

CLAS C&C
Chair: Pamela Bedore
Agenda Part II: Additional Materials
4.6.2021

WebEx Info:

<https://uconnvtc.webex.com/uconnvtc/j.php?MTID=md9e492910bab686dfeec7c86af1a89c7>

or

Meeting number (access code): 120 186 5954
Meeting password: clascce



2021-104 EEB 3895 Add Special Topic: Mammalogy

Approval Form			✉ # 264 ➡
Created by	Paul O Lewis	Last updated	Mar 20, 2021, 3:17:42 PM Eastern Daylight Time
Printed by	Pamela Bedore	Print Date	Mar 22, 2021, 9:20:12 AM Eastern Daylight Time
Course Information (select above)	Subject	EEB	
	Catalog Nbr	3895	
	Course Title	Special Topics	
	Min Units	1	
	Max Units	6	
	Topic Information	Topic Title	Mammalogy
Instructor Name		Kurt Schwenk (kus02002)	
Description		Diversity, natural history (including behavior, ecology, reproduction, etc.), and evolution of mammals	

	Additional Attachments	<div>DescriptionAttachment</div>		
	# of Credits	3		
	Syllabus	3254_Lect_SyllabusSCHWENK.19.pdf		
	Comments	Add Comment		
		All Comments	<div><div><div>NameTime StampComment</div><div><div>Paul O Lewis</div><div>3/20/2021, 3:10 PM</div><div>This is a 3-credit version of the usual 4-credit EEB 5254 (Mammalogy) course. Normally EEB 5254 has a TA assigned to it for the laboratory component, but, because of budget constraints, this year there will be no TA and hence no lab. I realize this is not the intended use of special topics, but rather more of a COVID-19 ad hoc fix. EEB intends on offering EEB 5254 in the future with the lab as soon as the budget once again allows a TA.</div></div></div></div>	
Initiator Information	First Name		Paul	
	Last Name	Lewis		
	Title	PROFESSOR		
	Email	paul.lewis@uconn.edu		

	<table> <tr> <td>Department</td><td>Ecology and Evolutionary Bio</td></tr> </table>	Department	Ecology and Evolutionary Bio		
Department	Ecology and Evolutionary Bio				
Approve/Deny Request	<table> <tr> <td>Approval Status</td><td></td></tr> <tr> <td>Date</td><td></td></tr> </table>	Approval Status		Date	
Approval Status					
Date					

2021-105 HEJS 5397 Add Special Topic: Contemporary German Jewish Literature and Human Rights

Approval Form				 # 284 			
Created by		Sara R Johnson		Last updated			
				Mar 25, 2021, 1:49:58 PM Eastern Daylight Time			
Printed by		Pamela Bedore		Print Date			
				Mar 26, 2021, 11:25:49 AM Eastern Daylight Time			
Course Information (select above)	Subject		HEJS				
	Catalog Nbr		5397				
	Course Title		Special Topics in Judaic Studies				
	Min Units		3				
	Max Units		3				
Topic Information	Topic Title		Contemporary German Jewish Literature and Human Rights				
	Instructor Name		Sebastian Wogenstein				
	Description		Cross-listing of existing course (GERM 6460/CLCS 5317/HEJS 5397: Contemporary German Jewish Literature and Human Rights)				
	Additional Attachments		<table> <tr> <td>Description</td> <td>Attachment</td> </tr> </table>			Description	Attachment
	Description	Attachment					

	# of Credits	3									
	Syllabus	Syllabus GERM 5345 CLCS 5317 HEJS 5397-F21.pdf									
	Comments	<div>Add Comment</div> <div>All Comments</div> <table border="1"> <thead> <tr> <th>Name</th> <th>Time Stamp</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Sara R Johnson</td> <td>3/24/2021, 4:22 PM</td> <td>Pam, is it possible to approve of this easily and quickly? If not, there is some discussion about whether it's really worth while to add the HEJS cross-listing. But the cross-listing is intended to attract the attention of students who might not find it otherwise.</td> </tr> </tbody> </table>	Name	Time Stamp	Comment	Sara R Johnson	3/24/2021, 4:22 PM	Pam, is it possible to approve of this easily and quickly? If not, there is some discussion about whether it's really worth while to add the HEJS cross-listing. But the cross-listing is intended to attract the attention of students who might not find it otherwise.			
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Initiator Information	<table border="1"> <tr> <td>First Name</td> <td>Sara</td> </tr> <tr> <td>Last Name</td> <td>Johnson</td> </tr> <tr> <td>Title</td> <td>ASSOCIATE PROFESSOR</td> </tr> <tr> <td>Email</td> <td>sara.johnson@uconn.edu</td> </tr> <tr> <td>Department</td> <td>Lit, Cultures and Languages</td> </tr> </table>	First Name	Sara	Last Name	Johnson	Title	ASSOCIATE PROFESSOR	Email	sara.johnson@uconn.edu	Department	Lit, Cultures and Languages
First Name	Sara										
Last Name	Johnson										
Title	ASSOCIATE PROFESSOR										
Email	sara.johnson@uconn.edu										
Department	Lit, Cultures and Languages										
Approve/Deny Request	<table border="1"> <tr> <td>Approval Status</td> <td></td> </tr> <tr> <td>Date</td> <td></td> </tr> </table>	Approval Status		Date							
Approval Status											
Date											

