

CLAS C&C
 Chair: Pamela Bedore
 Agenda Part I
 3.9.2021

WebEx Info:

<https://uconnvtc.webex.com/uconnvtc/j.php?MTID=m02ff9fc4f8e7cbf038492552707dc54d>

or

Meeting number (access code): 120 945 4361

Meeting password: clasccc

2021-074 MCB 3895 Add Special Topic: The Molecular Genetics of Inherited Human Disease

Approval Form		✉ # 144 🔄				
Created by	David A Knecht	Last updated	Feb 12, 2021, 4:23:59 PM Eastern Standard Time			
Printed by	Pamela Bedore	Print Date	Feb 12, 2021, 5:05:57 PM Eastern Standard Time			
Course Information (select above)	Subject	MCB				
	Catalog Nbr	3895				
	Course Title	Special Topics				
	Min Units	1				
	Max Units	6				
	Topic Information	Topic Title	The Molecular Genetics of Inherited Human Disease			
Instructor Name		Thomas Abbott				
Description		Explores the link between molecular biological processes and genetic disease phenotypes				
Additional Attachments		<table border="1"> <thead> <tr> <th>Description</th> <th>Attachment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		Description	Attachment	
Description	Attachment					

	# of Credits	2		
	Syllabus	Abbott-Shaqra_Offer-MCB3895-NL-1_Special_Topics_MCB-3895_syllabus.docx		
	Comments	Add Comment		
	All Comments	Name	Time Stamp	Comment
		David A Knecht	2/12/2021, 4:22 PM	The syllabus is from last fall, but there is no expectation of anything other than dates changing. This will be the second Special Topics offering of this course.
Initiator Information	First Name	David		
	Last Name	Knecht		
	Title	PROFESSOR		
	Email	david.knecht@uconn.edu		
	Department	Molecular and Cell Biology		
Approve/Deny Request	Approval Status			
	Date			

Special Topics 3895: *The Molecular Genetics of Inherited Human Disease, and the use of Computational Techniques to identify Potential Therapeutic Agents*

Dr. Thomas D. Abbott
 Office: Torrey Life Science, 212
 Email: thomas.abbott@uconn.edu
 Phone: 486-2939
 Office hours: By appointment

Guest Lecturer and Co-Designer: Dr. Ala Shaqra
Email: ala.shaqra@uconn.edu

Text: An Introduction to Human Molecular Genetics: Mechanisms of Inherited Diseases

By: Jack J. Pasternak-Please note, this text will not be made available through the UConn Co-op

COURSE Goal I: Foster-an appreciation for the causal relationship between the Human genome/cell physiology and Disease, and Demonstrate-how an understanding of the genetic/molecular nature of the cell has and will continue to enhance development of effective therapeutics.

Goal II: This course aims to link molecular biological processes to observable genetic disease phenotypes in humans. In the process opportunities to leverage advanced computational tools for the purposes of drug discovery may present themselves. The semester-long projects detailed in Appendix I were designed by Drs. Thomas Abbott and Ala Shaqra.

Objectives:

1. Attend weekly lectures/discussions
2. Student develop research projects demonstrating the ability to use various Computational Techniques in resolving potential therapeutics
3. **Complete quizzes relevant to course of study designed to demonstrate mastery of important concepts**

ASSIGNMENTS/ASSESSMENTS:

Quizzes

Student researched oral presentations: Please see Appendix I

Student Problem-Ligand Binding

ORGANIZATION OF CLASS PERIODS:

- Monday-Wednesday: Lecture/Discussion/Student Research Projects

CLASS SCHEDULE

Part I. The Molecular Genetics of Inherited Human Disease

Week/Day/Month Readings	Topics	Chapter
Mon. 8/31 (pp. 1-9)	Human Genetic Disease	Chapter 1:
17)	Genes and Phenotypes	Chapter 1: (pp. 9-

Wed. 9/02 (pp. 19-22)	Human Chromosomes and The Meiotic Process	Chapter 2:
Mon. 9/07	Labor Day-No classes	
Wed. 9/09 (pp. 23-36)	Characterizing Human Chromosomes And Chromosome Abnormalities	Chapter 2:
<hr/>		
Mon. 9/14 Lecture:	3D-Protein Modeling/Pymol Dr. Ala Shaqra	Guest
Wed. 9/16	Introduction to Pymol Sample Problems	Discussion
Mon. 9/21	Pymol Continued: Introduction to Student Presentations	Discussion
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Wed. 9/23 (pp. 37-47)	Mendal's Laws of Inheritance and Genetic Linkage	Chapter 3:
Mon. 9/28 (pp. 47-54) 71)	Constructing Genetic Maps Multiple Alleles and Human Genetics	Chapter 3: Chapter 3: (pp. 54-
Wed. 9/30 (pp. 79-95) 105)	Decoding Genetic Information, Mutations of Structural Genes, Dominant Mutations and Genetic Disorders	Chapter 4: Chapter 4: (pp. 95-
Mon. 10/ 05	Chapter Quiz	
Wed. 10/07 (pp. 107-122)	Restriction Endonucleases and Cloning Vectors Screening DNA Constructs	Chapter 5:
Mon. 10/12 (pp. 122-139)	DNA Hybridization-Rodent Somatic	Chapter 5:

149)	Cell Hybrids DNA Libraries, Chemical Synthesis of DNA Human Genetic Files	Chapter 5: (pp. 140-
Wed. 10/14 (pp. 153-159)	Genetic Mapping of Human Chromosomes-Mapping	Chapter 6: Chapter 6: (pp. 159-
171)	of Genetic Disease Loci	
Mon. 10/19 (pp. 172-184)	Genotyping Single -Nucleotide Polymorphisms, Physical Mapping	Chapter 6:
Wed. 10/21 (pp. 189-199)	Cloning Human Disease Genes, Detecting Mutations in Human Genes	Chapter 7:
Mon. 10/26	Chapter Quiz	
Wed. 10/28 (pp. 203-211)	Similarity Search of a DNA Data Base	Chapter 8:
(pp. 212-220)	Functional Genomics, Proteomics	Chapter 8:
Mon. 11/02 (pp. 295-303)	Phenotypic Variation of Monogenic Disorders Oligogenic Disorders and	Chapter 10: Chapter 10:
(pp. 304-325)	Polygenic Inheritance	
Wed. 11/04 (pp. 333-345)	Parent of Origin Effect, Prader -Willi and Angelman Syndromes	Chapter 11:
Mon. 11/09	Chapter Quiz	
Wed. 11/11	Start of Student Presentations	
Mon. 11/16	Student Presentations	
Wed. 11/18	Student Presentations	

Part II. Computational Biology

Week/Day/Month Discussion	Topics	
Mon. 11/23-Sun. 11/29	Thanks Giving Recess	
Mon. 11/30 Shaqra	Introducton Protein Modeling and Ligand Docking	Dr. Ala
Wed. 12/02 problem	Student Practice-Ligand Docking	Assign
Mon. 12/07	In class problem Ligand docking	
Wed. 12/09	Submission of Problem Resolution	

DISABILITIES

Any student with disabilities that he/she would like the faculty to be aware of should communicate that information in confidence to the faculty and any issues arising will be addressed in accordance with the policy of the University.

ACADEMIC MISCONDUCT STATEMENT:

“Academic misconduct in any form is in violation of the University of Connecticut Student Conduct Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, or could be suspended or expelled.”

Policy On Plagiarism

Plagiarizing is defined as “**To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source**”(www.Merrian-Webster.com, 2005)

Plagiarism violates the Academic Misconduct section of “The Student Code” of the University of Connecticut (<http://web.uconn.edu/mcb201/misconduct.html>) and will not be tolerated in MCB courses. The instructors of MCB 241W will adhere to the guidelines laid out in “The Student Code”; therefore, students should read and understand these policies and the consequence of violations.

The definition of plagiarism extends to all aspects of evaluated work in this course. **Copying another student's work is plagiarism. Failure to give full and proper citation to other people's work is plagiarism.** Full and proper citation includes putting quotation marks around

any quoted passage, including a correct citation to the publication from where the ideas originated and a complete reference to that publication in the "literature cited" section. This applies to all forms of communication including websites or personal communication from someone, such as would occur in verbal discussions of scientific data. Direct quotations are appropriate when the original statements would lose clarity or intent. However, your assignment should not include multiple direct quotations. **Paraphrasing of other authors' work is acceptable given that the ideas contained in the paraphrased passage are properly attributed to the author and the ideas are re-worded into the student's own original language.**

There are many resources available to students:
PLEASE COMPLETE THE PLAGIARISM MODULE IN HUSKYCT.
Should you need additional information the following web sites may be of help:
<http://www.lib.uconn.edu/using/tutorials/LILT/plagiarism.htm>
http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

The penalty for copying another student's work is:

1. A "0" for the entire assignment

The **grading policies** for Special Topics 3895 are as follows.
Late Assignments: 5 point/day deduction; after seven days = 0

Grade Cutoffs:

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THE END

Have a great Semester

Appendix I

Semester projects: characterizing the molecular basis of human genetic diseases.

Each student is required to choose a human genetic diseases for an individual projects this semester. Each project will entail gathering, analyzing, and presenting in oral and written forms research done on a disease of the student's choosing (see the Google sheets file).

Each student will produce a written report that answers/addresses the following line items.

- An **abstract** that summarizes the main points of the report.
- An **introduction** section that provides background information sufficient for your readers to grasp, on a surface level, the disease being presented.
- The **body** of report. This is the main section of the report where you will review primary research literature (no textbooks) that cover in detail the following questions/statements:
 - What is the prevalence of the disease. Is it rare (1 in a million individuals) or relatively common (1 in 2,500 individuals) or uncommon. Approximately how many people worldwide are afflicted with the disease?
 - Describe the phenotypes and symptoms of the disease.
 - Describe the treatment options available. Are these options small molecules or biologics? How does the treatment(s) work on a molecular level? Do these treatments address the root cause of the disease or simply manage its symptoms?
 - Does the disease predominantly occur within specific human populations (Caucasians, Latinos, Middle Easterners, Asians, or of African origin)? Is it found in specific regions of the world or dispersed?
 - A gene characterization. The name of the gene that is involved in the disease state. How large is the gene (bp)? Where is it located (chromosome, locus)
 - Describe the underlying molecular basis for the disease (gene deficiency or loss of function).
 - An in depth review of the gene protein product. This should include the following.
 - How large is the protein? Meaning, how many amino acids does the protein possess? What is the molecular weight of the protein? What is the isoelectric point of the protein? Is it a basic or acidic protein?
 - Is the protein an enzyme? If so, what type? Does the protein have binding partners such as metabolites or other proteins?

- What is the function of the protein? Describe the biochemical pathway?
- Is there a known three-dimensional structure of the protein? Which biophysical technique was used to determine its structure? Note: if your gene of interest does not possess a protein product with a known structure, predict the structure using one of the many available online tools. Contact Dr. Shaqra for further guidance in this process.
- Download the protein structure from the Protein Data Bank (PDB). Dr. Shaqra will present the basics of how to navigate the PDB.
- The following should be done using the freely available software PyMOL. Dr. Shaqra will lead a seminar on molecular visualization and modeling. Students will be required to create figures of their modeling analogous to peer-reviewed publications in the field of protein structure and function.
- How many domains does your protein of interest possess? Describe the domain arrangement. Color each domain a unique color rather than shades of the same color. Primary colors are best.
- If your protein of interest is an enzyme, characterize its active site domain. Describe its secondary structure arrangement. Does the active site possess beta sheets or alpha helices?

Of note: The highlighted portion is a work in progress.

2021-075 PP 5397 Add Special Topic: Introduction to Health Policy

Approval Form		✉ # 164 🔄	
Created by	Wade A Gibbs	Last updated	Feb 26, 2021, 11:34:14 AM Eastern Standard Time
Printed by	Pamela Bedore	Print Date	Feb 28, 2021, 8:27:09 PM Eastern Standard Time
Course Information (select above)	Subject	PP	
	Catalog Nbr	5397	
	Course Title	Special Topics in Public Policy	
	Min Units	1	
	Max Units	6	

Topic Information	Topic Title	Introduction to Health Policy													
	Instructor Name	Yusun Kim													
	Description	This course provides an introduction to the theoretical backgrounds and frameworks to think about the economic modeling of the health care market, with special attention to asymmetric information, externalities and health insurance. In the middle of the course we explore different types of mandates, tax policy and pharmaceutical regulation.													
	Additional Attachments	<table border="1"> <thead> <tr> <th>Description</th> <th>Attachment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>			Description	Attachment									
	Description	Attachment													
	# of Credits	3													
Syllabus	PP 5397 Health Policy-Syllabus-Sample.docx														
Comments	<table border="1"> <tr> <td>Add Comment</td> <td colspan="3"> </td> </tr> <tr> <td>All Comments</td> <td>Name</td> <td>Time Stamp</td> <td>Comment</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>			Add Comment				All Comments	Name	Time Stamp	Comment				
Add Comment															
All Comments	Name	Time Stamp	Comment												
Initiator Information	First Name	Wade													
	Last Name	Gibbs													
	Title	Educational Program Coordinator													
	Email	wade.gibbs@uconn.edu													
	Department	Public Policy													
Approve/Deny Request	Approval Status														
	Date														

Special Topics: Introduction to Health Policy

Fall 2021 | PP 5397

Instructor: Yusun Kim
Office: HTB 414
Phone: (959) 200-3751
Email: yusun.kim@uconn.edu
Office Hours: Wednesdays 3:30-5pm via Zoom, and by appointment

Course Description:

This course provides an introduction to the theoretical backgrounds and frameworks to think about the health care market and the role of public policies in this market. The first part of the course examines the market for health care, where health care is considered as a good that can be purchased in a market. Then we discuss various issues in economic modeling of the health care market, with special attention to on asymmetric information, externalities and health insurance. In the middle of the course we explore different examples of established health care systems around the world. Finally, we focus on various issues involving public health insurance in the United States and survey broad topics related to the development and implementation of health policy, such as mandates, tax policy and pharmaceutical regulation.

Prerequisites:

It will be assumed that you are comfortable with the material from PP5375, Economic Analysis for Public Policy and Management or an equivalent Introductory Microeconomics course. Having basic understanding on supply, demand curves and equilibrium concepts will help you to catch up with the lectures quickly. Being comfortable with these basic tools will make the course go more smoothly for you (while being uncomfortable has the potential to make the course unnecessarily hard).

Textbook:

There is no required textbook for this course as all necessary material will be in the lecture notes and/or covered in class. A recommended textbook for this course is “Health Economics” by Bhattacharya, Hyde, and Tu (BHT). The expectation will always be that the lecture material is itself the core content, and thus lecture material and homework will provide the best study material for exams. Class notes and additional readings will be assigned throughout the semester and will be made available through HuskyCT. You can expect substantial articles to read during the middle section of the course, and you will also be expected to look over relevant articles in the “Policy Areas” section during which other students lead discussion.

Requirements:

Your grade in this course will be determined by your performance on 5 problem sets (15%), a written project (20%), two exams (25% each), and a discussion-leading component (15%). You are unlikely to succeed in these aspects of the course if you do not attend lecture regularly. There will not be a final exam.

Problem Sets:

Weekly problem sets, which supplement the lectures and course notes, will be assigned during the semester. These problem sets are designed to re-enforce course material, prepare you for exams, and emphasize real world applications of course material. The problem sets will also include questions about each week’s readings, and we will discuss your responses to these questions at the beginning of each class. Problem sets

will be graded out of 3 points each, based on competent completion. You will lose a point if (a) you skip any portion of any problem or (b) fewer than 60% of problems are answered correctly. Thus it should generally be feasible to obtain a 3 if you are attending class and making a substantial effort. Since these scores will not provide a detailed sense of your understanding of the material, you will want to make use of answer keys posted online to assess your performance along the way. These 5 problem sets at 3 points each will total a possible 15 points, and homework is worth 15% of your grade.

Discussion Leading:

Students will be the primary drivers of the article discussions in the “Policy Topics” material covered during April. Each class period will be dedicated to one topic, divided into (a) a discussion of the general issues related to the topic (which I will present) and (b) a discussion of a particular research study that exemplifies the kinds of questions being asked and answered in this area. Students will be in teams of two, with responsibility for choosing an article for the class to read (clear with me 1 month ahead), summarizing it via presentation, developing discussion material, and leading class discussion. The student-led portion of each class period will be about 40 minutes. (I will do one day myself, as an example, before students begin leading.)

Written Project:

We are not able to cover the breadth of interesting issues in health economics and policy in our course lectures, but each of you will have an opportunity to expand your knowledge based on your own interests through a written project related to one of the following topics:

Economics of Health Innovation
Public Health Economics
Behavioral Health Economics

These three topics each have their own section of the textbook, which you should look over to help you (a) develop an understanding of the major issues in this area and (b) identify the kinds of research studies that might fit into this category. You should then identify a research study in this area of research (please run it past me before proceeding) and read it carefully. Your written project will consist of a 3-4 page single-spaced paper. Your writing will be graded on effectiveness, including both writing and analysis. Your project should address the following:

- 1) Lay out the basic underlying public problem/issue that the research study is trying to address, providing the context from theory and/or policy as to why it is important, challenging, controversial, etc.
- 2) Describe the particular hypotheses tested in the article, and any relevant context. (For instance, if a policy is being evaluated, summarize the policy.)
- 3) Explain how the authors conducted their analysis and what they found.
- 4) Provide your assessment of the study: Which challenges were handled effectively? Was the analysis convincing? What issues remain?

This paper is due Monday, April 29, the last day of class. On that day, I will have each person spend 5-10 minutes informally telling the class about their project (this is not a graded presentation, just a chance for people to learn from each other – you will not stand up front). Late papers cannot be accepted. Your goal in the project should be to show me that you understand the context of the problem and the evaluation issues faced in this area of research, and that you are able to carefully assess the quality of the evaluation. Also note: you may use other resources to help you besides the textbook and focal article, but be sure to cite them and include a reference list at the back (this will not count toward the 4 page limit).

Office hours:

I will hold virtual office hours during my regular hours (every Wednesday 3:30pm until 5pm) via Blackboard Collaborate. You can ask questions in the form of a live chat using Blackboard Collaborate. Below are a couple of links that might be helpful to familiarize yourself with how the Blackboard Collaborate chat works:

https://help.blackboard.com/Collaborate/Ultra/Participant/Participate_in_Sessions

https://help.blackboard.com/Collaborate/Ultra/Participant/Get_Started/Navigation

Academic Accommodation:

Please notify me during the first two weeks of class if you have a disability requiring accommodation. Detailed information regarding the process to request accommodations is available on the Center for Students with Disabilities (CSD) website at www.csd.uconn.edu. Students should also inform me in advance, should they need special accommodations with respect to their religious practices.

Academic Code of Conduct:

Students are expected to undertake all assignments with honesty and integrity as detailed in the University of Connecticut's [Responsibilities for Community Life: The Student Code](#). Violations of this policy can result in severe penalties.

Course Overview

Note: * indicates required readings.

		Text
I. Health Economics: the Market for Health Care	Introduction: Health Care in a Market	BHT 1
	Demand for Health Care	BHT 2-4
	Supply of Health Care	BHT 5-6
	Challenges to Competitive Markets for Health Care (aka Why Do We Buy Insurance?)	BHT 7
	Asymmetric Information: Adverse Selection and Moral Hazard in Health Insurance Markets	BHT 8,10- 11
	Health as a Public Good	BHT 20
II. Health Policy: Models and Practice	Introduction: Approaches to a Coherent Health Policy	BHT 15 + article
	The Beveridge Model (UK, Sweden, Australia, Canada)	BHT 16
	The Bismarck Model (Germany, Switzerland, Netherlands, Israel, Japan, France)	BHT 17
	The American Model (Traditional employer/private coverage)	BHT 18 + selecte d articles
	Managed/Accountable Care	
	Public coverage: Medicare for elderly/disabled (participation, access, quality, eligibility)	
	Public coverage: Medicaid & SCHIP (participation, access, quality, eligibility)	
	Affordable Care Act of 2010 (ACA)	
III. Policy Areas	Care for uninsured – hosp. obligations, funding	selecte d articles
	Mandates – pregnancy, mental health, ACA	
	Pharmaceuticals – coverage, patents	
	Evaluating Quality – pay-for-perf., report cards	
	Tax Policy – subsidizing EPHI, tax credits	
	Licensing and Regulation – hospitals, docs, PAs	
	Labor Market – job lock, crowd out	

1)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: February 6, 2021
2. Department or Program: Linguistics
3. Title of Minor: American Sign Language and Deaf Culture Minor
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 course to minor

Existing Catalog Description of Minor

American Sign Language and Deaf Culture Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](#) and [1102](#) or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3299*](#), [3298*](#), [3305](#), [3306W](#), [3360](#), [3650](#); [ASLN/WGSS 3254](#); [ASLN/LING 3800](#); [LING 2850](#), [3799*](#), [3850](#).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](#) and no more than three credits of [ASLN 3299](#) may count towards the minor. Credit earned for field study does not count towards the minor. Only one overlapping course may be used by students doing minors in both American Sign Language and Deaf Studies and Interpreting American Sign Language and English.

*As approved by the American Sign Language and Deaf Culture minor advisor.

The minor is offered by the [Literatures, Cultures and Languages Department](#).

[Minors](#) | [Back to top](#)

Proposed Catalog Description of Minor

American Sign Language and Deaf Culture Minor

This interdisciplinary minor provides students with current information about ASL and the people for whom it is a primary language, the Deaf community in the U.S.

Prerequisite: [ASLN 1101](#) and [1102](#) or equivalent are required but do not count toward the total credits required for the minor.

A total of 15 credits (five 3-credit courses) of 2000-level or above coursework is required.

Students enrolled in this minor are required to complete a minimum of four 3-credit courses from the following list of courses: [ASLN 3292](#), [3299*](#), [3298*](#), [3305](#), [3306W](#), [3360](#), [3650](#); [ASLN/WGSS 3254](#); [ASLN/LING 3800](#); [LING 2850](#), [3799*](#), [3850](#).

An additional three-credit course may also be from the same list or a related course that is approved by the American Sign Language Studies minor advisor. No more than three credits of [LING 3799](#), and no more than three credits of [ASLN 3299](#), or [3292](#) may count towards the minor. ~~Credit earned for field study does not count towards the minor.~~ Only one overlapping course may be used by students doing minors in both American Sign Language and Deaf Studies and Interpreting American Sign Language and English.

*As approved by the American Sign Language and Deaf Culture minor advisor.

The minor is offered by the [Literatures, Cultures and Languages Department](#).

[Minors](#) | [Back to top](#)

Justification

1. Reasons for changing the minor: ASLN 3292, Experiential Learning is available to students who serve as Instructional Assistants and was previously offered ASLN 3299. This change was during the development of the new ASL Studies major and was inadvertently excluded from the minor.
2. Effects on students: None
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Linda Pelletier linda.pelletier@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: January 5, 2021
2. Department or Program: Linguistics
3. Title of Minor: Interpreting Between American Sign Language and English Minor
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: Addition of a course

Existing Catalog Description of Minor

Interpreting Between American Sign Language and English Minor

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

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

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

This minor is offered by [American Sign Language Studies](#).

Proposed Catalog Description of Minor

Interpreting Between American Sign Language and English Minor

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

Beyond these, students must complete one additional course from the following list (3 credits): [ASLN 3305](#), [3292](#), [3295](#), [3298](#), or [3299](#) with approval of minor advisor; [LING 2850](#).

No more than three credits of [ASLN 3292](#) and [3299](#) may count towards the minor. Only one overlapping course may be used by students doing a minor in both American Sign Language/Deaf Studies and Interpreting American Sign Language and English.

This minor is offered by [American Sign Language Studies](#).

Justification

1. Reasons for changing the minor: ASLN 3292, Experiential Learning is available to students who serve as Instructional Assistants and was previously offered ASLN 3299. This change was made during the development of the new ASL Studies major and was inadvertently excluded from the minor.
2. Effects on students: None
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Linda Pelletier, linda.pelletier@uconn.edu

2021-78 Individualized Major Revise Major (guest: Monica van Beusekom)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 24 February 2021
2. Department or Program: Individualized and Interdisciplinary Studies Program
3. Title of Major: Individualized Major
4. [Effective](#) Date (semester, year): earliest possible.
(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 language to prohibit a student from applying to the Individualized Major Program in their final semester

Existing Catalog Description of Major

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student

must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Capstone

All students with approved individualized major plans of study must complete a capstone during their last academic year. Students must either register for [UNIV 4600W](#) Capstone Course or [UNIV 4697W](#) Senior Thesis (for honors and other students writing a thesis) or propose an alternative capstone course. An alternative capstone must provide the student the opportunity to engage in a research or creative project that integrates the themes of the major. Alternative capstones must be approved by the student's primary faculty advisor and the director of the program.

Writing in the Major

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information Literacy Competency

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the [Individualized and Interdisciplinary Studies Program](#)

Proposed Catalog Description of Major

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her **their** final 30 credits of study. **Students are not permitted to apply in their final semester of study.**

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap

with the student's other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

Capstone

All students with approved individualized major plans of study must complete a capstone during their last academic year. Students must either register for [UNIV 4600W](#) Capstone Course or [UNIV 4697W](#) Senior Thesis (for honors and other students writing a thesis) or propose an alternative capstone course. An alternative capstone must provide the student the opportunity to engage in a research or creative project that integrates the themes of the major. Alternative capstones must be approved by the student's primary faculty advisor and the director of the program.

Writing in the Major

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

Information Literacy Competency

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the [Individualized and Interdisciplinary Studies Program](#)

Justification

1. Reasons for changing the major: The Individualized Major Program emphasizes a major design process that encourages students to reflect on their learning goals, consult with faculty who have expertise in their fields of study, and receive feedback from the Individualized Major Advisory and Admissions Committee. Intentional planning and learning is a key principle of the program and an early application provides students with the time they need to incorporate the advice they receive. Permitting students to apply in their final semester undermines this key principle. This was not a problem until recently because enrollment in one of the two required capstone options (UNIV 4600W and UNIV 4697W) was open only to students who had been admitted to the program. However the addition in 2018 of an alternative capstone option opened the door to such late applications. The proposed addition of the new language re-establishes the bar to application in the final semester and upholds the key principle of intentional planning and learning.

2. Effects on students: Only rarely has a student approached the Individualized Major Program for admission in their final semester. We do considerable outreach to faculty,

advisors, and students to make sure that students are aware of this opportunity.

3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Individualized Major Advisory and Admissions Committee: Feb. 4, 2021.
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Jorge Agüero (ECON), Chair, Individualized Major Advisory and Admissions Committee
(jorge.aguero@uconn.edu) and Monica van Beusekom, Director, Individualized and
Interdisciplinary Studies Program (monica.vanbeusekom@uconn.edu).

2021-79 CLCS 2010 Add Course **(G) (S)** (guest: Anke Finger)

COURSE ACTION REQUEST	
CAR ID	21-6015
Request Proposer	Finger
Course Title	Media Literacy and Data Ethics
CAR Status	In Progress
Workflow History	Start > 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	CLCS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Media Literacy and Data Ethics
Course Number	2010
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Anke K Finger
Initiator Department	Lit, Cultures and Languages
Initiator NetId	akf02001
Initiator Email	anke.finger@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	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	
Environmental Literacy	
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	n/a
Corequisites	n/a
Recommended Preparation	n/a
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The instructor offers the course in Storrs, but a potential online version can be offered at all regionals as well.
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	CLCS 2010. Media Literacy and Data Ethics 3.0 credits Prerequisites: None Grading Basis: Graded An introduction to "information literacy" on the basis of media studies, research methods in the humanities, and media and data ethics. The course will address three or more interconnected areas that are pivotal to gathering, analyzing and disseminating information in today's research and data landscapes, including, but not exclusive to, the study of media as a cultural product, structures of data, and aspects of ethics. CA1 - E. CA4-INT.
Reason for the course action	This course is the first to explicitly address "information literacy" in the entire GEOC catalog. The course will emphasize integrative learning by taking theory into practice (collaboration with the library and public humanities outlets) and by uncovering pivotal nodes within the complex networks of today's information dissemination. This course can also serve as a model for others who are interested in developing sophisticated learning environments for today's media-saturated student. Information literacy is distinct from media literacy, and before students can begin to understand information and its dissemination they are required to dig deeper into the media with which information is delivered. Media, as an object of study, are historically, culturally, technically, and socially marked, and cultural production today is generated by multi- and intermedia apparatuses, in structures and within networks that require the same analysis as print texts or print media. As a member of the "information literacy" task force within GEOC, I look forward to developing this course as a model in order to enhance this area of literacy for General Education at UConn.

Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	This course is the first to explicitly address "information literacy" in the entire GEOC catalog. The course will emphasize integrative learning by taking theory into practice (collaboration with the library and public humanities outlets) and by uncovering pivotal nodes within the complex networks of today's information dissemination. The course offers a meta-level of research engagement for students who require analytical skill sets and intellectual depth to negotiate the connections they are to make within their (inter)disciplines while negotiating a plethora of media formats in the private, public, and professional environments within which they live and work. The course also incorporates high-impact practices, including "common intellectual experiences"; "collaborative assignments and projects"; "undergraduate research"; "diversity/global learning"; and "eportfolios." The objectives for this course are as follows. Students will develop - Processes to critically evaluate different types of media used for data gathering and information dissemination - A notion of the deep history of media, beyond mass media and media technologies - Appropriate documentation of information or data used in one's own research or (academic) output - An understanding of the historical and cultural construction of media as a middle - An understanding of the ethical responsibility inherent to collecting, using, and disseminating information						
Describe course assessments	Student Learning Outcomes: At the end of the course students should be able to - understand and list the basic principles of critical media studies and information or media literacy - explain the meaning of media and apparatus/tool, data, and ethics - demonstrate awareness and provide examples of diversities in media, data, literacy, and ethics - demonstrate an ability towards critically assessing and reflecting affective, cognitive, and communicative elements in media structures and data ethics Assessments: Assessment in this course will consist of - self and peer assessment (rubrics for short writing forms such as rapid writing, op-eds, intellectual self-description, reviews, etc.) - e-portfolio with a variety of multimodal assignments (using Portfolium) - participation in online exchanges, including interviews with (inter)national partners - workshops with stakeholders in other areas, including the library and computer science - traditional writing and composition work (to be collected using Portfolium) - programming basics						
General Education Goals	The course complies with several criteria specified in the General Education Guidelines, including "critical judgment, moral sensitivity, awareness of their era and society"; "consciousness of the diversity of human culture and experience"; and "a working understanding of the processes by which they can continue to acquire and use knowledge."						
Content Area: Arts and Humanities	This course, given its home of CLCS/LCL, will foster "investigations and historical/critical analyses of human experience" and "investigations into the modes of symbolic representation" (Arts and Humanities, CA1)						
Content Area: Diversity and Multiculturalism (International)	This course will "emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity" and "emphasize that interpretive systems and/or social structures are cultural creations" (Diversity and Multiculturalism, CA4)						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>CLCS2010Syllabus.docx</td> <td>CLCS2010Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	CLCS2010Syllabus.docx	CLCS2010Syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
CLCS2010Syllabus.docx	CLCS2010Syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Anke K Finger	02/26/2021 - 14:00	Submit		This NEW Gen Ed course is to be taught for the first time in Spring 2022. Thank you for your time and expertise to review all submitted information.
	Literatures, Cultures and Languages	Sara R Johnson	02/26/2021 - 14:32	Approve	3/9/2021	The course looks amazing and I want to take it. As far as purely technical language goes, I expect the committee will want to wordsmith the catalog copy a bit (they seem to be crazy about noun phrases like "An exploration of" and prefer them to full sentences like "this course will cover" but I am not yet expert enough at committee speak to be able to suggest alternative language. Anke, if you can think of a good way to recast the description in noun phrases, go for it, or perhaps Pam can advise. Apart from that, I can't see any problems, but I also don't have the most expert eyes yet, so Pam, let me know if you see anything. (As per usual, I am setting the committee meeting date as the approval date since our procedure is to batch-send most CCC proposals to the dept committee the week before the meeting, asking if they have any objections. In the highly unlikely event that an objection is raised, I will deal with any changes before the meeting or defer it to a later agenda.)

Syllabus
Media Literacy and Data Ethics
CLCS 2010
Spring 2022

Instructor: Anke Finger

Contact: anke.finger@uconn.edu

Office hours: TBD

This course will introduce students to “information literacy” on the basis of media studies, research methods in the humanities, and media and data ethics. The course will be divided into three interconnected areas that are pivotal to gathering, analyzing and disseminating information in today’s research and data landscapes: **1) what media? 2) which data? 3) whose ethics?**

Part one (**what media?**) will introduce students to critical media studies, an international field of inquiry comparable to cultural studies that analyzes and discusses the history, economy and ecology of media in use and at our disposal today. The focus in this section is to make students aware that media are structures, a network of middles, activated by the users and facilitated by apparatuses we employ on a daily basis. Most of the time, we do not investigate either these structures nor the apparatuses in any detail, making our everyday media usage seem “easy” while hiding functions we would be advised to learn more about. Google, for example, is a medium ubiquitous for everyone with internet access, but rarely dissected as an apparatus. What should we know about how it functions and why? How exactly do we use search tools, how are they built to be used, and are they the only tools we have at our disposal to search for and find information or data?

Part two (**which data?**) will focus on research methods in the humanities to facilitate students’ understanding of data re/sources, beyond facile online searches. How do we find out more about what we don’t know (yet)? How do we ask which questions and why? How do we distinguish between the “right” and the “wrong” data? How do we read information and data (including archival information, images, numbers, graphs, etc.) such that we can interpret multimodal communication and dissemination forms? What, exactly, is knowledge design? Students will be exposed to examples of cross- and intermedia formats in order to read data and analyze information design that requires more than one interpretive approach and to introduce them to multiple hermeneutics of data.

Part three (**whose ethics?**), finally, will guide students to analyze and discuss questions and facts related to data privacy, plagiarism, artificial intelligence and machine learning, algorithms, and more. There are moral dimensions to all kinds of data, and using data and information responsibly has become a central issue for any

researcher or gatherer of information. Questions include: Whose or what data is being gathered, how, and for what purpose? How can it be shared, if at all? What are standardized and recognized models and methods for disseminating information? What are the legal parameters for collecting and sharing data, in which country? What role does ethics play in the use of social media?

Course objectives:

- Processes to critically evaluate different types of media used for data gathering and information dissemination
- A notion of the deep history of media, beyond mass media and media technologies
- Appropriate documentation of information or data used in one's own research or (academic) output
- An understanding of the historical and cultural construction of media as a middle
- An understanding of the ethical responsibility inherent to collecting, using, and disseminating information

Course Outcomes: At the end of the course you should be able to

- understand and list the basic principles of critical media studies and information or media literacy
- explain the meaning of media and apparatus/tool, data, and ethics
- demonstrate awareness and provide examples of diversities in media, data, literacy, and ethics
- demonstrate an ability towards critically assessing and reflecting affective, cognitive, and communicative elements in media structures and data ethics
- traditional writing and composition work (to be collected using Portfolium)
- programming basics

Texts:

LIB 160: *Information Literacy*, 2019 by Iowa State University Library Instruction Services (PDF).

Regina Rini, *The Ethics of Microaggression* (2020)

Jockers, *Text Analysis with R for Students of Literature* (2014).

Bernd Bösel and Serjoscha Wiemer, eds., *Affective Transformations: Politics—Algorithms—Media* (2020; excerpts).

Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York University Press, 2018).

Connor and Weatherall, *The Misinformation Age* (2020).

A variety of literary and multimedia texts, including articles, available on HuskyCT.

Assessments:

Assessment in this course will consist of

- self and peer assessment (rubrics for short writing forms such as rapid writing, op-eds, intellectual self-description, reviews)
- e-portfolio with a variety of multimodal assignments (using Portfolium)
- participation in online exchanges, including interviews with (inter)national partners
- research tasks
- workshops with stakeholders in other areas, including the library, Digital Media and Design, and computer science

Schedule

Week	Information/Discussion
1-4	<p>What media?</p> <ul style="list-style-type: none"> - Introduction to Critical Media Studies - Visiting with librarians and the library: Information gathering - Apparatuses: what are tools and how do we use them? - Structures: how is information/data organized and how do we access it?
5-8	<p>Which data?</p> <ul style="list-style-type: none"> - Research methods in the (Digital) Humanities - Designing questions - Fake facts and other Misinformation - Knowledge Design and Visualization
9-13	<p>Whose ethics?</p> <ul style="list-style-type: none"> - Me, my data, and I – (Data) Privacy - Diversity, Equity, and Integration - Ethics and Social Media
14	Portfolio + experiential learning documentation such as a Research Logbook

2021-80 ENGL 2107 Add Course **(G) (S)** (guest: Dwight Codr)

COURSE ACTION REQUEST	
CAR ID	20-4315
Request Proposer	Codr
Course Title	The British Empire, Slavery, and Resistance
CAR Status	In Progress
Workflow History	Start > Draft > English > 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	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	The British Empire, Slavery, and Resistance
Course Number	2107
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Dwight D Codr
Initiator Department	English
Initiator NetId	dwc11002
Initiator Email	dwight.codr@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area B: Literature
General Education Competency	
Environmental Literacy	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	36
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

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

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	At least three faculty members on the Storrs campus have expressed an interest in teaching this course. Whether faculty at regionals will be inclined to do so is unclear at the time of submission of the Course Action Request.
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	ENGL 2107: British Empire, Slavery, and Resistance 3.0 credits Prerequisite: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded Literature and culture of the British empire from 1600-1830. Focus on conquest, colonization, the institution of slavery, and resistance to empire. CA1 (B).
Reason for the course action	Our department currently has no courses that expressly engage with the British empire, the most globally important legacy of the early modern and long eighteenth century periods in England/Great Britain. This course aims to look at how literature -- by which is meant textual objects, not just big-L literature -- mediated, negotiated, promoted, and resisted the growth of empire and its attendant social, economic, and political institutions, from colonialism to slavery and racialization. Material relevant to this history is frequently taught under the aegis of courses like "Brit Lit I" and "Restoration and Eighteenth Century Literature"; this course formalizes and institutionalizes this extant practical focus and communicates to students the importance of the issues and writers covered in the course. This course topically complements courses within English that study empire and slavery: Empire and US Culture (ENGL2207), postcolonial literature (esp. ENGL3319), and various courses in African American literature (ENGL2214, ENGL3213, ENGL3217).
Specify effect on other departments and overlap with existing courses	This course supplements a variety of courses in History (many of which are cross-listed in AMST and AFRA): HIST3618 (Comparative Slavery in the Americas), HIST3210 (Archaeology in the Age of Sail), AFRA3206/HIST3206 (Black Experience in the Americas), AFRA3208/LLAS3208/HIST3208 (Making the Black Atlantic), AMST3502/HIST3502 (Colonial America: Native Americans, Slaves, and Settlers, 1492-1760). The primary difference between these courses and the one proposed here is that this course constitutes a focused study solely of the primary documents of empire: novels, plays, essays, poems, travelogues, and other forms of writing. While it will be informed by the most recent scholarly approaches, the course we propose here is a study in how to read the literature and language of the British empire, and less a study of economic, political, and military dimensions thereof. At the same time, however, this course is unapologetically historical in its emphasis and it aims to situate texts in a long historical process. Its goal is to not take that process as a given, but to illuminate that process in and through the study of documents that sometimes validated and sometimes challenged expansion, exploitation, oppression, and enslavement. We believe this historically-minded course reflects not only work done that is being done by faculty in the department of English, but work that is being done in the discipline of early modern and eighteenth-century British literary and cultural studies in general.
Please provide a brief description of course goals and learning objectives	Outcomes language derived from Bloom's Taxonomy (recommended by CETL). Students will: Read the words of people of color who bore witness to and/or were victims of the rise of the British empire and the institution of slavery Debate the roles played by various texts in the development and critique of empire and slavery Analyze ideas and language used to support or resist activities tending toward British colonization, imperialism, and slavery Compare early and later statements of support for British imperial missions and objectives Identify important names and voices in debates both explicit and implicit
Describe course assessments	Assessments: Students will be assessed using a combination 1. short papers, 2. quizzes and reading guides, and 3. discussion-based activities (debates, collaborative readings, open-form conversations about the assigned readings, etc.): 1. Students will demonstrate their knowledge by writing short reflective papers in which they might relate texts to one another in terms of the progress of empire, explore a single passage in depth, present outside research on a given topic pertinent to the readings, etc. 2. Students will be given assignments and quizzes to test comprehension and retention as well as to put into practice the reading and critical thinking skills the course is designed to cultivate. 3. Classroom discussion will also provide students with the opportunity to highlight aspects of the assigned texts that may seem unrelated to the main themes of the course, while instructors will be there to help the students recognize and better understand the material. Some versions of this course, and depending on the instructor, may wish to use midterm or final examinations in lieu of one or more of the aforementioned assessments.
General Education Goals	-By increasing student exposure to and understanding of writing and reading -- be it novels, sermons, plays, or poems --this course helps students to become articulate. -By providing students with a diverse array of textual objects associated with England's rise to a position of global domination this course aims to give students

	intellectual breadth and versatility. -By placing particular emphasis on both the critical and productive role played by imaginative literature in the development of English imperial formations – including both colonial agents and the institution of slavery – this course aims to cultivate critical judgment. -By providing students with a glimpse of the experience of exploitation, colonization, dispossession, and subordination, this course encourages students to develop moral sensitivity. -By providing students with an intimate look at the literature that initiated, promoted, and prolonged – and in the case of abolitionist writing, fought to end – British systems of domination and control the course aims to provide students with an awareness of their era and society, at least insofar as the long, unfinished project of modernity stretches from the earliest moments of exploration through to present global distributions of wealth and power. -As this course requires students to read about individuals both real and fictional from a culture and time period distant – if not entirely distinct – from their own, it helps students to foster a consciousness of the diversity of human culture and experience.		
Content Area: Arts and Humanities	-This course provides a historical analysis of the rise and progress of the British empire from the time of its beginnings in the late sixteenth century to the beginning of the nineteenth century. -It entails critical investigation of the philosophical and political motivations and arguments made in defense of and against such institutions as slavery. -The course will make extensive use of historical documents and traditional literary texts, both forms of cultural or symbolic representation that students will investigate. -The course also fosters comprehension of written art forms, and an appreciation for their importance in both positive and negative senses (as both agents and critics of empire).		
Syllabus and other attachments	Attachment Link	File Name	File Type
	ENGL 2107 Syllabus.docx	ENGL 2107 Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Dwight D Codr	12/03/2020 - 16:05	Submit		Form completed. Uploaded syllabus contains a small number of sample assignments. Course developers -- Codr, Marsden, and Costley King'oo -- have been awarded a \$7,500 course development grant by the Provost for the General Education Course Development initiative.
	English	Christopher R Vials	02/26/2021 - 20:32	Approve	2/24/2021	Approved by the Department of English at faculty meeting on February 24, 2021.

ENGL 2107



The British Empire, Slavery, and Resistance
Department of English

Course and Instructor Information

Course Title: ENGL 2107: The British Empire, Slavery, and Resistance
Credits: 3
Prerequisites: ENGL 1007 and 1008 OR 1010 or 1011 or 2011
Professor: TBD

Email: xxxx.xxxx@uconn.edu
Telephone: xxx-xxx-xxxx
Office Hours/Availability: TBD

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).

Required Materials:
TBD

Course Description

Catalogue Copy

A study of literature and culture of the British empire from 1600-1830. Focus on conquest, colonization, the institution of slavery, and resistance to empire.

Longer Description:

The British Empire, Slavery, and Resistance focuses upon literature that encouraged and/or criticized the rise of the British empire and the institution of slavery for which it was largely responsible (roughly 1550-1833). Topics of study might include early, English colonization, missionary work, settler colonialism and indigenous resistance, the spread of the English language across the globe, the philosophical and political underpinnings of global expansion, the consolidation of capitalism and its class and racial hierarchies, the global circuits of empire, and the role of England in the development of global financial enterprises such as chartered companies and especially the slave-trading companies.

An important goal of this course is to show that the progress of empire, colonization, and enslavement was not inevitable: it required frequent textual reiteration of empire's value and naturalness. Thus a part of the course is to study the logic of empire through the writings of its proponents, and to show the ways in which the mechanics of empire fueled the British literary imagination. This course also emphasizes the study of writings that posed challenges to empire by white and black abolitionists, indigenous peoples, and writers from the Indian subcontinent.

This course owes a special thanks to the UConn Anti-Black Racism course for faculty and the faculty, staff, and administrators who supported this initiative.

A note on the writings included in this sample syllabus

Two longer narratives by writers of African descent – Olaudah Equiano and Ottobah Cuguano – are included in this syllabus. I have included several shorter occasional writings that touch upon the themes of this course. I have been guided in my selection of texts by Vincent Carretta, *Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century* (1996).

Because petitions and legal documents are particularly important locations for resistant Indigenous voices, I have included two such documents along with scholarly commentary; these are taken from *Early Native Literacies in New England: A Documentary and Critical Anthology*, Ed. Bross and Wyss (2008).

The first book printed in English by an individual from the Indian subcontinent – Dean Mahomet's *Travels* – was not until 1794, near the end of this course's historical reach. I have included excerpts from Mahomet's *Travels*, which are paired with a recent critical article on the same.

I am guided in my reading of colonial representations by Srinivas Aravamudan, *Tropicopolitans: Colonialism and Agency, 1688-1804* (1999).

In closing: these texts help us to better understand and appreciate the forms of resistance – great and small, formal and informal, individual and collective – that individuals and groups impacted by the British empire demonstrated under conditions of unfathomable stress and exploitation.

Course Objectives

Read the words of people of color who bore witness to and/or were victims of the rise of the British empire and the institution of slavery

Debate the roles played by various texts in the development and critique of empire and slavery

Analyze ideas and language used to support or resist activities tending toward British colonization, imperialism, and slavery

Compare early and later statements of support for British imperial missions and objectives
Identify important names and voices in debates both explicit and implicit over the meanings and values of imperial conquest and exploitation

Course Requirements and Grading

Summary of Course Grading:

1. Reading Reflections (60%)

Your reading reflections – each 1-2 pages, roughly – will be worth from 1 (lowest) to 5 (highest) points. Some reflections will require you to respond to a specified question or problem that will be given to you on the day prior to the day on which your reflection is due, but most will be open-ended. Each, however, must demonstrate your comprehension of and/or serious engagement with the assigned text. Reflections may show that you have attempts to complicate your thinking by using rudimentary research tools (the Oxford English Dictionary, Wikipedia, Oxford Dictionary of National Biography, etc.).

[See below the course schedule, at the end of this document, for a list of reading reflection prompts.]

2. Quizzes and Occasional In-Class Assignments (20%)

Quizzes will be administered to ensure that students have completed the reading assignments. Occasional assignments will take the place of some reading reflections.

[See below the course schedule, at the end of this document, for a list of occasional assignments.]

3. Discussion (In person and online) (20%)

Discussion means that you must either contribute to the class discussion or the online discussion board at least once weekly.

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

Grade	Letter Grade	GPA
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the course schedule below. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submission times accordingly. The instructor reserves the right to change dates as the semester progresses. All changes will be communicated in an appropriate manner, typically by way of an announcement sent through HuskyCT. Work submitted late may be subject to a grade reduction.

Feedback and Grades

I will make every effort to provide feedback and grades within one week of the final due date. To keep track of your performance in the course, refer to My Grades in HuskyCT. If you object to a grade that you have received, please schedule an office hour appointment with me. Due to the risk of miscommunication and the sensitive nature of the matter, I do not discuss grades over email.

Weekly Time Commitment

You should expect to dedicate at least 9 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](#).

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: You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity. Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources: [Plagiarism: How to Recognize it and How to Avoid It Instructional Module about Plagiarism](#)
- Copyrighted Materials: Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated. This includes all lecture content as well as the media itself. In other words, it's not just the video files that are protected; transcriptions of the lectures are also copyright protected as are all notes and other learning materials.
- Netiquette and Communication: Communications with fellow students and the instructor are to be professional and courteous. Further, it is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).
- Announcements: You should be sure to carefully read any announcement for the course as well as any emails that arrive from the instructor as soon as possible.
- Adding or Dropping a Course: If you should decide to add or drop a course, there are official procedures to follow:
 Matriculated students should add or drop a course through the [Student Administration System](#).
 Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website. You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the: [Undergraduate Catalog](#)

- Academic Calendar: The University's [Academic Calendar](#) contains important semester dates.
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>
- Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>

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 ([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](#))

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

Help

The professor is available to answer any questions about the assignments, the course content, deadlines, grades, and so forth. The professor will not be able to assist you with any technical difficulties that you may encounter. Links for resources are below this paragraph. The professor will not be able to answer any questions relating to HuskyCT, technical difficulties with your device or with access to materials on the HuskyCT page. If there is a problem with the HuskyCT page, however, please do not be afraid to alert the professor to that problem.

[Technical and Academic Help](#) provides a guide to technical and academic assistance. Usually your best bet is to start with UITS (University Information Technology Services). If they can't help you, they can direct you to someone who can.

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 email with attachments.
- Save files in commonly used word processing program formats.
- 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.

Course Schedule and Structure

Date	Topic	Reading
Wk 1	Exploration, Wonder, Contact	Richard Eden. <i>Voyage to Equatorial Africa</i> {1553?} Richard Hakluyt. "Dedicatory Epistle" to <i>Principal Navigations</i> . {1599}
Wk 1	Exploration, Wonder, Contact	Philip Amadas and Arthur Barlowe. <i>First Voyage...to Virginia</i> {1589} <i>The Tempest</i> (Acts 1-5) {1610}
Wk 2	Exploration, Wonder, Contact	<i>The Tempest</i> (Acts 1-5) Rowland Wymmer. " <i>The Tempest</i> and the Origins of Britain" {1999}
Wk 2	Nature, Property, Divinity: Justifications for Empire	-Alexander Pope. <i>Windsor Forest</i> {1704 & 1713} -James Thomson. "Rule Britannia" {1740} -Aphra Behn. <i>Oroonoko</i> . First 5 pages {1688}
Wk 3	Nature, Property, Divinity: Justifications for Empire	-John Locke. <i>Two Treatises of Government</i> {1690} - Excerpts from commentaries on Locke and slavery: Davis, Armitage, Glausser, Brewer, Nyquist
Wk 3	Nature, Property, Divinity:	-William Castell "A Petition for the Propagation of the Gospel" {1641} -Andrew Marvell. "Bermudas" {1653}

	Justifications for Empire	
Wk 4	Nature, Property, Divinity: Justifications for Empire	-William Bradford. <i>Of Plymouth Plantation</i> . Chapters 1, 2, 4 {1650} -Morgan Godwyn. <i>The Negro's and Indians Advocate, suing for their admission to the church</i> . Chapter 2 {1680}
Wk 4	Land, Liberty, the Lord, and Sovereignty in the Americas	-[Natick peoples petition in defense of their fishing rights] {1748} -[Mittark's Will] {1681/1703} -Jean O'Brien. "'Our Old and Valuable Liberty': A Natick Indian Petition in Defense of Their Fishing Rights, 1748" {2008}
Wk 5	Land, Liberty, the Lord, and Sovereignty in the Americas	- Mary Rowlandson. <i>Sovereignty and Goodness of God</i> . Excerpts {1682} -William Cronon. <i>Changes in the Land</i> . Chapter 4 {1983} -David Minter. "By Dens of Lions: Notes on Stylization in Early Puritan Captivity Narratives" {1973}
Wk 5	Planters, Plantations, and Slavery	Daniel Defoe. <i>The Life and Strange Surprising Adventures of Robinson Crusoe</i> . Excerpts {1719}
Wk 6	Planters, Plantations, and Slavery	-Francis Bacon. "Of Plantations" {1597} -Richard Eburne. "A Plain Pathway to Plantations" First ten pages {1624} -Matthew Lewis. <i>Journal of a West India Proprietor</i> . {1833} - Thomas Tryon. <i>Letters on Several Occasions</i> . "To a Planter of Sugar." {1700}
Wk 6	Planters, Plantations, and Slavery	-“The Several Declarations of the Company of Royal Adventurers of England Trading into Africa / Inviting all His Majesties Native Subjects in general to Subscribe, and become Sharers in their Joynt-stock” {1667} -“Some Considerations on [a Joint-Stock Company with Exclusive Trading Rights in the Slave Trade]” {1700} -Sample page from an 18 th Century Accountancy Manual {ca. 1770}
Wk 7	Planters, Plantations, and Slavery	-Aphra Behn. <i>Oroonoko</i> {1688}
Wk 7	Exoticizing England	-Dean Mahomet. <i>The Travels of Dean Mahomet</i> . Excerpts {1794}
Wk 8	Exoticizing England	-Dean Mahomet. <i>The Travels of Dean Mahomet</i> . Excerpts {1794} -Amrita Satapathy. "The Idea of England in Eighteenth-Century Indian Travel Writing." {2012}
Wk 8	Sentimentality and Empire	-Henry Mackenzie. <i>Man of Feeling</i> . Excerpts {1771} -Thomas Bellamy. <i>The Benevolent Planters</i> {1789} -Hannah More. "Slavery, a Poem" {1788} -Hannah More. "The Sorrows of Yamba" {1795}

Wk 9	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789} Related viewing: <i>Africans in America: The Terrible Transformation</i> (PBS, 1998)
Wk 10	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789}
Wk 10	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789} -Related reading: Briton Hammon: <i>Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon, a Negro Man</i> . Excerpts {1760}
Wk 11	Narrating Resistance to Slavery	-Quobna Ottobah Cugoano. <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Human Species</i> {1787}
Wk 11	Narrating Resistance to Slavery	-Quobna Ottobah Cugoano. <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Human Species</i> {1787} Related Listening: Lupe Fiasco. <i>Drogas Wave</i> (2018)
Wk 12	Anti-Slavery and Abolitionist Efforts	-London Society of Friends. [Petition against the Slave Trade] {1783} -George Fox. <i>Gospel Family Order</i> . Excerpts {1676} -"The Selling of Joseph" {1700}
Wk 12	Anti-Slavery and Abolitionist Efforts	-Thomas Clarkson. <i>Essay on the Slavery and Commerce of the Human Species</i> {1787} -William Wilberforce [Addresses to Parliament]
Wk 13	Anti-Slavery and Abolitionist Efforts	-Phillis Wheatley. <i>Poems on Various Subjects</i> -Related reading: "Amanda Gorman's success stirred a bleak undercurrent" (CNN 2.3.2021)
Wk 13	Anti-Slavery and Abolitionist Efforts	-Ignatius Sancho. [Letter to Jack Wingrave] {1778} -Declaration of Independence {1776} -Lemuel Haynes. "Liberty Further Extended: Or, Free Thoughts on the Illegality of Slave-keeping" {1776}
Wk 14	Anti-Slavery and Abolitionist Efforts	-Joseph Sturge. <i>The West Indies in 1837</i> {1837} -John Henry Naimbanna. Extempore speech made after leaving a House of Commons debate on the slave trade {1791?}
Wk 14	Anti-Slavery and Abolitionist Efforts	-Jupiter Hammon. "Address to the Negroes of New York" {1787} -Related reading: Slave Trade Act {1807} and Slavery Abolition Act {1833}

This schedule is for 14 weeks of reading, allowing two weeks for activities and breaks. This is intended to be a representative sampling of the types of texts and units this course might cover, not a definitive plan for the course.

Reading Reflections

Reading Reflection Guidelines

Over the course of the term, you will compose 5 reading reflections. These reflections will be considered satisfactory (3/5 or 4/5) if the following conditions are met:

1. You demonstrate to me that you have read the text (“I read *Robinson Crusoe*. He was a sailor. He was shipwrecked. Personally, I don’t like boats.” = is not satisfactory).
2. You have made some attempt to research “simple” questions (e.g. When was a text written? What does such and such a word mean? Where, exactly, is the “West Indies”?). I mean the types of questions that can be answered with a quick trip to www.wikipedia.org or www.etymonline.com. For more complex philological questions, you might consult the Oxford English Dictionary, available through the Homer Babbidge Library Databases. (“I enjoyed reading the sermons, but I don’t know what Providence means. It would be interesting to know what Providence is, since that word sure keeps coming up a lot.” = is not satisfactory).
3. Your reflection is proofread: free of stylistic, mechanical, formatting, word choice, spelling, and syntax errors that obscure your meaning.
4. Your reflection flows from one idea to the next and does not take the form of a list.

Your reflections will be considered excellent (5/5) if you meet the above criteria AND you:

1. Ask a question that would inspire conversation among other students or scholars who have read the text and are interested in having a conversation about that work. OR
2. Offer an interesting and thought-out interpretation of the text. OR
3. Meaningfully bring into relation multiple texts assigned over the course of the semester.

Things to avoid in your reading reflections. There are some exceptions to these, but these are good, general rules:

1. Discussion of whether or not you liked the text or some part of the text. Chemists don’t have to “like” or “dislike” Magnesium to do interesting things with it. Similarly, whether you like or dislike “Rule Britannia”, for example, has nothing to do with your ability to do interesting things with it.
2. Hinging your reflection on a question of fact.
3. Going over the word count. (500 words)
4. Going under the word count. (250 words)

Reading Reflection Prompts

1. Choose one passage from *Robinson Crusoe* where Crusoe's characterization of something – a person, an event, an place – might differ from how Friday might have represented or described that same thing. In your assignment, clearly state what Crusoe says, what Friday might say instead, and then explain what accounts for the difference in their perspectives.
2. Discuss whether and to what extent the representation of indigenous people in *Oroonoko* OR *Robinson Crusoe* draw upon or depart from the model of indigeneity we see in Shakespeare's *The Tempest*. Consider racial formation in your analysis and whether the natives as they are described are racialized in any way (in terms of physical features, for example, or cultural traits).
3. Compare Prospero and Crusoe as colonialists. In what ways are they similar? In what ways different? Does genre create some of these differences (drama versus novel, fantasy versus realism, etc.)? What is effect of these differences/similarities?
4. Supposing that Crusoe was aware of anti-slavery argument from the seventeenth and early eighteenth centuries – before the rise of formal anti-slavery social and political movements – what kinds of arguments might he have offered in defense of his enslavement of Friday? What might the author of *The Selling of Joseph* or Thomas Tryon have offered in response to those arguments?
5. What would Thomas Tryon have offered as a critique if he had watched *The Benevolent Planters*?
6. What justifications does the Royal Africa Company make in its *Several Declarations* for the traffic in human beings that they plan to engage in?
7. Although “Windsor Forest” nominally describes an idyllic space in the English countryside, its larger overtures are towards and about the nascent British empire. Choose three couplets from

the poem that seem relevant to an “imperial” reading of the poem and discuss in three-four sentences how at least one of the three might factor into such a reading.

8. Describe in your own words Equiano’s first sighting of the sea and the slave ship. How does he describe them? What kinds of information does he provide in his account? Are there details of this moment in his journey into slavery that are missing or about which you remain desirous to know after reading his account?

9. What unique contributions to anti-slavery writing does Cugoano provide in *Thoughts and Sentiments on the Evil and Wicked Traffic of the Human Species*? In particular, what consideration does Cugoano offer concerning racial identity?

10. Discuss what More gains (and loses) by shifting her focus in “Slavery, a Poem” and “The Sorrows of Yamba” from the abstract institution of slavery to specific (probably fictional) enslaved persons. In other words, what are the relative advantages and disadvantages of particularized narratives vis-à-vis the more formal, argumentative voice she employs to describe and condemn slavery as an institution?

11. How do you react or respond to the Quaker denunciation of slavery in “Petition” and *Gospel Family Order* considering the role played by missionaries in the rise of the British empire?

