flexible. Depending upon the topic, each class balances a lecture/discussion that covers key concepts sometimes with an exercise that demonstrates and applies that week's concepts and tools to a real-world issue. The assigned readings provide additional problem-solving applications of a spatial technique. At each class, you will also have time to work and discuss your final project with the instructor.

Required Materials
Texts
There is no required textbook for this class. All readings are available online and links are provided in the Reading List.
Software
We will be reviewing and using Esri ArcGIS Desktop, R, GeoDa, and GWR for exercises. You can use ArcGIS in UConn computer labs or install it on your personal computer, but it requires Windows. (Mac users can run ArcGIS with some effort. You will need to use Bootcamp or Parallels; I myself use Parallels.) When installing and using ArcGIS, request the "ArcGIS for Desktop Advanced" product and ensure that the extensions 3D Analyst, Network Analyst, and Spatial Analyst are installed and licensed. R, GeoDa, and GWR are open source software packages.

HuskyCT
All announcements, resources, and assignments will be delivered through the course website on HuskyCT. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice, provided as soon as possible through the course website.

Assignments and Evaluation Policies
Your final grade is comprised of the following components:

Class participation (20%): Because we will be doing advanced work, and there is no authoritative text for the course, it can be tricky to fully grasp the material without working together in class. Generally, if you attend class and participate to the best of your ability, you can expect to receive full credit. Some conflicts are unavoidable (illness, family care, weather etc.), so I will permit one absence without penalty. Please notify me in advance of absences. Class participation includes the following

- **Critically read the weekly assigned readings. There will be a maximum of 5 readings for a given topic.**
- **Participate in the class discussion.**
- **Find <u>ONE article</u> relevant to the topic of the week. Discuss the spatial analytical tool and its application in the class.**

Exercise set (40%): These assignments will evaluate your understanding of concepts covered in clustering; regression, spatial regression, and Geographically Weighted Regression.

Final project (40%): In the final project, you will deliver a thesis/dissertation quality report with three sections: Objectives/Research Questions, Methodology, and Results. This final project is

of your choice and can be part of your thesis, dissertation, or a project/paper that you are currently working on. The objective section should clearly state your objective(s) or the research question(s). In the methodology section you will clearly describe the data sources and the spatial analytical technique(s) chosen to address these objectives. In the results section, report the analysis with appropriate tables and figures. **You will first submit a proposal by the start of week 5 and we will discuss the proposal on an individual basis in class on 10/1.** I will share further instructions on the final project as we progress with the semester.

***Deadlines and submission*:** All assignments are due by the start of class on the specified date. Except in case of emergency, I will not accept late assignments.

***Grading criteria*:**

93-100%	A	73-75%	C
90-92%	A-	70-72%	C-
86-89%	B+	66-69%	D+
83-85%	B	63-65%	D
80-82%	B-	60-62%	D-
76-79%	C+	0-59%	F

WebEx Conduct

In this course, we must work together to create a positive learning environment, and I expect you to respect the rights of other students to learn.

5. For the synchronous class days (e.g. lectures, group discussions) please **join the online link on time and stay until the end**.
6. **Mute your mic** if you are not presenting, in a group discussion, or while asking a question.
7. Please respect your fellow students and me when we are speaking by **not engaging in conversations with your classmates**.
8. Please **turn off your cell phone** when you come to class. If you must leave it on for some reason (e.g. in case of family emergency), please set it to "silent".

Email Etiquette

The best way to reach me outside of class is via email (debarchana.ghosh@uconn.edu). Although you shouldn't expect a response within minutes, I generally check and respond to email frequently, and in unusual circumstances (for instance, I am occasionally out of town for a few days for a conference) I will answer you within 24 hours. I will let you know if I will be away from my email account for more than 24 hours. Here are some important guidelines for your emails to me – please observe them:

5. Please put "**Spatial Analysis**" in the subject header line.
6. Please address your emails to me **by name** ("Dear Debs"). Presumably, many of you are preparing for professional careers, and you should compose email messages to your professors following professional conventions. I'll think twice about responding to emails that simply say "hey" or "hi" or include no salutation at all.
7. **Please sign your emails by name**. Otherwise I may reply to you as "xxyyy1113" or whatever your UConn ID happens to be.

Course Calendar*

Week	Date	Topic	Assigned Date	Due Date	Grade (%)
1	9/3	Introductions – Instructor, Student Space/Place, Scale, Spatial Data Final Project - Overview			
2	9/10	Visualization Clustering	Ex 1		10
3	9/17	Visualization Clustering			
4	9/24	Social Justice Mixed Methods, Social Justice, Qualitative GIS	Ex 2	Ex 1	10
5	10/1	Spatial Regression Final Project – Proposal Presentation	Ex 3	Proposal 9/29	10, 15
6	10/8	Spatial Regression		Ex 2 10/5	
7	10/15	Geographically Weighted Regression		Ex 3 10/19	10
No class – Virtual Conference					
9	10/29	Geographically Weighted Regression	Ex 4		
10	11/5	Neighborhood Analysis Spatial Social Network Analysis		Ex 4 11/9	
11	11/12	Multi-Level Modeling			
12	11/19	Work on Final Project			
No class - Thanksgiving Break					
14	12/3	Final Project – Presentations		Final Project	10
15	12/10	Final Project – Submission		Final Project	15

2021-034   HDFS 3240/SOCI 3459/W   Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-5215
Request Proposer	Irwin
Course Title	Aging in American Society

CAR Status	In Progress
Workflow History	Start > Sociology > Human Development and Family Studies > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	SOCI
School / College	College of Liberal Arts and Sciences
Department	Sociology
Course Subject Area #2	HDFS
School / College #2	College of Liberal Arts and Sciences
Department #2	Human Development and Family Studies
Reason for Cross Listing	Common interest in studies of elderly/gerontology
Course Title	Aging in American Society
Course Number	3240
Will this use an existing course number?	Yes
Please explain the use of existing course number	It was sequential in SOCI's health related course

CONTACT INFO

Initiator Name	Darrell D Irwin
Initiator Department	Sociology
Initiator NetId	ddi18003
Initiator Email	darrell.irwin@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2022
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
Will there also be a non-W section?	Yes
Environmental Literacy	No
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; Face-to-face. Online - COVID

COURSE RESTRICTIONS

Prerequisites	ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher
Corequisites	None
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior,Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No
Is Consent Required for course?	No Consent Required
Who is this course open to?	Junior,Senior

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	SOCI 3459. Aging in American Society Also offered as: HDFS 3240 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Social gerontology: the role and status of older people in a changing society. May be used only once to meet the distribution requirements. SOCI 3459W. Aging in American Society Also offered as: HDFS 3240W 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher. Grading Basis: Graded
Provide proposed title and complete course catalog copy	SOCI 3459. Aging and Society 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. SOCI 3459W. Aging and Society 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Sociological perspectives on the process of aging and the elderly population, including kinship relations, work and leisure, mental and emotional health issues, and policy issues that address the elderly. HDFS 3240. Aging in American Society 3.00 credits Prerequisites: Open only to juniors or higher. Grading Basis: Graded Social gerontology: the role and status of older people in a changing society. HDFS 3240W. Aging in American Society 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; Open only to juniors or higher. Grading Basis: Graded
Reason for the course action	HDFS was not cross-listing course, they developed Gerontology minor. Courses now have same name and require separating. Sociology teaches a W section, they do not.
Specify effect on other departments and overlap with existing courses	We have permission from HDFS that they do not want cross-listing and we will retitle to 'Aging and Society' to avoid confusion with HDFS course of the same name.
Please provide a brief description of course goals and learning objectives	Upon completion of this course, students will be able to: • Describe the condition of the elderly in contemporary American society, noting both attitudes toward the elderly and the objective status of the elderly, and assess how these conditions are affected by race, ethnicity, gender, socioeconomic status, and culture. • Discuss what population aging means for American society and its social implications. At the micro-level what it means to family structure and aging. • Identify the roles and importance of the elderly within American societal institutions such as

	the family, the economy, and the political system, and how have American organizations changed to assist the elderly population. • Explain how social class, health status and economics affect aging. • Describe the role of caretakers for the elderly and how they deal with chronic illness, and how these methods affect the elderly and their families. • Understand the elderly in the American society and compare them to elderly in other societies. • Discuss real cases and other situations related to aging in American society with those who provide services to the elderly.
Describe course assessments	The nonW - course assessments are Life History paper; Mid-term and final. W course has variety of writing Assignments; Paper on Life History; graded Discussions Final Paper & Final Exam
General Education Goals	Fuflills GE goals to become articulate, acquire intellectual breadth and versatility, acquire critical judgment, acquire moral sensitivity, acquire awareness of their era and society, acquire consciousness of the diversity of human culture and experience, and acquire a working understanding of the processes by which they can continue to acquire and use knowledge. This course uses writing curriculum to fulfill each item.
Content Area: Social Sciences	Meets all of the following criteria: 1. Introduce students to theories and concepts of the social sciences. 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment. 4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.
Writing Competency	Course will follow the W course guidelines which are as follows: ✓ Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness; ✓ Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.); ✓ Have an enrollment cap of nineteen students per section; ✓ Make explicit the relation between writing and learning in the course; ✓ Articulate the structure of supervision of student writing; ✓ Explain the place and function of revision in the course; ✓ Detail how the page requirement will be met; ✓ Require that students must pass the writing component in order to pass the course.