Approval Form

✉ | # 204 | 📄

Created by	David A Knecht	Last updated	Mar 9, 2021, 4:44:33 PM Eastern Standard Time
Printed by	Pamela Bedore	Print Date	Mar 9, 2021, 8:28:07 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	CELL BIOLOGY & GENETICS OF AGING															
	Instructor Name	Kenneth Campellone															
	Description	Understanding the molecular, cellular, and genetic bases of aging and age-associated diseases															
	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	MCB3895-CampelloneSyllabus.docx																
Comments	<table border="1"> <tr> <td rowspan="2">Add Comment</td> <td colspan="3"> </td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td rowspan="2">All Comments</td> <td colspan="3"> </td> </tr> <tr> <td>Name</td> <td>Time Stamp</td> <td>Comment</td> </tr> </table>			Add Comment							All Comments				Name	Time Stamp	Comment
Add Comment																	
All Comments																	
	Name	Time Stamp	Comment														

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	

MCB 3895 – CELL BIOLOGY & GENETICS OF AGING Syllabus (Fall 2021)

Course and Instructor Information

Format: In-person (*Online via Blackboard Collaborate if necessary*)

Meeting Times: Tu/Th 11:00a-12:15p

Prerequisites: Cell Biology - MCB 2210 or MCB 2215
(If you scored below a 'B' in Cell Biology, you will struggle in this course)

Target Audience: Advanced MCB or BIO students pursuing careers in research

Instructor: Kenneth Campellone, PhD

Email: kenneth.campellone@uconn.edu

Availability: In-person or online by appointment.
(Estimated email response time: generally <24h during standard business hours)
(Estimated appointment booking time: approximately 1-2 weeks in advance)

Course Materials

Required Book(s):

None

Required Materials (posted to HuskyCT by the instructor):

1. Review articles

2. Primary research papers
3. YouTube videos

Technical Requirements

- Laptop computer or tablet
- Reliable access to high-speed internet
- HuskyCT/Blackboard online course platform
- Adobe Acrobat Reader

Course Assessments and Grading

1. Quizzes (weekly)
2. Exams (mid-semester, end-of-semester) Dates: TBD
3. *Optional*: Writing Assignments (for Honors or Graduate students)

Course Description

Understanding the molecular, cellular, and genetic bases of aging and age-associated diseases. Emphasizes the research literature and experimental approaches that apply to studying the biology of aging.

Course Outline

1. Introduction to the 'Pillars of Aging' and Review of core Cell Biology concepts
2. Review of key Molecular, Cellular, Genetic, and Biochemical techniques
3. Organismal Models and Diseases of Aging
4. Genetic Mutations and Nuclear Organization
5. Telomeres and Epigenetic Remodeling
6. Nutrient Sensing and Signaling
→ *Exam*
7. Mitochondria and Lysosomes
8. Senescence and Apoptosis
9. Inflammation and Infection
10. Proteostasis and Autophagy
11. Stem Cells and Regeneration
12. Behavioral and Pharmacological Extension of Healthspan/Lifespan (The Fountain of Youth)
→ *Exam*

Students with Disabilities

UConn 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 inform the instructor so that options can be discussed. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860)486-2020, csd.uconn.edu.

Student Responsibilities and Misconduct

As a member of the UConn student community, you are held to certain standards and academic policies. Review these important UConn community standards at community.uconn.edu, which include information about The Student Code, Student Behavior, and Academic Integrity.

Misconduct: Academic misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes copying or sharing answers on assignments, having someone else do your work, and plagiarism. If submitted work is deemed to be in violation of this policy, that assignment will be given a grade of zero points. Subsequent violations will be dealt with according to the guidelines given in The Student Code. Depending on the act, a student could receive an F grade on the assignment, an F grade for the course, or could be suspended.