Occasional In-Class Assignments

[To the Courses and Curriculum Committee: Listed here are a small number of in-class group activities that students might be asked to do for the course. This is meant to give of the sense of the range of possible in-class activities.]

1. Use Perusall to collectively read and annotate a primary document like “The Several Declarations of the Royal Adventurers of England Trading into Africa”.

2. Break into small groups to analyze clusters of lines from Alexander Pope’s 1704 paean to empire, *Windsor Forest*.

3. Stage a scene from Bellamy’s *The Benevolent Planters* or Shakespeare’s *Tempest*. This would form part of a discussion about problems in the representation of colonial subjects, but also the latitude afforded to performers that enable the subversion of normative themes or intentions.

4. Work in a group to map Robinson Crusoe’s island based on his minute verbal description of it. This would be part of a discussion about the importance of maps and mapping to early modern travel literature, colonialism, and might be paired with slides of certain maps or scenes from Brian Friel’s 1980 play about the first ordnance survey of Ireland (*Translations*).

2021-81 ENGL 2614 Add Course (G) (S) (guest: Kyle Booten)

COURSE ACTION REQUEST	
CAR ID	20-4375
Request Proposer	Booten
Course Title	Writing with Algorithms
CAR Status	In Progress
Workflow History	Start > Draft > English > Return > English > 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	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	Writing with Algorithms
Course Number	2614
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Kyle P Booten
Initiator Department	English
Initiator NetId	kpb20001
Initiator Email	kyle.booten@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)	Yes
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Environmental Literacy	
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No

Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures on programming and on computer-generated literature; discussions of student work

COURSE RESTRICTIONS	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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	This course is very specific to computational skills possessed by the instructor, who is located 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	ENGL 2614: Writing with Algorithms 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Grading Basis: Graded An introduction to the field of computer-generated literature. Students learn basic programming in order to create their own computer-generated works. No prior programming experience expected. CA 3
Reason for the course action	This course will add to the current offerings of the Dept. of English in two key ways: it will focus on "electronic literature" (i.e. computer-generated and computer-mediated literature), a topic not previously covered, and it will introduce students to computer programming for literary purposes, a skill not previously taught. Under the banner of the Digital Humanities, being able to read and write code is an increasingly important literacy for scholars of literature as well as other humanists.
Specify effect on other departments and overlap with existing courses	This course is unique and does not overlap with other courses.
Please provide a brief description of course goals and learning objectives	The central goals/learning objectives: 1) acquire competency in basic programming and natural language processing with the computer language Python 2) gain familiarity with some of the key writers and artists who have made use of computation to produce literature 3) develop a critical perspective regarding both the literary affordances and limitations of algorithmic media
Describe course assessments	1. Programming assignments. The course introduces programming skills in a sequence of approximately 11 interactive assignments. While primarily technical in nature, these assignments also encourage students to think critically and creatively about code itself. 2. Readings. Weekly reading assignments introduce key examples of computational literature from the 1950s through the present. (Class discussions allow space for close reading and critique.) 3. Test. A mid-term assesses programming competency. 4. Final project. Students conclude the course by producing an original piece of computational literature, using skills acquired in the course. In a write-up, they explain their choices in light of the examples of computational literature discussed in the course.
General Education Goals	Writing with Algorithms is designed to encourage students to think across the disciplinary boundaries between literary studies, creative writing, and computer science. In this course, learning to code is not just a practical skill; it is a hands-on opportunity to develop a capacity to critique the strengths and limitations of algorithmic logic, an important skill at a time when more and more decisions in all spheres of life are made by algorithms. Readings introduce significant examples of computer-generated and computer-mediated literature from a variety of diverse perspectives (e.g. Indigenous and Black perspectives); discussions of these readings disturb the notion that computational media is somehow merely technical, neutral, or detached from culture and ideology. In workshop-like presentations of their code, students learn to articulate their technical decisions and describe steps they have taken to solve particular programming problems. Students are explicitly encouraged to focus not just on learning specific

	coding skills but also on learning how to teach themselves techniques not covered in the course and to integrate them into their final work.														
Content Area: Science and Technology (non- Lab)	Writing with Algorithms offers an introduction to computer programming with Python and, more specifically, to computational natural language processing (NLP). With various NLP libraries for Python, students learn how algorithms can be used to both "read" and "write." Specific NLP techniques range from the basic (e.g. part-of-speech tagging text, text mining with regular expressions [complex search patterns]) to more advanced, machine-learning-based approaches (e.g. generating text with neural networks, assessing the similarity between words based on vector-space models of language). While the course invites students to use these techniques for creative purposes, this practice requires a constant attitude of scientific experimentation. For instance, a student may hypothesize that a specific regular expression can be used to extract certain linguistic units (such as place names) from a collection of novels; examining the results may reveal that the regular expression needs to be refined or paired with some other technique. Likewise, students may hypothesize that a neural network "trained" on a novel will generate plausibly novelistic text, yet they may discover that more text must be added to the collection of training texts in order to improve its generative capability. Beyond these specific moments of scientific thinking, the course material allows students to observe the ways that contemporary NLP technologies "understand" text in very different ways than humans do. For instance, the course offers an opportunity to learn first-hand about the ways that algorithmic techniques can encode various kinds of bias. The course is designed to produce competent programmers who can think scientifically, creatively, and critically about algorithms.														
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>wwasyllabus.pdf</td> <td>wwasyllabus.pdf</td> <td>Syllabus</td> </tr> <tr> <td>TEST.txt</td> <td>TEST.txt</td> <td>Other</td> </tr> <tr> <td>lab_5_info_extraction.txt</td> <td>lab_5_info_extraction.txt</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	wwasyllabus.pdf	wwasyllabus.pdf	Syllabus	TEST.txt	TEST.txt	Other	lab_5_info_extraction.txt	lab_5_info_extraction.txt	Other		
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wwasyllabus.pdf	wwasyllabus.pdf	Syllabus													
TEST.txt	TEST.txt	Other													
lab_5_info_extraction.txt	lab_5_info_extraction.txt	Other													

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Kyle P Booten	12/06/2020 - 14:17	Submit		Submitting course
	English	Christopher R Vials	02/21/2021 - 08:27	Return		Just need to update the Gen Ed field.
	Return	Kyle P Booten	02/22/2021 - 08:41	Resubmit		Changes: - added text for gen ed description - added 2 files, plain text versions of assignments
	English	Christopher R Vials	02/24/2021 - 19:06	Approve	2/24/2021	Approved by Department of English faculty on February 24, 2021.

2021-82

POLS 3413/W

Add Course **(G) (S)** (guest: Miles Evers)

COURSE ACTION REQUEST	
CAR ID	21-5734
Request Proposer	Evers
Course Title	International Security
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > UICC > Return > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	International Security
Course Number	3413W

Will this use an existing course number?	No
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CONTACT INFO	
Initiator Name	Miles M Evers
Initiator Department	Political Science
Initiator NetId	mme20001
Initiator Email	miles.evers@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	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
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 h of lecture

COURSE RESTRICTIONS	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	None
Recommended Preparation	POLS 1402
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 proposed title and complete course catalog copy	POLS 3414. International Security Three credits Prerequisites: None Recommended Preparation: POLS 1402 Theory and practice of international security, covering why groups use terrorism, why states go to war, the emergence of humanitarian intervention, and the role of technology from nuclear weapons to computer viruses. POLS 3414W. International Security Three credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 Recommended Preparation: POLS 1402
Reason for the course action	The course expands the section of international relations course offerings. Compared to other courses that focus on U.S. national security, this course will provide students with a more global perspective on the security challenges in the international system. In that way, it will be less focused on nuances of U.S. foreign policy and more theory driven. Furthermore, it expands the W offerings for the subfield of international relations, for which there are few. The teaching loads and class sizes should not change as a result of the inclusion of this course. This is an advanced course because it builds on concepts that students are introduced to in POLS 1402 and other classes.
Specify effect on other departments and overlap with existing courses	The course will complement topics addressed in other courses. The only course that addresses topics related international security focuses primarily on U.S. national security. While this is beneficial, this course will provide a more global perspective, addressing security challenges that are more general to other countries in the international system. I have consulted with the political science department about this, as well as members of my subfield, and in the 2/3 faculty meeting they have all voted in approval for the course.
Please provide a brief description of course goals and learning objectives	The goal of the course is to give students with an overview of the theoretical and policy debates that comprise the field of international security. Students will continually reflect on core questions like: what is "security"? who and what gets "secured"? what is "threat"? Which threats are significant enough to warrant a response? By the end of the semester, students should be able to: 1. Explain the major debates in the field of international security 2. Critique theories and evidence related to international security 3. Conduct independent research and writing on topics in international security
Describe course assessments	There will be several course assessments: 1.) Weekly reading assignments 2.) Writing Evaluations (20% of final grade): Every substantive week, students will provide an example of "bad" writing and example of "good" writing from the assigned readings. Examples can be specific—e.g. word choice, sentence structure, transitions between paragraphs—or broad—e.g. paper structure, organization, voice, style. 3.) Discussion Leadership (20% of final grade): Each student must also act as a "discussion leader" for one session. This requires oral summary of readings and offering a set of thoughtful and diverse questions to drive discussion. 4.) Discussion Participation (20% of final grade): Each student is required to attend all seminar sessions and actively contribute to discussion. 5.) Research Paper (40% of final grade): Each student will write a research paper (15-17 pp.) on an international security topic of their choosing. The assignment will be broken up into proposal, a rough draft, and then a final draft.
General Education Goals	The class meets the seven criteria for a general education course: a.) The course helps students articulate their thoughts through discussion and assigned writing. I also will provide feedback on writing assignments that encourages students to help them refine, organize, and explicate their ideas. b.) The course will cover a variety of perspectives and issues on international security. Each week of the course will cover a different topic—race and resistance, causes of war, balancing and alliance formation, gender and security, cyber security, violence by non-state actors, humanitarian intervention, and the causes of peace. Within each topic, students will read competing perspectives on the issue, for the purpose of debate and expanding their intellectual breadth. c.) In discussion, students will acquire critical judgment by learning to evaluate the assigned readings and debate competing perspectives. Moreover, each student will act as a "discussion leader" for one session, offering a set of thoughtful and critical questions to drive discussion. d.) The course will encourage students to acquire moral sensitivity. Students will address a number of moral problems in international security, such as gender inequities in national security decision-making, racism in modern international politics, the balance between secrecy versus security, wars fought for peace, and the meaning of terrorism. Students will also examine how their actions affect others, such as in the case of the security dilemma, how actions designed to increase one's own security negatively impact others. e.) Students will acquire an awareness of international society, both of how it developed and where it is going. The course will cover a range of historical topics, such as the Cold War, the Korean War, and NATO expansion, as well as many current topics, such the Islamic State, U.S.-China competition, the national security strategy of the Biden presidency, the Syrian civil war, and Stuxnet virus. f.) As an international relations course, students will develop a consciousness of the diversity of human culture and experiences. Through readings, discussion, and lecture, students will learn and be encouraged to adopt the perspectives and histories of non-Western countries—specifically in Asia, Africa, Latin America—and how those perspectives inform their security behavior. In addition, the readings also maintain a proper gender balance to ensure that students are hearing from diverse voices. g.) In-class instruction will help students understand the processes by which they can continue to acquire knowledge, specifically by leading students to consult primary and secondary sources on a topic of their choosing. Students will then learn how to use the knowledge they acquire to write a research paper.
Content Area: Social Sciences	This course meets all four criteria for the definition of social sciences: a) Students will learn theories on the causes of war, nuclear deterrence, alliance formation, terrorism, and others, as well as concepts like "security", "threat", "covert action", "interstate war", "intrastate war," "cybersecurity dilemma" "humanitarian intervention", as well as theories on the causes of war, nuclear deterrence, and terrorism. b) Students will be introduced to various methods used to evaluate theories of international security—case studies and statistical analyses—as well as different types of evidence for measuring concepts—qualitative and quantitative. We will also address various ethical considerations in the study of international security, particularly during the weeks on racism and gender. c) Students will explore the ways in which individuals, rebel groups, and states engage in violent behaviors, as well as how their attempts to maximize their security influence one another. We will also touch on the impact of these measures on the environment, particularly during the week on nuclear weapons and testing. d) Students will learn how to evaluate, analyze, and discuss a range of organizations—terrorist organizations, rebel groups,

	national governments, and international organizations. It will also examine issues of political power and cross-cultural interactions, with specific weeks designated to gender, race, and human rights.								
Writing Competency	<p>This course meets all seven criteria for a W designation: a.) Students will write a 15–17-page research paper on an international security topic of their choosing. This will constitute 40% of students' final grade. Students will submit a 5-page proposal on Week 6, and then a rough draft of the full paper on Week 11. The rough draft paper will be revised conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. A final draft of the paper will be submitted in Week 15. b.) Students will be offered substantial commentary on their research papers, such as related to the clarity of ideas, expression, organization, and grammatical and mechanical correctness. In addition, two weeks will be dedicated to "writing-in-the-discipline," in which students receive explicit instruction and feedback on their writing. The first week will include a lecture on developing ideas, clarity of organization, and format, evidentiary, and stylistic norms that are specific to the discipline of political science. We will also discuss the steps a writer needs to take to write. These steps include outlines, research methods, literature reviews, and theory of your paper, introductions, conclusions, and analysis of research. The second part of the "writing-in-the-discipline" week will be a workshop. Students will post their proposals and drafts on Husky CT before class time, and during each workshop, they will anonymously peer-review one another's work. c.) Student enrollment is capped at 19 students per section d.) The course makes an explicit relation between writing and learning in the course. The syllabus specifies that "As a writing intensive course, a significant portion of class will be dedicated to the mechanics of writing in political science. This means that writing will not only be assigned, but also taught." In addition to in-class formal instruction, every substantive week, students will provide an example of "bad" writing and example of "good" writing from the assigned readings. Examples can be specific—e.g. word choice, sentence structure, transitions between paragraphs—or broad—e.g. paper structure, organization, voice, style. Every week students will and analyze these examples. e.) The syllabus explains how I will provide feedback to students on their assignments. After each proposal/draft, students will receive written feedback from me by email. Students will also have the opportunity throughout the semester to have an individual conference with me to discuss their work and receive feedback on additional drafts. f.) The syllabus specifies that revision will be structured into the writing assignments in the course through a proposal, rough draft, and final draft. Comments will be provided through written commentary as well as peer review. Students will also have the opportunity for individual conferences, should they choose. g.) The syllabus specifies that the page requirement will be completed through a 15-17 page research paper. h.) The syllabus informs students that "according to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for the writing components.</p>								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>POLS 3413W v2.pdf</td> <td>Syllabus_POLS 3413W.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	POLS 3413W v2.pdf	Syllabus_POLS 3413W.pdf	Syllabus		
Attachment Link	File Name	File Type							
POLS 3413W v2.pdf	Syllabus_POLS 3413W.pdf	Syllabus							

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Miles M Evers	02/10/2021 - 22:40	Submit		Thank you for reviewing my course submission. I look forward to hearing from you, as well as addressing any of your questions and concerns.
	Draft	Miles M Evers	02/10/2021 - 22:40	Submit		Thank you for reviewing my course submission. I look forward to hearing from you, as well as addressing any of your questions and concerns.
	Political Science	Evan J Perkoski	02/22/2021 - 07:53	Approve	2/22/2021	Approved by department on 2/2/21.
	UICC	Cheryl D Galli	02/22/2021 - 08:05	Return	2/22/2021	Returning form to the proposer to remove UNIV designation and correct workflow. Please choose "neither" rather than UNIV on course info tab and resubmit request.
	Return	Miles M Evers	02/22/2021 - 15:57	Resubmit		I have changed the course designation to "neither."
	Political Science	Evan J Perkoski	02/25/2021 - 07:53	Approve	2/25/2021	Approved by EP

2021-83 GEOG 2410 Revise Course **(G) (S)** (guest: Amy Burnicki)

COURSE ACTION REQUEST	
CAR ID	21-6176
Request Proposer	Ghosh
Course Title	New Digital Worlds of Geographic Information Science
CAR Status	In Progress

Workflow History	Start > Draft > Geography > College of Liberal Arts and Sciences
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COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	GEOG
School / College	College of Liberal Arts and Sciences
Department	Geography
Course Title	New Digital Worlds of Geographic Information Science
Course Number	2410
Will this use an existing course number?	No

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?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Environmental Literacy	
Number of Sections	1
Number of Students per Section	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	None.
Corequisites	None.
Recommended Preparation	None.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No

Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	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 2410. New Digital Worlds of Geographic Information Science 3.00 credits Prerequisites: None. Grading Basis: Graded The role of geospatial technologies in science and society; how these technologies address environmental issues; how further development of these technologies may impact lives in the future. Provides a strong conceptual and scientific foundation for further coursework and includes discussion of career opportunities in GIScience. CA 3.
Provide proposed title and complete course catalog copy	GEOG 1100. New Digital Worlds of Geographic Information Science 3.00 credits Prerequisites: None Grading Basis: Graded An introductory course providing an overview of geospatial data and emerging technologies that are common in our everyday lives and how they are shaping society. Topics include the use of geospatial technologies like GPS, Google Earth, Satellite Imagery, and GIS, and how these technologies address environmental, societal, and political issues; and discussion of career opportunities in GIScience. CA 3.
Reason for the course action	The course is revised for two actions: Change number from 2410 to 1100 (i.e. to a 1000 level course) and revise the catalog description to match a 1000-level course. The reasons are as follows: - The department does not currently offer an introductory course in GIScience at the 1000-level and GEOG 2410 is perfectly suited to this role. - Introductory GIScience and geospatial technologies courses are taught at the 1000-level (or 100-level) at many of our peer and aspirant institutions. Such as 'GEOG 105 The Digital Earth' at University of Illinois; 'GEOG 181: Our Digital Globe' at University of Oregon; 'GEOG 170: Our Digital Globe: An Overview of GIScience and its Technology at University of Wisconsin-Madison; GEOG 111: Our Digital Earth at University of Tennessee. These courses share similarities with our GEOG 2410, including similar keywords included in their titles and similar goals in broadly introducing the field of GIScience and the application of geospatial technologies. - GEOG 2410 uses the text Introduction to Geospatial Technologies by Bradley Shellito, which is advertised as: "Written for majors and non-majors alike, Introduction to Geospatial Technologies demonstrates the wide range of geographic technologies available to and used by geographers today." - It offers an opportunity to expose a diverse student body to the many applications of geospatial technologies and serve as a recruiting tool for more advanced courses in GIScience (e.g., Fundamentals of GIS, Remote Sensing, Cartography, Visualization). - 2410 is a recommended but not a required course for GIS/GEOG major. No replacement is needed, and a 1000-level offering can still be recommended for GIS/GEOG majors. - The course catalog description is revised to match the introductory characteristics of this course.
Specify effect on other departments and overlap with existing courses	There are no effects on other departments and on existing courses.
Please provide a brief description of course goals and learning objectives	This course intends to give a hands-on appreciation of some of the recent developments in geospatial technologies. By the end of the semester, a student should be able to: 1) Understand and describe the impact of Geographic Information Science (GIScience) on contemporary society—how and why it is used in the day-to-day, how and why these applications developed, and how these applications may impact our lives now and in the future. 2) Gain experience gathering, organizing, and analyzing geospatial information from a variety of sources for analysis and display. 3) Develop digital skills needed to work with geospatial data.
Describe course assessments	New Digital Worlds of GIScience is organized around active-learning assignments. This course does not assume previous experience with geographic information systems, mapping technologies, or the internet, although experience with computers and the Web is valuable. The course is built around readings, lectures, hands-on applications, and a few exams. The active-learning assignments make use of popular software systems for mapping, graphics, and GIS. Practice with these systems will be of value in your future academic and professional work.
General Education Goals	The course meets the following General Education goals. - It provides a breadth of knowledge that crosscuts issues raised in courses and curricula in many fields all across UConn, not just geography. (Goal 1 and 2) - This course stresses the vital role that geospatial technologies play in addressing issues of space, place, and location in many disciplines. (Goals 3 and 7) - This course will help students reason critically about important contemporary issues from a geographical, spatial, and environmental perspective. (Goal 5) - It also highlights the increasingly important roles that computer and information technologies are assuming in science and society. (Goals 1, 5, and 7).

<p>Content Area: Science and Technology (Lab)</p>	<p>The reasons and criteria for CA3 are as follows. 1. Explore an area of science and technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods. Geographic information science (GISc) is having a transformative effect on science and society. It represents the convergence of geographical and spatial analytical techniques; advances in information and computer technology; widespread use of satellite-based and aerial navigational and sensing technologies; and the rise of internet technologies, social media, and location-based services. Used together, these techniques hold the potential to address the four key geographical and environmental issues addressed in the National Research Council report, 'Understanding the Changing Planet (2010)': 1) How to understand and respond to environmental change; 2) How to promote sustainability; 3) How to recognize and cope with the rapid spatial reorganization of economy and society; and 4) How to leverage technological change for the benefit of society and environment. 2. Promote an understanding of the nature of the modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions. 4. This course uses problem-based, active learning techniques to promote scientific and analytical reasoning about real-world research problems--in essence to model the process of scientific inquiry. Students will gain experience using appropriate geographical concepts and techniques, whether drawn from cartography, geographic information systems, remote sensing, spatial statistics, or other information technologies. After a two-week introduction, the course is divided into four three-week projects, each with a short assessment (quiz, map, report) at the mid-point to assess student progress and a final report. Projects will be selected that will: illustrate spatial process at a variety of scales from the local to the global; span the breadth of natural and social sciences; and have both contemporary relevance and historical depth. 5. Promote interest, competence, and commitment to continue learning about contemporary science and technology and their impact upon the world and human society. The topics and examples developed for the course are intended to excite student interest in GISc, not just as a set of scientific techniques, but a body of knowledge that is going to affect their lives in the coming years. In addition to choosing topics that relate to current scientific debates and contemporary environmental issues, the course will also touch on issues of ethics in the use of these technologies as well as career opportunities for students interested in pursuing further study.</p>									
<p>Syllabus and other attachments</p>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>GEOG 2410_Syllabus_Spring 2021.pdf</td> <td>GEOG 2410_Syllabus_Spring 2021.pdf</td> <td>Syllabus</td> </tr> <tr> <td>Example_Laboratory_Assignment.pdf</td> <td>Example_Laboratory_Assignment.pdf</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	GEOG 2410_Syllabus_Spring 2021.pdf	GEOG 2410_Syllabus_Spring 2021.pdf	Syllabus	Example_Laboratory_Assignment.pdf	Example_Laboratory_Assignment.pdf	Other
Attachment Link	File Name	File Type								
GEOG 2410_Syllabus_Spring 2021.pdf	GEOG 2410_Syllabus_Spring 2021.pdf	Syllabus								
Example_Laboratory_Assignment.pdf	Example_Laboratory_Assignment.pdf	Other								

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Debarchana Ghosh	03/03/2021 - 15:37	Submit		No comments.
	Geography	Debarchana Ghosh	03/04/2021 - 12:19	Approve	3/3/2021	None.

2021-84 GEOG 2505 **Revise Course (S) (guest: Amy Burnicki)**

COURSE ACTION REQUEST	
CAR ID	21-6016
Request Proposer	Ghosh
Course Title	Applications of Geographic Information Systems
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	Applications of Geographic Information Systems
Course Number	2505
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course number is not being changed.

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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	GEOG 2500
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 2505. Applications of Geographic Information Systems 4.00 credits Prerequisites: GEOG 2500. Grading Basis: Graded Applications of geographic information systems. Particular attention to land use planning and resource management.
Provide proposed title and complete course catalog copy	GEOG 2505. Applications of Geographic Information Systems 3.00 credits Prerequisites: GEOG 2500. Grading Basis: Graded Applications of geographic information systems. Particular attention to land use planning and resource management.
Reason for the course action	This request is to change GEOG 2505 from 4 credit to 3 credit hours. The reasons are as follows. - GEOG 2505 is a required course for the GIS major. Currently, at least 31 credits are required for the GIS major. However, the combination of the required courses including GEOG 2505, 3500Q, and 3510 (all these courses are proposed to revise

	<p>from 4 to 3 credits simultaneously) and available elective courses in practice pushes the total to 33 credits. This is high compared to the B.A. GEOG major, which requires 24 credits and B.S. GEOG major, which requires 31 credits. Therefore, this change would put the GIS major in line with the GEOG majors. - Currently 8 credits required courses (GEOG 2500 + GEOG 2505) plus 7 additional credits are required for the GIS minor. This is met by taking 4 courses – 2500 + 2505 + 3500Q or 3510 + one other 3-credit class. This combination leaves students with only 1 credit to fill, so taking an additional 3 credit course seem less than appealing. With 2505, 3500Q, and 3510 changed to 3 credits, the required courses add to 7 credits, and 8 credits are left to achieve through electives; three 3-credits courses where an extra credit is earned. - Improvements in GIS software packages interface design have made it much easier for students to get started with the software that is required for this course. - This change in course hours is in line with other courses in the department and the University that involve similar computer software. - We changed our comparable introductory graduate course on this topic to 3 credits a few years ago.</p>						
Specify effect on other departments and overlap with existing courses	<p>There are no effects on other departments. The related and overlapping courses such as the GEOG 3500Q and GEOG 3510 are also being revised from 4 to 3 credit hours changes simultaneously.</p>						
Please provide a brief description of course goals and learning objectives	<p>The objective of this course is to apply GIS techniques to solving real-world problems. More specifically the goals are: (1) to provide students with an understanding of how GIS can be applied in practical solutions; (2) to familiarize students with advanced GIS and modeling techniques; (3) to provide students with hands-on experience in working with various data sources. This course will rely heavily on both lectures and discussions about applications of GIS. Students will also be asked to gain hands-on experience in GIS applications by attending lab sessions, working on lab assignments, and a major project related to their own area of interest. For the project, students will have to define their research/application problem, explain how modeling and GIS techniques are used, and produce output from the results of the project.</p>						
Describe course assessments	<p>The course assessments include discussions, laboratory assignments, and a final project.</p>						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>GEOG2505_SP21_Syllabus_OL.docx</td> <td>GEOG2505_SP21_Syllabus_OL.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	GEOG2505_SP21_Syllabus_OL.docx	GEOG2505_SP21_Syllabus_OL.docx	Syllabus
Attachment Link	File Name	File Type					
GEOG2505_SP21_Syllabus_OL.docx	GEOG2505_SP21_Syllabus_OL.docx	Syllabus					

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Debarchana Ghosh	02/27/2021 - 14:50	Submit		Three related courses GEOG 2505, 3500Q, and 3510 are being revised from 4 to 3 credit hours together.
	Geography	Debarchana Ghosh	02/27/2021 - 15:10	Approve	2/3/2021	Department C&C approved on 1/27/21

Applications of Geographic Information Systems (SP 2021)

Course Number: GEOG 2505 Session: 001

Professor: Xiang “Peter” Chen

Email: peter.chen@uconn.edu

If you have questions:

Email peter.chen@uconn.edu anytime.

If you need an online meeting:

Email peter.chen@uconn.edu. I am most available to meet in the morning 6–11 AM EST and evening 7 PM–12 AM EST on a daily basis (including weekends). Please send the appointment email and specify the meeting time preferably 12 hours before the meeting.

CATALOG DESCRIPTION

The objective of this course is to apply GIS techniques to solving real-world problems. More specifically the goals are: (1) to provide students with an understanding of how GIS can be applied in practical solutions; (2) to familiarize students with advanced GIS and modeling techniques; (3) to provide students with hands-on experience in working with various data sources. This course will rely heavily on both lecture and discussion about applications of GIS. Students will also be asked to gain hands-on experience in GIS applications by attending lab sessions, working on lab assignments and a major project related to their own area of interest. For the project, students will have to define their research/application problem, explain how modeling and GIS techniques are used and produce output from the results of the project.

TEXTBOOK (Optional)

There are also required readings from a variety of journal articles and reports. They will be posted online in HuskyCT (<http://huskyct.uconn.edu>). Students are required to obtain the readings when these materials are introduced in class.

COURSE POLICIES

- Computers: We will be using *ArcGIS Pro*, which is only compatible with a **Windows based computers**. It is highly recommended that you acquire or have access to a Windows computer during the semester (e.g., working in the UConn library). If you do have a Mac, please follow the instructions sent during the first week of the class.
- E-Mail Correspondence: In all e-mails to the instructor, in the “Subject Line,” **list the course**. Also, be sure that your name is somewhere on the email and on any attachments.
- Lab Policies: Discussion among students is expected and encouraged. However, lab assignments must be completed individually by each student.
- Work Submission: The assigned work will be posted on HuskyCT under Learning Modules. Work must be received by the due date **by 11:59PM EST**. Late assignments will be given a point reduction. **The deduction is by 20% for each day after due. Submission three days past due will not be accepted** except under special circumstances.
- Exams: The course does not have any exam components.
- Final Project: A key component of this class will be a final project on which each student will work independently. The purpose of the project is to use GIS to answer a practical question that can only be, or is best answered using GIS methods. Students will first develop a project idea that will define the question to be addressed along with their approaches. Then, students will collect their own data, conduct the GIS-based research, and present the result in class. Guidelines of the project will be revealed in the class.

COURSE GRADING

Point Accumulation	
Assignments	Percentage
Lab Assignments (x11)	70%
Final Project	30%

Grade Scale	
Percentage	Grade
93+	A
90–92.9	A-
87–89.9	B+
83–86.9	B

TOTAL	100%
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80–82.9	B-
77–79.9	C+
73–76.9	C
70–72.9	C-
67–69.9	D+
60–66.9	D
Below 60	F

CODE OF ACADEMIC CONDUCT

Acts of academic misconduct (including cheating on exams, submitting plagiarized exercises, providing inaccurate information about class absences, attempting to influence a grade by means beyond academic performance) will be handled according to the guidelines set forward by the *Student Conduct Code*, which can be found at <http://community.uconn.edu>. Consequences of misconduct include one or more of the following: a score of zero on the exam or assignment, a grade of **F** for the course, even possibility expulsion from the university.