Syllabus and other attachments	**Attachment Link**	**File Name**	**File Type**	
	2021SyllonAging-online.pdf	2021SyllonAging-online.pdf	Syllabus	
	SOCI3459 syllabusfor non-W.docx	SOCI3459 syllabusfor non-W.docx	Syllabus	

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Start	Darrell D Irwin	01/14/2021 - 15:39	Submit		We, in Sociology, initiated action to rectify cross-listing issue.
	Sociology	David L Weakliem	01/14/2021 - 16:39	Approve	1/14/2021	Approved by Sociology Department; HDFS also wishes to remove the cross-listing with HDFS 3240
	Human Development and Family Studies	Beth S Russell	01/15/2021 - 11:46	Approve		HDFS approves, as noted by David.

2021-035   MATH 1070Q   Revise Course (G) (S)

COURSE ACTION REQUEST

CAR ID	20-2214
Request Proposer	Gross
Course Title	Mathematics for Business and Economics
CAR Status	In Progress
Workflow History	Start > Draft > Mathematics > 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	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Mathematics for Business and Economics
Course Number	1070Q
Will this use an existing course number?	Yes
Please explain the use of existing course number	I'm revising the catalog copy for Math 1070Q

CONTACT INFO

Initiator Name	David L Gross
Initiator Department	Mathematics
Initiator NetId	dlg02006
Initiator Email	david.gross@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2020
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	Q
Environmental Literacy	No
Number of Sections	many
Number of Students per Section	varying
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	This course is taught in large lectures, in small lectures and also online.

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	Math 1011Q or the equivalent.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	MATH 1070Q. Mathematics for Business and Economics 3.00 credits Prerequisites: Recommended preparation: MATH 1011 or equivalent Grading Basis: Graded Linear equations and inequalities, exponents and logarithms, matrices and determinants, linear programming. Applications.
Provide proposed title and complete course catalog copy	MATH 1070Q. Mathematics for Business and Economics 3.00 credits Prerequisites: Recommended preparation: MATH 1011 or equivalent. Not open for credit to students who have passed MATH 1132Q. Grading Basis: Graded Linearly equations and inequalities, matrices, systems of linear equations, and linear programming; sets, counting, probability and statistics; mathematics of finance; applications to business and economics.
Reason for the course action	updating the catalog copy to better help students understand the scope of the course.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	The course goals and learning objectives are to help prepare students for study in business and economics
Describe course assessments	exams, quizzes and other assessments
General Education Goals	This course will further the students ability to deal with and comprehend mathematical and statistical information and reasoning.
Quantitative Competency	This course will help the student with mathematical and statistical material beyond the level beyond that at an basic algebra level. This level will be prevalent throughout the course. It will specifically deals with formulas and functions, in particular probability formulas, formulas related to matrices, systems of linear equations, probability distributions, financial formulas involving interest (both discrete and continuous compounding), annuities, and present values of future annuities. They will be tested on calculations (where they need to understand which formulas apply) as well as understand contextually which formula and how that formula applies to the situation at hand and be able to carry that calculation to arrive at correct conclusion to the situation.

	Attachment Link	**File Name**	**File Type**
Syllabus and other attachments	Math1070QSyllabus.pdf	Math1070QSyllabus.pdf	Syllabus
	Math1070QOutline.pdf	Math1070QOutline.pdf	Other
	MATH1070QExamInfo.pdf	MATH1070QExamInfo.pdf	Other

COMMENTS / APPROVALS

	Stage	**Name**	**Time Stamp**	**Status**	**Committee Sign-Off**	**Comments**
Comments & Approvals Log	Draft	David L Gross	07/30/2020 - 11:53	Submit		The course itself and it's contents and it's contents are not changing, only the description is changing so that students will better understand the contents of the course.
	Mathematics	Guojun Gan	12/18/2020 - 10:52	Approve	12/18/2020	I approve the changes.

2021-036   MATH 1071Q   Revise Course (G) (S)

COURSE ACTION REQUEST

CAR ID	20-2234
Request Proposer	Gross
Course Title	Calculus for Business and Economics
CAR Status	In Progress
Workflow History	Start > Mathematics > 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	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Calculus for Business and Economics
Course Number	1071Q
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is updating the catalog copy taking out functions of several variables which were not included in this course since the early 2000's.

CONTACT INFO

Initiator Name	David L Gross
Initiator Department	Mathematics
Initiator NetId	dlg02006
Initiator Email	david.gross@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2020
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	Q
Environmental Literacy	No
Number of Sections	many
Number of Students per Section	varying

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	This course is taught in large lectures, in small lectures and also online.

COURSE RESTRICTIONS

Prerequisites	none
Corequisites	none
Recommended Preparation	Math 1011Q or equivalent, and a qualifying score on the mathematics placement exam.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	MATH 1071Q. Calculus for Business and Economics 3.00 credits Prerequisites: None. Recommended prep: MATH 1011 or the equivalent, and MATH 1070, and a qualifying score on the mathematics placement assessment. Not open to students who have passed MATH 1110. Only one credit for students who have passed MATH 1121, 1131, 1151 or 120. Grading Basis: Graded Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.
Provide proposed title and complete course catalog copy	1071Q. Calculus for Business and Economics 3.00 credits Prerequisites: Recommended prep: MATH 1011 or the equivalent, and MATH 1070Q, and a qualifying score on the mathematics placement assessment. Not open to students who have passed MATH 1110. Only one credit for students who have passed MATH 1121, 1131Q, 1151Q or 120. Grading Basis: Graded Derivatives and integrals of algebraic, exponential and logarithmic functions. Applications to business and economics.
Reason for the course action	Functions of several variables have not been taught in this class for a long time and should be taken out of the description of the course.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	The course goals and learning objectives are to help prepare students for the study of calculus as it pertains to business and economics.
Describe course assessments	exams, quizzes and other assessments
General Education Goals	This course will further the students ability to deal with and comprehend and employ the calculus needed in many business and economic situations.
Quantitative Competency	This course will help the student with the calculus needed in business and economics. This course is beyond the material in basic algebra, but uses almost all the material from that course and about half the material from Precalculus. This level will increased throughout the course with new calculus material. They will be tested on calculations, where they need to understand the calculus needed and how to employ it to answer real world problems. They will need understand contextually which calculus technique to use and how to apply it to the situation at hand.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	Math1071QSyllabus.pdf	Math1071QSyllabus.pdf	Syllabus	
	Math1071QOutline.pdf	Math1071QOutline.pdf	Other	
	Math1071QExamInfo.pdf	Math1071QExamInfo.pdf	Other	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	David L Gross	07/30/2020 - 17:09	Submit		The course itself and it's contents are not changing, only the description is changing to take away misleading verbiage.
	Mathematics	Guojun Gan	12/18/2020 - 10:53	Approve	12/18/2020	I approve the changes.

2021-037   MCB 6002   Add Course

COURSE ACTION REQUEST

CAR ID	20-2083
Request Proposer	Zhang
Course Title	MCB Faculty Research
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	MCB Faculty Research
Course Number	6002
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Zhang
Proposer First Name	Ping
Select a Person	piz02001
Proposer NetId	piz02001
Proposer Phone	+1 860 486 5421

Proposer Email	ping.zhang@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	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	1
Instructional Pattern	Lecture/Seminar

COURSE RESTRICTIONS

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

GRADING

Is this course repeatable for credit?	No
What is the Grading Basis for this course?	S/U
Rationale for S/U Grading	Students are expected to attend and participate in discussions but do not have any assignments associated with the course.

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	the only place with an MCB graduate program
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	MCB 6002. MCB Faculty Research One credit. Prerequisites: Open to thesis Masters and PhD students in MCB Grading Basis: S/U Departmental faculty present seminars describing their research interests to help incoming Molecular and Cell Biology Ph.D. graduate students choose laboratories for rotations.

Reason for the course action	We are reorganizing the introductory courses in our graduate program. This course has been taught for many years, but with a different number.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	A series of seminars presented by faculty in MCB departmental describing their research programs for incoming MCB graduate students. This helps new graduate students get to know the individual faculty and their research interests and learn about resources and expertise are available in the department. From this experience, students choose laboratories in which to do rotations before choosing a laboratory in which they will perform their thesis research.
Describe course assessments	Attendance only.

Syllabus and other attachments	Attachment Link	File Name	File Type
	mcb 6002 syllabus.docx	mcb 6002 syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	David A Knecht	04/03/2020 - 10:31	Submit		DAK 1-14-21
	Molecular and Cell Biology	David A Knecht	01/14/2021 - 17:31	Approve	5/8/2020	Approved by MCB faculty 5/20

MCB 6002
MCB Faculty Research

Contact information and office hours
>Dr. Ping Zhang
>860-486-5421
>Ping.Zhang@uconn.edu
>Office hour: by appointment only

Course Description
>MCB 6002. MCB Faculty Research
>One credit.
>Departmental faculty present seminars describing their research interests to help incoming Molecular and Cell Biology Ph.D. graduate students choose laboratories for rotations.