Plagiarism: It is never appropriate to copy anything written or created by someone else (including from other students, published materials, or internet resources). The work that you turn in must be your own. (From Dr. Ken Noll: All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should describe it in your own words. Do not take phrases from the published work and connect them with your own words. Do not use text from sources and surround it with quotation marks. You need to restate what you read in your own terms. Do not perform “creative reiteration” and simply rearrange the words from another author’s text and present it as your own.) **If evidence of plagiarism is found on any assignment, that assignment will receive a grade of zero points.**

Assignment due dates and late policy: The submission dates and times for your quizzes, exams, and other assessments will be listed in advance. If justified, some flexibility will be allowed for missed quizzes/exams/assignments or for assessments turned in after the designated deadline. However, some late work may also be subjected to grade deductions. The instructor reserves the option to change due dates if necessary as the semester progresses. All changes will be communicated in a timely manner.

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).

2021-107 MCB 5895 Add Special Topic: Horizontal Gene Transfer, from mechanisms to outcomes

Approval Form

✉ | # 244 | 🖨

Created by	David A Knecht	Last updated	Mar 16, 2021, 8:50:14 AM Eastern Daylight Time
Printed by	Pamela Bedore	Print Date	Mar 17, 2021, 8:15:15 AM Eastern Daylight Time

Course Information (select above)	Subject	MCB
	Catalog Nbr	5895
	Course Title	Investigation of Special Topics
	Min Units	1
	Max Units	6

Topic Information	Topic Title	Horizontal Gene Transfer, from mechanisms to outcomes			
	Instructor Name	Robertson Papke			
	Description	Readings from the scientific literature will be used to explore how quorum sensing, natural transformation, and horizontal gene transfer among bacteria and archaea. How they form separate lineages will also be investigated.			
	Additional Attachments	<table><tr><th>Description</th><th>Attachment</th></tr></table>		Description	Attachment
	Description	Attachment			
	# of Credits	3			
	Syllabus	Papke MCB 5895 Syllabus.docx			

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First Name	David										
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Date											

Horizontal Gene Transfer, from mechanisms to outcomes: MCB 5896
Fall, 2021
Instructor: Dr. Thane Papke
T/Th 12:30-1:45 OAK 104

Credits: 3

Description: Readings from the scientific literature will provide a focus for investigating how quorum sensing, natural transformation and biofilm formation are interwoven characteristics that collectively provide a controlled and biased process for the horizontal gene exchange in Prokaryotes. Then, gene exchange will be discussed for understanding how this process contributes uniquely to prokaryotic evolution (e.g., via adaption to environments, generation of metabolic pathways and how they form separate lineages).

Contact Info:
Office BSP 402; 860-486-7963; thane@uconn.edu

Office Hours:
After class, and by appointment.

Course Objectives:

Prokaryotes generate diversity and evolve mainly through Horizontal Gene Transfer. In order to gain a deeper appreciation for prokaryote evolution, and how they adapt to their environment, we will examine the scientific literature demonstrating mechanisms and strategies for gene exchange, as well as the outcomes.

Course goal:

To develop intellectual skills that enable students to synthesize facts, principles, and logic that allows understanding the role of microorganisms in our world. To develop skills and gain confidence in communicating through oral presentations.

NO TEXTBOOK! Each student is responsible for finding the article. All articles are available and free from the Internet, if using a computer on campus. If off campus, you can still get it for free, but you have to sign into the library.

Grades:

Participation: Students are required to come to class prepared to discuss the assigned reading! There will be an open-ended discussion about the reading material. Each student is expected to participate voluntarily every day. **Additionally**, each student will present the assigned reading and lead the discussion during at least 2 class periods.

Presentation: Each student will make a 30-minute PowerPoint presentation (approximately 30 slides). Learning to give oral presentations is an important aspect of this class, and an applicable life-long skill for all scientists.

Breakdown of final grade: Participation 50%; Presentation 50%

Grading Scale:

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7

Grade	Letter Grade	GPA
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Reading Topics:

Week 1: Quorum Sensing

Week 2: Biofilms

Week 3: Natural transformation, the basics

Week 4: Links between quorum sensing, biofilms and natural transformation in the Gram positive genus *Streptococcus* spp.

Week 5: Links between quorum sensing, biofilms and natural transformation in the Gram negative species *Vibrio cholerae*.

Week 6: Archaeal mechanisms of gene transfer

Week 7: Cooperation in prokaryotes, via quorum sensing and HGT.

Week 8: Impact of horizontal gene transfer on the formation of species.

Week 9: Impact of horizontal gene transfer on adaptation to environments

Week 10: Impact of horizontal gene transfer on the creation of metabolic pathways

Week 11: Student presentations

Week 12: Thanksgiving break

Week 13: Student presentations

Week 14: Student presentations

Important Dates

Week 6: Student meetings to discuss presentation. Student must meet with Dr. Papke at a scheduled time to discuss topic of presentation. Bring with you two review articles, and three primary literature articles on the topic.

Week 9: 1st round of student practice talks. Must meet with Dr. Papke, to go over your Power Point presentation: bring with you your draft presentation, and be prepared to present and discuss it.