COURSE SCHEDULE*

Week	Start	Class Activity	Due
0	1/19	<i>Introducing Course + Lab Setup</i>	
1	1/25	<i>P1: ArcGIS Pro Basics</i>	
		<i>A1: ArcGIS Pro Basics</i>	2/1
2	2/1	<i>P2: Managing Map Layers</i>	
		<i>A2: Map Layers</i>	2/8
3	2/8	<i>P3: Displaying Data</i>	
		<i>A3: Displaying Data and Classification Method</i>	2/15
4	2/15	<i>P4-1: Querying Data + P4-2 Crime Analysis</i>	
		<i>A4-1: Querying Data + A4-2 Crime Analysis</i>	2/22
5	2/22	<i>P5: Geodatabase</i>	
		<i>A5: Geodatabase</i>	3/1
6	3/1	<i>P6-1: Map Layout + P6-2: TIGER Files</i>	
		<i>A6-1: Map Layout + A6-2: Mapping Shopping Center</i>	3/8
7	3/8	<i>P7: Geocoding and Summarizing Data</i>	
		<i>A7: Geocoding and Traffic Crash Analysis</i>	3/15
8	3/15	<i>P8: Map Editing</i>	
		<i>A8: Campus Mapping</i>	3/22
9	3/22	<i>P9: 3D GIS</i>	
		<i>A9: 3D GIS</i>	3/29
10	3/29	<i>P10: ArcGIS Online Web Mapping</i>	
		<i>A10: My Favorite Places (Part 1)</i>	4/5
11	4/5	<i>P11: ArcGIS Online App Development</i>	
		<i>A11: My Favorite Places (Part 2)</i>	4/12
12	4/12	<i>Spring Recess</i>	
		<i>Final Project Announced</i>	5/3

13	4/19	Final Project Started	
14	4/26	Reading Day Week	
15	5/3	Final Project Due	

Practice (P): Submission is not required.

Assignment (A): Submission is required. It is normally due in one week.

Final Project: Submission is required at the end of the semester.

Break: No new homework.

*The course schedule is subject to change. The latest schedule will be available on HuskyCT.

2021-85 GEOG 3500Q Revise Course (G) (S) (guest: Amy Burnicki)

COURSE ACTION REQUEST	
CAR ID	21-6036
Request Proposer	Ghosh
Course Title	Geographic Data Analysis
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	Geographic Data Analysis
Course Number	3500Q
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course number is not being changed.

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?	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	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	Open to juniors or higher.
Corequisites	None
Recommended Preparation	1000 level STAT course.
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

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 3500Q. Geographic Data Analysis 4.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: 1000 level STAT course. Grading Basis: Graded An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.
Provide proposed title and complete course catalog copy	GEOG 3500Q. Geographic Data Analysis 3.00 credits Prerequisites: Open to juniors or higher. Recommended preparation: 1000 level STAT course. Grading Basis: Graded An introduction to the use of quantitative methods in conducting research, with particular emphasis on the processing and analysis of geographic data.
Reason for the course action	This request is to change GEOG 3500Q from 4 credit to 3 credit hours. The reasons are as follows. - GEOG 3500Q is a required course for the GIS major. Currently, at least 31 credits are required for the GIS major. However, the combination of the required courses including GEOG 2505, 3500Q, and 3510 (all these courses are proposed to be revised from 4 to 3 credits simultaneously) and available elective courses in practice pushes the total to 33 credits. This is high compared to the B.A. GEOG major, which requires 24 credits and B.S. GEOG major, which requires 31 credits. Therefore, this change would put the GIS major in line with the GEOG majors. • Currently 8 credits required courses (GEOG 2500 + GEOG 2505) plus 7 additional credits are required for the GIS minor. This is met by taking 4

	<p>courses – 2500 + 2505 + 3500Q or 3510 + one other 3-credit class. This combination leaves students with only 1 credit to fill, so taking an additional 3 credit course seem less than appealing. With 2505, 3500Q, and 3510 changed to 3 credits, the required courses add to 7 credits, and 8 credits are left to achieve through electives; three 3-credits courses where an extra credit is earned. - Improvements in GIS software packages interface design have made it much easier for students to get started with the software that is required for this course. - This change in course hours is in line with other courses in the department and the University that involve similar computer software. - We changed our comparable introductory graduate course on this topic to 3 credits a few years ago.</p>									
Specify effect on other departments and overlap with existing courses	<p>There are no effects on other departments. The related and overlapping courses such as the GEOG 2505 and GEOG 3510 are also being revised from 4 to 3 credit hours changes simultaneously.</p>									
Please provide a brief description of course goals and learning objectives	<p>Course Goals The goal of the course is to introduce students to the methods and techniques developed to explore and test patterns in spatial data. Although some methods are computationally complex, the emphasis of this course is on selecting the most appropriate method, applying the method correctly, and properly interpreting the results of the technique. By the end of the semester, students will acquire a familiarity with a range of spatial statistical approaches designed to describe and analyze geographic distributions and patterns. Course Objectives At the completion of this course, students will be able to: - Describe basic statistical and spatial statistical theories and concepts developed to process and analyze geographic data - Identify the challenges associated with describing and analyzing geographic data - Apply appropriate spatial statistical techniques to summarize, visualize and analyze geographic data</p>									
Describe course assessments	<p>The course assessment will be based on reflection exercises, assignments, quizzes, and a semester project. Assignments will be completed using ArcGIS Desktop 10.8 (ESRI, Inc.) and GeoDa 1.18 (Anselin et al.). It should be emphasized, though, that the purpose of this course is not to teach the operation of these programs. The intent of this course is to introduce students to concepts and methodologies drawn from quantitative methods and spatial data analyses. The understanding of these concepts will allow utilization of GIS software to conduct geospatial data analyses effectively and correctly.</p>									
General Education Goals	<p>This course is a Q course and a required course for the GIS major. The course meets the following General Education goals. - It provides students with a fundamental understanding of concepts and methodologies developed to summarize and analyze geospatial data. It provides a broad introduction to the field of spatial data analysis, integrating concepts and techniques from the fields of statistics, cartography / geovisualization, and spatial statistics. (Goals A2 and A3). - This course is based on the premise that information about events and attributes referenced to locations provide special insight into social and environmental processes. (Goals A5 and A7). - By the end of the semester, students will acquire a familiarity with a range of spatial statistical approaches designed to describe and analyze geographic distributions and patterns. (Goals 1 and 7).</p>									
Quantitative Competency	<p>The course meets the Q criteria for the following reasons. - The course includes the use of mathematics and/or statistics at or above the basic algebra level as an integral part of the course. Students learn how to convert data from one measurement system to another, calculate and apply univariate and multivariate descriptive statistics for map classification and other purposes, and calculate measures of spatial autocorrelation in data. - Laboratory assignments require students to develop conversion factors, graph linear, power, exponential, and logarithmic functions, calculate distances based on Euclidean and other metrics, calculate basic univariate descriptive statistics like mean, median, mode, the midpoint of the range, range, variance, and standard deviation by using the computer, and many other types of analysis. - Students work with several publicly available datasets drawn from real-world sources and with several other data sets describing geographic features in Connecticut and the US. - Laboratory exercises require students to analyze the data by carrying out actual mathematical or statistical manipulations, map and graph data, and results, and answer questions or draw conclusions based on the geographic data analysis.</p>									
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>GEOG3500Q_Sp21.pdf</td> <td>GEOG3500Q_Sp21.pdf</td> <td>Syllabus</td> </tr> <tr> <td>GEOG3500Q_Assign10.pdf</td> <td>GEOG3500Q_Assign10.pdf</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	GEOG3500Q_Sp21.pdf	GEOG3500Q_Sp21.pdf	Syllabus	GEOG3500Q_Assign10.pdf	GEOG3500Q_Assign10.pdf	Other
Attachment Link	File Name	File Type								
GEOG3500Q_Sp21.pdf	GEOG3500Q_Sp21.pdf	Syllabus								
GEOG3500Q_Assign10.pdf	GEOG3500Q_Assign10.pdf	Other								

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Debarchana Ghosh	02/27/2021 - 15:22	Submit		Three related courses GEOG 2505 and 3510 are being revised from 4 to 3 credit hours together.
	Geography	Debarchana Ghosh	03/04/2021 - 21:12	Approve	3/3/2021	None.

2021-86 GEOG 3510 Revise Course (guest: Amy Burnicki)

COURSE ACTION REQUEST	
CAR ID	21-6017

Request Proposer	Ghosh
Course Title	Cartographic Techniques
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	Cartographic Techniques
Course Number	3510
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course number is not being changed.

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	24
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
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 3510. Cartographic Techniques 4.00 credits Prerequisites: None. Grading Basis: Graded A laboratory-oriented introduction to computer-based map design and compilation. Concepts of scale, symbolization, map balance, and layout are emphasized for both general and thematic mapping.						
Provide proposed title and complete course catalog copy	GEOG 3510. Cartographic Techniques 3.00 credits Prerequisites: None. Grading Basis: Graded A laboratory-oriented introduction to computer-based map design and compilation. Concepts of scale, symbolization, map balance, and layout are emphasized for both general and thematic mapping.						
Reason for the course action	This request is to change GEOG 3510 from 4 credit to 3 credit hours. The reasons are as follows. - GEOG 3510 is a required course for the GIS major. Currently, at least 31 credits are required for the GIS major. However, the combination of the required courses including GEOG 2505, 3500Q, and 3510 (all these courses are proposed to be revised from 4 to 3 credits simultaneously) and available elective courses in practice pushes the total to 33 credits. This is high compared to the B.A. GEOG major, which requires 24 credits and B.S. GEOG major, which requires 31 credits. Therefore, this change would put the GIS major in line with the GEOG majors. • Currently 8 credits required courses (GEOG 2500 + GEOG 2505) plus 7 additional credits are required for the GIS minor. This is met by taking 4 courses – 2500 + 2505 + 3500Q or 3510 + one other 3-credit class. This combination leaves students with only 1 credit to fill, so taking an additional 3 credit course seem less than appealing. With 2505, 3500Q, and 3510 changed to 3 credits, the required courses add to 7 credits, and 8 credits are left to achieve through electives; three 3-credits courses where an extra credit is earned. - Improvements in GIS software packages interface design have made it much easier for students to get started with the software that is required for this course. - This change in course hours is in line with other courses in the department and the University that involve similar computer software. - We changed our comparable introductory graduate course on this topic to 3 credits a few years ago.						
Specify effect on other departments and overlap with existing courses	There are no effects on other departments. The related and overlapping courses such as the GEOG 3500Q and GEOG 3510 are also being revised from 4 to 3 credit hours changes simultaneously.						
Please provide a brief description of course goals and learning objectives	The primary objective of this class is to learn how to make great maps. While this includes learning cartographic design theory, most important is the practical application of this knowledge. Successful completion of this course will signify mastery in map production for communication and research; students will be practiced in making, analyzing, critiquing, and sharing high-quality maps. By the end of the semester, students should be able to: 1. Understand fundamentals of modern digital cartography and geovisualization, i.e., the basics for representing knowledge on maps in geographic information systems; 2. Gain familiarity with map symbolization, color theory, and scale; 3. Understand the contribution to geographic visualization from the fields of cognition, scientific visualization, and information visualization; 4. Gain an introduction to dynamic mapping and mapping on the web; 5. Apply cartographic techniques using spatial data						
Describe course assessments	The course assessments include quizzes, laboratory assignments, and a final project.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx</td> <td>GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx	GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx	Syllabus
	Attachment Link	File Name	File Type				
GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx	GEOG 3510 Cartographic Techniques Fall 2020 Syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Debarchana Ghosh	02/27/2021 - 17:13	Submit		Three related courses GEOG 2505, 3500Q, and 3510 are being revised from 4 to 3 credit hours together.
	Geography	Debarchana Ghosh	02/27/2021 - 17:26	Approve	2/3/2021	Department C&C approved this revision on 1/27/21.



GEOG 3510
Cartographic Techniques
Geography

Syllabus – Fall 2020

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

Course and Instructor Information

Course Title: GEOG 3510. Cartographic Techniques

Credits: # 3 credits

Format: Online

Prerequisites: Geog 2500, 2505 and consent of instructor

Professor/Instructor/Facilitator: Dr. Weidong Li

Pronouns: [he/him/his](#)

Email: weidong.li@uconn.edu (preferred method of contact via email)

Telephone: 860-486-6977

Other: 860-938-6583 (cell)

Office Hours/Availability: M 11:00am—2:00pm time, or by appointment

Course Materials

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

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

Required Materials:

None. All required readings are provided in the course website.

Optional Materials:

- Terry Slocum, Robert McMaster, Fritz Kessler, and Hugh Howard, Thematic Cartography and Geographic Visualization, Hardback, Prentice Hall, 3rd Edition 2008, ISBN-10:0132298341.
- GIS Cartography: A Guide to Effective Map Design, Second Edition, Gretchen Peterson, CRC Press, 2014.
- How to Lie With Maps, Mark Monmonier. University of Chicago Press, 1996.

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

Course Description

This course introduces the basic concepts and techniques that underlie map making and the broader field of geographic visualization. It covers design principles and techniques for creating maps with contemporary mapping tools. Topics include the fundamentals of making maps digitally, for example, map symbolization, scale, and generalization, and also the contribution to geographic visualization from the fields of scientific visualization, information visualization, and cognition. The course also offers an opportunity to learn about dynamic map design by constructing map animations. Laboratory exercises use GIS software are designed to familiarize students with visualization techniques in practical applications.

Course Objectives

The primary objective of this class is to learn how to make great maps. While this includes learning cartographic design theory, most important is the practical application of this knowledge. Successful completion of this course

will signify mastery in map production for communication and research; students will be practiced in making, analyzing, critiquing, and sharing high-quality maps. By the end of the semester, students should be able to:

1. Understand fundamentals of modern digital cartography and geovisualization, i.e., the basics for representing knowledge on maps in geographic information systems;
2. Gain familiarity with map symbolization, color theory, and scale;
3. Understand the contribution to geographic visualization from the fields of cognition, scientific visualization, and information visualization;
4. Gain an introduction to dynamic mapping and mapping on the web;
5. Apply cartographic techniques using spatial data

Course Outline

Module 1: Basemaps and Big Picture Design

Learn the basics of map and map symbol design, and create some general-purpose maps in ArcGIS Pro.

Weeks 1 and 2. Due lab exercise 1 (end of week 2)

Module 2: Lettering and Layouts

Focus on place labels and marginal map elements (e.g., scale bars, north arrows, etc.). We'll discuss typography and the art of text-based elements: you'll learn how to classify and select appropriate fonts, and how to apply this knowledge when creating place labels for maps.

Weeks 3 and 4. Due lab exercise 2 (end of week 4)

Module 3: From Data to Design

Compare and contrast the four most common types of thematic maps (choropleth, isopleth, proportional symbol, and dot) and map two of these in Lab 3.

Weeks 5 and 6. Due lab exercise 3 (end of week 6)

Module 4: Color and Choropleth Maps

Focus on a specific type of thematic map: choropleth maps. Choropleth maps also typically employ color in their design, so in module 4 we'll discuss color in-depth.

Weeks 7 and 8. Due lab exercise 4 (end of week 8)

Module 5: Flow Mapping and Projections

Discuss the flow maps: maps that show movement between locations. Introduce another topic integral to cartography: map projection

Weeks 9 and 10. Due lab exercise 5 (end of week 10)

Module 6: Terrain Visualization and Web Mapping

In this lesson, we'll learn about many techniques that exist for modeling Earth's terrain. We'll use 3D symbology and develop a sense of when 3D adds value to the map. We'll also talk about what a web map is.

Weeks 11 and 12. Due lab exercise 6 (end of week 12)

Module 7: Final project – Designing and Creating a Map

Weeks 13 – 14. Project report due (end of week 14)

Calendar and/or Class Meeting Schedule

Please notes: the schedule on your syllabus as “tentative” or “subject to change”. I will email you if there will be schedule changes.

Module Name	Date	Topics	Quizzes	Lab Exercises
Module 1	Weeks 1 and 2 (Aug.31- Sept.13)	Basemaps and Big Picture Design	Quiz 1 Due quiz 1 at the end of week 2	Lab exercise 1 Due lab exercise 1 at the end of week 2
Module 2	Weeks 3 and 4 (Sept. 14- Sept. 27)	Lettering and Layouts	Quiz 2 Due quiz 2 at the end of week 4	Lab exercise 2 Due lab exercise 2 at the end of week 4
Module 3	Weeks 5 and 6 (Sept. 28- Oct. 11)	From Data to Design	Quiz 3 Due quiz 3 at the end of week 6	Lab exercise 3 Due lab exercise 3 at the end of week 6
Module 4	Weeks 7 and 8 (Oct. 12- Oct. 25)	Color and Choropleth Maps	Quiz 4 Due quiz 4 at the end of week 8	Lab exercise 4 Due lab exercise 4 at the end of week 8
Module 5	Weeks 9 and 10 (Oct. 26- Nov. 8)	Flow Mapping and Projections	Quiz 5 Due quiz 5 at the end of week 10	Lab exercise 5 Due lab exercise 5 at the end of week 10
Module 6	Weeks 11 – 12 (Nov. 9- Nov. 22)	Terrain Visualization and Web Mapping	Quiz 6 Due quiz 6 at the end of week 12	Lab exercise 6 Due lab exercise 6 at the end of week 12
Module 7	Weeks 13 – 14 (Nov. 30- Dec. 13)	Final project (Designing and Creating a Map)		Project report due at the end of week 14

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Quizzes	12%
Lab Exercises	80%
Course Project	8%

Quizzes (6 Quizzes -- total 120 points)

The quiz format is open book multiple choice questions. The quizzes cover the lectures, and assigned reading. A make-up quiz will be scheduled only in the event of personal illness or extraordinary circumstances. Anyone who will miss a quiz must notify the instructor in advance of the quiz date.

Lab Exercises (6 exercises—total 800 points)

Six Lab exercises are given. All assignments are due at the specific time assigned. The scores for late submitted assignments will be deducted by 5% per day except in extraordinary circumstances. The six exercises will help to create the final course project.

Course Project (Total 80 points)

Students will plan and create a specific Map for any application on a topic based on their own interests. The project will offer an opportunity to refine and apply skills learned. The six exercise assignments will help students to develop

the final project. Students can gather and integrate other data to create a Map. The project will contain a written report.

Grading Scale:

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

Due Dates and Late Policy

All course due dates are identified in the course outline. 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.

The scores for late submitted assignments will be deducted by 5% per day except in extraordinary circumstances.

Feedback and Grades

I will make every effort to provide feedback and grades as soon as possible through individual meetings, course websites, emails, and phone. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 6 to 9 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](#)).

Student Authentication and Verification

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

- Secure access to the learning management system using your unique UConn NetID and password.
- Video Conference with ID check

How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Please get helps from the support services on campus such as: [Dean of Students Office](#), [Academic Achievement Center](#), [Writing Center](#), [Quantitative Learning Center](#), [Center for Students with Disabilities](#), [Title IX Office](#), [Student Health and Wellness -- Mental Health](#).

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. Consider to watch this [video](#) and click [here](#) (https://nexus.uconn.edu/secure_per/studygroups/index.php) for more information.

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.

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 contact 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

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.

Help

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

This course uses 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.

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline.

Minimum Technical Skills

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

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

- Open and access PDF files.

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

Evaluation of 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.

2021-87 GIS **Revise Major (guest: Amy Burnicki)**

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES **COMMITTEE ON CURRICULA AND COURSES**

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: March 4, 2021
2. Department or Program: Geography
3. Title of Major: Geographic Information Science
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: **Reducing GEOG 2505, GEOG 3500Q and GEOG 3510 from 4 to 3 credits and changing GEOG 2410 to 1000-level (new course: GEOG 1100)**

Existing Catalog Description of Major

Bachelor of Science or Bachelor of Arts

Students can obtain a B.S. or B.A. degree. The GIScience B.A. degree does not require students to take biology, chemistry, physics, or calculus, and focuses on classes related to spatial analysis of social issues. The GIScience B.S. degree requires students to take biology, chemistry, physics and calculus and is intended as preparation for students pursuing a career in natural science or engineering with geospatial technology.

Major Requirements

The major in GIScience requires at least 31 credits of 2000-level or higher courses in the Department of Geography. GIScience majors complete basic core courses before beginning advanced courses. Recommended preparation for the major: GEOG [1302](#) and [2410](#).

Required Course Courses (at least 16 credits)

GEOG [2500](#), [2505](#), [3510](#) or [3500Q](#), [3530](#), and any GEOG W course at the 2000 level or above (1 or 3 credits).

Electives (15 credits)

In addition to the required courses above, the plan of study must include **15** credits of electives from courses below. At least nine credits of electives must be selected from the list of GIScience courses. At least six credits of electives must be selected from the list of Human Geography or Physical Geography courses. At least three credits must be 4000-level.

GIScience Courses:

GEOG [2510](#), [3110](#), [3500Q*](#), [3505](#), [3510*](#), [3512](#), [4130](#), [4230](#), [4515](#), [4516](#), [4518](#).

** if it's not chosen as a core course*

Human and Physical Geography Courses:

[GEOG 2000](#), [2100](#), [2200](#), [2300](#), [2310](#), [2320](#), [2400](#), [3000](#), [3200](#), [3310](#), [3400](#), [3410](#), [3420](#), [4210](#), [4220](#), [4300](#).

Related Courses (12 credits)

12 credits of related coursework taken in other departments. At least three credits of related courses must be selected from the list of Remote Sensing courses. The following is a list of pre-approved related courses that may be relevant to the GIScience major. Other courses can be used with approval of a student's Geography advisor.

Remote Sensing Courses:

NRE [2000](#), [3535](#), [4535](#), [4545](#), [4575](#).

Computer Science and Engineering Courses:

CSE [2050](#), [2100](#), [2102](#), [2300](#), [2304](#), [2500](#), [3000](#), [3100](#), [3150](#); [3300](#), [3400](#), [3500](#); CE [2251](#), [2310](#), [2410](#), [2710](#).

Math and Statistics Courses:

MATH [2110Q](#), [2130Q](#), [2143](#), [2144](#), [2210Q](#), [2410Q](#), [2420Q](#), [3160](#), [3410](#), [3435](#), [3710](#); STAT [2215Q](#), [3025Q](#), [3115Q](#), [3375Q](#), [3445](#), [3515Q](#).

Social Science Courses:

ANTH [2510](#), [3003](#), [3090](#), [3503](#), [3512](#), [3513](#), [3514](#), [3515](#); INTD [3584](#), [3594](#); POLS [2062](#), [2072Q](#); SOCI [3201](#), [3211Q](#); URBN [2000](#), [2100](#), [2301Q](#), [2302](#), [2400](#), [3000](#), [3993](#), [3981/3991](#), [3998](#); COMM [2110](#), [2940](#), [3000Q](#), [3300](#); WGSS [2124](#), [2255](#), [2255W](#), [3255](#), [3255W](#), [3269](#).

Natural Science Courses:

GSCI [2500](#), [3230](#), [4050W](#), [4210](#), [4735](#); EEB [4100](#), [4230W](#); MARN [2060](#), [3000](#), [3014](#), [3030](#), [3812](#).

Economics Courses:

ECON [2201](#), [2202](#), [2211Q](#), [2212Q](#), [2301](#), [2311](#), [2312](#), [2326](#), [2327](#), [3103](#), [3313](#), [3421](#), [3439](#).

The Information Literacy Competency and Writing in the Major requirements can be satisfied by passing any 2000 or higher level W course in Geography.

Proposed Catalog Description of Major

Bachelor of Science or Bachelor of Arts

Students can obtain a B.S. or B.A. degree. The GIScience B.A. degree does not require students to take biology, chemistry, physics, or calculus, and focuses on classes related to spatial analysis of social issues. The GIScience B.S. degree requires students to take biology, chemistry, physics and calculus and is intended as preparation for students pursuing a career in natural science or engineering with geospatial technology.

Major Requirements

The major in GIScience requires at least **29 credits** of 2000-level or higher courses in the Department of Geography. GIScience majors complete basic core courses before beginning advanced courses. Recommended preparation for the major: **GEOG 1100** or [1302](#).

Required Course Courses (at least **14 credits**)

GEOG [2500](#), [2505](#), [3510](#) or [3500Q](#), [3530](#), and any GEOG W course at the 2000 level or above (1 or 3 credits).

Electives (15 credits)

In addition to the required courses above, the plan of study must include **15** credits of electives from courses below. At least nine credits of electives must be selected from the list of GIScience

courses. At least six credits of electives must be selected from the list of Human Geography or Physical Geography courses. At least three credits must be 4000-level.

GIScience Courses:

GEOG [2510](#), [3110](#), [3500Q*](#), [3505](#), [3510*](#), [3512](#), [4130](#), [4230](#), [4515](#), [4516](#), [4518](#).

** if it's not chosen as a core course*

Human and Physical Geography Courses:

[GEOG 2000](#), [2100](#), [2200](#), [2300](#), [2310](#), [2320](#), [2400](#), [3000](#), [3200](#), [3310](#), [3400](#), [3410](#), [3420](#), [4210](#), [4220](#), [4300](#).

Related Courses (12 credits)

12 credits of related coursework taken in other departments. At least three credits of related courses must be selected from the list of Remote Sensing courses. The following is a list of pre-approved related courses that may be relevant to the GIScience major. Other courses can be used with approval of a student's Geography advisor.

Remote Sensing Courses:

NRE [2000](#), [3535](#), [4535](#), [4545](#), [4575](#).

Computer Science and Engineering Courses:

CSE [2050](#), [2100](#), [2102](#), [2300](#), [2304](#), [2500](#), [3000](#), [3100](#), [3150](#); [3300](#), [3400](#), [3500](#); CE [2251](#), [2310](#), [2410](#), [2710](#).

Math and Statistics Courses:

MATH [2110Q](#), [2130Q](#), [2143](#), [2144](#), [2210Q](#), [2410Q](#), [2420Q](#), [3160](#), [3410](#), [3435](#), [3710](#); STAT [2215Q](#), [3025Q](#), [3115Q](#), [3375Q](#), [3445](#), [3515Q](#).

Social Science Courses:

ANTH [2510](#), [3003](#), [3090](#), [3503](#), [3512](#), [3513](#), [3514](#), [3515](#); INTD [3584](#), [3594](#); POLS [2062](#), [2072Q](#); SOCI [3201](#), [3211Q](#); URBN [2000](#), [2100](#), [2301Q](#), [2302](#), [2400](#), [3000](#), [3993](#), [3981/3991](#), [3998](#); COMM [2110](#), [2940](#), [3000Q](#), [3300](#); WGSS [2124](#), [2255](#), [2255W](#), [3255](#), [3255W](#), [3269](#).

Natural Science Courses:

GSCI [2500](#), [3230](#), [4050W](#), [4210](#), [4735](#); EEB [4100](#), [4230W](#); MARN [2060](#), [3000](#), [3014](#), [3030](#), [3812](#).

Economics Courses:

ECON [2201](#), [2202](#), [2211Q](#), [2212Q](#), [2301](#), [2311](#), [2312](#), [2326](#), [2327](#), [3103](#), [3313](#), [3421](#), [3439](#).

The Information Literacy Competency and Writing in the Major requirements can be satisfied by passing any 2000 or higher level W course in Geography.

Justification

1. Reasons for changing the major: GEOG 2505, GEOG 3500Q and GEOG 3510 are computer-intensive courses that required access to specific GIS software programs. Traditionally, these software programs were only available on computers located in the Department of Geography's computer laboratories. The GIS software programs currently used in these courses are open-source, available through UConn AnyWare (or similar virtual desktop services), and/or provide free student licenses (and therefore can be installed on a personal machine). Providing students 4 hours of class time in a laboratory setting is no longer required given these changes in course software accessibility. The reduction in credit for these courses (4 credits to 3 credits) reflects this change. GEOG 2410 was originally developed as a 2000-level course prior to the creation of the Geographic Information Science major and several new GIS-related courses. GEOG 2410 has been approved by the Department to transition to GEOG 1100, where it will serve as an introductory GIScience and geospatial technology course. GEOG 1100 will remain a recommended course for the GIS major.
2. Effects on students: The change to the number of credit hours for GEOG 2505, GEOG 3500Q and GEOG 3510 reduces the number of credit hours required for major, which increases flexibility in student course schedules and reduces time commitments in completing the major. GEOG 2410 is not a required course for the major; recommended course only. Changing GEOG 2410 to GEOG 1100 will not impact GIS / GEOG majors as the course can still be listed as a recommended course.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee: January 27, 2021 and February 26, 2021
Department Faculty: February 3, 2021 and March 3, 2021
6. Name, Phone Number, and e-mail address of principal contact person:
Amy C. Burnicki
860-486-2420
amy.burnicki@uconn.edu

2021-88

GIS

Revise Minor (guest: Amy Burnicki)

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

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: March 4, 2021
2. Department or Program: Geography
3. Title of Minor: Geographic Information Science
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: **Reducing GEOG 2505, GEOG 3500Q and GEOG 3510 from 4 to 3 credits and changing GEOG 2410 to 1000-level (new course: GEOG 1100)**

Existing Catalog Description of Minor

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

1. [GEOG 2500](#) and [2505](#).
2. At least seven credits from the following courses, including three credits in GEOG: [ECON 2326](#); [GEOG 2410](#), [2510](#), [3110](#), [3500Q](#), [3505](#), [3510](#), [3512](#), [3530](#), [4090*](#), [4095*](#), [4099*](#), [4130](#), [4230](#), [4515](#), [4516](#), [4518](#), [4519](#); [MATH 3710](#); [STAT 2215Q](#).

* Using [GEOG 4090](#), [4095](#), [4099](#) requires permission of the undergraduate advisor or department head.