Course Goals and Objectives
>This course consists of a seminar series presented by departmental faculty for incoming MCB Ph.D. graduate students. Students are required to attend the seminars to meet the individual faculty, to learn their research concentration, and to select a laboratory to perform research projects.

Schedule
>Mondays and Wednesdays, 4:00PM to 5:00PM
>In each of the seminars, two MCB faculty members present their research interest. The seminar series continues for approximately 10 weeks.

Location:
>BPB 130

Assignments

Students are required to read research articles assigned by seminar speakers. The papers will be posted on HuskyCT.

Grading Criteria

S/U; A satisfactory grade requires active participation, including reading the assigned articles before seminars, and engaging with discussions during and after seminars. Missed seminars require a written article summary of the assigned papers as make-up. This will be due by the end of the semester.

Student Conduct Code

Students are expected to conduct themselves in accordance with UConn's Student Conduct Code, https://community.uconn.edu/the-student-code/.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. 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/.

Resources for Students Experiencing Distress

The University of Connecticut 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 academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Other policy statements

UConn Mental Health Services, https://counseling.uconn.edu/

UConn Sexual Harassment and Relationship Violence, https://titleix.uconn.edu/

UConn Equity, Diversity, Equal Employment Opportunity, and Affirmative Action, https://equity.uconn.edu/

2021-038   PHYS 4740   Revise Course

COURSE ACTION REQUEST	
CAR ID	21-5134
Request Proposer	Trump
Course Title	Advanced Methods in Astrophysics
CAR Status	In Progress
Workflow History	Start > Draft > Physics > 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	PHYS

School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Advanced Methods in Astrophysics
Course Number	4740
Will this use an existing course number?	Yes
Please explain the use of existing course number	Name and description change to better reflect content taught.

CONTACT INFO

Initiator Name	Jonathan R Trump
Initiator Department	Physics
Initiator NetId	jot16106
Initiator Email	jonathan.trump@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture and discussion

COURSE RESTRICTIONS

Prerequisites	PHYS 2701 and PHYS 2702.
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	PHYS 4740. Observational Astrophysics 3.00 credits Prerequisites: PHYS 2701 and PHYS 2702. Grading Basis: Graded Basic principles and techniques of observational astrophysics, from radio to optical wavelengths. Telescopes, detectors, and instrumentation, and the statistical techniques for astronomical data analysis and interpretation.
Provide proposed title and complete course catalog copy	PHYS 4740. Advanced Methods in Astrophysics 3.00 credits Prerequisites: PHYS 2701 and PHYS 2702. Grading Basis: Graded Basic principles and techniques of observational and computational astrophysics. Statistical techniques for data analysis and interpretation of astronomical data. Data mining, visualization, and numerical techniques in simulations of astrophysical systems. Students will complete short research projects using real data from observations and/or simulations.
Reason for the course action	Name and description change to better reflect content taught.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	Course is designed to teach students research methods in astrophysics, including both experimental / observational and theoretical / computational analysis.
Describe course assessments	Problem sets, computational projects, and exams.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	6740syllabus_DAA.pdf	6740syllabus_DAA.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Jonathan R Trump	01/13/2021 - 10:22	Submit		Change of name and description for existing course, submitted for approval.
	Physics	Vernon F Cormier	01/15/2021 - 12:41	Approve	1/15/2021	Approved by PHYS C&C committee and astrophysics group.

2021-039   PHYS 6740   Revise Course

COURSE ACTION REQUEST

CAR ID	21-5236
Request Proposer	Trump
Course Title	Advanced Methods in Astrophysics
CAR Status	In Progress
Workflow History	Start > Physics > 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	PHYS
School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Advanced Methods in Astrophysics
Course Number	6740

Will this use an existing course number?	Yes
Please explain the use of existing course number	Name and description change to better reflect content taught.

CONTACT INFO

Initiator Name	Jonathan R Trump
Initiator Department	Physics
Initiator NetId	jot16106
Initiator Email	jonathan.trump@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

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

COURSE RESTRICTIONS

Prerequisites	Open to Physics graduate students; others by permission. Not open for credit to students who have passed PHYS 4740.
Corequisites	n/a
Recommended Preparation	n/a
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide existing title and complete course catalog copy	PHYS 6740. Observational Astrophysics 3.00 credits Prerequisites: Open to Physics graduate students; others by permission. Not open for credit to students who have passed PHYS 4740. Grading Basis: Graded Basic principles and techniques of observational astrophysics, from radio to optical wavelengths. Telescopes, detectors, and

	instrumentation, and the statistical techniques for astronomical data analysis and interpretation. Students will complete short research projects using real astronomical data.
Provide proposed title and complete course catalog copy	PHYS 6740. Advanced Methods in Astrophysics 3.00 credits Prerequisites: Open to Physics graduate students; others by permission. Not open for credit to students who have passed PHYS 4740. Grading Basis: Graded Basic principles and techniques of observational and computational astrophysics. Statistical techniques for data analysis and interpretation of astronomical data. Data mining, visualization, and numerical techniques in simulations of astrophysical systems. Students will complete short research projects using real data from observations and/or simulations.
Reason for the course action	Name and description change to better reflect content taught.
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	Course is designed to teach students research methods in astrophysics, including both experimental / observational and theoretical / computational analysis.
Describe course assessments	Problem sets, computational projects, and exams.

Syllabus and other attachments	Attachment Link	File Name	File Type	
	6740syllabus_DAA.pdf	6740syllabus_DAA.pdf	Syllabus	

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Jonathan R Trump	01/15/2021 - 11:45	Submit		Change of name and description for existing course, submitted for approval.
	Physics	Vernon F Cormier	01/15/2021 - 12:39	Approve	1/15/2021	Approved by PHYS C&C committee and astrophysics group.

2021-040   AAAS   Revise Minor

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor
Last revised: September 24, 2013

1. Date: January 8, 2021
2. Department or Program: Asian and Asian American Studies Institute
3. Title of Minor: Asian Studies
4. 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: Adding a newly proposed course to the minor.

Existing Catalog Description of Minor

Completion of the minor requires students to complete 15 credits at the 2000 level and above by completion of Groups A and B.

Group A: History and Culture

Six credits chosen from: AAAS 3212, 3375, 3531, 3578, 3808, 3809, 3812; ANTH 3202W; ARTH 3720, 3740; CHIN 3230, 3270, 3275, 3282; DRAM 3601; ENGL 3320; HIST 2210E, 2841, 3095, 3822, 3832, 3842, 3845, 3863, 3875.

Group B: Politics, Movements, and Activism

Six credits chosen from: AAAS 3221, 3222; HIST 3202; POLS 3212, 3245, 3250, 3472; SOCI 3505, 3825.

An additional three credits can be taken from either Group A or Group B.

Recommended Courses

ARTH 1140; CHIN 1121, 1122; ENGL 1301; HIST 1801, 1805.

Pending the Minor Advisor's approval, students may count up to six credit hours in independent study.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Jason Oliver Chang, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Na-Rae Kim. For more information, contact Jason Oliver Chang by email or by phone at 860-486-5717.

Proposed Catalog Description of Minor

Completion of the minor requires students to complete 15 credits at the 2000 level and above by completion of Groups A and B.

Group A: History and Culture

Six credits chosen from: AAAS 2136, 3212, 3375, 3531, 3578, 3808, 3809, 3812; ANTH 3202W; ARTH 3720, 3740; CHIN 3230, 3270, 3275, 3282; DRAM 3601; ENGL 3320; HIST 2210E, 2841, 3095, 3822, 3832, 3842, 3845, 3863, 3875.

Group B: Politics, Movements, and Activism

Six credits chosen from: AAAS 3221, 3222; HIST 3202; POLS 3212, 3245, 3250, 3472; SOCI 3505, 3825.

An additional three credits can be taken from either Group A or Group B.

Recommended Courses

ARTH 1140; CHIN 1121, 1122; ENGL 1301; HIST 1801, 1805.

Pending the Minor Advisor's approval, students may count up to six credit hours in independent study.

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Jason Oliver Chang, Director, Asian and Asian American Studies Institute, Beach Hall, Room 417 or Professor Na-Rae Kim. For more information, contact Jason Oliver Chang by email or by phone at 860-486-5717.

Justification

1. Reasons for changing the minor: Adding a newly proposed course to the minor.

2. Effects on students: This course deepens students' understanding of performance traditions in Asia and their effects on sociocultural context. It will significantly enhance student's grasp of cultural dynamism in Asia.

3. Effects on other departments: This is a crosslisted course in Drama, and it will significantly further diversify the curriculum in the Drama department.

4. Effects on regional campuses: none

5. Dates approved by
   Department Curriculum Committee: January 8, 2021
   Department Faculty: Na-Rae Kim

6. Name, Phone Number, and e-mail address of principal contact person: Matthew I Cohen, (860)-486-2281, matthew.i.cohen@uconn.edu

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2021-041   AFRA   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 1/15/2021
2. Department or Program: Africana Studies
3. Title of Major: Africana Studies Major

4. 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: Move a course from one Area to another Area within the major plan of study.