Topics for presentations:

- 1) Viruses evolution/ecology and recombination
- 2) Photosynthesis
- 3) Sulfur cycle
- 4) CO₂ fixation pathways
- 5) Rhodopsins
- 6) Nitrogen cycle
- 7) Origins of life
- 8) Origins of Eukaryotes

Each student is expected to abide by the University of Connecticut Code of Conduct. We are all here to learn and to be excited about learning.

Plagiarism:

In the past there have been misunderstandings about whether it is appropriate to copy material from references or from other students. Briefly, it is never appropriate to copy anything written by someone else: neither students, published works, dissertations, nor internet material. The work you turn in must be in your own words. Do not copy anything from work written by others. If you must quote from written work (and this is rarely done in scientific work), the passage that is quoted must be enclosed in quotation marks and followed immediately by the reference citation. All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should restate it in your own words. If you want to include tables of data or diagrams from the literature, you may do so as long as you cite the appropriate reference in the legend to the figure or table. All the references in your reference list should be cited in your work. Do not cite sources from which you did not use information.

Excerpt from the Student Conduct Code (<http://www.dosa.uconn.edu/scc11.html>)

If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Papke before submitting the work. After you submit the work it is too late and any violations of this policy will be dealt with according to the guidelines given in Section XI of the *Student Conduct Code* (see below).

You are recommended to check your own papers for plagiarism with freely available online plagiarism detection software. Here are some example urls:

<http://www.dustball.com/cs/plagiarism.checker/>
<http://www.plagiarismchecker.com/>
<http://www.plagtracker.com/>
<http://plagiarisma.net/>
http://www.grammarly.com/?q=plagiarism&gclid=CJvHkL_IiLICFcXb4Aod0HYAcw

Academic Misconduct

A fundamental concept of all educational institutions is academic honesty. All academic work depends upon respect for and acknowledgment of research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting.

No academic misconduct, including any forms of cheating and plagiarism, can be condoned. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; attempting to influence one's academic evaluation for reasons other than academic achievement or merit; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. It is perhaps less obvious, but it is equally logical, that a student who knowingly permits another to copy from his or her own paper, examination, or project should be held as accountable as the student who submits the copied material.

Details of the proceedings involved in academic misconduct cases are provided on the web site <http://www.dosa.uconn.edu/scc11.html>.

2021-108 DMD 3830/DRAM 3134/ENGL 3707 Revise Course (guest: Daniela Weiser)

COURSE ACTION REQUEST	
CAR ID	20-3436
Request Proposer	Ozdemir
Course Title	Film Writing
CAR Status	In Progress
Workflow History	Start > Digital Media and Design > Dramatic Arts > English > 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	3
Course Subject Area	DMD
School / College	School of Fine Arts
Department	Digital Media and Design
Course Subject Area #2	DRAM
School / College #2	School of Fine Arts
Department #2	Dramatic Arts
Course Subject Area #3	ENG
School / College #3	College of Liberal Arts and Sciences
Department #3	English
Reason for Cross Listing	There are many DMD students who want to take the course but cannot because of enrollment limits in DRAM 3145 / ENG 3707.
Course Title	Film Writing
Course Number	3145
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Tanju Ozdemir
Initiator Department	Digital Media and Design
Initiator NetId	tao19002
Initiator Email	tanju.ozdemir@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	16
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Two 2.15-hour sessions per week.