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

Proposed Catalog Description of Minor

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

1. [GEOG 2500](#) and [2505](#).
2. At least **eight** credits from the following courses, including three credits in GEOG: [ECON 2326](#); [GEOG 2410](#), [2510](#), [3110](#), [3500Q](#), [3505](#), [3510](#), [3512](#), [3530](#), [4090*](#), [4095*](#), [4099*](#), [4130](#), [4230](#), [4515](#), [4516](#), [4518](#), [4519](#); [MATH 3710](#); [STAT 2215Q](#).

* Using [GEOG 4090](#), [4095](#), [4099](#) requires permission of the undergraduate advisor or department head.

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

Justification

1. Reasons for changing the minor: GEOG 2505, GEOG 3500Q and GEOG 3510 are computer-intensive courses that required access to specific GIS software programs. Traditionally, these software programs were only available on computers located in the Department of Geography's computer laboratories. The GIS software programs currently used in these courses are open-source, available through UConn AnyWare (or similar virtual desktop services), and/or provide free student licenses (and therefore can be installed on a personal machine). Providing students 4 hours of class time in a laboratory setting is no longer required given these changes in course software accessibility. The reduction in credit for these courses (4 credits to 3 credits) reflects this change. GEOG 2410 was originally developed as a 2000-level course prior to the creation of the Geographic Information Science major and several new GIS-related courses. GEOG 2410 has been approved by the Department to transition to GEOG 1100, where it will serve as an introductory GIScience and geospatial technology course. As such, GEOG 1100 can no longer be taken for credit for the GIS minor.
2. Effects on students: The change to the number of credit hours for GEOG 2505, GEOG 3500Q and GEOG 3510 will not have a substantial impact on students as the minor still requires the completion of 15 credits, achieved by completing five courses. While the transition of GEOG 2410 to GEOG 1100 eliminates a potential elective course in the minor, the Department provides 13 GIS-related courses that can be taken as GIS minor elective courses.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
 Department Curriculum Committee: January 27, 2021 and February 26, 2021
 Department Faculty: February 3, 2021 and March 3, 2021
6. Name, Phone Number, and e-mail address of principal contact person:
 Amy C. Burnicki
 860-486-2420
 amy.burnicki@uconn.edu

2021-89 AAAS/HIST 3712 **Revise Course (G) (S)**

COURSE ACTION REQUEST	
CAR ID	21-4954
Request Proposer	Azimi
Course Title	Middle East Crucible
CAR Status	In Progress
Workflow History	Start > Draft > History > College of Liberal Arts and Sciences > Return > History > AAAS > 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	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Subject Area #2	AAAS
School / College #2	College of Liberal Arts and Sciences
Department #2	AAAS
Reason for Cross Listing	Subject area is foundational to the study of Islam in Asia.
Course Title	Middle East Crucible
Course Number	3712
Will this use an existing course number?	Yes
Please explain the use of existing course number	An established and familiar number. Other courses I teach are 3000 level: the material involved in 3712 requires greater academic preparation or background than expected in 2000 level courses. This does not preclude freshmen and sophomores or place any limit on students from other disciplines.

CONTACT INFO	
Initiator Name	Fakhreddin Azimi
Initiator Department	History
Initiator NetId	faa02002
Initiator Email	fakhreddin.azimi@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 C: History
General Education Competency	
Environmental Literacy	
Number of Sections	1
Number of Students per Section	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and discussion

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

GRADING	
Is this course repeatable for credit?	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	Expertise limited to Storrs. All regional campuses may not have required staffing/resources.
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	HIST 3712. The Middle East Crucible 3.00 credits Prerequisites: None. Grading Basis: Graded Twentieth-century issues in the Middle East heartland with analysis focusing on the Ottoman heritage, nationalism, Arab-Israeli and other conflicts, Islam, oil, water, rapid sociopolitical change, trends in development, super-power rivalries, and the search for identity, independence, and peace with justice.						
Provide proposed title and complete course catalog copy	AAAS/HIST 3712. The Middle East Crucible 3.00 credits Prerequisites: None. Grading Basis: Graded Twentieth-century developments in the Middle East, focusing on political Islam/Islamism, Orientalism, imperialism, the history of struggles for representative government, nationalism, the Israeli-Palestinian conflict, super-power rivalries, and the search for identity, independence, and peace with justice. CA1 (C). CA4-INT.						
Reason for the course action	To cross list with AAAS and get approved for Gen Ed requirements.						
Specify effect on other departments and overlap with existing courses	Cross listing as per request by Director of AAAS.						
Please provide a brief description of course goals and learning objectives	The course seeks to enhance the student's grasp of how diversity of cultures has expressed itself historically. Focusing on the historically specific manifestations of multiculturalism and interactions of culture, power and interpretive perspectives, the course explores the consequences of power-infused cultural interactions and the cultural and political repercussions of European imperial domination of the Middle East. It discusses how, in the areas of political and civic culture and religious discourse, the peoples of the Middle East have encountered European political and cultural traditions, and how they have attempted to respond to them and to modernize without losing their own sense of cultural identity or distinctiveness.						
Describe course assessments	Three short writing assignments / responses to documentaries or YouTube (30 % of grade) A 6-7 page paper based on a designated text to be analyzed. (30 % of grade) A written exam covering required readings and material discussed in class (40 %)						
General Education Goals	The course seeks in an accessible manner to equip students to become articulate, morally sensitive, and critical thinkers as well as informed citizens with a broader understanding of an interconnected world.						
Content Area: Arts and Humanities	The course seeks to enable students to acquire an analytical understanding of how historians, as humanists, make sense of the complex issues humanity has faced; how a probing attitude, alongside an understanding of various facets of human experience, contribute to a better understanding of an increasingly complex, multicultural society. It will underline not just differences but fundamental commonalities among people.						
Content Area: Diversity and Multiculturalism (International)	The course seeks to highlight the diversity of international cultures, values and modes of being, enabling students to understand the cultural perspective and experiences of under-represented, denigrated, or neglected cultures and to appreciate their richness. In doing so the course seeks to introduce students to other cultures' self- understanding; it seeks to represent other cultures in a manner recognizable to them.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Attachment Link	File Name	File Type			
Attachment Link	File Name	File Type					

	Syll3712 Fall 2020 (2) .doc	Syll3712 Fall 2020 (2) .doc	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Fakhreddin Azimi	01/10/2021 - 11:21	Submit		I have filled out the required sections of the CAR form for consideration.
	History	Matthew G McKenzie	02/15/2021 - 14:22	Approve	2/15/2021	Approved as per History department process
	College of Liberal Arts and Sciences	Pamela Bedore	02/15/2021 - 19:24	Return	2/15/2021	Returning to proposer as per email 2.15.2021.
	Return	Fakhreddin Azimi	02/17/2021 - 14:26	Resubmit		Following consultation with Matthew McKenzie , I am resubmitting the form for conversion of Hist 3712 to a General Education course.
	History	Matthew G McKenzie	02/18/2021 - 11:08	Approve	2/18/2021	History department approved;
	AAAS	Na Lae Kim	02/19/2021 - 15:20	Approve	2/19/2021	AAASI approves the course

History 3712

Fall 2020

MIDDLE EAST CRUCIBLE

Instructor: Professor Fakhreddin Azimi
 Office: Wood Hall, Room 221
 Phone: (860) 486-0650(not currently in use)
 E-mail: fakhreddin.azimi@uconn.edu
 Office hours: Tue. & Th. by appointment; should be arranged by email

Required Reading

Munson, *Islam and Revolution in the Middle East*.
 Said, *Covering Islam*.
 Azimi, *The Quest for Democracy in Iran: A Century of Struggle Against Authoritarian Rule* (Online version available through UConn library).
 Khalidi, *Resurrecting Empire*.

Recommended further reading

Abrahamian, *A History of Modern Iran* (2008).
 Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran* (1989); Said Amir Arjomand: "Iran's Islamic Revolution in Comparative Perspective:," *World Politics*, Vol.

38, No. 3 (Apr. 1986), pp. 383-414.

<http://www.la.utexas.edu/users/chenry/pmena/coursemats/2009/arjomand-2010199.pdf>

Nazih M. Ayubi, *Political Islam: Religion and Politics in the Arab World* (1991).

Albert Hourani, *Arabic Thought in the Liberal Age*.

Nader Sohrabi, *Revolution and Constitutionalism in the Ottoman Empire & Iran* (2011).

Albert Hourani, *Islam in European Thought*.

John Esposito, *Islam and Politics*.

Charles Kurzman, *The Unthinkable Revolution in Iran* (2005).

Rashid Khalidi, *Sowing Crisis: The Cold War and American Dominance in the Middle East* (2010).

David K. Fieldhouse, *Western Imperialism in the Middle East, 1914–1958* (2006).

John Esposito, *Islamic Threat: Myth or Reality*.

Edward Said, *Orientalism*.

Roy P. Mottahedeh, *The Mantle of the Prophet*, Epilogue.

Roy P. Mottahedeh, “Clash of Civilizations: An Islamicist Critique”, *Harvard Middle Eastern and Islamic Review*, vol. 2, no.2, Autumn 1995.

Edward Said, “The Clash of Definitions”, in Said, *Reflections on Exile*, pp. 569-590.

Samuel Huntington, “Clash of Civilizations?”, *Foreign Affairs* 72, 3 (Summer 1993).

Dale Eickelman & James Piscatori, *Muslim Politics*.

Olivier Roy, *The Failure of Political Islam*.

Juan R. I. Cole, *Colonialism and Revolution in the Middle East* (1993), pp. 3-22, 234-89.

A. G. Hopkins, “The Victorians and Africa: A reconsideration of the occupation of Egypt, 1882”, *Journal of African History*.

Gasiorowski & Byrne, *Mohammad Mosaddeq and the Coup of 1953 in Iran* (2004).

Roger Hardy, *The Poisoned Well: Empire and its Legacy in the Middle East* (2017).

Primary Sources

Useful sources are found here:

<http://sourcebooks.fordham.edu/Halsall/mod/modsbook54.asp>

Also, for a translation of primary sources consult:

Negin Nabavi, (Editor, Translator, Introduction), *Modern Iran: A History in Documents*

(Markus Wiener Publishers, 2016)

Course Overview

The course will primarily explore the encounters with imperialism, and the unfolding of modernity in the Middle East. It will focus on discussing political and cultural change in the region with particular reference to constitutional and democratic upheavals in Iran since the early 20th century. It will also deal with the trajectory of political Islam in the context of domestic socio-political and cultural developments of the region. Iraq since 2003, Orientalist perceptions of Islam, and the socio-cultural challenges facing Middle Eastern peoples will also be discussed.

Course Format

Lectures, discussions and assignments.

Class attendance

Students are required to attend class actively. Non-attendance due to illness, emergencies or religious holidays is excused. There are a number of institutions at the University of Connecticut that can help students who experience difficulty. They include: Dean of Students Office, Academic Achievement Center, Writing Center, Quantitative Learning Center, Center for Students with Disabilities, Title IX Office, Student Health and Wellness -- Mental Health

Examinations, Assignments

The course work evaluation consists of one exam, a term paper and three assignments. The exam will cover the material discussed in class and will count as 40% of the final grade.

The details of the term paper are given below under **Week 7**. It will count as 30% of the final grade.

There will be three assignments based on watching documentaries or listening to online lectures and responding to questions, specified below. The assignments will count as 30% of the final grade.

Examination policy and procedures follow university regulations. See further: <http://www.president.uconn.edu/sblstand.htm>

Academic integrity

A fundamental tenet of all educational institutions is academic honesty; cheating and plagiarism (i.e. misrepresenting someone else's work as one's own) are serious offences in any academic setting, and will not be tolerated. Academic misconduct may take a variety of other forms, which are fully described in the revised Student Code, available at

<http://vm.uconn.edu/~dosa8/code2.html>. Students should therefore familiarize themselves with the procedures regarding academic integrity contained in the Code.

Course Outline

Week 1 Background: Islam, religion & ideology I
Sept. 1, 3 Munson, chs. 1 - 2

Week 2 Islam, religion & ideology II
Sept. 8, 10 Munson, chs. 3- 4

Recommended further reading:

Ayubi, *Political Islam: Religion and Politics in the Arab World*

Week 3
Sept. 15 Muslim Sectarianism past and present
https://www.youtube.com/watch?v=gVPI_pHPid4
The question to consider is: "Is Islam a particularly sectarian religion?"
Send your response (about 500 words) by Sept. 19.

Sept. 17 Constitutionalism and absolutism in Iran
Azimi, chs.1-2

Recommended further reading:

Abrahamian, chs. 1&2

Sohrabi, Revolution and Constitutionalism in the Ottoman Empire and Iran, chs. 6 & 7

Week 4 Consolidation of the Pahlavi Autocracy
Sept. 22, 24 Azimi, ch. 2

Recommended further reading:

Abrahamian, ch. 2

Week 5 Parliamentarianism, and the Coup of 1953
Sept. 29, Oct. 1 Azimi, ch.3

Recommended further reading:

Abrahamian, ch. 4

Week 6

Oct. 6 The Coup of 1953 as an episode in the end of the British Empire
Please watch: <https://www.youtube.com/watch?v=xhCgJE1pQEQ>

Oct. 8 Triumph of Authoritarian Rule
Azimi, chs. 4 & 6

Recommended further reading:
Abrahamian, ch. 5

Week 7 Structure of Royalist Rule and Western Imperial Interests
Oct. 13, 15 Azimi, chs.7-8

Recommended further reading:
Nabavi, *Modern Iran: A History in Documents*
For Khomeini on the events of 1963 see:
<http://sourcebooks.fordham.edu/Halsall/mod/modsbook54.asp>

Term Paper due: Oct. 15.

Detailed instruction will be sent in a separate e-mail early in the semester.

The term paper will be an analysis of Said's *Covering Islam*.

Alternatively students can inform me and write on the theme of imperialism and nationalism in Egypt or Iran. In this case the sources include:

- Egypt: based on Juan R. I. Cole, *Colonialism and Revolution in the Middle East* (1993), pp. 3-22, 234-89; A. G. Hopkins, "The Victorians and Africa: A reconsideration of the occupation of Egypt, 1882", *Journal of African History*, 27 (1986), pp. 363-91.

OR

- Iran: based on chapters by Azimi, Gasiorowski and Louis, in Gasiorowski & Byrne, *Mohammad Mosaddeq and the Coup of 1953 in Iran*.

Week 8

Oct. 20 Cultural and Socio-political Confrontations:
the Iranian Revolution I
Azimi, ch. 9

Oct. 22 No lecture: **Assignment # 1**
"Decadence and the Downfall"
<https://www.youtube.com/watch?v=fDhGPYWfKFU>

Watch the documentary (link above) and comment on its content, paying attention to:

- why the Shah wanted to have such a celebration
- the political atmosphere in Iran at the time
- the shah's vision and mentality
- the role of the political elite

Think about the documentary's title: is it inevitable that decadence results in downfall?

In your comments, which should be about a page or so long, you must quote from the documentary. Pay particular attention to the statements of people directly or indirectly involved in the events. Email me your comments **by Oct. 25.**

Week 9 Cultural and Socio-political Confrontations:
Oct.27, 29 the Iranian Revolution II
Azimi, chs.5 & 10

Recommended further reading

Mottahedeh, *The Mantle of the Prophet*, Epilogue

Week 10
Nov. 3 The Iranian Revolution
<https://www.youtube.com/watch?v=87gaBfqvWOY>

Nov. 5 Revolution & Clerical Rule in Iran I
Azimi, chs.5 & 10

Recommended further reading:

Abrahamian, ch. 6

[Kurzman](#), *The Unthinkable Revolution in Iran*, ch. 8

Arjomand, "Iran's Islamic Revolution in Comparative Perspective", *World Politics*, Vol. 38, No. 3 (Apr., 1986), pp. 383-414; available at:

<http://www.la.utexas.edu/users/chenry/pmena/coursemats/2009/arjomand-2010199.pdf>

Week 11
Nov. 10 Clerical Rule and the socio-cultural issue in post-
Revolutionary Iran
Azimi, chs. 11, 12 & Epilogue

Recommended further reading:

Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*

Nov. 12 No lecture. Assignment # 2
Orientalism & Western empires In the Middle East
Said documentary and Khalidi, intro & ch. I

https://www.youtube.com/watch?v=fVC8EYd_Z_g

And/ or:

<https://www.youtube.com/watch?v=7g1ooTNkMQ4>

Address the following question: "How did Orientalism impact perceptions of Western policy makers in dealing with the Middle East?". Write up your comments (500- 700 words, include quotations) and **send by Nov. 15.**

Week 12

Nov. 17 **Exam**

Nov. 19 Islamism in Saudi Arabia, Syria, Egypt
Munson, pp. 41-137)

Recommended further reading:

Eickelman & Piscatori, *Muslim Politics*, ch. 1

Roy, *The Failure of Political Islam*, ch. 4

Week 13

Dec. 1 Invasion of Iraq
Frontline & Khalidi, chap.2

Optional Assignment

<https://www.pbs.org/video/frontline-losing-iraq/>

Watch the documentary on the invasion of Iraq (link above) and also read Khalidi's *Resurrecting Empire*, Ch. 2 on Iraq. As you watch the documentary and read the chapter, bear the following question in mind: "Of the set of key factors mentioned as accounting for the invasion of Iraq, which do you consider to be the most significant and why?". You may write a 500-700 response for extra credit (send by Dec. 5).

Recommended further reading

Fieldhouse, *Western Imperialism in the Middle East, 1914-1958*

[Khalidi](#), *Sowing Crisis: The Cold War and American Dominance in the Middle East*

Week 13 Western encounters with the Middle East

Dec. 3 No lecture **Assignment # 3**

US & Palestine: Khalidi ch. 4. and his "Brokers of deceit" talk

<https://www.youtube.com/watch?v=vRTHJ91Tq9g>

And /or SOAS lecture:

<https://www.youtube.com/watch?v=8MHx8zfw1g>

For the assignment, in addition to reading *Resurrecting Empire*, Ch. 4, focus on the lecture(s) and write 500-700 words on the following question: "What accounts for US policy toward the Israeli-Palestinian conflict?". Send your comments by **Dec. 7.**

Other documentary material, will be integrated in the lectures whenever appropriate.

Week 14 Review

2021-90 CHEM 5331 Add Course

COURSE ACTION REQUEST	
CAR ID	21-5975
Request Proposer	Yao
Course Title	Advanced Instrumental Analysis
CAR Status	In Progress
Workflow History	Start > Chemistry > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	CHEM
School / College	College of Liberal Arts and Sciences
Department	Chemistry
Course Title	Advanced Instrumental Analysis
Course Number	5331
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Xudong Yao
Initiator Department	Chemistry
Initiator NetId	xuy04002
Initiator Email	xudong.yao@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	The course is taught in two 1.25-hour lectures per week.

COURSE RESTRICTIONS	
Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	Undergraduate Analytical Chemistry
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 proposed title and complete course catalog copy	CHEM 5331. Advanced Instrumental Analysis 3.0 credits Prerequisites: None Recommended Preparation: a course in advanced Analytical Chemistry Grading Basis: Graded Provides graduate students with the foundations necessary to understand and apply chemical analyses and instrumental techniques.		
Reason for the course action	The new graduate course provides students who fail the entrance proficiency exam in Analytical Chemistry an option to fulfill proficiency requirements in chemistry. This course is designed for students in divisions other than the Analytical Division. Currently, students take one of the three core courses in the division to meet the requirement. However, each course only covers fractions of chemical analysis knowledge but in great depth targeting the divisional students.		
Specify effect on other departments and overlap with existing courses	No		
Please provide a brief description of course goals and learning objectives	This course is designed to provide graduate students with the foundations necessary to understand chemical analyses and instrumental techniques. The lectures cover essential statistical concepts used for evaluating the results and assessing the figures of merit of any type of analysis. Fundamental principles of signal measurement and enhancement are also provided to develop a basic understanding of the factors that influence the performance of instrumental techniques. The most common techniques present in the modern laboratory are then introduced to understand their principles, to recognize the type of accessible information, and to consider possible limitations. At the end of the course, students should be ready to capitalize on these concepts to benefit their graduate projects and should possess the basic proficiency necessary to tackle more specialized courses dedicated to individual techniques.		
Describe course assessments	Four exams. Each exam counts for 25% of the course grade.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	AdvancedInstrumentalAnalysis_Chem5331_Req_Syl.docx	AdvancedInstrumentalAnalysis_Chem5331_Req_Syl.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Xudong Yao	02/25/2021 - 13:56	Submit		We intend to offer the course to new chemistry graduate students in Fall 2021.
	Chemistry	Fatma Selampinar	02/27/2021 - 03:14	Approve		The course is approved by the Graduate Program Committee on February 26, 2021, which was already approved by the analytical division.

Chem 5331

Advanced Instrumental Analysis

D. Fabris, J. Zhao, X. Yao, and J. Rusling

Fall Semester 2020

This course is designed to provide graduate students with the foundations necessary to understand chemical analyses and instrumental techniques. The lectures cover essential statistical concepts used for evaluating the results and assessing the figures of merit of any type of analysis. Fundamental principles of signal measurement and enhancement are also provided to develop a basic understanding of the factors that influence the performance of instrumental techniques. The most common techniques present in the modern laboratory are then introduced to understand their principles, to recognize the type of accessible information, and to consider possible limitations. At the end of the course, students should be ready to capitalize on these concepts to benefit their graduate projects, and should possess the basic proficiency necessary to tackle more specialized courses dedicated to individual techniques.

General Information

Credits: 3

Lectures: Tue and Thu at 11:00 am - 12:15 pm in the Blackboard Collaborate room associated with the course

Instructors: ***Dr. D. Fabris***

Office: Chem A416, ph. (860) 486-2881, e-mail: dan.fabris@uconn.edu
Office hours: Wed at 12-noon or by appointment.

Dr. J. Zhao

Office: Chem A413, ph. (860) 486-2443, e-mail: jing.zhao@uconn.edu
Office hours: by appointment.

Dr. X. Yao

Office: Chem A419, ph. (860) 486-6644, e-mail: x.yao@uconn.edu
Office hours: by appointment.

Dr. J. Rusling

Office: Chem A314, ph. (860) 486-4909, e-mail: james.rusling@uconn.edu
Office hours: by appointment.

Course website: HuskyCT.

Pre-requisites: Inquire with the instructors.

Text: D.A. Skoog, F.J. Holler, and S.R. Crouch, "Principles of Instrumental Analysis" seventh edition, 2018 Cengage ed., ISBN 978-1305577213, 9781305577213

Lecture handouts posted on HuskyCT.

Course Calendar for Fall 2020. The following are important deadlines and events. Mark these dates ASAP on your personal calendar to prevent surprises and misunderstandings.

Fall 2020, Course Calendar			
Sept 1	Section #1 (DF)	Nov 2	Last day to withdraw
Sept 14	Last day to drop w/o "W"	Nov 3	Exam #3
Sept 17	Exam #1	Nov 5	Section #4 (XY)
Sept 24	Section #2 (JR)	Nov 22-29	Thanksgiving Recess
Oct 10	Exam #2	Dec 3	Exam #4
Oct 15	Section #3 (JZ)	Dec 3	Last class

Note: The instructors reserve the right to change dates accordingly as the semester progresses. All changes will be communicated in a timely and appropriate manner.

Summary of course grading

Component	Weight
4 Exams	Each 25% of overall score

Exams. Each exam will be graded from 0 to 100, and the score will be worth 25% of the overall course score. No programmable/graphing calculators are allowed during exams. A simple scientific calculator will suffice.

Note: All Exams assignments must be written in permanent ink (printer or pen). Anything written/marked in pencil is not considered official and will not be graded.

Overall score/grade. At the end of the course, each score will be multiplied by its percent weight, then added together to provide the overall course score. Only at this point, a letter grade will be calculated according to the following boundaries: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D-; <60 F. Note that this conversion table is valid only when applied to the final overall score, but meaningless when applied to individual take-home or exam scores.

Handouts. Handouts will be available on the course's HuskyCT site in advance of the actual lectures. It is your responsibility to print them out before coming to class. Although the handouts are the basis for the instructors' lectures, they do not cover absolutely everything that will be discussed in class. A great deal of information will be provided during discussions and Q&As, which is not necessarily written on the handouts. Given that the exams will be based on all the material presented by the instructors (written on the handouts or communicated in class), it will be essential to come to class every day and complement the handout information with class notes. Do not rely solely on the handouts!

Lecture Topics. The following is an abbreviated list of topics covered in the course. The extent of coverage may change depending on the progress of the class during the semester.

- Introduction to the analytical problem
- Uncertainty of analysis and error propagation
- Statistical treatment of precision and accuracy

- Other analytical figures of merit
- Quantitative methods of analysis
- Noise theory and reduction
- Intro to electrochemical methods
- Electrochemical kinetics and mass transport
- Linear sweep and cyclic voltammetry
- Electrodes and microelectrodes
- Pulsed and square wave voltammetry
- Basic components of optical instruments
- Molecular absorption spectroscopy
- Molecular emission spectroscopy
- IR spectroscopy
- Raman Spectroscopy.
- Principles of Chromatography
- Liquid Chromatography
- Gas Chromatography
- Mass spectrometry

Class conduct. By enrolling in this course, each student assumes the responsibilities of an active participant in UConn's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary actions that may include, but is not limited to, suspension or dismissal. In the classroom, students are asked to comply with the rules of conduct posted at: <https://community.uconn.edu/wp-content/uploads/sites/523/2016/06/1819-The-Student-Code.pdf>

How to succeed in this course

- Attend class! If you miss a class, you miss a substantial amount of material. If absence is unavoidable, get the notes from a knowledgeable student who was present.
- Read the handouts before we cover the material in class. Preparation is essential! Coming to class with a basic knowledge of the material will help you retain lecture material *and* allow you to ask informed questions during class.
- Make flashcards of anything you may need to memorize.
- Set up a study group. Within the group, you can discuss the information in the lectures, quiz each other, and answer questions arising from lectures.
- Ask questions to your instructors! Your instructors can help you with any of the material. But please come prepared: don't show up for office hours without having looked at possible answers yourself, first.

2021-91 CHIN 1111 Revise Courses (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-5537
Request Proposer	Yang
Course Title	Elementary Chinese I

CAR Status	In Progress
Workflow History	Start > Literatures, Cultures and Languages > 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	CHIN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Elementary Chinese I
Course Number	1111
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is to make changes to the prerequisites of Chinese 1111.

CONTACT INFO	
Initiator Name	Chunsheng Yang
Initiator Department	Lit, Cultures and Languages
Initiator NetId	chy13003
Initiator Email	chunsheng.yang@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	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	Second Language
Environmental Literacy	
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	4
Instructional Pattern	Lectures and discussions

COURSE RESTRICTIONS	
Prerequisites	Not open to students who have had three or more years of Chinese in high school. Not intended for students with advanced Chinese language skills.
Corequisites	none

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

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

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

COURSE DETAILS	
Provide existing title and complete course catalog copy	CHIN 1111. Elementary Chinese I 4.00 credits Prerequisites: Not open to students who have had three or more years of Chinese in high school. Cannot be taken for credit after passing CHIN 1101, 1102, 1103, 1104, 1112, 1113, 1114. Grading Basis: Graded Development of ability to communicate in Chinese, orally and in writing.
Provide proposed title and complete course catalog copy	CHIN 1111. Elementary Chinese I 4.00 credits Prerequisites: Not open to students who have had three or more years of Chinese in high school. Students with prior knowledge of Chinese should contact the instructor or the program coordinator prior to registration. Cannot be taken for credit after passing CHIN 1101, 1112, 1113, or 1114. Grading Basis: Graded Development of ability to communicate in Chinese, orally and in writing.
Reason for the course action	For recent years, we occasionally have native speakers of Chinese who sign up for Chinese 1111, because there is no prerequisite which prevents them from doing so. Every time, we had to talk with the students and ask them to drop. In a few cases students refused to drop the course and even the registrar could not do anything about it. So we are requesting the change of prerequisites for the course to prevent such occurrence in the future. (ETA SRJ: the current wording is the result of much discussion within the department, and reflects the Chinese section's ultimate preferred language. A previous option suggested was "Not intended for students with advanced Chinese language skills.", taken from the closest comparanda Assistant Registrar Marc Hatfield could find, an AGNR course "Hispanic Culture and Communication in Agriculture". The problem there, as here, is with native speakers (not heritage speakers) who take advantage of the fact that the registrar currently has no way of barring native speakers who have proficiency far in excess of three years of HS. A meeting was held with GEOC to determine whether the university could suggest a model, but the decision was ultimately to leave the matter up to individual departments. This language is proposed in order to give the instructors a formal basis for persuading native speakers to drop the course.) (Note that as far as I can tell only 1101 exists in the catalog, as a self-study option that is rarely used; 1102-1104 do not exist. I have retained only the first.)
Specify effect on other departments and overlap with existing courses	none
Please provide a brief description of course goals and learning objectives	This course is an introduction to Mandarin Chinese, the language with the largest number of native speakers in the world. Course objectives by the end of Chinese 1111 are for students to attain Intermediate low as per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. By the time they attain this level, students will be able to conduct simple, practical conversations with Chinese speakers on a variety of everyday topics, read short passages in simplified or traditional (you choose) Chinese characters, and write/type simplified Chinese characters, at about 500-character level. Chinese culture and socially-culturally appropriate use of the language will be emphasized throughout the course, with audio and video employed extensively. The format for spoken classes consists of student performance of the day's basic conversation, various drills, and a multitude of communicative exercises; the format for written classes includes a TYPING dictation quiz, oral and silent reading of the day's lesson, questions and discussion in Chinese, explanation and translation into English as necessary, and some online games created by Kahoot and Nearpod.
Describe course assessments	The grade for this course will be based on classroom performance (60% after dropping the lowest two, including memorization and performance of the basic conversation), typing dictation quizzes and written/typing homework (15% after dropping the lowest two), unit tests (5%), midterm exam (10%), and final exam (10%). Daily performance on the activities will be graded on the following 10-point scale unless indicated otherwise: 10 = Performance that promises interaction with a native with no difficulty, discomfort, or misunderstanding; no "foreign" hesitation noise in speaking and no "foreignisms" in the written work 9= Performance comprehensible to native speakers, but some non-patterned errors that would hinder smooth interaction with them 8 = Performance comprehensible to a native, but evident weakness or patterned error 7 = Communication requires much help from interlocutor. 6 = Performance puts burden on interlocutor. To facilitate communication, an English-speaking native would avoid using Chinese with you. 3= Barely prepared, little competency evident 1 = Evidently unprepared, unable to perform 0 = Absent
General Education Goals	not relevant

Syllabus and other attachments	Attachment Link	File Name	File Type
	Chinese 1111 Syllabus Fall 2021.docx	Chinese 1111 Syllabus Fall 2021.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Chunsheng Yang	01/28/2021 - 12:48	Submit		hi Sara , I am submitting this request to change the prerequisites of Chinese 1111. Thanks a lot. George
	Literatures, Cultures and Languages	Sara R Johnson	02/05/2021 - 13:51	Approve	2/5/2021	I changed the wording of the prerequisite and added further language to the justification explaining something of the debate. Pam, if you feel on reviewing that this is not ready to go forward at the Feb9 meeting, just let us know.