Existing Catalog Description of Major

Requirements

To satisfy the Africana Studies major, the student must complete 27 credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. Variable Content courses may be applied to distribution groups determined by course content and advisor consent. All majors must take AFRA 2211 and AFRA 4994W; the latter is generally taken senior year.

Group A: History

AFRA 3206, 3208, 3563, 3564, 3568, 3569, 3620, 3752, 3753.

Group B: Social and Political Inquiry

AFRA 3025, 3033, 3106, 3152, 3252, 3501, 3505, 3618, 3642, 3647, 3652, 3825.

Group C: Literature and the Arts

AFRA 2214/W, 3131/W, 3132, 3213/W, 3215/W, 3217/W.

Group D: Related Courses

- **History**: HIST 3201, 3202, 3510, 3541, 3554, 3561, 3562, 3575, 3674.
- **Literature and the Arts**: ANTH 3450W; ARTH 3645; AASI/ENGL 3212; COMM 4422; COMM/LLAS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W.
- **Social and Political Inquiry**: AASI/SOCI 3221/HRTS 3571; AASI/SOCI 3222/HRTS 3573; COMM 3321/LLAS 3264/WGSS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/LLAS 3270; POLS/URBN 3632W; POLS/WGSS 3216; SOCI 2503, 2827, 3429, 3701; WGSS 2267.

Variable Content

AFRA 3295, 3299, 3898.

AFRA 2214W and AFRA 4994W satisfy the Information Literacy Competency and Writing in the Major requirements.

A minor in Africana Studies is described in the Minors section.

Proposed Catalog Description of Major

To satisfy the Africana Studies major, the student must complete 27 credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. Variable Content courses may be applied to distribution groups determined by course content and advisor consent. All majors must take AFRA 2211 and AFRA 4994W; the latter is generally taken senior year.

Group A: History

AFRA 3206, 3208, 3563, 3564, 3568, 3569, 3618, 3620, 3752, 3753.

Group B: Social and Political Inquiry

AFRA 3025, 3033, 3106, 3152, 3252, 3501, 3505, 3618, 3642, 3647, 3652, 3825.

Group C: Literature and the Arts

AFRA 2214/W, 3131/W, 3132, 3213/W, 3215/W, 3217/W.

Group D: Related Courses

- **History**: HIST 3201, 3202, 3510, 3541, 3554, 3561, 3562, 3575, 3674.
- **Literature and the Arts**: ANTH 3450W; ARTH 3645; AASI/ENGL 3212; COMM 4422; COMM/LLAS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W.
- **Social and Political Inquiry**: AASI/SOCI 3221/HRTS 3571; AASI/SOCI 3222/HRTS 3573; COMM 3321/LLAS 3264/WGSS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/LLAS 3270; POLS/URBN 3632W; POLS/WGSS 3216; SOCI 2503, 2827, 3429, 3701; WGSS 2267.

Variable Content

AFRA 3295, 3299, 3898.

AFRA 2214W and AFRA 4994W satisfy the Information Literacy Competency and Writing in the Major requirements.

A minor in Africana Studies is described in the Minors section.

Justification

1. Reasons for changing the major: To correct an apparent error. To achieve consistency between the major and the minor for courses that satisfy Group A History. AFRA/HIST 3618 Comparative Slavery in the Americas is a History course and should count for Group A in the major, as it does in the Africana Studies minor.
2. Effects on students: Allows majors to satisfy Group A by taking AFRA/HIST 3618.
3. Effects on other departments: None
4. Effects on regional campuses: None

5. Dates approved by
   Department Curriculum Committee: 1/12/2021
   Department Faculty: 1/15/2021
6. Name, Phone Number, and e-mail address of principal contact person:
Shawn Salvant, 860-486-1521, shawn.salvant@uconn.edu

2021-042   COMM   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 1/13/2020
2. Department or Program: Communication
3. Title of Major: Communication
4. Effective Date (semester, year): Fall, 2021 (students entering UConn for AY 21-22 should be the first formally impacted by these changes.)
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding course option to meet research methods requirement.

Existing Catalog Description of Major

COMMUNICATION (BA)
The Communication major leads to a bachelor of arts degree. The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, while also considering the roles of media and technology in communication processes. Training in the basic theories, principles, best practices, and current research methods of communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The department of Communication offers courses that span the discipline, enabling students to acquire breadth and depth in their education and training. A variety of focal areas are identified in the COMM curriculum, and students may focus their coursework in one or more of these areas to further their academic and professional goals. Across the curriculum, courses are numbered to reflect these focal areas:

- X100: Professional Communication (e.g. COMM 2100, 3110, 3120w)
- X200: Interpersonal Communication (e.g. COMM 2200, 3222, 4200)
- X300: Media Effects and Audiences (e.g. COMM 2300, 3310w, 4300)
- X400: Communication in Context (e.g. COMM 3410, 3420, 3430)

- X500: Persuasion and Promotion (e.g. COMM 2500, 3510, 4530w)
- X600: Communication Technology (e.g. COMM 2600, 3600, 4640)
- X700: Multimedia Production (e.g. COMM 2700, 3700, 4710)

Requirements

Students majoring in Communication must complete the following:

1. Introductory courses: COMM 1000, and 1100. These courses should be completed by the end of sophomore year, if possible.
2. A minimum of 30 credits in Communication at the 2000 level or above (typically 10 COMM courses). Note that many students take more than the minimum of 30 credits in communication, choosing to expand their learning in one or more areas in the discipline. These 30 credits must include the following:
   1. Core courses: At least four of the following Core courses: COMM 2100, 2200, 2300, 2500, 2600. Core courses introduce students to the range of work within the discipline.
   2. Research methods in Communication: COMM 2000Q. Students double majoring in Psychological Sciences and Communication may substitute PSYC 2100WQ for COMM 2000Q, but will need to complete an additional elective course in Communication to meet the minimum of 30 credits of upper-level Communication courses required for the major.
   3. Writing-intensive course: At least one W course in Communication.
   4. Three credits in Immersion courses: All Communication majors complete at least three credits across one or more immersion courses: COMM 4799, 4979, 4981, 4982, 4996, 4997w, 4999. Immersion courses provide students an opportunity to pursue research, experiential, and professional development within the field.
   5. Electives: Three more communication courses at a minimum, in order to complete the minimum of 30 credits in communication.

3. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The department maintains a list of courses pre-approved as satisfying the related requirement (see the department website). Courses that do not appear on the list must be approved by a Communication advisor.

Internship

All students are encouraged to complete an internship (COMM 4981). Internships can be taken during the academic year or summer, and suffice the Immersion course requirement for the major. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible to register for the course and receive internship credit.

Undergraduate Research

The Department encourages students to participate in its research activities:

- The research practicum (COMM 4982) is designed to allow students to participate in ongoing departmental research and learn about conducting research in the discipline.
- Students who wish to design and conduct their own projects can enroll in Undergraduate Research (COMM 4996) with the supervision of a faculty member.
- Honors students may complete a Senior Thesis (COMM 4997w) on a topic of their choosing with the support of their honors thesis advisor.

Each research course is particularly helpful preparation for graduate work in the field of Communication.

Writing courses

To satisfy the writing in the major requirement, students must pass at least one 3000-level or above W course approved for this major. A number of W courses are available to meet this requirement, including (but not limited to) COMM 3120W, 3222W, 3310W, 3410W, 3610W, 4200W, 4300W, and 4530W. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

Information Literacy

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 2000Q. An education in communication is inextricably linked to information literacy, so students exploring further coursework within the major will continue to develop their information literacy competency.

Minor in Communication

A minor in Communication is described in the Minors section.

Double majors and dual/multiple degrees

Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees

Proposed Catalog Description of Major

COMMUNICATION (BA)

The Communication major leads to a bachelor of arts degree. The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, while also considering the roles of media and technology in communication processes. Training in the basic theories, principles, best practices, and current research methods of communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The department of Communication offers courses that span the discipline, enabling students to acquire breadth and depth in their education and training. A variety of focal areas are identified in the COMM curriculum, and students may focus their coursework in one or more of these areas to further their academic and professional goals. Across the curriculum, courses are numbered to reflect these focal areas:

- X100: Professional Communication (e.g. COMM 2100, 3110, 3120w)
- X200: Interpersonal Communication (e.g. COMM 2200, 3222, 4200)
- X300: Media Effects and Audiences (e.g. COMM 2300, 3310w, 4300)
- X400: Communication in Context (e.g. COMM 3410, 3420, 3430)
- X500: Persuasion and Promotion (e.g. COMM 2500, 3510, 4530w)
- X600: Communication Technology (e.g. COMM 2600, 3600, 4640)
- X700: Multimedia Production (e.g. COMM 2700, 3700, 4710)

Requirements

Students majoring in Communication must complete the following:

4. Introductory courses: COMM 1000, and 1100. These courses should be completed by the end of sophomore year, if possible.
5. A minimum of 30 credits in Communication at the 2000 level or above (typically 10 COMM courses). Note that many students take more than the minimum of 30 credits in communication, choosing to expand their learning in one or more areas in the discipline. These 30 credits must include the following:
    1. Core courses: At least four of the following Core courses: COMM 2100, 2200, 2300, 2500, 2600. Core courses introduce students to the range of work within the discipline.
    2. Research methods in Communication: COMM 2000Q or 2010Q. Most students complete this requirement by taking COMM 2000Q. Students double majoring in Psychological Sciences and Communication may substitute PSYC 2100WQ for this requirement, but will need to complete an additional elective course in Communication to meet the minimum of 30 credits of upper-level Communication courses required for the major.
    3. Writing-intensive course: At least one W course in Communication.
    4. Three credits in Immersion courses: All Communication majors complete at least three credits across one or more immersion courses: COMM 4799, 4979, 4981, 4982, 4996, 4997w, 4999. Immersion courses provide students an opportunity to pursue research, experiential, and professional development within the field.
    5. Electives: Three more communication courses at a minimum, in order to complete the minimum of 30 credits in communication.

6. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The department maintains a list of courses pre-approved as satisfying the related requirement (see the department website). Courses that do not appear on the list must be approved by a Communication advisor.

Internship
All students are encouraged to complete an internship (COMM 4981). Internships can be taken during the academic year or summer, and suffice the Immersion course requirement for the major. Students must have completed 12 credits in Communication courses at the 2000 level or above to be eligible to register for the course and receive internship credit.

Undergraduate Research
The Department encourages students to participate in its research activities:

- The research practicum (COMM 4982) is designed to allow students to participate in ongoing departmental research and learn about conducting research in the discipline.
- Students who wish to design and conduct their own projects can enroll in Undergraduate Research (COMM 4996) with the supervision of a faculty member.
- Honors students may complete a Senior Thesis (COMM 4997w) on a topic of their choosing with the support of their honors thesis advisor.

Each research course is particularly helpful preparation for graduate work in the field of Communication.

Writing courses
To satisfy the writing in the major requirement, students must pass at least one 3000-level or above W course approved for this major. A number of W courses are available to meet this requirement, including (but not limited to) COMM 3120W, 3222W, 3310W, 3410W, 3610W, 4200W, 4300W, and

4530W. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

Information Literacy

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 2000Q. An education in communication is inextricably linked to information literacy, so students exploring further coursework within the major will continue to develop their information literacy competency.

Minor in Communication

A minor in Communication is described in the Minors section.

Double majors and dual/multiple degrees

Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees

Justification

1. Reasons for changing the major: A new course being proposed – COMM 2010Q – adequately meets the major's research methods requirement.
2. Effects on students: Students will have a second option for completing this major requirement once the course is fully approved.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by
   Department Curriculum Committee: 1/11/20
   Department Faculty: 1/13/20
6. Name, Phone Number, and e-mail address of principal contact person: Stephen Stifano – 6-3491; Stephen.Stifano@uconn.edu

2021-043   COMM   Revise Minor

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor
Last revised: September 24, 2013

1. Date: 1/13/20
2. Department or Program: Communication
3. Title of Minor: Communication

4. Effective Date (semester, year): Fall, 2021 (students entering UConn for AY 21-22 should be the first formally impacted by these changes.)
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding course option for minor's research methods requirement.

Existing Catalog Description of Minor

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses. Selected courses must include:

1. COMM 2000Q or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level or above COMM courses are required.
2. At least two of the following Core courses: COMM 2100, 2200, 2300, 2500, and 2600. Students are encouraged to take three or more core courses.

Students in this program do not receive priority registration for Communication courses. The minor is offered by the Communication Department. The minor Plan of Study form is available in the Arjona Building, Room 245 or from the Communication Department website.

Proposed Catalog Description of Minor

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses. Selected courses must include:

1. COMM 2000Q or 2010Q, or equivalent research methods course. Most students complete this requirement by taking COMM 2000Q. If an equivalent research methods course is used, 15 credits in 2000-level or above COMM courses are required.
2. At least two of the following Core courses: COMM 2100, 2200, 2300, 2500, and 2600. Students are encouraged to take three or more core courses.

Students in this program do not receive priority registration for Communication courses. The minor is offered by the Communication Department. The minor Plan of Study form is available in the Arjona Building, Room 245 or from the Communication Department website.

Justification

1. Reasons for changing the minor: A new course being proposed – COMM 2010Q – adequately meets the minor's research methods requirement.
2. Effects on students: Students will have a second option for completing this minor requirement once the course is fully approved.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by

Department Curriculum Committee: 1/11/20
Department Faculty: 1/13/20
6. Name, Phone Number, and e-mail address of principal contact person:
   Stephen Stifano – 6-3491; Stephen.Stifano@uconn.edu

2021-044   ENGL   Revise Minor

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor
Last revised: September 24, 2013

1. Date: December 10, 2020
2. Department or Program: English
3. Title of Minor: English
4. 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: Overhaul of requirements

Existing Catalog Description of Minor

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above, including:

1. At least one of ENGL 2100 or ENGL 2101;
2. At least one of ENGL 2201/W and 2203/W; and
3. Any three other English courses at the 2000 level or above, with the following exceptions: 2011, 3010W, 3091, and 3693.

Proposed Catalog Description of Minor

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above.

Students are advised to consult the tracks listed for the major as models for an optional focus.

No more than three credits each of ENGL 3091, 3693, and transfer credit may count toward the minor. ENGL 2011 may not count toward the minor.

Justification

1. Reasons for changing the minor: We are changing the minor to make it align with our new major. The old minor required students take a class in British literature and American literature, and we've gone away from explicitly mandating national foci in the new major. The openness of this minor is in line with our new emphasis on flexibility in the major and is easier to deliver at the regional campuses.

2. Effects on students: The minor is more flexible
3. Effects on other departments: None
4. Effects on regional campuses: Easier to deliver
5. Dates approved by
   Department Curriculum Committee: December 7, 2020
   Department Faculty: December 9, 2020
6. Name, Phone Number, and e-mail address of principal contact person:
   Chris Vials, Christopher.vials@uconn.edu, (413)-695-9252

2021-045   FREN   Revise Minor

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor
Last revised: September 24, 2013

1. Date: Jan 15, 2021
2. Department or Program: LCL
3. Title of Minor: French
4. 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: Clerical adjustments to Minor description in correspondence with changes in course descriptions (especially W's and in the Elementary and Intermediate language numbering sequence) and to sync better with the new Major.

Existing Catalog Description of Minor

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200-level in French. Ideally students should take 2 courses from each distribution group:

A. **Language:** Six credits from FREN 3268 or 3269, 3250, 3251, 3257.
B. **French and Francophone Culture:** Six credits from FREN 3210, 3211, 3215 or 3216, 3217, 3218, 3224, 3226, 3267.
C. **French Literary Studies:** Six credits from FREN 3261W and/or 3262W, 3223, 3220, 3221, 3222, 3231, 3234, 3235, 3270W, 3272, 3280.

Students may, however, substitute up to 2 courses from any distribution group and use them for any other distribution group and still have them count towards a minor

Education abroad in our Paris program is highly recommended (students studying in Paris may earn up to nine credits towards the French Minor).

Any of the Minor courses may be replaced by the appropriate FREN 3293 from Paris.

Students must demonstrate proficiency in French at a level equivalent to FREN 1164.

The minor is offered by the Literatures, Cultures and Languages Department.

New Catalog Description of Minor

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200-level in French. Ideally students should take 2 courses from each distribution group:

A. **Language:** Six credits from FREN 3268/W or 3269, 3250, 3251, 3257.
B. **French and Francophone Culture:** Six credits from FREN 3210, 3211/W, 3215 or 3216, 3217, 3218, 3224, 3226, 3267.
C. **French Literary Studies:** Six credits from FREN 3261/W and/or 3262/W, 3223, 3220, 3221, 3222, 3231, 3234, 3235, 3270W, 3272, 3280.

Students may, however, substitute up to 2 courses from any distribution group and use them for any other distribution group and still have them count towards a minor

Study abroad in our Paris program or our Toulouse summer program is highly recommended; students studying in Paris may earn up to 9 credits towards the French Minor; students studying in Toulouse may earn up to 7 credits towards the French Minor. Any of the Minor courses may be replaced by an appropriate FREN 3293 from Paris or Toulouse.

The minor is offered by the Literatures, Cultures and Languages Department.

Proposed Catalog Description of Minor

3. Effects on other departments: None
4. Effects on regional campuses: none
5. Dates approved by Jennifer Terni Jan 15, 2021
   Department Curriculum Committee:
   Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
   Jennifer.terni@uconn.edu

2021-046   GERM   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 01/14/2021
2. Department or Program: German Studies / Literatures, Cultures, and Languages
3. Title of Major: German Studies
4. 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: simplify Major to include one track instead of two

Existing Catalog Description of Major

German

Course descriptions

Students majoring in German have a choice between a concentration in German Literature or German Studies.