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	Instructor 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?	Stamford, Storrs
If not generally available at all campuses, please explain why	DMD faculty are in-residence in Storrs and Stamford.
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	DRAM 3145. Film Writing (also offered as: ENGL 3707) 3 credits. Prerequisites: Open to juniors or higher; instructor consent required. Grading basis: Graded Theoretical and practical work in the content and form of the fiction scenario.		
Provide proposed title and complete course catalog copy	DMD 3830. Film Writing (also offered as: DRAM 3145, ENGL 3707). 3.00 credits. Prerequisites: Open to juniors or higher, others with instructor consent. Grading Basis: Graded Theoretical and practical work in the content and form of the fiction scenario.		
Reason for the course action	This course has already been taught as a DMD 3998 Variable Topics course in Spring 2019, Fall 2019 and Fall 2020. The Department is currently under review for accreditation through NASAD (National Association of Schools of Art and Design), and this course complements current revisions to our professional degree, the BFA, to meet NASAD standards. It will support students in concentrations such as Animation and Digital Film/Video Production in response to student interest at both the Storrs and Stamford campuses.		
Specify effect on other departments and overlap with existing courses	On 10/7/20 Heather Elliott-Famularo received approval from Bob Hasenfratz (DH English) and Michael Bradford (DH Dramatic Arts) to add the third DMD cross-list. She also sent the attached syllabus to Hasenfratz and new DH Ed Weingart on 10/7 so they have the copy for their records.		
Please provide a brief description of course goals and learning objectives	This course introduces the arts and crafts of narrative scriptwriting; idea generation, formatting, conflict, story structure, concept, character and plot development, effective and impactful dialogue writing and outlining. Through lectures, readings, workshops, screenings, and guest speakers, students will learn how to think and write as a professional screenwriter. The exercises and assignments will prepare students to complete a final project as a short narrative screenplay between 5-25 pages.		
Describe course assessments	Students are assigned weekly scripts, readings, and film viewing assignments in which they view and critique the scriptwriting aspects of short and feature films. In addition, there are weekly writing exercises in which students implement and practice concepts introduced during the lectures. Writing exercises are workshoped in class for group critique. Students will write a short narrative screenplay between 5-25 pages as their major semester project. This project will be graded on creative writing skills (conflict, story structure, concept, character and plot development). Specific assignments and grading scale are outlined in the syllabus.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	DMD3830 Film Writing - Syllabus.pdf	DMD3830 Film Writing - Syllabus.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Tanju Ozdemir	10/16/2020 - 23:15	Submit		N/A
	Digital Media and Design	Daniel Pejril	11/25/2020 - 19:21	Approve	11/25/2020	Voted and approved by DMD faculty through electronic ballot on 11/25/20.

	Dramatic Arts	Daniela Weiser	01/14/2021 - 16:38	Approve	1/14/2021	Approved by faculty in the Dramatic Arts Department on January 14, 2021. 15 votes yay, 0 nay, 0 Abstain, out of 21 eligible voting faculty.
	English	Christopher R Vials	01/22/2021 - 15:42	Approve	1/22/2021	English C&C Committee voted to approve this cross-list proposal on January 22, 2021. As per the English Department Governance Document, cross-list approvals do not need to go to the full department faculty for a vote.
	School of Fine Arts	Louis R Hanzlik	03/11/2021 - 12:34	Approve	3/5/2021	This course was approved by the School of Fine Arts C&C Committee on February 12, 2021, and by the School of Fine Arts Faculty on March 5, 2021.
	School of Fine Arts	Louis R Hanzlik	03/11/2021 - 14:08	Approve	3/5/2021	Approved within the SFA (as noted before).

2021-109 POLS 3606 Revise Course (guest: Paul Herrnson)

COURSE ACTION REQUEST	
CAR ID	21-6236
Request Proposer	Herrnson
Course Title	The Politics of Election Administration
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	The Politics of Election Administration
Course Number	3606
Will this use an existing course number?	Yes
Please explain the use of existing course number	This request is to return the name of the course to its original name with the goal of more accurately representing its content and increasing enrollment. When originally offered as "How to Fix Elections? Election Administration in the United States" (POLS 2998), the course enrolled between 30 and 40 students. It was renamed to "The Politics of Election Administration" when it became a permanent course. Enrollment fell to under 10 immediately because students found the name boring. Students in the course noted it does more than indicated in the title. Although enrollment has increased somewhat as word of the course content spread, it remains lower than I would like.

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	paul.herrnson@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	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	Lecture, discussion, debate, simulations, papers, field work option.

COURSE RESTRICTIONS	
Prerequisites	POLS 1602
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	I anticipate the course will be taught only in Storrs. It could be taught elsewhere, depending on faculty and student interest.
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	POLS 3606. The Politics of Election Administration 3.0 credits Prerequisites: POLS 1602 Grading Basis: Graded An analysis of the politics of election administration. Topics include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; redistricting; voter suppression and voter fraud; and prospects for reform.
Provide proposed title and complete course catalog copy	POLS 3606. How to Fix an Election? The Politics of Election Administration in the United States 3.0 credits Prerequisites: POLS 1602 Grading Basis: Graded An analysis of the politics of election administration. Topics include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; redistricting; voter suppression and voter fraud; and prospects for reform.
Reason for the course action	This request is to return the name of the course to its original name with the goal of more accurately representing its content and increasing enrollment. When originally offered as "How to Fix Elections? Election Administration in the United States" (POLS 2998), the course enrolled between 30 and 40 students. It was