University of Connecticut
Department of Literatures, Cultures, and Languages
CHIN1111: Elementary Chinese 初级中文I

Fall 2021

Instructor:

Times and Classroom:

Course Description

This course is an introduction to Mandarin Chinese, the language with the largest number of native speakers in the world. Course objectives by the end of Chinese 1111 are for students to attain novice mid/high as per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. By the time they attain this level, students will be able to conduct simple, practical conversations with Chinese speakers on a variety of everyday topics, read short passages in simplified or traditional (you choose) Chinese characters, and write/type simplified Chinese characters, at about 500-character level.

Chinese culture and socially-culturally appropriate use of the language will be emphasized throughout the course, with audio and video employed extensively. The format for spoken classes consists of student performance of the day’s basic conversation, various drills, and a multitude of communicative exercises; the format for written classes includes a TYPING dictation quiz, oral and silent reading of the day’s lesson, questions and discussion in Chinese, explanation and translation into English as necessary, and some online games created by Kahoot and Nearpod.

Please note that this is a semi-intensive, rapid, and rigorous introduction to Chinese listening, speaking, reading and writing, with about 2 hours of daily preparation and homework required.

Textbook

Four books are required:

- (1) *Basic Mandarin Chinese, Speaking & Listening; (BSC)*
- (2) *Basic Mandarin Chinese, Speaking & Listening, Practice Book; (BSC-PB)*
- (3) *Basic Mandarin Chinese, Reading & Writing; (BWC)*
- (4) *Basic Mandarin Chinese, Reading & Writing, Practice Book; (BWC-PB)*

By C. Kubler et al. (Tuttle Publishing, 2017).

Audio and Video materials in all four books are available in the publisher's website.

<https://www.tuttlepublishing.com/basic-mandarin-chinese-speaking-listening-textbook-audio-video>

<https://www.tuttlepublishing.com/basic-mandarin-chinese-speaking-listening-practice-book-audio-pdfs>

<https://www.tuttlepublishing.com/basic-mandarin-chinese-reading-writing-textbook-audio-pdfs>

<https://www.tuttlepublishing.com/basic-mandarin-chinese-reading-writing-practice-book-audio-pdfs>

Evaluation System

The grade for this course will be based on classroom performance (60% after dropping the lowest two, including memorization and performance of the basic conversation), typing dictation quizzes and written/typing homework (15% after dropping the lowest two), unit tests (5%), midterm exam (10%), and final exam (10%).

Daily performance on the activities will be graded on the following 10-point scale unless indicated otherwise:

- 10 = Performance that promises interaction with a native with no difficulty, discomfort, or misunderstanding; no "foreign" hesitation noise in speaking and no "foreignisms" in the written work
- 9 = Performance comprehensible to native speakers, but some non-patterned errors that would hinder smooth interaction with them
- 8 = Performance comprehensible to a native, but evident weakness or patterned error
- 7 = Communication requires much help from interlocutor.
- 6 = Performance puts burden on interlocutor. To facilitate communication, an English-speaking native would avoid using Chinese with you.
- 3 = Barely prepared, little competency evident
- 1 = Evidently unprepared, unable to perform
- 0 = Absent

Grades will be kept for every assigned performance, that is, you will be graded everyday, except the test day. **You will not be graded in the first week. Daily grading starts in week two, but those for week two will not be counted. This will give us all a chance to get used to this system. As of Monday of the third week, the grading system will go into full effect. The lowest four grades of class performance will be dropped.**

Grades, comments on your performance (which is more important than grades), and course information will be recorded on the HuskyCT system online. You should check this regularly to track your progress. **There is no curve in this course. You are competing against the communicative demands of the language, not against each other.** Each person will have to perform to receive credit; but there is nothing in the grading system to discourage collaborative efforts to achieve the highest level of performance possible.

If you must miss class, please let us know in good time if possible. **You will be allowed to make up no more than three missed classes in this semester.** The make-ups will be conducted by the instructors during their office hours or by appointment and will cover the work missed. Make-ups are to be arranged within two days of your return to class; missed classes which are not made up within the above time frame or which exceed three in number will be entered as zeroes in your grade record. It is vital that you maintain communication with your instructor if you miss class.

Grading Scale

According to [UConn policy](#), the following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

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

Academic Integrity

You could discuss your homework, presentations, or papers with your friends or consult with any Chinese student on campus, but the work should be absolutely yours. If any plagiarism found, the proceedings set by the Honor Code will be followed.

Federal Obligation to Conduct Student Authentication and Verification

The University of Connecticut is required by Federal Law to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit.

For this course, the following methods will be employed:

1. Secure NetID and Log In

HuskyCT, the learning management system in which all online courses are hosted authenticates student user accounts and passwords through NetID access. This process is already in place for all students enrolled in online courses at UConn and provides the first point of student authentication.

2. Attending classes with cameras on creates a much more engaging classroom for everyone, especially in this language class where we will learn how to pronounce *pinyin*. It allows you to engage more actively and for us to attend to each other more closely by responding to each other's non-verbal communications in real time. As it turns out, Federal guidelines require that instructors verify student identity on a regular basis. To improve classroom atmosphere and to comply with Federal student verification requirements, you will be expected to attend class with your cameras on.

Student with Disabilities

If you anticipate the need for reasonable accommodations, you must register with the Disability Services and request that the DS send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. 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.

IMPORTANT GUIDELINE FOR OUR STUDENTS IN CHINESE 1111

1. Be sure to come to every class; frequent cutting equals certain disaster! We can't emphasize enough the importance of regular class attendance and getting out of each class the maximum possible; participate actively, pay close attention to everything you hear and see, and anticipate the responses to questions even when you're not called upon.
2. We can't overstress the importance of **thorough preparation before each class**. You should plan on spending 2 hours daily on homework, review of the previous class, and most importantly preparation for the next class. This includes drilling with the audio recordings, studying the explanations in the textbooks, memorizing the Basic Conversation and new characters, writing the characters on the character practice sheets, and doing the other assigned homework. **Work with the audio recordings as actively as possible, always thinking of the meaning of what you're learning and saying**. It's your decision where you want to do the drill work with the audio recordings, but a quiet and private place helps ensure concentration and efficient learning. No matter where you do your drill work, make sure you're in a place where you can **speak loudly** and won't be disturbed.
3. **Memory work** will be an important part of this course. You should memorize the basic conversation that constitutes the core of each lesson by **working intensively with the audio recordings that accompany the textbook. Don't rely on reading the Pinyin Romanization in your textbook, which is merely for reference**; learning directly from the Pinyin is bound to lead to poor pronunciation. Memorize each basic conversation thoroughly so you can perform it in class accurately and fluently. It's essential to internalize the new words and grammar patterns so they'll be available for your own creative use when needed. Doing this will aid your fluency and naturalness of speaking. To be sure, repetition, drill, and memorization are only the first steps leading to our goal of communicative competence but they're important steps, since they firmly establish in your brain the sounds and structures of the language for you to draw on in your own speech. You'll also need to learn how to recognize Chinese characters from memory and know how to type correctly. We hope you understand the importance of all these activities and ask that you work hard at them.
4. Please do all writing in no.2 pencil or black or blue ink. Please don't use light pens or red or green ink.
5. Homework can't be accepted late and missed quizzes can't be made up; however, the 2 lowest (or up to 2 missing) quiz scores will be dropped. Tests can be made up only in cases of medical or family emergency or religious holidays.
6. Starting from Unit 1, there will be classes for training in spoken Chinese (spoken Chinese class), and classes for training in reading and writing (written Chinese class). Written class is usually one lesson behind the spoken class. For example, when we are in Unit 2 in the speaking class, at the same time we are also studying Unit 1 written Chinese. During the spoken classes, **Chinese only** is to be used! Please resist the temptation to speak in English. If you have questions that can be asked or answered only in English, please ask at the last five minutes of the class, meet with instructors during office hours or some other agreed upon time, or communicate with your instructors via email. In our classes we want to create as "Chinese" an atmosphere as possible and get you used to thinking in Chinese; if we were to revert to English every few minutes, that would be hard to accomplish. During the written Chinese classes, you should also speak in Chinese, but the instructors may from time to time explain something in English or ask you to translate the written Chinese into English.

7. We suggest that you not bring your cell phones in the speaking class. However, you will need a smart phone to the written Chinese class as we sometimes will play games.
8. According to Chinese custom, it is considered improper to wear hats or caps in class, or to chew gum or eat (eating is also impractical, since your mouth should always be ready to speak Chinese). It is fine to bring water or some other beverage for drinking.
9. We are excited about having you in Chinese 1111 this semester and we think you'll be surprised at how much you learn.

2021-92 ECON 3321 Add Course

COURSE ACTION REQUEST	
CAR ID	21-6097
Request Proposer	Langlois
Course Title	Programming and Computation with R for Economists
CAR Status	In Progress
Workflow History	Start > Draft > Economics > 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	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Programming and Computation with R for Economists
Course Number	3321
Will this use an existing course number?	No

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?	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
Instructional Pattern	Lecture

COURSE RESTRICTIONS	
Prerequisites	ECON 2201 or 2211Q; 2202 or 2212Q
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?	Yes
List specific classes	Not open for credit to students who have passed ECON 5321
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	May be offered at Stamford in the future.
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	ECON 3321. Programming and Computation with R for Economists 3.00 credits Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q. Not open for credit to students who have passed ECON 5321 Grading Basis: Graded Basics of R programming. Objects, data structures, logical design, functions. Applications to matrix algebra, optimization, data visualization, and econometric analysis.
Reason for the course action	To create an undergraduate version of a course in our Masters of Science in Quantitative Economics (MSQE) program that can be co-taught with the graduate course. The intention is to serve undergraduate in the BS program. The undergraduate version will have joint lectures but slightly different requirements.
Specify effect on other departments and overlap with existing courses	None.
Please provide a brief description of course goals and learning objectives	This is an undergraduate level programming and computation course using R. Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write codes, so that they can assemble computational tools needed to solve various economic problems. No programming knowledge is assumed for this class, but some basic econometrics knowledge may be assumed. Students will learn the basics of R programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, data visualization, econometric analysis using the R programming language.
Describe course assessments	Summary of Course Grading: Participation 15% Homework 15% Midterm Exam 30% Final Project 40% Participation: Students will be graded on their participation during the hands-on (lab) portion of the class. Homework will be assigned in the class and notified through HuskyCT. The format of midterm exam is to finish a small project independently. Details will be introduced in the class. Final project is to finish a project on some topic chosen by the students themselves. Details and instructions will be discussed in class.

Syllabus and other attachments	Attachment Link	File Name	File Type
	Undergrad-R.docx	Undergrad-R.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Richard N Langlois	03/01/2021 - 12:43	Submit		Approved by the undergraduate committee January 29, 2021 and by the Economics Department February 5, 2021.
	Economics	Richard N Langlois	03/01/2021 - 13:48	Approve	1/29/2021	Approved by the undergraduate committee January 29, 2021 and by the Economics Department February 5, 2021.



ECON-3498-Variable Topics

Programming & Computation with R for Economists

Syllabus – Spring 2021

Course and Instructor Information

Course Title: Programming & Computation with R for Economists

Credits: 3

Format: Distance Learning (HuskyCT->Blackboard Collaborate Ultra) 11:15-12:05

Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q.

Professor: Min Seong Kim

Facilitator: Dingxian Cao

Email: dingxian.cao@uconn.edu

Office Hours/Availability: TBD

Course Materials

Required course materials

- *The Art of R Programming: A Tour of Statistical Software Design*, Norman Matloff, ISBN: 9781593273842

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

Course Description

This is an undergraduate level programming and computation course using R. Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write codes, so that they can assemble computational tools needed to solve various economic problems.

No programming knowledge is assumed for this class, but some basic econometrics knowledge may be assumed. Students will learn the basics of R programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, data visualization, econometric analysis using the R programming language.

Course Mechanics

In each class, I will have a short lecture that covers a single topic. The rest of the class is will be a lab session, in which students will work through a set of practice exercises using various economic data. These are to be completed and submitted. There will also be a midterm and final project.

Course Outline

1. Operation in R: Arithmetic operation, relational operation, logical operation
2. Variable assignment: Numeric, Character, Logical
3. Data structures: Vector, Matrix, Factor, Data frame, List
4. Data Input
5. Date data
6. Conditional statement: if, else if, else
7. Loop: while, for (Application: Bootstrap)
8. Functions: How to use a built-in function, and how to write a function
9. Visualization
10. Group comparison: Two sample t test, ANOVA
11. Linear regression analysis
12. Logistic regression

Data Sets

You can find many interesting datasets from

- Kaggle webpage: www.kaggle.com
- College Data: <http://www-bcf.usc.edu/~gareth/ISL/data.html>
- Exchange Rate Data: <https://fred.stlouisfed.org/series/DEXUSEU>
- Housing Market Data: <https://www.kaggle.com/harlfoxem/housesalesprediction>
- Wage Data: <https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Participation	15%
Homework	15%
Midterm Exam	30%
Final Project	40%

Participation

Students will be graded on their participation during the hands-on (lab) portion of the class.

Homework

Homework will be assigned in the class and notified through HuskyCT.

Midterm Exam

The format of midterm exam is to finish a small project independently. Details will be introduced in the class.

Final Project

Final project is to finish a project on some topic chosen by the students themselves. Details and instructions will be discussed in class.

For additional information on undergraduate grading policies see here:

<https://registrar.uconn.edu/grades/>

For additional information on graduate grading policies see here (note that effective Fall, 2020,

the grade of A+ no longer exists) <https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/#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

Due Dates and Late Policy

All due dates and deadlines will be clearly announced in class. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late policy is that any submission later than the due dates or deadlines without sufficient reason will receive a late penalty on the grades.

Feedback and Grades

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

Weekly Time Commitment

You should expect to dedicate 5 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](#)).

How to Succeed in this Course

This course requires more independent study than other kinds of courses, because the best way to learn and improve programming skills is to do it yourself. There are a lot of free resources available online that can help you apply R. I recommend you use Google and Stackoverflow <https://stackoverflow.com/questions/tagged/r> to enhance your view on programming and R.

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started.

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 contact 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/>

2021-93 ECON 3322 Add Course

COURSE ACTION REQUEST	
CAR ID	21-6102
Request Proposer	Langlois
Course Title	Open Source Programming with Python for Economists
CAR Status	In Progress
Workflow History	Start > Economics > 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	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Open Source Programming with Python for Economists
Course Number	3322
Will this use an existing course number?	No

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?	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
Instructional Pattern	Lecture

COURSE RESTRICTIONS	
Prerequisites	ECON 2201 or 2211Q; ECON 2202 or 2212Q
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?	Yes
List specific classes	Not open for credit to students who have passed ECON 5322
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	May be offered in Stamford in the future
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	ECON 3322. Open Source Programming with Python for Economists 3.00 credits Prerequisites: ECON 2201 or 2211Q; ECON 2202 or ECON 2212Q. Not open for credit to students who have passed ECON 5322. Grading Basis: Graded Introduction to Python. Code structure; control flow; data input/output in various formats; testing and debugging.
Reason for the course action	To create an undergraduate version of a course in our Masters of Science in Quantitative Economics (MSQE) program that can be co-taught with the graduate course. The intention is to serve undergraduate in the BS program. The undergraduate version will have joint lectures but slightly different requirements.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	This is an undergraduate-level programming and computation course using Python. Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write code, so that they can assemble computational tools needed to solve various economic problems. No programming knowledge is assumed for this class, but some basic econometrics knowledge may be assumed. Students will learn the basics of Python programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, data visualization, econometric analysis using the Python programming language. By the end of the semester, students should be able to: 1. Perform general programming with Python 2. Process different kinds of data more efficiently 3. Conduct a project independently
Describe course assessments	Summary of Course Grading: Participation 15% Homework 15% Midterm Exam 30% Final Project 40% Participation: Students will be graded on their participation during the hands-on (lab) portion of the class. Homework will be assigned in the class and notified through HuskyCT. The format of midterm exam is to finish a small project independently. Details will be introduced in the class. Final project is to finish a project on some topic chosen by the students themselves. Details and instructions will be discussed in class.

Syllabus and other attachments	Attachment Link	File Name	File Type
	Undergrad-Python.docx	Undergrad-Python.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Richard N Langlois	03/01/2021 - 13:50	Submit		Approved by the undergraduate committee January 29, 2021. Approved by the Economics Department February 5, 2021.
	Economics	Richard N Langlois	03/01/2021 - 14:15	Approve	1/29/2021	Approved by the undergraduate committee January 29, 2021. Approved by the Economics Department February 5, 2021.



ECON-3498-Variable Topics

Open Source Programming with Python

Syllabus – Spring 2021

Course and Instructor Information

Course Title: Open Source Programming with Python

Credits: 3

Format: Distance Learning (HuskyCT->Blackboard Collaborate Ultra)
MoWeFr 10:10AM - 11:00AM

Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q.

Professor: Olivier Morand

Facilitator: Dingxian Cao

Email: dingxian.cao@uconn.edu

Office Hours/Availability: TBD

Course Materials

Required course materials

Python Programming for Economics and Finance

https://python-programming.quantecon.org/downloads/pdf/python_programming_for_economics_finance.pdf

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

Course Description

This is an undergraduate level programming and computation course using Python. Computation using a programming language is an essential part of data analysis. Competent economists with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write codes, so that they can assemble computational tools needed to solve various economic problems.

No programming knowledge is assumed for this class, but some basic econometrics knowledge may be assumed. Students will learn the basics of Python programming – objects, data structures, logical design, functions, etc. They will also learn how to conduct matrix algebra, data visualization, econometric analysis using the Python programming language.

Course Objectives

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

1. Perform general programming with Python
2. Process different kinds of data more efficiently
3. Conduct a project independently

Course Mechanics

In each class, I will have a short lecture that covers a single topic. The rest of the class is will be a lab session, in which students will work through a set of practice exercises using various economic data. These are to be completed and submitted. There will also be a midterm and final project.

Data Sets

You can find many interesting datasets from

- Kaggle webpage: www.kaggle.com
- College Data: <http://www-bcf.usc.edu/~gareth/ISL/data.html>
- Exchange Rate Data: <https://fred.stlouisfed.org/series/DEXUSEU>
- Housing Market Data: <https://www.kaggle.com/harlfoxem/housesalesprediction>
- Wage Data: <https://www.kaggle.com/thec03u5/fifa-18-demo-player-dataset>

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Participation	15%
Homework	15%
Midterm Exam	30%
Final Project	40%

Participation

Students will be graded on their participation during the hands-on (lab) portion of the class.

Homework

Homework will be assigned in the class and notified through HuskyCT.

Midterm Exam

The format of midterm exam is to finish a small project independently. Details will be introduced in the class.

Final Project

Final project is to finish a project on some topic chosen by the students themselves. Details and instructions will be discussed in class.

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

Due Dates and Late Policy

All due dates and deadlines will be clearly announced in class. The instructor reserves the right

to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late policy is that any submission later than the due dates or deadlines without sufficient reason will receive a late penalty on the grades.

Feedback and Grades

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

Weekly Time Commitment

You should expect to dedicate 5 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](#)).

How to Succeed in this Course

This course requires more independent study than other kinds of courses, because the best way to learn

and improve programming skills is to do it yourself. There are a lot of free resources available online that

can help you apply R. I recommend you use Google and Stackoverflow

<https://stackoverflow.com/questions/tagged/r> to enhance your view on programming and R.

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started.

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 contact 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/>

2021-94

ECON 3453

Add Course

COURSE ACTION REQUEST

CAR ID	21-5714
Request Proposer	Aguero
Course Title	Economics of Global Health
CAR Status	In Progress
Workflow History	Start > Draft > Economics > 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	ECON
School / College	College of Liberal Arts and Sciences
Department	Economics
Course Title	Economics of Global Health
Course Number	3453
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jorge M Aguero
Initiator Department	Economics
Initiator NetId	joa13001
Initiator Email	jorge.aguero@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	35
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
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	Relevant faculty expertise only at 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	ECON 3453. Economics of Global Health 3.00 credits Prerequisites: ECON 2201 or 2211Q. Grading Basis: Graded Examination of health issues in developing countries from the standpoint of applied microeconomic research. Emphasis on the analysis of real-world data.						
Reason for the course action	Add an international component to existing department offerings in health economics, a particular strength of the department.						
Specify effect on other departments and overlap with existing courses	None. Other departments offer courses in global health but none from an empirical economics perspective.						
Please provide a brief description of course goals and learning objectives	This is a course in applied economics that examines health issues in developing countries from the standpoint of applied microeconomic research. The course draws heavily on concepts in economics that have been applied to problems in global health. We will start by exploring the link between income and health at the macro- and micro-level. We will place special emphasis on the identification of causal effects. Students will be conducting applied research using real data (e.g., cross-country datasets as well as large health surveys) and will work on a research project to be presented at the end of the semester.						
Describe course assessments	Class participation 10 Replication projects (each 15%) 30 Presentations of assigned papers 10 Research project 25 Final exam 25 Total 100						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>syllabus_globalhealth.docx</td> <td>syllabus_globalhealth.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	syllabus_globalhealth.docx	syllabus_globalhealth.docx	Syllabus
Attachment Link	File Name	File Type					
syllabus_globalhealth.docx	syllabus_globalhealth.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jorge M Agüero	02/09/2021 - 17:11	Submit		Approved by the undergraduate committee January 29, 2021 and by the Economics Department February 5, 2021.
	Economics	Richard N Langlois	03/01/2021 - 13:34	Approve	1/29/2021	Approved by the undergraduate committee January 29, 2021 and by the Economics Department February 5, 2021.

Syllabus ECON 3498: Economics of Global Health

Spring 2021

1. General information

Instructor: Jorge M. Agüero
 Time and location: Tu & Th 11:00AM-12:15PM. Online at Webex [\[Link\]](#).
 Meeting number: 120 466 6560. Password: 8XXrAyBFp98
 Office hours: Fridays 9-10AM ([Webex Room](#)) or call +1-415-655-0002 US Toll
 Access code: 313 151 010
 E-mail: jorge.aguero@uconn.edu

Course website: [Husky CT](#)

2. Course description

This is a course in applied economics that examines health issues in developing countries from the standpoint of applied microeconomic research. The course draws heavily on concepts in economics that have been applied to problems in global health. We will start by exploring the link between income and health at the macro- and micro-level. We will place special emphasis on the identification of causal effects. Students will be conducting applied research using real data (e.g., cross-country datasets as well as large health surveys) and will work on a research project to be presented at the end of the semester.

3. The contract

3.1 Requirements

Unless explicitly stated otherwise, all assignments mentioned below must be turned in online via *Safe Assignment* and as hard copies. The dates for all midterm and assignments (once established) are final. The table below shows the weight for each of the assignments.

Assignment	Percentage of grade
Class participation	10
Replication projects (each 15%)	30
Presentations of assigned papers	10
Research project	25
Final exam	25
Total	100

In the past, before Covid-19, students were able to gain bonus points by attending campus-wide conferences and workshops, **at the discretion of the instructor**. If such events take places, I will announce the dates, location and topics of those public meetings during the semester. Beyond those, there will be no extra credit. Please do not insist.

3.2 Grades

The following table represents a possible way to convert your overall numeric grade to a letter grade based on previous data:

Number	Letter grade range
90 or above	As
80-89.9	Bs
70-79.9	Cs
60-69.9	Ds
Below 60	F

Sub-letter grades (e.g., B-, C+) will be determined later in the semester but they usually correspond to breaks of the same magnitude within the bracket. If a change takes place, it will always be in favor of the student.

3.3 Communications

Most communications will take place during class. Otherwise, I will send an email through HuskyCT. It is the student's responsibility to make sure that the email listed on that website is valid. If you do not like to use your UConn account, make the appropriate changes to have your UConn emails sent to your preferred account. Please **check your UConn email at least twice a day, every day and once before class.**

4. Textbooks and other materials

There is no main textbook for this course. I recommend students have access to the following books as references for methodological topics.

- Angrist, J. D., and Pischke, J. S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton university press.
- Angrist, J. D., and Pischke, J. S. (2014). *Mastering 'metrics: The path from cause to effect*. Princeton University Press.

5. Plagiarism

The appropriate ways for referencing the material used to write assignments will be discussed in class. Any student found committing plagiarism, not handing in original work of his/her own, or cheating, will be given an **F in the course** (not just for that assignment or exam) and will be subject to disciplinary action by the University. Please visit UConn's Community Standards [link: <https://community.uconn.edu/academic-misconduct/student-undergraduate-faq/>] for more information.

6. Course outline and readings

Below is the day-by-day list of topics and readings. Students will be responsible of presenting a subset of the papers in the syllabus. Those papers are marked as **[Graded]**. The list is also color-coded to emphasize different activities. For example, light purple signal dates where students are work on their research and replications and with light pink for the days of presentations.

Date	Topic	Readings
1/19	Introduction to the course	Syllabus discussion, main goals and course expectations
1/21	Quantitative economic analysis	Angrist and Pischke (2008) Questions about questions. <i>Mostly Harmless Econometrics</i> Notes on quantitative analysis (sections 1 and 2)
1. Income and health: aggregate shocks		
1/26	Theory	Bhattacharya, Hyde and Tu (2013) <i>Health Economics</i> , Ch. 3.
1/28	Methods	Notes on quantitative analysis
2/2		
2/4	Application: cross-country analysis	Pritchett and Summers (1996) Wealthier is Healthier, <i>The Journal of Human Resources</i> , 31(4):841-868
2/9	Replication	Students replicate and update Pritchett and Summers (1996)
2/11		
2/16	Students presentations	

Date	Topic	Readings
2/18	Application: micro-analysis	Baird, Sarah, Jed Friedman, and Norbert Schady. (2011) "Aggregate income shocks and infant mortality in the developing world." <i>Review of Economics and statistics</i> 93(3): 847-856.
2/23	Replication	Students replicate and update Baird et al (2011)
2/25		
3/2	Students presentations	
2. Returns to health		
3/4	INCAP	Martorell, R., Habicht, J. P., and Rivera, J. A. (1995). History and design of the INCAP longitudinal study (1969–77) and its follow-up (1988–89). <i>The Journal of nutrition</i> , 125 (suppl_4), 1027S-1041S. [Graded]
		Hoddinott, J., Maluccio, J. A., Behrman, J. R., Flores, R., & Martorell, R. (2008). Effect of a nutrition intervention during early childhood on economic productivity in Guatemalan adults. <i>The lancet</i> , 371(9610), 411-416. [Graded]
3/9	Jamaica	Gertler, Paul, James Heckman, Rodrigo Pinto, Arianna Zanolini, Christel Vermeersch, Susan Walker, Susan M. Chang, and Sally Grantham-McGregor. "Labor market returns to an early childhood stimulation intervention in Jamaica." <i>Science</i> 344, no. 6187 (2014): 998-1001. [Graded]
	Research project update	Submit a 2-page proposal describing your research project. See HuskyCT for details.
3. Demand for health		
3/11	Is health a "normal good"?	Case, Anne (2004). "Does money protect health status? Evidence from South African pensions." Wise (ed.) <i>Frontiers in Aging</i> , University of Chicago. NBER Working Paper 8495. [Graded]
3/16	...what about mental health?	Baird, S., de Hoop, J., and Özler, B. (2013). "Income Shocks and Adolescent Mental Health". <i>The Journal of Human Resources</i> , 370-403. [Graded]
3/18	Intra-household inequality and health outcomes	Esther Duflo (2003). "Grandmothers and Granddaughters: Old-Age Pensions and Intrahousehold Allocation in South Africa." <i>World Bank Economic Review</i> , 17(1): 1-25. [Graded]
3/23	Maternal education and child health	Gakidou, Emmanuela, Krycia Cowling, Rafael Lozano, Christopher Murray (2010). "Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009: A systematic analysis." <i>The Lancet</i> , 376(9745): 959–974. [Graded]
3/25	Education and the demand for children	Osili, Una Okonkwo, and Bridget Terry Long. (2008) "Does female schooling reduce fertility? Evidence from Nigeria." <i>Journal of Development Economics</i> 87, no. 1 (2008): 57-75. [Graded]
3/30	Demand for health during pandemics	Agüero, J. M., and Beleche, T. (2017). "Health shocks and their long-lasting impact on health behaviors: Evidence from the 2009

Date	Topic	Readings
		H1N1 pandemic in Mexico.” <i>Journal of health economics</i> , 54, 40-55.
4. Measuring health outcomes		
4/1	Can we trust self-reported data?	Agüero, J. and Frisancho (2020) “Measuring Violence Against Women with Experimental Methods” <i>Economic Development and Cultural Change</i> , forthcoming.
5. Students projects		
4/6	Students work on their projects	
4/8		
4/13	Spring break	
4/15		
4/20	Students work on their projects	
4/22	Students’ presentations	
4/27		
4/29	Reading day	

2021-95 ECON 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: 3/1/21
2. Department or Program: [ECON](#)
3. Title of Major: [Economics](#)
4. [Effective](#) Date (semester, year): [May 2022](#)
(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 new course options to the BS degree.](#)

Existing Catalog Description of Major

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for

graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics B.S. is recommended for students interested in professions that call for quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](#) or [2211Q](#) and [2202](#) or [2212Q](#)), plus at least nine credits in either quantitative skills courses ([ECON 2301–2328](#)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](#) and/or [3499](#) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](#) does not count toward fulfilling the major requirements.