German Literature

For the concentration in German Literature the following courses are required:

1. GERM 3233, 3234, 4246;
2. Three from among the following literature courses: GERM 3254W, 3255W, 3293 (on a literary topic), 3294 (on a literary topic), and 3295 (on a literary topic);
3. One from GERM 3200, 3231, 3245, 3261W, 3265, 3292, 3293 (on a non-literary topic), 3294 (on a nonliterary topic), and 3295 (on a non-literary topic);
4. One of the following courses taught in English: GERM 3251, 3258, or 3264W.

Only one course taught in English is allowed toward the literature major.

German Studies

For the concentration in German studies the following courses are required:

1. GERM 3233, 3234, 4246
2. Either GERM 3251 or 3258
3. Three from GERM 3200, 3231, 3245, 3261W, 3264W, 3265, 3292, 3293 (on a non-literary topic), and 3294 (on a non-literary topic) and 3295 (on a non-literary topic)
4. one of the following literature courses: GERM 3254W, 3255W, 3293 (on a literary topic), 3294 (on a literary topic), and 3295 (on a literary topic).

Only two courses taught in English are allowable toward the German studies major.

Information Literacy

To satisfy the Information Literacy Competency requirement, the following courses are required:

1. One of GERM 3233, 3234; and
2. One of GERM 3254W, 3255W, 3261W, 3264W; and
3. GERM 4246.

Writing in the Major

To satisfy the writing in the major requirement, all majors must take one of the following courses: GERM 3254W, 3255W, 3261W, 3264W.

Eurotech

In collaboration with the School of Engineering, the German Section offers Eurotech, a carefully structured five-year, double-degree program enabling students who have been admitted to the School of Engineering to earn both a B.A. in German and a B.S. in Engineering. The program includes German language courses specially designed to include engineering content, engineering courses partly taught in German, and a six-month internship in a German-speaking company. There is a special emphasis on environmental engineering and pollution prevention. Eurotech students may substitute GERM 3220, 3221, and 3222 for one of the courses in category 3 required of majors in German literature; and for one of the courses in category 2 required of majors in German Studies.

Education Abroad in ==Austria and== Germany

The University of Connecticut sponsors a variety of programs in ==Salzburg, Regensburg== and a number of universities in the State of Baden-Württemberg that allow students to follow their own concentration and interests. Students also have the possibility of work-study programs and internships.

A minor in German is described in the Minors section.

Proposed Catalog Description of Major

German

Course descriptions

German Studies

Students majoring in German Studies are required to take the following courses:

1. GERM 3233, 3234, 4246
2. Either GERM 3251 or 3258
3. Three from ==GERM 2400==, 3200, ==3220, 3221, 3222==, 3231, ==3232==, 3245, 3261W, 3264W, 3265, 3292, 3293 (on a non-literary topic), and 3294 (on a non-literary topic) and 3295 (on a non-literary topic)
4. one of the following literature courses: GERM 3254W, 3255W, 3293 (on a literary topic), 3294 (on a literary topic), and 3295 (on a literary topic).

Only two courses taught in English are allowable toward the German Studies major.

Information Literacy

To satisfy the Information Literacy Competency requirement, the following courses are required:

1. One of GERM 3233, 3234; and
2. One of GERM 3254W, 3255W, 3261W, 3264W; and
3. GERM 4246.

Writing in the Major

To satisfy the writing in the major requirement, all majors must take one of the following courses: GERM 3254W, 3255W, 3261W, 3264W.

Eurotech

In collaboration with the School of Engineering, the German Section offers Eurotech, a carefully structured five-year, double-degree program enabling students who have been admitted to the School of Engineering to earn both a B.A. in German Studies and a B.S. in Engineering. The program includes German language courses specially designed towards engineering content,

engineering courses partly taught in German, and a 6-month internship in a German-speaking company.

Eurobiz

In collaboration with the School of Business, the German Section offers Eurobiz, a carefully structured four-to-five-year, double-degree program enabling students who have been admitted to the School of Business to earn both a B.A. in German Studies and a B.S. in Engineering. The program includes German language courses specially designed towards business content, GERM 3231 and 3232, Business courses partly taught in German, and a 3-6-month internship in a German-speaking company.

Education Abroad Germany

The University of Connecticut sponsors a variety of programs at a number of universities in the State of Baden-Württemberg, Connecticut's sister state in Germany. Study abroad in Germany allows students to follow their own concentration and interests. Students also have the possibility of work-study programs and internships.

A minor in German is described in the Minors section.

Justification

1. Reasons for changing the major:
- Adjustment to current reality of student needs and course offerings.
- Practically all of our approx. 80-120 (numbers are varying from year to year) majors follow what is currently called the "German Studies" track; there has not been a "German Literature" major for many years.
- Simplification and elimination of potential confusion for students.
- Deletion of education abroad program in Salzburg, Austria that UConn no longer offers.
- addition of Eurobiz, a second dual degree concentration in collaboration with the School of Business

2. Effects on students: clarity
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by
   Department Curriculum Committee:
   Department Faculty:
Name, Phone Number, and e-mail address of principal contact person:

Anke Finger (anke.finger@uconn.edu); Katharina von Hammerstein (von.hammerstein@uconn.edu), Co-Chairs, German Section

2021-047   Judaic Studies   Revise Major

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: January 14, 2021
2. Department or Program: LCL/Hebrew and Judaic Studies
3. Title of Major: Judaic Studies
4. Effective Date (semester, year): Spring, 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Need to add new approved courses to the Major.

Existing Catalog Description of Major

Track A: General Judaic Studies

General Judaic Studies majors are required to complete the following courses: HEJS 1003, 1004, 1103, 1151, and 1152. These courses do not count toward the 24 credits required for the major.

Information Literacy and Writing in the Major requirements

General Judaic Studies majors are required to complete HEJS 3401W (included in 24 required credits) to fulfill their information literacy and writing ("W") requirements. SOCI 2509W may be substituted for HEJS 3401W with the approval of the student's HEJS advisor.

Four courses (12 credits) from Group 1 including one each from the Biblical, Ancient/Rabbinic, Medieval, and Modern periods, and three additional courses (9 credits) drawn from either Group 1 or Group 2.

GROUP 1

1. Biblical Israel: CAMS/HIST 3301, HEJS 3201, INTD 3260.
2. Ancient/Rabbinic: HEJS/CAMS/HIST 3330.
3. Medieval: HEJS 3301.
4. Modern: HEJS 2104, 3251, 3252, 3279; SOCI 2509W.

GROUP 2

CAMS 3244; CAMS/HEJS 3340; HEJS 2104, 2203, 2204, 2301, 3202; HEJS 3203/HIST 3418; HIST 3705, 3712.

Proposed Catalog Description of Major

Track A: General Judaic Studies

General Judaic Studies majors are required to complete the following courses: HEJS 1003, 1004, 1103, 1151, and 1152. These courses do not count toward the 24 credits required for the major.

Information Literacy and Writing in the Major requirements

General Judaic Studies majors are required to complete HEJS 3401W (included in 24 required credits) to fulfill their information literacy and writing ("W") requirements. SOCI 2509W may be substituted for HEJS 3401W with the approval of the student's HEJS advisor.

Four courses (12 credits) from Group 1 including one each from the Biblical, Ancient/Rabbinic, Medieval, and Modern periods, and three additional courses (9 credits) drawn from either Group 1 or Group 2.

GROUP 1

5. Biblical Israel: CAMS/HIST 3301, HEJS 3201, INTD 3260.
6. Ancient/Rabbinic: HEJS/CAMS/HIST 3330.
7. Medieval: HEJS 3301.
8. Modern: HEJS 2104, 2200, 3251, 3252, 3279; SOCI 2509W.

GROUP 2

CAMS 3244; CAMS/HEJS 3340; HEJS 2104, 2203, 2204, 2301, 3202; HEJS 3203/HIST 3418; HEJS 3419, HIST 3705, 3712.

Justification

1. Reasons for changing the major: Addition of new courses
2. Effects on students: None.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by
   Department Curriculum Committee: 1/14/2021
   Department Faculty: 1/14/2021
6. Name, Phone Number, and e-mail address of principal contact person: Stuart S. Miller, 860 233 2725 stuart.miller@uconn.edu

2021-048   Judaic Studies   Revise Minor

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 1/14/2021
2. Department or Program: LCL/Hebrew and Judaic Studies
3. Title of Minor: Judaic Studies
4. Effective Date (semester, year): Spring, 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Addition of new approved courses.

Existing Catalog Description of Minor

Course Requirements

HEJS 1103 is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): HEJS 3201; HEJS/CAMS/HIST 3330; HEJS 3301; INTD 3260.

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): HEJS 2104, 2203, 2204, 2301, 3202; HEJS 3203/HIST 3418, HEJS 3241, 3279, 3401/W; CAMS 3244, CAMS/HIST 3301; HIST 3705, 3712.

The following may be substituted for Group B courses with the approval of the student's HEJS advisor: HEJS 3293, 3299; and SPAN 3200.

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

Proposed Catalog Description of Minor

Course Requirements

HEJS 1103 is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): [HEJS 3201](#); [HEJS](#)/[CAMS](#)/[HIST 3330](#); [HEJS 3301](#); [INTD 3260](#).