	renamed to "The Politics of Election Administration" when it became a permanent course. Enrollment fell to under 10 immediately because students found the name boring. Students in the course noted it does more than indicated in the title. Although enrollment has increased somewhat as word of the course content spread, it remains lower than I would like.								
Specify effect on other departments and overlap with existing courses	None								
Please provide a brief description of course goals and learning objectives	The goals and objectives are to educate students about: 1) the reasons for the complexity of U.S. elections; 2) the evolution of electoral institutions, norms, and processes; 3) the rules governing the participation of candidates, political parties, and voters; 4) factors that affect voter turnout; 5) early inperson voting, permissive absentee voting, vote-by-mail ballots, and other convenience voting methods; 6) innovations in voting technologies and ballots; 7) claims of voter suppression, voter fraud, recounts, and the and other challenges to the conduct of elections; 8) the impact of election administration on enactment.								
Describe course assessments	Students will be assessed on the basis of a research paper (approximately 10-12 pages), presentations, debates, election simulations, reflection papers, classroom exercises, discussions, and quizzes. Students will have the option of writing a second, short research paper (approximately 5 pages) or doing field work and providing an accompanying report.								
Syllabus and other attachments	<table><tr><th>Attachment Link</th><th>File Name</th><th>File Type</th></tr><tr><td>Syll-Ele Admin-f2021-2.doc</td><td>Syll-Ele Admin-f2021-2.doc</td><td>Syllabus</td></tr></table>	Attachment Link	File Name	File Type	Syll-Ele Admin-f2021-2.doc	Syll-Ele Admin-f2021-2.doc	Syllabus		
Attachment Link	File Name	File Type							
Syll-Ele Admin-f2021-2.doc	Syll-Ele Admin-f2021-2.doc	Syllabus							

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Paul Herrnson	03/09/2021 - 09:11	Submit		This request is to return the name of the course to its original name with the goal of more accurately representing its content and increasing enrollment. When originally offered as "How to Fix Elections? Election Administration in the United States" (POLS 2998), the course enrolled between 30 and 40 students. It was renamed to "The Politics of Election Administration" when it became a permanent course. Enrollment fell to under 10 immediately because students found the name boring. Students in the course noted it does more than indicated in the title. Although enrollment has increased somewhat as word of the course content spread, it remains lower than I would like.
	Political Science	Evan J Perkoski	03/11/2021 - 12:15	Approve	3/11/2021	Original name previously approved by POLS

How to Fix an Election? The Politics of Election Administration in the United States

POLS 3606

Fall 2021 (to be updated)

Prof. P. Herrnson

Email: paul.herrnson@uconn.edu

Office hours: Mon. and Weds. 11.30-12.30

and by appointment

The truth of the matter is that the whole administration—organizations, laws, methods and procedures, and records—are, for most states, quite obsolete. The whole system, including the election laws, requires a thorough revision and improvement.

- Joseph Harris (1934)

The United States runs its elections unlike any other country in the world. Responsibility for elections is entrusted to local officials in approximately 8,000 different jurisdictions. In turn, they are subject to general oversight by officials most often chosen through a partisan appointment or election process. The point of contact for voters in the polling place is usually a temporary employee who has volunteered for one-day duty and has received only a few hours of training. These defining features of our electoral system, combined with the fact that Americans vote more frequently on more issues and offices than citizens anywhere else, present unique challenges for the effective administration of elections that voters throughout the country expect and deserve.

- Presidential Commission on Election Administration (2014)

Course overview

Democratic elections should provide citizens with the opportunity to cast a ballot without fear of coercion, and they should instill confidence in the recording and counting of ballots. However, some U.S. elections fall short of these ideals. Media reports of voter suppression, voter fraud, spoiled ballots, or stolen ballots are long-established signs that something has gone wrong in an election. Recent problems involve flawed voting systems, ballot designs, and voter rolls. Some of these issues arise from the unusual complexities of American elections originating from the design of the political system. Others result from administrative decisions unrelated to partisan politics. Still others, such as which candidates appear on the ballot and the ordering of their names, result from practices intended to advantage one or more candidates or parties. The current pandemic and so-called dirty tricks carried out by domestic and foreign operatives pose new challenges to an already flawed election process.

This course focuses on election administration in the U.S. It covers electoral institutions, norms, and processes; the rules governing the participation of candidates, political parties, and voters; factors that affect voter turnout; early in-person voting, permissive absentee voting, vote-by-mail ballots, and other convenience voting methods and innovations in voting technologies and ballots. It considers claims of voter suppression, voter fraud, and other challenges to election administration. Coverage of campaign finance, strategy, and communications demonstrate the impact of election administration on campaign strategy and tactics. The participation of guest lecturers provides insights into practical aspects of election administration and their impact on the conduct of elections.

By the end of the semester, students should be able to describe the complexities of election administration in the U.S., identify their sources, and explain how candidates, political parties, and others respond to them. Students should be able to identify shortcomings and biases in election administration and the individuals and groups they advantage or disadvantage. Students also should be able to evaluate reform proposals and speculate about their prospects for enactment. Finally, students should have a full understanding that fixing elections is no simple matter: election reforms often have unintended consequences; reform proposals couched in lofty goals are often intended to promote partisan advantage; and reform proposals intended to promote partisan advantage sometimes backfire.