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take [STAT 1000Q](#) or [1100Q](#) and one of the following: [MATH 1071Q](#), [1110Q](#), [1126Q](#), [1131Q](#), [1151Q](#) or [2141Q](#). [MATH 1125Q](#) or higher is recommended, and [STAT 1100Q](#) is recommended over [STAT 1000Q](#). [ECON 2311Q](#) is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take [STAT 1000Q](#) or [1100Q](#) ([STAT 1100Q](#) is recommended over [STAT 1000Q](#)) and one of the following MATH sequences: [MATH 1125Q](#), [1126Q](#), and [1132Q](#); [MATH 1131Q](#) (or [1151Q](#)) and [1132Q](#) (or [1152Q](#)); or [MATH 2141Q](#) and [2142Q](#). In addition, B.S. majors must also take one of the following: [MATH 2110Q](#) or [2130Q](#) or [2210Q](#) or [2410Q](#) or [2420Q](#). Students may substitute more advanced MATH and STAT courses with consent of the advisor.

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

- Biology: [BIOL 1107](#) and either [BIOL 1108](#) or [1110](#).
- Chemistry: [CHEM 1124Q](#), [1125Q](#), [1126Q](#); or [CHEM 1127Q](#), [1128Q](#); or [CHEM 1137Q](#), [1138Q](#); or [CHEM 1147Q](#), [1148Q](#).
- Physics: [PHYS 1201Q](#), [1202Q](#); or [PHYS 1401Q](#), [1402Q](#); or [PHYS 1501Q](#), [1502Q](#); or [PHYS 1601Q](#), [1602Q](#).

One of these courses may be used to fulfill the CA 3 lab requirement of the University's general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](#) and [2212Q](#)); a sequence in econometrics ([ECON 2311Q](#) and [2312Q](#)); and at least six credits from the following modeling and methods courses [ECON 2301](#), [2326](#), [2327](#), [3208](#), [3313](#), [3315](#), [4206](#), [4323](#) and [4326](#). Students may substitute equivalent graduate-level courses with consent of the advisor. B.S. majors may fulfill the requirement for [ECON 2211Q](#) and [2212Q](#) by taking [ECON 2201](#), [2202](#), and [2301](#), in which case [ECON 2301](#) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](#) toward the major, nor may they count more than six credits in [ECON 2499](#) and/or [3499](#).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON](#)

[2201](#) or [2211Q](#) and [ECON 2202](#) or [2212Q](#)) should be taken early in the student's major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311Q](#), [2326](#), or [2327](#). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

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

Proposed Catalog Description of Major

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Course work in economics serves a wide variety of vocational objectives. An economics major (supplemented by a rigorous calculus and statistics course sequence) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics B.S. is recommended for students interested in professions that call for quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree, students must learn twenty-four credits in courses at the 2000 level or above, including two intermediate theory courses ([ECON 2201](#) or [2211Q](#) and [2202](#) or [2212Q](#)), plus at least nine credits in either quantitative skills courses ([ECON 2301–2328](#)) and/or ECON courses at the 3000 level or above. No more than six credits in [ECON 2499](#) and/or [3499](#) may be counted toward the required 24 credits in economics courses at the 2000 level or above. [ECON 2481](#) does not count toward fulfilling the major requirements.

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take [STAT 1000Q](#) or [1100Q](#) and one of the following: [MATH 1071Q](#), [1110Q](#), [1126Q](#), [1131Q](#), [1151Q](#) or [2141Q](#). [MATH 1125Q](#) or higher is recommended, and [STAT 1100Q](#) is recommended over [STAT 1000Q](#). [ECON 2311Q](#) is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take [STAT 1000Q](#) or [1100Q](#) ([STAT 1100Q](#) is recommended over [STAT 1000Q](#)) and one of the following MATH sequences: [MATH 1125Q](#), [1126Q](#), and [1132Q](#); [MATH 1131Q](#) (or [1151Q](#)) and [1132Q](#) (or [1152Q](#)); or [MATH 2141Q](#) and [2142Q](#). In addition, B.S. majors must also take one of the following: [MATH 2110Q](#) or [2130Q](#) or [2210Q](#) or [2410Q](#) or [2420Q](#). Students may substitute more advanced MATH and STAT courses with consent of the advisor.

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

- Biology: [BIOL 1107](#) and either [BIOL 1108](#) or [1110](#).

- Chemistry: [CHEM 1124Q](#), [1125Q](#), [1126Q](#); or [CHEM 1127Q](#), [1128Q](#); or [CHEM 1137Q](#), [1138Q](#); or [CHEM 1147Q](#), [1148Q](#).
- Physics: [PHYS 1201Q](#), [1202Q](#); or [PHYS 1401Q](#), [1402Q](#); or [PHYS 1501Q](#), [1502Q](#); or [PHYS 1601Q](#), [1602Q](#).

One of these courses may be used to fulfill the CA 3 lab requirement of the University's general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses ([ECON 2211Q](#) and [2212Q](#)); a sequence in econometrics ([ECON 2311Q](#) and [2312Q](#)); and at least six credits from the following modeling and methods courses [ECON 2301](#), [2326](#), [2327](#), [3208](#), [3313](#), [3315](#), [3321](#), [3322](#), [4206](#), [4323](#) and [4326](#). Students may substitute equivalent graduate-level courses with consent of the advisor. B.S. majors may fulfill the requirement for [ECON 2211Q](#) and [2212Q](#) by taking [ECON 2201](#), [2202](#), and [2301](#), in which case [ECON 2301](#) cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count [ECON 2481](#) toward the major, nor may they count more than six credits in [ECON 2499](#) and/or [3499](#).

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics. For both the B.A. and B.S., the intermediate theory courses ([ECON 2201](#) or [2211Q](#) and [ECON 2202](#) or [2212Q](#)) should be taken early in the student's major program. The department has special requirements for economic majors in the University Honors Program.

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking [ECON 2311Q](#), [2326](#), or [2327](#). Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics.

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

Justification

1. Reasons for changing the major: [To include two newly created courses as options for the BS degree.](#)
2. Effects on students: [Small but positive.](#)
3. Effects on other departments: [None.](#)
4. Effects on regional campuses: [None.](#)
5. [Dates approved](#) by
Department Curriculum Committee: [1/29/21](#)
Department Faculty: [2/5/21](#)
6. Name, Phone Number, and e-mail address of principal contact person:
Richard.langlois@uconn.edu
(860) 428-5371

2021-96

Film Studies

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: February 19, 2021
2. Department or Program: Literatures, Cultures & Languages
3. Title of Minor: Film 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: 1) Adding an existing course to the Film Studies Minor (CLCS 2204: Jewish Culture in American Film), 2) Changing the number of an existing course within the Film Studies Minor (WGSS 3217 was recently changed to 2217 by the WGSS program)

Current Catalog Description of Minor

Film Studies Minor

Students electing this minor must take one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses).

- **One course in core film studies:** CLCS 3207, 3208; 3293***; DRAM 4152, ENGL 2640W
- **Two courses in national cinemas:** ARAB 3771, ARIS 2200**, CHIN 3270, 3282; CLCS 3211; 3293***, DRAM 4151; ENGL 3640W; FREN 3223*, 3226**; GERM 3261W, 3264W**; ILCS 3259*; ILCS 3260W**; SPAN 3250**, 3251*, 3252, 3254**
- **Two interdisciplinary courses:** AASI/ENGL 3212; CLCS 3201; 3293***; CAMS 3245; COMM/LLAS 4320; COMM/LLAS 4470; ENGL 3621; DRAM/HEJS/HRTS 2203; ILCS 3258W; JOUR 2010; LLAS 3575; POLS 3426; POLS 3822; WGSS 3217, 3253/W

* May be taught in English.

** Taught in English.

***With advisor's consent.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](#).

Proposed Catalog Description of Minor

Film Studies Minor

Students electing this minor must take one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses).

- **One course in core film studies:** [CLCS 3207](#), [3208](#); [3293***](#); [DRAM 4152](#), [ENGL 2640W](#)
- **Two courses in national cinemas:** [ARAB 3771](#), [ARIS 2200**](#), [CHIN 3270](#), [3282](#); [CLCS 3211](#); [3293***](#), [DRAM 4151](#); [ENGL 3640W](#); [FREN 3223*](#), [3226**](#); [GERM 3261W](#), [3264W**](#); [ILCS 3259*](#); [ILCS 3260W**](#); [SPAN 3250**](#), [3251*](#), [3252](#), [3254**](#)
- **Two interdisciplinary courses:** [AASI/ENGL 3212](#); [CLCS 2204](#); [3201](#); [3293***](#); [CAMS 3245](#); [COMM/LLAS 4320](#); [COMM/LLAS 4470](#); [ENGL 3621](#); [DRAM/HEJS/HRTS 2203](#); [ILCS 3258W](#); [JOUR 2010](#); [LLAS 3575](#); [POLS 3426](#); [POLS 3822](#); [WGSS 2217](#), [3253/W](#)

* May be taught in English.

** Taught in English.

***With advisor's consent.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](#).

Justification

1. Reasons for changing the minor: To allow students to include a more diverse range of courses that are currently being offered in film studies on campus

2. Effects on students: Allows more flexibility for students pursuing the minor in terms of course offerings in English.
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
 Department Curriculum Committee: February 26, 2021
 Department Faculty: February 26, 2021
6. Name, Phone Number, and e-mail address of principal contact person:
 Prof. Philip Balma, 860-753-1590, philip.balma@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
 (signed) _____ Dept. of <insert name>

2021-97 GEOG 6880 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-6018
Request Proposer	Ghosh
Course Title	Advanced Topics in Environmental Geography
CAR Status	In Progress
Workflow History	Start > Geography > College of Liberal Arts and Sciences > 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	Advanced Topics in Environmental Geography
Course Number	6880
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is for revising an existing course so the course number remains the same.

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	15
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?	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
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COURSE DETAILS								
Provide existing title and complete course catalog copy	GEOG 6880. Advanced Topics in Environmental Geography 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 6890. Seminar on Human-Environment Dynamics 3.00 credits May be repeated for a total of 6 credits. Prerequisites: None. Grading Basis: Graded This seminar explores transdisciplinary and multidisciplinary approaches in human-environment systems (HES) science to help solve complex human-environmental problems facing society. Topics may include an understanding of challenges, methodologies, and potential solutions to human-environmental problems such as global environmental change, related critical physical, chemical, and biological systems, natural hazards and disasters, risk, resilience, and climate extremes from geographic perspectives.							
Reason for the course action	The course action is for three changes: course number, title, and the description for course catalog copy. The course number is changed from 6880 to 6890 because the course is graded and not S/U grade. The changes for the title and the description 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 the research interests of the faculty.							
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 seminar will be taught by multiple instructors from UConn Geography's Human-Environment Dynamics group. The course description, goals, and learning objectives will vary by the instructors.							
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	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>GEOG 6880 Syllabus 25 February 2021.docx</td> <td>GEOG 6880 Syllabus 25 February 2021.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	GEOG 6880 Syllabus 25 February 2021.docx	GEOG 6880 Syllabus 25 February 2021.docx	Syllabus	
Attachment Link	File Name	File Type						
GEOG 6880 Syllabus 25 February 2021.docx	GEOG 6880 Syllabus 25 February 2021.docx	Syllabus						

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Debarchana Ghosh	02/27/2021 - 17:46	Submit		None.
	Geography	Debarchana Ghosh	03/03/2021 - 14:09	Approve	3/3/2021	No comments.
	College of Liberal Arts and Sciences	Pamela Bedore	03/04/2021 - 07:50	Return	3/4/2021	Returning to proposer for change of number (xx80 is reserved for S/U-graded Field Study). PB.
	Return	Debarchana Ghosh	03/04/2021 - 08:30	Resubmit		I have requested the course number to change from 6880 to 6890.
	Geography	Debarchana Ghosh	03/04/2021 - 21:14	Approve	3/3/2021	None.

Syllabus – Fall 2021

Course and Instructor Information

Course Title: Seminar on Human-Environment Dynamics

Credits: 3

Format: In-person

Professor/Instructor/Facilitator: Nat Trumbull

Email: trumbull@uconn.edu

Telephone: Office phone # 860 405 9272

Office Hours/Availability: Tues. 3-4:00PM

Required Reading:

Ciplet, David, J. Timmons Roberts, and Mizan R. Khan. 2015. *Power in a Warming World: The Global Politics of Climate Change and the Remaking of Environmental Inequality*. The MIT Press.

Gates, Bill. 2021. *How to Avoid a Climate Disaster*.

Hawken, Paul. 2017. *Drawdown: The most comprehensive plan ever proposed to reverse global warming*. Penguin.

Homer-Dixon, Thomas. 2008. *The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization*. Island Press.

Jahren, Hope. 2020. *The Story of More: How We Got to Climate Change and Where to Go from Here*.

Jinna, Sikhina & S. Nicholson. 2016. eds. *New Earth Politics: Essays from the Anthropocene*. MIT Press.

Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. the Climate*. Simon and Schuster.

Kolbert, Elizabeth. 2021. *Under a White Sky: The Nature of the Future*.

Mann, Michael. 2021. *The New Climate War: The Fight to Take Back Our Planet*.

Parenti, Christian and Jason W. Moore. 2016. *Anthropocene or capitalocene? nature, history, and the crisis of capitalism*. PM Press.

Rosewarne, Stuart. 2014. *Climate action upsurge: ethnography of climate movement politics*. Routledge.

Steinberg, Paul. 2015. *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*. Oxford University Press.

Stoett, Paul, with Shane Mulligan. 2019. *Global Ecopolitics: Crisis, Governance and Justice*, 2nd edition. University of Toronto Press.

U.S. Global Change Research Program. 2019. *The Climate Report: National Climate Assessment-Impacts, Risks, and Adaptation in the United States*.

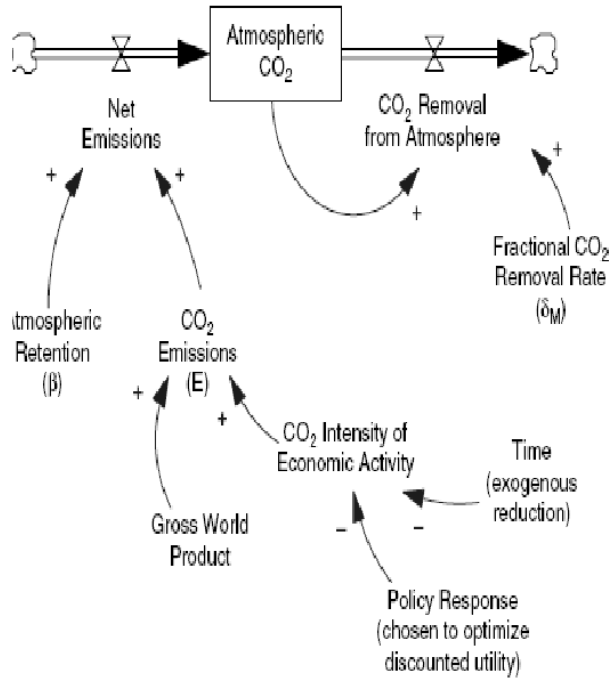
Course Description

This seminar provides an understanding of interactions within and between the atmosphere, hydrosphere, geosphere, biosphere, and a series of socio-economic variables.

The course will include weekly monograph readings about climate modeling, analysis of the spatial dimensions of physical, chemical, biological, and related critical systems. The readings will be examined through the lens of both physical and human geography and in an interdisciplinary context.

A weekly set of lab exercises with use of STELLA, a systems dynamic modeling software, will provide students with hands-on experience in modeling complex environmental and social systems.

Example of STELLA carbon modeling with consideration of economic activity, policy response, and time:



(Nordhaus, 1992)

Course Objectives

Students will develop discussion and analytical skills through reading of a major work on climate change each week.

Students will gain a familiarity with systems dynamic modeling through use of the software STELLA and exercises focused on modeling essential physical and socio-economic drivers of climate change.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Component A	50%
Component B	50%

Component A

Essays (3-4 pages) with critical review of assigned monographs for each week of class.

Component B

Weekly exercises using STELLA for modeling climate change components.

2021-98 HIST/LLAS 3662 Add Course

LLAS 3662: Borderlands of the Americas

Description

In this class we will explore, discuss, and analyze the histories and cultures of the places on the edges of North, Central, and South America—as well as the Caribbean. Because of their complicated histories and realities, borders, frontiers, and other liminal spaces often are known as places of conflict and even violence. Borderlands are also environments that foster the union of people, practices, and ideas. The same political and economic forces that can bring social friction to a region can also stimulate cultural developments of great social significance. The borderlands are, in short, places of contrasts; geographic areas where humans have face challenges for generations while creating complex and vibrant cultures.

The first weeks of the semester, we will study the importance of the borderlands in the expansion and consolidation of European empires in the American continent. We will place special emphasis on the role that indigenous societies played in opposing, as well as aiding in the expansion, of European empires. In the second part of the class, we will focus on the ways in which the borderlands helped shape the histories of the newly independent Latin American republics through out the nineteenth and early twentieth centuries. Finally, in the last weeks of the semester we will analyze contemporary issues relating to national borders including migration, smuggling, violence, and the role of the state in shaping societies and cultures.

Course Objectives

By the end of this course, students will acquire the following skills:

- Learn the terms, concepts, and methods used to study history in general and borderlands histories in particular.
- Think critically about the diverse cultural expression generated by the inhabitants of the borderlands throughout the American continent.
- Understand how categories that define people socially—like race, class, gender, nationality, ethnicity, and others—are defined and how these categories evolve over time.
- Analyze the sociocultural structures that shape borderlands societies, and understand how and why these structures change over time.

- Gain an understanding of the ways in which students position in society informs and is informed by larger historical forces.

Assignments and Grades

Progress in this class will be evaluated with one short historiographical paper, a final paper, blog posts, and participation.

Final project

Your final project will compare the borderlands of two different regions of Latin America. The first installment of your final project will consist of a short (5-6 pages) historiographical paper in which you will research, synthesize, and interpret at least six secondary sources that analyze the borderlands you have chosen to study.

The second part of your paper will integrate the historiographical paper you wrote into an analysis of specific primary sources that illustrate the region or time period you are studying. Be creative when choosing which primary sources to analyze. They can be old documents that you can find in online databases (like correspondence or papers generated by governments)—but they are not limited to written texts. Primary sources can include maps, works of art, movies, music, or television shows. An important part of this assignment is for you to find original evidence that can help you reconstruct the past!

Blog posts

Critical engagement with the readings is essential for this class. Students are required to write at least five blog posts and share them in HuskyCT. Students can choose any five weeks of the semester to respond to in their blogs. These blog posts will consist of two parts:

1. A concise summary (one or two paragraphs) of a main theme of that week's lecture, discussion or readings.
2. One or two paragraphs in which you analyze that week's theme by developing a critical argument about the class content covered that week.

Blog post must be handed in by Sunday at the end of the day and must analyze material covered that week.

Participation

The strength of a course such as this depends on the active participation of all of those involved. Students are expected to come to class prepared and be ready to answer basic questions about the assigned readings. Please note that active engagement is not only showing up to class—in fact, attendance is never graded in UConn. Student's participation grade will suffer if they are disruptive or distracted during meetings. There is a significant amount of reading in this class. You are expected to show up ready to discuss the assigned texts.

Final Grade Breakdown

Short paper (due week 8)	20%
Final paper (due the last day of class)	30%
Blog posts	30%
Participation	20%

Schedule

Week 1. Introduction

- Introduction and presentations.

Week 2. Defining the terms: Border, frontier, borderlands...

- Day 1
 - o Turner, "The Significance of the Frontier in American History"
- Day 2. Read one of the following:
 - o Webber, "Turner, the Boltonians, and the Borderlands"
 - o Aiton, "Where Cultures Meet: Frontiers in Latin America"

Week 3. Defining the terms: Border, frontier, borderlands...

- Day 1
 - o Jackiewicz and Bosco. "The Making of a Region: Five Hundred Years of Change from Within and Without."
- Day 2. Read one of the following:
 - o Johnson and Graybill, "Borders and their historians in North America"
 - o Hamäläinen and Truett, "On Borderlands"
 - o Nugent, "New World Frontiers: Comparisons and Agendas"

Week 4. Colonization

- Day 1
 - o Cabeza de Vaca, *Adventures in the Unknown Interior...*
- Day 2
 - o Resendez, *A land so strange...*, Introduction and chapters 1-2

Week 5. Colonization

- Day 1
 - o McNeil, "The Great Frontier: Freedom and Hierarchy"
- Day 2. Read one of the following:
 - o Truett, "The Borderlands and the Lost Worlds of Early America"
 - o Langfur, "A Transnational reframing of Brazil's Inland Colonization."
 - o Matthew and Fowler, "A Tense Convivencia: Place Making, Pluralism, and Violence in Early Spanish Central America"

Week 6. Indigenous societies

- Day 1
 - o Hamäläinen, "The Shapes of the World: Indians, Europeans, and North American Worlds from the Seventeenth to the Nineteenth Centuries"

- Day 2. Read one of the following:
 - o Hofman et al. "Colonization, Transformations, and Indigenous Persistence in the Caribbean"
 - o Radding, "Colonial Spaces in the Fragmented Communities of Northern New Spain"
 - o Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands"

Week 7. Colonial frontiers

- Day 1. Read one of the following:
 - o Armond, "Frontier Warfare in Colonial Chile"
 - o Service, "The *Encomienda* in Paraguay"
- Day 2. Read one of the following:
 - o Knight, "'Black Transfrontiersmen:' the Caribbean Moors"
 - o Cramaussel, "The Forced Transfer of Indians in Nueva Vizcaya and Sinaloa"

Share your Draft with your peer-review group

Week 8. Writing workshop

- Day 1
 - o Writing workshop
- Day 2
 - o Catch-up, review, and writing workshop

First paper due at the end of the week

Week 9. Empire to Nation I

- Day 1. Read one of the following:
 - o Mandrini, "The Rio de la Plata during the Bourbon Era"
 - o Socolow, "Women of the Buenos Aires Frontier, 1740-1810"
- Day 2. Read one of the following:
 - o Djenderedjian, "Roots of Revolution: Frontier Settlement Policy and the Emergence of New Spaces of Power"
 - o Crow, "Troubled Negotiations, The Mapuche and the Chilean State (1818-1830)"
 - o Larson, "Tracing the Battle for History"

Week 10. Empire to Nation II

- Day 1. Read one of the following:
 - o Adelman and Aron, "From Borderlands to Borders: Empires, Nation-states, and the People in Between in North America"
 - o Jones, "Warfare, Reorganization, and Readaptation at the Margins of Spanish Rule"

- Day 2. Read one of the following:
 - o Radding, “Crosses, Caves, and *Matachinis*: Divergent Appropriation of Catholic Discourse in Northern New Spain”
 - o Readman, Radding, Bryant, “Environment, Territory, and Landscape Changes in Northern Mexico during the Era of Independence.”

Week 11. Power and culture in the 19th century

- Day 1. Read one of the following:
 - o Putman, “Borders and Border Crossers: Migrants and Boundaries in the Greater Caribbean, 1840-1940”
 - o Langfur, “Myths of Pacification: Brazilian Frontier Settlement and the Subjugation of the Bororo Indians”
 - o Vezub and Healy, ““Occupy every Road and Prepare for Combat””
- Day 2
 - o DeLay, *War of a Thousand Desserts* (selections of the book in HuskyCT)

Week 12. Frontier to border

- Day 1
 - o Sarmiento, “Frontier Barbarism”
- Day 2. Read one of the following:
 - o Slatta, “The Gaucho in Argentina’s Quest for National Identity”
 - o Vianna Moog, “Bandeirantes and Pioneers”
 - o Clementi, “National Identity and the Frontier”

Week 13. Contemporary Frontiers

- Day 1. Read one of the following
 - o Foweraker, “Violence on the Frontier”
 - o Willems, “Social Change on the Latin American Frontier”
- Day 2. Read one of the following
 - o Ramos, “Frontier Expansion and Indian Peoples in the Brazilian Amazon”
 - o Sewastynowicz, ““Two-Step’ Migration and Upward Mobility.”
 - o Sheinin, “The Long *Conquista del Desierto* and the Making of the Military Government Indigenous Policy.”

Week 14. Border, violence, and criminality

- Day 1. Read one of the following:
 - o Thies, “Borders, Rivalries, and the Racketeer State: An Alternative Theory of State Development in Latin America”
 - o Richards, “Of Indians and Terrorists: How the State and Elites Construct the Mapuche in Neoliberal and Multicultural Chile”
- Day 2. Read one of the following:

- Jaskoski, “The Colombian FARC in Northern Ecuador: Borderline and Borderland Dynamics”
- Isacson, “Northbound ‘Threats’ at the United State-Mexico Border...”

Share your draft with your peer-review group

Week 15. Oral presentations

Your final paper is due the last day of class.

COURSE ACTION REQUEST	
CAR ID	21-5894
Request Proposer	Gebelein
Course Title	Borderlands of the Americas
CAR Status	In Progress
Workflow History	Start > Latino and Latin American Studies > History > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	LLAS
School / College	College of Liberal Arts and Sciences
Department	Latino and Latin American Studies
Course Subject Area #2	HIST
School / College #2	College of Liberal Arts and Sciences
Department #2	History
Reason for Cross Listing	Rodolfo Fernandez is a historian of Latin America and teaches in both El Instituto and in History
Course Title	Borderlands of the Americas
Course Number	3662
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Anne Gebelein
Initiator Department	El Instituto Lat Amer Studies
Initiator NetId	acg10006
Initiator Email	anne.gebelein@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?	No

Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	45
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	every year.

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	Dr Fernandez has an appt at Storrs, and most faculty do not have training in border studies. He may offer it online in the future, however.
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	LLAS/HIST 3662: Borderlands of the Americas. 3.0 credits Prerequisites: None Grading Basis: Graded A consideration of the importance of borderlands in the expansion and consolidation of European empires in the American continent; and later, in the shaping of newly independent republics. Course will include contemporary issues related to Latin American borders, including migration, smuggling, violence, and the role of the state in shaping the borders of national cultures and societies.						
Reason for the course action	There currently is no course that teaches borderland studies						
Specify effect on other departments and overlap with existing courses	There is no overlap, although students from history, LLAS, and geography will benefit.						
Please provide a brief description of course goals and learning objectives	Course Objectives By the end of this course, students will acquire the following skills: - Learn the terms, concepts, and methods used to study history in general and borderlands histories in particular. - Think critically about the diverse cultural expression generated by the inhabitants of the borderlands throughout the American continent. - Understand how categories that define people socially—like race, class, gender, nationality, ethnicity, and others—are defined and how these categories evolve over time. - Analyze the sociocultural structures that shape borderlands societies, and understand how and why these structures change over time. - Gain an understanding of the ways in which students position in society informs and is informed by larger historical forces.						
Describe course assessments	Final Grade Breakdown Short paper (due week 8) 20% Final paper (due the last day of class) 30% Blog posts 30% Participation/ discussion of homework 20% Blog posts: 1. A concise summary (one or two paragraphs) of a main theme of that week's lecture, discussion or readings. 2. One or two paragraphs in which you analyze that week's theme by developing a critical argument about the class content covered that week.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Attachment Link	File Name	File Type			
Attachment Link	File Name	File Type					

	LLAS HIST 366W Borderlands of the Americas-2.docx	LLAS HIST 366W Borderlands of the Americas-2.docx	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Anne Gebelein	02/22/2021 - 21:11	Submit		This course was approved by LLAS C & C Feb 3, 2021. History C & C now needs to approve.
	Latino and Latin American Studies	Anne Gebelein	03/02/2021 - 23:08	Approve	2/3/2021	LLAS approves this course
	History	Matthew G McKenzie	03/03/2021 - 05:24	Approve	3/3/2021	History approves this course as per its C&C process.

2021-99 HRTS 5282 **Revise Course**

COURSE ACTION REQUEST	
CAR ID	21-5695
Request Proposer	Libal
Course Title	Practicum in Human Rights
CAR Status	In Progress
Workflow History	Start > Draft > Human Rights > 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	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Practicum in Human Rights
Course Number	5282
Will this use an existing course number?	Yes
Please explain the use of existing course number	HRTS 5282 was approved as a 0-credit course by the C&C Committee at the 12.8.2020 meeting, and by the Executive Committee of The Graduate School on 1.21.2021. HRI would like to instead offer HRTS 5282 as a 3 credit course instead. No students have enrolled in or taken the class under the former 0-credit rules, and the course is not required for our current programs. Accordingly, changing the credits required for this course would not unduly affect any UConn students.

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	Libal

Proposer First Name	Kathryn
Select a Person	kr104002
Proposer NetId	kr104002
Proposer Phone	+1 959 200 3633
Proposer Email	kathryn.libal@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?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	N/A
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?	S/U
Rationale for S/U Grading	This is a 3 credit practicum meant to ensure students get extended practical experience in the field of professional human rights advocacy. Student performance is evaluated by their completion of 200+ hours of work at their placement agency, and their participation in cohort discussions; the S/U grading structure is sufficient to assess student performance in this case.