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): [HEJS 2104](#), 2200, [2203](#), [2204](#), [2301](#), [3202](#); [HEJS 3203](#)/[HIST 3418](#); [HEJS 3241](#), [3279](#), [3401/W,](#) 3419 ; [CAMS 3244](#), [CAMS](#)/[HIST 3301](#); [HIST 3705](#), [3712](#).

The following may be substituted for Group B courses with the approval of the student's HEJS advisor: [HEJS 3293](#), [3299](#); and [SPAN 3200](#).

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

Justification

1. Reasons for changing the minor: addition of courses
2. Effects on students: none
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by
   Department Curriculum Committee: 1/14/2021
   Department Faculty: 1/14/2021
6. Name, Phone Number, and e-mail address of principal contact person:
   Stuart S. Miller, 860 233 2725, stuart.miller@uconn.edu

2021-049   GSCI   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: January 8, 2021
2. Department or Program: Geosciences
3. Title of Major: Geoscience
4. 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: Add a course to the Environment Track in the B.S. option.

Existing Catalog Description of Major

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

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

Bachelor of Science

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

The requirements include GSCI 2500, one of the following capstone courses: GSCI 4050W or 4996W, and a concentration listed below. No more than three credits in the major can be from GSCI 4989, 4990, 4991, 4999.

Earth Track

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

Environment Track

1. All of the following core courses: GSCI 3020, 3030, 3040.
2. Three courses chosen from GSCI 3710, 4130, 4150, 4210, 4230, 4430, 4710, 4720, 4735.
3. At least five additional credits of Geoscience courses at the 3000 level and above.

Atmosphere Track

1. The following core course: GSCI 3010.
2. One of the following core courses: GSCI 3020, 3030, 3040.
3. Three courses chosen from GSCI 2800, 4150, 4230, 4430, 4720, 4810, 4850.
4. At least nine additional credits of Geoscience courses at the 3000 level and above.

Bachelor of Arts

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

The requirements include the following:

1. GSCI 2500.
2. Two of the following core courses: GSCI 3010, 3020, 3030, 3040.
3. One of the following capstone courses: GSCI 4050W or 4996W.
4. At least 12 additional credits of Geoscience courses at the 2000 level and above. No more than three credits can be at the 2000 level. No more than three credits can be from GSCI 4989, 4990, 4991, 4999.

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

A minor in Geoscience is described in the Minors section.

Proposed Catalog Description of Major

Change shown in red.

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

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

Bachelor of Science

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

The requirements include GSCI 2500, one of the following capstone courses: GSCI 4050W or 4996W, and a concentration listed below. No more than three credits in the major can be from GSCI 4989, 4990, 4991, 4999.

Earth Track

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

Environment Track

1. All of the following core courses: GSCI 3020, 3030, 3040.
2. Three courses chosen from GSCI 3710, 4130, 4150, 4210, 4230, 4240, 4430, 4710, 4720, 4735.
3. At least five additional credits of Geoscience courses at the 3000 level and above.

Atmosphere Track

1. The following core course: GSCI 3010.
2. One of the following core courses: GSCI 3020, 3030, 3040.
3. Three courses chosen from GSCI 2800, 4150, 4230, 4430, 4720, 4810, 4850.
4. At least nine additional credits of Geoscience courses at the 3000 level and above.

Bachelor of Arts

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

The requirements include the following:

1. GSCI 2500.
2. Two of the following core courses: GSCI 3010, 3020, 3030, 3040.
3. One of the following capstone courses: GSCI 4050W or 4996W.
4. At least 12 additional credits of Geoscience courses at the 2000 level and above. No more than three credits can be at the 2000 level. No more than three credits can be from GSCI 4989, 4990, 4991, 4999.

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

A minor in Geoscience is described in the Minors section.

Justification

1. Reasons for changing the major: GSCI 4240 was offered as GSCI 4998 when the current version of the geoscience major was approved, and the intention was to include this course in the Environment Track of the B.S. option when it became approved as an official course. The course (see description below) provides students with an understanding of a drainage basin as a system and the way in which drainage basins have changed over the past 100,000+ years.
2. Effects on students: The proposed change will provide greater flexibility to students in tailoring the courses they take to satisfy the Environment Track in the B.S. option.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. Dates approved by
   Department Curriculum Committee: November 24, 2020
   Department Faculty: December 4, 2020
6. Name, Phone Number, and e-mail address of principal contact person: Jean Crespi, 860-486-0601, jean.crespi@uconn.edu

4240. Watersheds and Environmental Change

3.00 credits

Prerequisites: Recommended preparation: GSCI 3020.
Grading Basis: Graded
Introduction to watershed processes, lake systems, late Pleistocene to present environmental change, the environmental impacts of dams, and the application of sediment coring. Includes field trips to lakes and reservoirs in eastern Connecticut.

2021-050   MAST   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 11 December 2020
2. Department or Program: Maritime Studies
3. Title of Major: Maritime Studies
4. 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: Update course listings to reflect new E designations and new options for student completion of major. See highlighted changes in attached revised Plan of Study reflecting reivisions.

Existing Catalog Description of Major

Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds.

The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as history, English, economics, political science, anthropology and geography with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Major Maritime Studies highlights the social and cultural side of

the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, one of the world's premier maritime museums and research centers.

Major Requirements

MARN 1001 is a prerequisite for the major. It is recommended that majors take MAST 1200 to satisfy General Education Content Area One.

Core Courses

All students are required to take MAST 2101. In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

- Anthropology: ANTH/MAST 3531 or 3532;
- Economics: ECON 2467;
- English: ENGL/MAST 3652 or ENGL/MAST 3653;
- Geography: CE/GEOG 2500;
- History: MAST/HIST 2210E or MAST/HIST 3544;
- Political Science: POLS 3832.

Thematic Concentration

Students must declare a concentration in one of the following areas: Blue Humanities, Marine Policy, Maritime Archaeology, or Fisheries Policy. One of the five Core Courses elected by the student student can also contribute to the Thematic Concentration. Furthermore, the student must complete an approved sequence of three additional courses in the concentration at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student's advisor.

The writing in the major requirement can be met with MAST 4994W. Students will satisfy the information literacy requirement as they complete core courses.

Related Areas

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student's advisor.

Proposed Catalog Description of Major

Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds.

The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social science disciplines such as history, English, economics, political science, anthropology and geography with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Major Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, one of the world's premier maritime museums and research centers.

Major Requirements

MARN 1001 is a prerequisite for the major. It is recommended that majors take MAST 1200 to satisfy General Education Content Area One.

Core Courses

All students are required to take MAST 2101. In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

- Anthropology: ANTH/MAST 3531 or 3532;
- Economics: ECON 2467;
- English: ENGL/MAST 3652 or ENGL/MAST 3653;
- Geography: CE/GEOG 2500;
- History: MAST/HIST 2210E or MAST/HIST 3544;
- Political Science: POLS 3832.

Thematic Concentration

Students must declare a concentration in one of the following areas: Blue Humanities, Marine Policy, Maritime Archaeology, or Fisheries Policy. One of the five Core Courses elected by the student student can also contribute to the Thematic Concentration. Furthermore, the student must complete an approved sequence of three additional courses in the concentration at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student's advisor.

The writing in the major requirement can be met with MAST 4994W. Students will satisfy the information literacy requirement as they complete core courses.

Related Areas

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student's advisor.

Justification

1. Reasons for changing the major: Updating approved course list and plan of study in light of new EE designations and additions to course list.
2. Effects on students: added flexibility and better integration into CLAS Gen Ed requirements
3. Effects on other departments: N/A
4. Effects on regional campuses: Will help Aveery Point students complete major without having change campuses
5. Dates approved by
   Department Curriculum Committee: 9 December 2020
   Department Faculty: 9 December 2020
6. Name, Phone Number, and e-mail address of principal contact person: Matthew McKenzie, matthew.mckenzie@uconn.edu; 508-566-6527

2021-051   PHYS   Revise Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 1/15/2021
2. Department or Program: Physics
3. Title of Major: Physics BS, General Option, Applied Option; Physics BS
4. Effective Date (semester, year): Spring, 2021

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: catalog descriptions of PHYS major options

Existing Catalog Description of Major

Bachelor of Science, General Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 36 credits must be physics courses. The 36 credits of physics must include PHYS 2300, 2501W, 3101, 3201, 3202, 3300, and 3401, and at least three credits of an advanced laboratory (PHYS 3150, 3501, or 4150). It is strongly recommended that students going on to graduate school in physics take PHYS 3402. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project (PHYS 3989) may count towards the advanced laboratory requirement. No more than six credits from PHYS 4099 may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

Bachelor of Science, Applied Option

A total of 48 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 30 credits must be physics courses. The 30 credits must include PHYS 2300, 2501W, 3101, 3201, and 3300, plus a minimum of nine credits from the following courses: PHYS 3150, 3501, 4140, 4150, 4210, 4350, and either 4710 or 4720 or 4730 or 4740, with at least three of the nine credits being from an advanced laboratory (PHYS 3501, 3150, or 4150). These courses involve the application of the basic physics subjects; i.e. mechanics, electricity and magnetism, thermodynamics, and quantum mechanics, in the introduction to the major subfields of physics. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project (PHYS 4099) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering. To complete the 48 total required credits for the applied option, the remaining six credits may come from 2000-level or above courses in physics, other sciences, mathematics, or engineering. No more than six credits from PHYS 4099, may be counted towards this degree option.