Required reading

- Matthew J. Streb, ed. *Law and Election Politics*, Routledge, 2013.
- Paul S. Herrnson, Costas Panagopoulos, and Kendall L. Baiely, *Congressional Elections*, CQ Press, 2020
- Presidential Commission on Election Administration, *Report on the American Voting Experience*, 2015, <http://web.mit.edu/supportthevoter/www/files/2014/01/Amer-Voting-Exper-final-draft-01-09-14-508.pdf>
- A major newspaper, such as *The New York Times*, *Boston Globe*, or *Washington Post*
- An online publication specializing in politics, such as *Roll Call*, *The Hill*, *The Cook Political Report*, *Inside Elections*, *FiveThirtyEight*, or *Politico*
- Scholarly and news articles posted on HuskyCT or available online through the library

Grades and assignments

- Research paper and presentation 40%
- Election-related fieldwork or short paper 20%
- Simulations and debate 20%
- Participation, reflection exercises, quizzes 20%

Research paper

Students will write a 2,500-3,000 word (10-12 pages) research paper on an approved topic. The paper prospectus and bibliography are due on October 21 (on HuskyCT). The final paper is to be December 11 using SafeAssign (on HuskyCT). Students are strongly advised to submit a draft of the paper on SafeAssign prior to the due date to enable them to make revisions if necessary. Information about SafeAssign is available at <https://helpcenter.uconn.edu/2015/01/06/using-safeassign-in-huskyct/>.

Election fieldwork or short paper

Students will have two options: 1) they can work in as a poll worker or in some other aspect of election administration and write a one-to-two-page reflection paper on the experience; or 2) they can write a 1,200-1,300 (about 5 pages) on some aspect of election administration at the local level.

Simulations and debate

Simulations and debates require individual and team effort. Students will work on these during and outside of class time. The creativity, accuracy, and quality of student presentations will form the basis for grades.

Participation, reflection exercises, and quizzes

Student participation in all aspects of the class is required. One-page reflection exercises offer students an opportunity to share perspectives on controversial subjects. Quizzes may be given without prior notice.

Late assignments

Students are to complete the reading and other assignments prior to each class meeting, unless specified otherwise. Late assignments will be penalized half a letter grade per day

Prerequisites

Introduction to American Politics (POLS 1602), another introductory American government course, or AP American Government.

Format, etiquette, technical requirements and skills

This is an in-person course that has a few flipped class meetings, wherein students view a recorded lecture and come prepared to the ensuing class meeting to discuss it. The recorded lectures, some reading materials and assignments, and other materials, including the syllabus, are posted on HuskyCT.

Virtual spaces will be available to facilitate teamwork on class assignments. However, in-person meetings are encouraged.

Software/technical requirements (with accessibility and privacy information)

- HuskyCT/Blackboard (HuskyCT/Blackboard Accessibility Statement, 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, Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher recommended)

- Webcam (to facilitate student meetings)

Minimum technical skills:

- Use electronic mail with attachments
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks
- Open and access PDF files

For support with online learning:

- <https://achieve.uconn.edu/online-course/>
- <https://onlinestudent.uconn.edu/keeplearning/>
- <https://confluence.uconn.edu/ikb/teaching-and-learning/huskyct/student-support>

Accommodations for students with disabilities

Accommodations will be provided to students with proper documentation from the Center for Students with Disabilities (<http://www.csd.uconn.edu>).

Additional university policies

Official university policies on class attendance, discrimination and harassment, students with disabilities, absences from final exams, scholarly integrity, and the student code of conduct can be found at <http://provost.uconn.edu/syllabi-references>.

Schedule

As noted above, students are to complete reading and other assignments prior to class, unless indicated otherwise. Assignments and due dates are subject to change with advance notice from the professor.

August 31, Module 1: Introduction

- Introductions
- Review syllabus

September 2, Module 2: Elections and democracy (flipped class)

- Presidential Commission on Election Administration, sections I and II
- John Wagner, "Trump Abolishes Controversial Commission Studying Alleged Voter Fraud," https://www.washingtonpost.com/politics/trump-abolishes-controversial-commission-studying-voter-fraud/2018/01/03/665b1878-f0e2-11e7-b3bf-ab90a706e175_story.html?tid=ss_mail&utm_term=.7966ce5b946b
- Paul Kane and Scott Clement, "Just 25 congressional Republicans acknowledge Biden's win, Washington Post survey finds," https://www.washingtonpost.com/politics/survey-who-won-election-republicans-congress/2020/12/04/1a1011f6-3650-11eb-8d38-6aea1adb3839_story.html
- View lecture on elections and democracy (on HuskyCT)

- Come to class prepared to discuss the reading material and recorded lecture

September 4, Module 3: Candidate-centered elections (flipped class)