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
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COURSE DETAILS			
Provide existing title and complete course catalog copy	HRTS 5282: Practicum in Human Rights 0 Credits Prerequisites: Open only to HRTS 5th Year MA students, instructor consent required. Grading Basis: S/U Project-based fieldwork with an approved partnering organization related to the field of human rights. Practicum provides the students with hands-on experience with real problem solving experiences related to their career goals. A minimum of 200 practicum hours required.		
Provide proposed title and complete course catalog copy	HRTS 5282: Practicum in Human Rights 3 Credits Prerequisites: Instructor consent required. Grading Basis: S/U Project-based fieldwork with an approved partnering organization related to the field of human rights. Practicum provides the students with hands-on experience with real problem solving experiences related to their career goals. A minimum of 200 practicum hours required.		
Reason for the course action	HRTS 5282 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. The practicum course we've created provides a framework to help students develop individual professional development goals, create specific performance targets to ensure they maintain forward momentum in meeting and exceeding those goals, and prepares students to effectively highlight their professional human rights experience when on the job market. The change will have no effect on course enrollment or enrollment in other courses. HRTS 5282 was initially approved as a 0-credit course. After reflecting on the structure of the Master's in Human Rights program (in progress), we determined that the program would better serve the needs of our student population, and be more accessible for prospective applicants, if students could earn 3 credits for the practicum experience. The previous program required 30 credits of coursework, in addition to the 200 hour, 0-credit practicum. Changing the credit structure for the practicum experience enables students to count this substantial experiential learning opportunity towards their required 30 credit hours for the program.		
Specify effect on other departments and overlap with existing courses	N/A		
Please provide a brief description of course goals and learning objectives	This practicum presents an opportunity for Masters students to gain professional experience and competency with human rights organizations. Students build their professional competency by integrating their academic training with a human rights practice-based professional work experience that deepens their engagement with the skills, values, and training that are key to job success in their desired industry. By the end of the semester students should be able to: Increase the size/scope of their professional network Understand the challenges of defending and promoting human rights in the field Develop their own professional development objectives and craft individual action plans to achieve them Identify specific industries and/or types of organizations they are interested in working in post-graduation		
Describe course assessments	To earn a "Satisfactory" grade in the course, students must: Complete a minimum of 200 practicum hours with an approved partnering organization Students are responsible for maintaining accurate records of their practicum hours, and are required to submit a timesheet, signed by their supervisor, to a member of the HRI advising staff upon the conclusion of their practicum. Students are also required to submit a formal evaluation of their practicum experience to HRI. Participate in 2 cohort meetings with the Graduate Director: Meeting 1 (Pre-Practicum): Calibrate their professional objectives at their placement locations Meeting 2 (Post-Practicum): Reflect on how the practicum experience has influenced/ will inform their post-grad career plans. Meet individually with a member of the HRI advising team on a monthly basis to: Report about their practicum experience generally Assess their progress at meeting their performance targets/professional objectives Failure to complete these activities will result in an "Unsatisfactory" assessment for the course.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus HRTS 5282 Practicum in Human Rights Revised.docx	Syllabus HRTS 5282 Practicum in Human Rights Revised.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Alyssa A Webb	02/08/2021 - 12:32	Submit		Submitting CAR for review
	Human Rights	Cesar Abadia-Barrero	02/10/2021 - 10:11	Approve	11/17/2020	Change from 0 credit to 3 credit. No students have taken the course yet. We are in the process of approving courses for our upcoming 5th-year MA program.

COURSE ACTION REQUEST	
CAR ID	21-5974
Request Proposer	Gan
Course Title	Analysis II
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	Analysis II
Course Number	3151
Will this use an existing course number?	Yes
Please explain the use of existing course number	Just add a prerequisite to the course.

CONTACT INFO	
Initiator Name	Guojun Gan
Initiator Department	Mathematics
Initiator NetId	gug14001
Initiator Email	guojun.gan@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. During the pandemic, it is offered as a distance learning course

COURSE RESTRICTIONS	
Prerequisites	MATH 3150 or MATH 4110
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	MATH 3151. Analysis II 3.00 credits Prerequisites: MATH 3150 Grading Basis: Graded Introduction to the theory of functions of several real variables.	
Provide proposed title and complete course catalog copy	MATH 3151. Analysis II 3.00 credits Prerequisites: MATH 3150 or 4110 Grading Basis: Graded Introduction to the theory of functions of several real variables.	
Reason for the course action	Add Math4110 as a prerequisite course to this course	
Specify effect on other departments and overlap with existing courses	None	
Please provide a brief description of course goals and learning objectives	After this course, students will learn the calculus of several variables, including functions, derivatives, integration, Fubini's theorem, chain rule, and change of variables.	
Describe course assessments	30% Homework, 30% Midterm, 40% Final, up to 10% bonus for constructive input in class	
Syllabus and other attachments	Attachment Link	File Name
	original syllabus 3151 Spring 20.pdf	original syllabus 3151 Spring 20.pdf
		File Type
		Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Guojun Gan	02/25/2021 - 09:17	Submit		The department head approved the change on Feb 24 on behalf of the department. The UPC approved it on Feb 2nd.
	Mathematics	Guojun Gan	02/25/2021 - 09:40	Approve	2/25/2021	I approve

2021-101 POLS 3040 **Revise Course (G) (S)**

COURSE ACTION REQUEST	
CAR ID	21-5874
Request Proposer	Arat
Course Title	POWER, POLITICS, AND ART
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences

Department	Political Science
Course Title	POWER, POLITICS, AND ART
Course Number	3040
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Zehra Arat
Initiator Department	Political Science
Initiator NetId	zea11001
Initiator Email	zehra.arat@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)	Yes
General Education Competency	
Environmental Literacy	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	Online summer course

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

GRADING	
Is this course repeatable for credit?	No

What is the Grading Basis for this course?	Graded
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SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	POLS 3040. Power, Politics and Art. 3 credits Prerequisites: Open to juniors or higher. Grading Basis: Graded. A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.
Provide proposed title and complete course catalog copy	POLS 3040. Power, Politics and Art. 3 credits Prerequisites: Open to juniors or higher. Grading Basis: Graded. A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest. CA4-INT.
Reason for the course action	The proposed course would meet the following interest and needs: 1. Interdisciplinary teaching: The course will expand the interdisciplinary course options for all students. 2. General Education: As an upper-level course that requires no background knowledge either in politics or art but expects students to have relatively developed reading comprehension, writing and analytical skills, the course will serve as an upper-level General Education course. Given its global content, the course would meet the requirements of the General Education Content Area Four-International (CA4INT) - Diversity and Multiculturalism. It can also meet CA1. 2. Political Science Major: The course proposal has been approved by the Political Theory subfield faculty of the Political Science department and will meet "Theory and Methods" course distribution requirement for the Political Science majors. 3. Regional Campuses: Being an online course, it would be accessible to students from regional campuses. 4. Non-Political Science Majors: Students who major in other fields, including those in the arts, can take the course to meet their general education, related course, or elective requirements. 5. Facilitate graduation: Meeting several needs listed above, the course would help students from different majors and campuses to graduate in a timely manner.
Specify effect on other departments and overlap with existing courses	There are no art-oriented or General Education CA4INT courses offered by the Political Science program. As for other departments, none of the CA4INT courses listed below cover the material intended to be covered by the proposed course. Moreover, only the first four courses on the list focus on art, two of them are lower level, and all of them have regional focus. The proposed course is upper level, global in scope, and has a strong political content. ARTH 1128 Global Perspectives on Western Art: Renaissance to the Present CA1, CA4INT; ARTH 1141 From Sun Gods to Lowriders: Introduction to Latin American Art CA1, CA4INT; ARTH 3630 Alternative Modernities: Visual Culture of Latin America CA4INT; HIST 2020 Pyramids, Pirates, and the Polis: The Ancient Mediterranean CA1, CA4INT; HIST 2222E Global Environmental History CA1, CA4INT, COMPE; HIST 3206 Black Experience in the Americas CA1, CA4INT; HIST 3362 The Black Death: Medieval and Modern Responses to Catastrophe CA1, CA4INT; HIST 3607 Latin America in the Colonial Period CA1, CA4INT; HIST 3609 Latin America in the National Period CA1, CA4INT; HIST 3635 History of Modern Mexico CA1, CA4INT; HIST 3705 The Modern Middle East from 1700 to the Present CA1, CA4INT; HIST 3822 Modern China CA1, CA4INT
Please provide a brief description of course goals and learning objectives	Defining politics as "struggle for power," the course intends to guide students to think about politics broadly and to understand how politics operate in our daily lives and influence our outlook and behavior. Visual arts and architecture are integrated as media through which citizens are socialized into particular socio-political systems or what people use as tools of political critique, resistance, and protest. Students who complete this course will be able to: • define major political concepts; • describe main tenets of major ideologies; • define general principles of visual arts; • describe the use of certain forms and images as ideological expressions; • accurately employ the vocabulary of arts and politics in their descriptions and analyses; • compare different political ideologies and some religious belief systems; and • analyze and identify the expression of distinct ideologies in a given artwork or architectural design.
Describe course assessments	Students' comprehension of the course material will be assessed through: • two online tests; • two analytical writing assignments; • the quality of contribution to the discussion board. Tests include true-false, multiple choice, fill-in the blank, and short answer questions that will assess the students' knowledge and ability to define basic concepts and describe ideological and artistic expressions. Writing assignments involve analysis and reflection, as they attempt to test students' understanding and ability to integrate and apply abstract concepts introduced in class to the analysis of specific pieces. No additional research is needed to undertake the writing assignments. General guidelines for writing assignments and specific instructions for each assignment will be posted on HuskyCT under "Assignments." Discussion boards will be used both to encourage students to think critically and to allow them to share their views with other students.
General Education Goals	As indicated in the section of the form that states the course's goals and objectives, the course intends to meet all seven overarching goals of the UConn General Education program. It introduces a range of ideologies and art work from different eras and cultures, as well as basic concepts in political science and art (goals # 1, 2, 5, and 6), alerts students to the overlaps, continuities and changes (goals #2, 5 and 6), teaches students how to identify ideological expressions in art and architecture and if they are reinforcing the existing power relations or challenge them (goals #3 and 4), requires students to analyze both ideologies and their expressions in art and architectural designs in writing – in tests, discussion board participation and essays (goals #1-7), and through

	recommended material encourages and directs students to further explore ideologies and art work that interest them (goals # 2 and 7).									
Content Area: Diversity and Multiculturalism (International)	The course explores the Content Area4-Diversity and Multiculturalism from an international perspective. Starting with the concept of power and defining politics as struggle for power, the course treats diversity as a key element. Rather than focusing on a specific country or culture, it examines ideologies and their expressions in art in different societies and at different time periods as tools of creating divisions, marginalizing and controlling some groups, and resisting and challenging marginalizations and domination. With an emphasis on power relations dictated by class systems, imperialism and patriarchy and how they are sustained or challenged by art in different societies, the course meets all FIVE CRETARIA of the Diversity and Multiculturalism content area of the UConn General Education program: (a) Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; (b) Emphasize that interpretive systems and/or social structures are cultural creations; (c) Consider the similarities that may exist among diverse groups; (d) Develop an understanding of and sensitivity to issues involving human rights and migration; and (e) Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items.									
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Arat, Power, Politics and Art preliminary Syllabus revised 2.docx</td> <td>Arat, Power, Politics and Art preliminary Syllabus revised 2.docx</td> <td>Syllabus</td> </tr> <tr> <td>Power, Politics and Art, sample writing assignment[2].docx</td> <td>Power, Politics and Art, sample writing assignment[2].docx</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Arat, Power, Politics and Art preliminary Syllabus revised 2.docx	Arat, Power, Politics and Art preliminary Syllabus revised 2.docx	Syllabus	Power, Politics and Art, sample writing assignment[2].docx	Power, Politics and Art, sample writing assignment[2].docx	Other
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Power, Politics and Art, sample writing assignment[2].docx	Power, Politics and Art, sample writing assignment[2].docx	Other								

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Zehra Arat	02/21/2021 - 18:08	Submit		The course has been already approved by the C&C at its February 2021 meeting. This is to specify the application for the course's GenEd designation for CA4-International.
	Political Science	Evan J Perkoski	02/28/2021 - 21:23	Approve	2/28/2021	Previously approved by POLS dept.



**POLS 3040 – POWER, POLITICS AND ART
(Online Course – revised(2) preliminary syllabus)**

ZEHRA F. KABASAKAL ARAT
email: zehra.arat@uconn.edu

SUMMER 2021

Office hours: Through Nexus, <https://nexus.uconn.edu/>

COUSE DESCRIPTION

Catalog description: A study of power and politics through a survey of major political ideologies and their expression in art and architecture, in various past and present cultures, both as a means of political socialization and a tool of resistance and protest.

Defining politics as “struggle for power,” the course intends to guide students to think about politics broadly and to understand how politics operate in our daily lives and influence our outlook and behavior. Providing a survey of major belief systems and political ideologies, the course examines the power structures and relations that they justify or challenge. In addition to belief systems and ideologies, the course introduces some basic political concepts, institutions, socio-political systems (e.g., feudalism, capitalism), and major political phenomena (e.g., imperialism and independence struggles) to contextualize the ideologies. Visual arts and architecture are integrated as media of ideological expressions, through which citizens are socialized into particular socio-political systems, or people use as tools of political critique, resistance, and protest. Covering visual art and architecture from different periods and cultures and examining them comparatively as “ideological texts,” the course will also address interactions, continuities and changes in the expression of political ideas and ideologies in visual art and architecture.

The course intends to meet the Political Theory requirement for Political Science majors and Content Area 4 (international) of General Education requirements.

Prerequisites: There are no prerequisites for the course, meaning that no prior knowledge of the subject is required. However, as an upper-level course that is open to juniors and seniors, the course is designed with the expectation that students have already acquired certain academic skills (e.g., reading comprehension, causal analysis, critical thinking, and writing) at college level and are able to manage demanding readings and writing assignments.

GOALS AND OBJECTIVES

Students who complete this course will be able to:

- define major political concepts;
- describe main tenets of major ideologies;
- define basic principles and concepts of visual arts;
- describe the use of certain forms and images as ideological expressions;
- accurately employ the vocabulary of arts and politics in their descriptions and analyses;
- compare different political ideologies and some religious belief systems; and
- analyze and identify the expression of distinct ideologies in a given artwork or architectural design.

COURSE REQUIREMENTS, POLICIES, AND GRADING

This is an **online course** that involves no synchronized meetings. However, the course is highly structured and require timely completion of all tasks. Students are required to *complete the assigned readings* by the beginning of the week for which the material is assigned, *participate in discussion boards* on a given subject within the period allocated to it, and *submit the assignments* without delay.

Students' comprehension of the course material will be assessed through:

- two online tests,
- two analytical writing assignments, and
- the quality of contribution to the discussions.

Tests include true-false, multiple choice, fill-in the blank, and short answer questions that will assess the students' knowledge and ability to define basic concepts and describe ideological and artistic expressions.

Writing assignments involve analysis and reflection, as they attempt to test students' understanding and ability to *integrate* and *apply* abstract concepts introduced in class to the analysis of specific pieces. No additional research is needed to undertake the writing assignments. General guidelines for writing assignments and specific instructions for each assignment will be posted on HuskyCT under "Assignments."

Discussion boards will be used both to encourage students to think critically and to allow them to share their views with other students.

All students can benefit from seeking assistance from the Writing Center to improve their writing (<http://www.writingcenter.uconn.edu/>); for online tutorial assistance, you can contact writingcenter@uconn.edu.

The weight assigned to each component of the final grade and their dates/deadlines are as follows:

Assignment/Assessment	Grade Share	Date/Deadline
Discussion board participation	10%	TBD
Tests	40%	
First		TBD
Second		TBD
Writing Assignments	50%	
First		TBD
Second		TBD

However, if the student shows a steady improvement during the course of the semester, extra weight will be assigned to the later work. Late submissions will result in deductions from the deserved grade – 10 points for each calendar day.

Plagiarism and other forms of cheating will result in an "F" for the course and in disciplinary action. For the university rules on academic integrity, please see <http://community.uconn.edu/the-student-code-appendix-a/>.

For all course related questions, students should sign up for an appointment through Nexus (<https://nexus.uconn.edu/>) and keep the appointment or cancel it in a timely manner. Simple questions about assignments or some procedures should be posted on HuskyCT under “Student Questions” in the Course Content section (dark area on the left margin). Please use e-mail messages as the last resort or under extraordinary circumstances. Assignments will be submitted online, and *work submitted via e-mail will not be accepted*, unless there are technical issues.

Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. They should provide the necessary documentation through the Center for Students with Disabilities (CSD, <http://www.csd.uconn.edu>) and discuss possible accommodations with the instructor within the first week, or as soon as the disability is diagnosed. The CSD is located in Wilbur Cross, Room 204, and can be reached at (860) 486-2020 or at csd@uconn.edu.

REQUIRED COURSE MATERIAL

In order to ensure success in this class, students should acquire the required course materials before the first day of classes. They include the following:

1. A computer with a camera and Internet access.
2. Access to the video communication systems WebEx and Zoom. You can subscribe to Zoom without any cost through <https://zoom.us/download>.
3. There is a required book:
Hunt, E. K. 2003. *Properties and Prophets: The Evolution of Economic Institutions and Ideologies*. Updated Seventh edition. New York: M.E. Sharpe.

The required book is available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)).

Readings from different sources and other course material can be accessed through the HuskyCT page for the course.

WEEKLY TOPICS AND READINGS

IMPORTANT: In addition to the required book, readings include some descriptive material (mostly prepared by the instructor for this course in the form of PowerPoint (PP) slides/videos, handouts or short essays), as well some primary philosophical writings and secondary analytical sources. **Please make sure you read the instructions posted for each week, before you start reading and reviewing the assigned material in the listed order.**

PART I: INTRODUCTORY TOPICS

WEEK - 1: Introduction of the Course and Analytical Concepts/Tools

1. Introducing the Course, Purpose, Objectives and Policies
2. Key Concepts: Power and Politics
 - Power and sources of power
 - Institutional/High politics
 - Everyday politics
3. Belief Systems: Religions and Political Ideologies
4. Language of Art:
 - Subject, Form, Content
 - Historical Style
 - Analysis versus Personal Taste

Teaching material

PPs and short videos

Sample readings:

Short essays prepared by the instructor

Sample artwork:

The Battle of Issus, Albrecht Altdorfer, 1529, oil on wood

Guernica, Pablo Picasso, 1937, oil on canvas

Bauhaus Campus, Walter Gropius, 1926, Dessau, Germany

University of Technology Campus, Model, Hans Malwitz, 1937, Berlin, Germany

PART II: ART AS POLITICAL SOCIALIZATION AND INDOCTRINATION

WEEK - 2: Religious Hierarchies, Paternalism and Patriarchy

1. Western Feudalism; Christian Paternalistic Ethic; Medieval European Art and Architecture
2. The rise and spread of Islam; Main beliefs and rituals; Classical Islamic Art and Architecture
3. Main tenets of Hinduism; the Caste System; Hindu Art and Architecture

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 1-2

“The Ten Commandments”

St. Thomas Aquinas. *The Summa Theologica*.” First Part, Question 92. The production of the woman, Article 1.

Esposito, John. 1998. *Islam: The Straight Path*. 3rd Edition. New York: Oxford University Press, pp. 17-28 and 88-93 (HuskyCT)

Sample artwork:

The Very Rich Hours of the Duke of Berry, Limbourg Brothers, 1412-16, tempera on vellum - Medieval Europe

Mosque of Cordoba, 8th c, Cordoba, Spain - Islamic

Notre-Dame Cathedral, Paris, France, 14th c - Christian
Shiva as Lord of Dance, India, 11th c, bronze cast – Hindu

ATTENTION: TEST-1 is on XXXX

WEEK - 3: Political Ideologies

1. Liberalism (and justification of class system and consumerism)
2. Marxism – theory and its implementation as state socialism
3. Anarchism
4. Fascism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 4-7

Peter Kropotkin, “Mutual Aid.” In Paul Schumaker, C. Kiel Dwight, and Thomas W. Heilke. eds., *Ideological Voices: An Anthology in Modern Political Ideas*. New York: McGraw-Hill, 1997, 95-105.

Benito Mussolini, “The Doctrine of Fascism” from *Enciclopedia Italiana*, 1932.

Sample artwork:

The Indigent Family, William Bouguereau, 1865, oil on canvas

Worker and Kolhoz Woman, Vera Mukhina, 1937, Steel

The City Rises, Umberto Boccioni, 1910, oil on canvas

Farm Family from Kahlenberg, Adolf Wissel, 1939, oil on canvas

ATTENTION: WRITING ASSIGNMENT-1 is due on XXXX

WEEK - 4: Militarism, Imperialism, and Western Expansion

1. Militarism
2. Imperialism: Meaning, forms, phases and policies
3. Gendered and Racial impacts of Western imperialism
4. Orientalism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 11

Ho Chi Minh (Declaration of Independence of the Democratic Republic of Vietnam, 1945

Başçı, Pelin. 1998. “Shadows in the Missionary Garden of Roses,” in Arat, Z., Chapter 4.

“Orientalism.” *New World Encyclopedia*

<http://www.newworldencyclopedia.org/entry/Orientalism>

Nochlin, Linda. 1989. “The Imaginary Orient,” *The Politics of Vision Essays on Nineteenth Century Art and Society*. New York: Harper & Row, 33-59.

Sample artwork:

Soldiers and Sailors Memorial Arch Projection, Krzysztof Vodiczko, 1984-85
Benin Bronzes / Elgin Marbles / Naram Sin-Akkadian Steele
The Snake Charmer, Jean-Leon Gerome, 1879, oil on canvas
The White Man’s Burden, Victor Gillam, 1899, Judge Magazine

PART III: PROTEST AND RESISTANCE

WEEK - 5: Critical Ideologies and Art

1. Feminisms
2. Anti-colonialism
3. Anti-racism
4. Anti-consumerism
5. Anti-militarism
6. Environmentalism

Teaching material

PPs and short videos

Sample readings:

Hunt, Ch. 13-14

Short essay on feminisms prepared by the instructor

Mohandas K. Gandhi, “Industrial Organization: Old and New,

<http://www.mkgandhi.org/sfgbook/five.htm>; “Economic Ideals,”

<http://www.gandhi->

[manibhavan.org/gandhiphilosophy/philosophy_economics_ideals.htm](http://www.gandhiphilosophy.com/philosophy_economics_ideals.htm)

“Meaning of Swadeshi” <http://www.mkgandhi.org/momgandhi/chap87.htm>

Malcolm X, “Message to the Grass Roots.” In *Malcolm X Speaks: Selected Speeches and Statements*. Edited by George Breitman. New York: Grove Weidenfeld.

Selections from Herbert Marcuse

Shiva, Vandana. 1989. “Development, Ecology and Women” from *Staying Alive*.

In Mann, Susan Archer, and Ashly Suzanne Patterson. Eds. 2016. *Reading Feminist Theory: From Modernity to Postmodernity*. New York: Oxford University Press, 462-466.

Sample artwork:

The Dinner Table, Judy Chicago-Collaboration, 1974-79, ceramic, fabric, installation

The Epic of American Civilization, J. Clemente Orozco, 1932-34, 24 fresco panels

The Civil Rights Memorial, Maya Lin, 1988-93, granite, water
I shop, therefore I am, Barbara Kruger, 1987, screen print on vinyl
The Disappearing Monument, Jochen & Esther Gerz, 1986, lead, mechanical pen
Garbage Wall, Gordon Matta Clark, 1970, repurposed trash

ATTENTION: TEST-2 is on XXXX

ATTENTION: WRITING ASSIGNMENT-2 is due on XXXX

2021-102 PHYS 4097W Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-6096
Request Proposer	Cormier
Course Title	Research Thesis in Physics -- Formerly offered as Research Thesis in Physics 4096W
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	Research Thesis in Physics -- Formerly offered as Research Thesis in Physics 4096W
Course Number	4097W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Vernon F Cormier
Initiator Department	Physics
Initiator NetId	vfc02001
Initiator Email	vernon.cormier@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	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	none
Recommended Preparation	PHYS 3989 or 4099
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 course involves meetings, advising, and mentoring from faculty primarily available 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	4096W. Research Thesis in Physics 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Grading Basis: Graded Research investigation for the advanced undergraduate. Research and writing of a Thesis are required. Final public presentation is recommended.						
Provide proposed title and complete course catalog copy	PHYS 4097W. Research Thesis in Physics 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation PHYS 3989 or 4099. Grading Basis: Honors Research investigation for the advanced undergraduate. Research and writing of a Thesis are required. Final public presentation is recommended. Not limited to honors students.						
Reason for the course action	Number change from 4096 to 4097 to comply with current experiential course type numbering. Honors credit added to enable students to earn honors credit without separate approvals.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	To have student learn how to design and complete a focused research project and write a thesis organized around stated goals, approaches, and results.						
Describe course assessments	Research project and written write-up in a thesis format.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Guidance-Honors-Students.pdf</td> <td>Guidance-Honors-Students.pdf</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Guidance-Honors-Students.pdf	Guidance-Honors-Students.pdf	Other
	Attachment Link	File Name	File Type				
Guidance-Honors-Students.pdf	Guidance-Honors-Students.pdf	Other					

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Vernon F Cormier	03/01/2021 - 12:17	Submit		Approved by PHYS C&C internal committee chair V.F. Cormier and Prof. Tom Blum, PHYS, chair of physics undergraduate education committee.
	Physics	Vernon F Cormier	03/05/2021 - 15:29	Approve	3/5/2021	Approved by PHYS C&C, pending any additional documentation required to be submitted, e.g., detailed syllabus if needed.

2021-103 ARTH/HRTS 3575 Add CA1-A (Arts)

COURSE ACTION REQUEST	
CAR ID	18-8416
Request Proposer	Orwicz
Course Title	Human Rights and Visual Culture
CAR Status	In Progress
Workflow History	Start > Draft > Art and Art History > School of Fine Arts > GEOC > Return > Art and Art History > Human Rights > School of Fine Arts > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	ARTH
School / College	School of Fine Arts
Department	Art and Art History
Course Subject Area #2	HRTS
School / College #2	College of Liberal Arts and Sciences
Department #2	Human Rights
Reason for Cross Listing	Content is always equally relevant to ARTS and HRTS
Course Title	Human Rights and Visual Culture
Course Number	3575
Will this use an existing course number?	Yes
Please explain the use of existing course number	Revisions have been made to this course to include digital media. The course has also been enhanced to be included in the CA 1 category of the General Education Requirements. Work on making these revisions was funded by a Provost's General Education Course Enhancement Grant which I was awarded on December 22, 2016.

CONTACT INFO	
Initiator Name	Michael R Orwicz
Initiator Department	Art and Art History
Initiator NetId	mro02003
Initiator Email	michael.orwicz@uconn.edu

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

COURSE FEATURES	
Proposed Year	2019
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	No
General Education Competency	
Environmental Literacy	
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3-hours of lecture per week; students will undertake multi-modal projects.

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

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

	interpretation of how visual culture operates, inspire lifelong appreciation of art and aesthetic creativity generally, and provide a deep understanding of human rights and its legacy.						
Content Area: Arts and Humanities	Content Area I : Arts and Humanities The course examines aesthetic/artistic traditions and visual culture more broadly, within an explicitly humanist and humanitarian context. Students will acquire a deep understanding of the vital role that visual images have played in defining a politics of humanitarianism in the 20th and 21st centuries. They explore the complex means by which the visual arts engaged and moved viewers to empathize with victims in the name of human solidarity, and how the radical transformation of visual strategies engendered by digital media and associated commercial technologies have generated a complex and problematic environment for visualizing human rights in a global context. Work by contemporary visual artists whose aesthetic practices engage human rights issues features prominently in this course.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf</td> <td>ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf	ORWICZ. ARTH 3575 & HRTS 3575 HR.DM.VC. SYLLABUS 12.8.19.pdf	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Michael R Orwicz	09/15/2018 - 12:39	Submit		Dear Kathryn, Laurie, and Yan, I would greatly appreciate if if your committee could put this course through the C&C review and bring it forward for a faculty vote at the next faculty meeting. I'm very keen that as a Gen Ed. course, the CAR pass the SFA review very soon, and receive Senate for approval in time for Spring 2019. I sincerely apologize for the pressure I'm putting you under. Michael
	Art and Art History	Kathryn M Myers	09/20/2018 - 10:11	Approve	9/19/2018	The departmental C&C committee approved this and it will be forwarded for faculty discussion and approval at the 9-26 faculty meeting
	School of Fine Arts	Cora L Deibler	12/11/2018 - 13:02	Approve	12/10/2018	Approved by SFA C+C and Faculty.
	GEOC	Karen C McDermott	01/11/2019 - 15:19	Status received	1/11/2019	This course will be added to the GEOC docket for their next meeting. Please be aware that many courses undergo a two-step review process, and you may be contacted if the committee has questions or requests revisions.
	GEOC	Eric T Schultz	01/29/2019 - 13:22	Status return to initiator	1/29/2019	The proposal needs to be modified to indicate two subject areas, as this is a cross-listing with HRTS
	Return	Michael R Orwicz	09/16/2019 - 16:43	Resubmit		The CAR for ARTH 3575 / HRTS 3575 has been revised to indicate that course content is equally relevant to both departments, and the course should be cross-listed.
	Art and Art History	Kathryn M Myers	10/22/2019 - 10:32	Return	10/22/2019	Michael would like to make an additional change to the proposal to add enrollment restrictions.
	Art and Art History	Kathryn M Myers	10/22/2019 - 13:19	Resubmit		I am restricting enrollment in this course to juniors and above. Sophomores must seek instructor's permission to enroll.
	Art and Art History	Kathryn M Myers	11/07/2019 - 11:42	Approve	11/7/2019	Faculty voted unanimously by email vote for the amendment to Professor Orwicz's proposal for registration restrictions.
Human Rights	Cesar Abadia-Barrero	11/08/2019 - 14:01	Approve	11/8/2019	The undergraduate committee of the Human Rights Institute also approved unanimously the proposed restrictions.	
School of Fine Arts	Louis R Hanzlik	12/13/2019 - 12:18	Approve	12/12/2019	This course was unanimously approved by the School of Fine Arts C&C Committee on November 22, 2019, and by the School of Fine Arts Faculty on December 12, 2019.	