Bachelor of Arts

A total of 36 credits from 2000-level or above courses in physics, other sciences, mathematics, or engineering are required. Among these, 24 credits must be physics courses which must include

PHYS 2300, 2501W, 3101 and 3201, and 3300 along with sufficient credits of elective physics courses to meet the 24-credit requirement. No more than six credits from PHYS 4099 may be counted towards this degree.

The Bachelor of Arts degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

Proposed Catalog Description of Major

Bachelor of Science, General Option

Required physics courses must include PHYS 2300, 2501W, 3101, 3201, 3202, 3300, and 3401, and at least three credits of an advanced laboratory (PHYS 3150, 3501, or 4150), plus 12 credits of 2000-level or above PHYS electives. It is strongly recommended that students going on to graduate school in physics take PHYS 3402. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project (PHYS 3989) may count towards the advanced laboratory requirement. No more than six credits from PHYS 4099 may be counted towards this degree option. The general option for the Bachelor of Science degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

Bachelor of Science, Applied Option

Required physics courses must include PHYS 2300, 2501W, 3101, 3201, and 3300, plus a minimum of nine credits from the following courses: PHYS 3150, 3501, 4140, 4150, 4210, 4350, and either 4710 or 4720, or 4730, or 4740, with at least three of the nine credits being from an advanced laboratory (PHYS 3501, 3150, or 4150). These courses involve the application of the basic physics subjects; i.e. mechanics, electricity and magnetism, thermodynamics, and quantum mechanics, in the introduction to the major subfields of physics. All students are strongly encouraged to participate in an undergraduate research project. An experimental research project (PHYS 3989) may count towards the advanced laboratory requirement.

The applied option for the Bachelor of Science degree requires six credits of 2000-level or above PHYS electives, plus a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering, and an additional six credits of either 2000-level or above PHYS electives or 2000-level or above related courses in mathematics, other sciences, or engineering.

Bachelor of Arts

Required physics courses must include PHYS 2300, 2501W, 3101, 3201, and 3300, plus nine credits of 2000-level or above PHYS electives. No more than six credits from PHYS 4099 may be counted towards this degree.

The Bachelor of Arts degree requires a minimum of 12 credits from 2000-level or above related courses in mathematics, other sciences, or engineering.

Justification

1. Reasons for changing the major:

PHYS BS General Option

The Physics Department recently increased the number of credits earned for PHYS 2501W from 3 to 4 credits, resulting in the unintended consequence that with the current catalog description of degree requirements for the Bachelor of Science, General option (which gives a total of 36 required credits in physics), 12 credits of 2000-level or above PHYS electives is no longer automatically mandated. This is corrected by removing the credit totals and adding to the description the 12 credits of 2000 level or above PHYS electives.

PHYS BS Applied Option

The Physics Department recently increased the number of credits earned for PHYS 2501W from 3 to 4 credits, resulting in the unintended consequence that with the current catalog description of degree requirements for the Bachelor of Science, Applied Option (which gives a total of 30 required credits in physics), 6 credits of 2000-level or above PHYS electives is no longer automatically mandated. This is corrected by removing the credit totals and adding to the description the 6 credits of 2000 level or above PHYS electives. An error is also corrected: the experimental research project should be PHYS 3989 (not PHYS 4099).

PHYS BA

The Physics Department recently increased the number of credits earned for PHYS 2501W from 3 to 4 credits, resulting in the unintended consequence that with the current catalog description of degree requirements for the Bachelor of Arts (which gives a total of 24 required credits in physics), 9 credits of 2000-level or above PHYS electives is no longer automatically mandated. This is corrected by removing the credit totals and adding to the description the 9 credits of 2000 level or above PHYS electives.

2. Effects on students: none
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by
     Department Curriculum Committee:1/15/2021
     Department Faculty: 1/15/2021
6. Name, Phone Number, and e-mail address of principal contact person:
     vernon.cormier@uconn.edu, micki.bellamy@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 11.29.2020
2. Department or Program: Writing
3. Title of Minor: Writing
4. Effective Date (semester, year): May 2020
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: adding one course to minor.

Existing Catalog Description of Minor

The writing minor promotes an interdisciplinary awareness of composing practices, histories, and theories. It encourages students to refine their writing abilities across diverse contexts and technologies.

The minor requires 15 credits at the 2000 level or above. All students must take ENGL 2013W or 2049W and 12 credits from the list below. Courses must be taken in at least two subject areas. No more than six credits may overlap with another major or minor. Please note that some classes are open only to majors in that subject area.

ASLN 3306W; BME 4910W; BUSN 3002W, 3003W; CE 4900W, 4910W, 4920W; CHEG 4143W; CHEM 3170W; COMM 2100, 4220W, 4930W, 4940, 4941; CSE 4939W; EEB 3895W; EDCI 3100W, 4110W, 4205W, 4210W; EPSY 4120W; ENGL 2001, 3003W, 3010W, 3012, 3013, 3701, 3703, 3705, 3711, 3713, 3715, 3082, 3692, 4407W; ENVE 4910W, 4920W; HDFS 4007W; HIST 2100, 3100W, 3101W, 3556W; JOUR 2000W, 2001W, 3000W, 3005, 3012W, 3013W, 3040, 3046; LLAS 2012; ME 4973W; MEM 4971W, 4972W; MSE 4901W, 4902W, PNB 3120W; TRST 3010, 3011.

Students may petition to include other courses whose focus is writing by applying to Ellen Carillo at ellen.carillo@uconn.edu.

Proposed Catalog Description of Minor

The writing minor promotes an interdisciplinary awareness of composing practices, histories, and theories. It encourages students to refine their writing abilities across diverse contexts and technologies.

The minor requires 15 credits at the 2000 level or above. All students must take ENGL 2013W or 2049W and 12 credits from the list below. Courses must be taken in at least two subject areas. No more than six credits may overlap with another major or minor. Please note that some classes are open only to majors in that subject area.

ASLN 3306W; BME 4910W; BUSN 3002W, 3003W; CE 4900W, 4910W, 4920W; CHEG 4143W; CHEM 3170W; COMM 2100, 4220W, 4930W, 4940, 4941; CSE 4939W; ~~EEB 3895W;~~ ~~EEB 2244W, 2245W, 3244W, 4230W~~; EDCI 3100W, 4110W, 4205W, 4210W; EPSY 4120W; ENGL 2001, 2701, 3003W, 3010W, 3012, 3013, 3701, 3703, 3705, 3711, 3713, 3715, 3082, 3692, 4407W; ENVE 4910W, 4920W; HDFS 4007W; HIST 2100, 3100W, 3101W, 3556W; JOUR 2000W, 2001W, 3000W, 3005, 3012W, 3013W, 3040, 3046; LLAS 2012; ME 4973W; MEM 4971W, 4972W; MSE 4901W, 4902W, PNB 3120W; TRST 3010, 3011.

Students may petition to include other courses whose focus is writing by applying to Ellen Carillo at ellen.carillo@uconn.edu.

Justification

1. Reasons for changing the minor: 1) ENGL 2701: Creative Writing I was revised from a 1000-level to a 2000-level course, so we would like it to now count towards the minor, as do the other creative writing courses. 2) EEB 3895W was listed in error and will now be removed; EEB 2244W, 2245W, 3244W and 4230W will be listed instead.
2. Effects on students: provides an additional option for completing the minor
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by

ASLN, Jon Sprouse, email 11.30.2020
BME, Dan Burkey, email 11.29.2020
BUSN, Bob Day
CE, Dan Burkey, email 11.29.2020
CHEG, Dan Burkey, email 11.29.2020
CHEM, Fatma Selampinar, email 12.1.2020
COMM, Stephen Stifano, email 11.29.2020
CSE, Dan Burkey, email 11.29.2020
EEB, Paul Lewis, email 1.12.2021
EDCI, Jason Irizarry, email 1.11.2021
EPSY, Jason Irizarry, email 1.11.2021
ENGL, Chris Vials, email 11.30.2020
ENVE, Dan Burkey, email 11.29.2020
HDFS, Beth Russell, email 12.1.2020

HIST, Matt McKenzie, email 11.29.2020
JOUR, Maureen Croteau, email 11.29.2020
LLAS, Anne Gebelein, email 11.29.2020
ME, Dan Burkey, email 11.29.2020
MEM, Dan Burkey, email 11.29.2020
MSE, Dan Burkey, email 11.29.2020
PNB, John Redden, email 11.29.2020
TRST, Sara Johnson, email 1.13.2021

6. Name, Phone Number, and e-mail address of principal contact person:
   Pamela Bedore, pam.bedore@uconn.edu, (860) 278-3538.