- Herrnson et al., *Congressional Elections*, ch. 1
- View lecture on candidate-centered elections (on HuskyCT)
- Come to class prepared to discuss the reading material and recorded lecture

September 9, Modules 4 and 5: Law, federalism, and elections (flipped class)

- U.S. Constitutional provisions related to voting and elections (on HuskyCT)
- Streb, "Linking Election Law and Electoral Politics (Streb, ch. 1)
- View lecture on elections and the law (on HuskyCT)
- Congressional Research Service, Federal Role in U.S. Campaigns and Elections: An Overview," <https://crsreports.congress.gov/product/pdf/R/R45302>
- Smith. "Direct Democracy" (Streb, ch. 8)
- Streb, "Judicial Elections" (Streb, ch. 12)
- Jeffrey A. Taylor, Paul S. Herrnson and James M. Curry, "The Impact of District Magnitude on the Legislative Behavior of State Representatives," *Political Research Quarterly*, vol. 71 (2018) (optional, available online through the library)
- View lecture on elections in a federal system(on HuskyCT)
- Come to class prepared to discuss the reading material and recorded lecture

September 11, Module 6: The Electoral College (in person)

- National Archives, "What is the Electoral College, "
<https://www.archives.gov/electoral-college/about>
- Darrell West, "It's time to abolish the Electoral College,"
https://www.brookings.edu/wp-content/uploads/2019/10/Big-Ideas_West_Electoral-College.pdf
- Richard Posner, "In Defense of the Electoral College,"
http://www.slate.com/articles/news_and_politics/view_from_chicago/2012/11/defending_the_electoral_college.html
- Joshua Holzer, "What could replace the Electoral College?,"
<https://theconversation.com/what-could-replace-the-electoral-college-138769>
- Come to class prepared to discuss the reading material
- Debate team preparation

September 14, Module 7: Prepare for Electoral College debate preparation

- Team preparation with professor in class
- Team meetings outside of class are strongly advised

September 16, Module 8: The Electoral College debate (in person)

- Debate on the Electoral College
- Complete peer evaluation by September 18 (on HuskyCT)

September 18, Module 9: Election administration at the local level (in person)

- **Presidential Commission on Election Administration, section III.B**
- Hall et al., "The Human Dimension of Elections," *Political Research Quarterly*, (2009) 62: 507-522 (available online through the library)
- Spencer and Markovits, "Long Lines at Polling Stations? Observations from an Election Day Field Study," *Election Law Journal*, 2009, vol. 9 (available online through the library)
- Adona et al., Stewards of Democracy: The Views of American Local Election Officials, https://electionline.org/wp-content/uploads/2019/06/2019_DemocracyFund_StewardsOfDemocracy1.pdf
- Come to class prepared to discuss the reading material

September 21, Module 10: Election administration in practice (in person)

- Guest speakers: Anne Greineder and Vera Ward, Registrars of Voters, Mansfield, CT

September 23, Module 11: Research papers (in person)

- Students are to review the syllabus and come prepared to discuss three potential topics in class

September 25: Research paper and fieldwork/election administration option (in person)

- Present draft research paper prospectuses
- Select the election fieldwork assignment or local election paper option

September 28, Module 12: Redistricting (flipped class)

- Bullock, "Redistricting" (Streb, ch. 11)
- Excerpt from *Baker v. Carr*, 369 U.S. 186 (1962) (on HuskyCT)
- Excerpt from *Vieth v. Jubelirer*, 541 U.S. 267 (2004) (on HuskyCT)
- View video on partisan redistricting <https://www.washingtonpost.com/news/morning-mix/wp/2018/01/10/federal-court-voids-north-carolinas-gop-drawn-congressional-map-for-partisan-gerrymandering/>
- View lecture on reapportionment and redistricting (on HuskyCT)
- Come to class prepared to discuss the reading material and recorded lecture

September 30, Module 13: Redistricting simulation (in person)

- Prior to class, experiment with the Redistricting Game <http://www.redistrictinggame.org>
- Team preparation with professor

October 2: Redistricting simulation (in person)

- Team preparation

October 5, Module 14: Redistricting presentation (in person)

- Submit team redistricting assignment via email by 11am
- Redistricting presentations
- Submit peer evaluation via email by October 7

October 7, Module 15: Party nominations and ballot access (in person)

- Kanthak and Loepp, "Political Parties and Primaries" (Streb, ch. 9)
- Hershey, "Third Parties" (Streb, ch. 10)
- Barry C. Burden, "Ballot Regulations and Multiparty Politics in the States," *PS: Political Science & Politics*, 2007 (available online through the library)
- Vigdor, "Candidates For Governor Scramble To Collect Signatures For Ballot Access," *Harford Courant*, May 27, 2018, <http://www.courant.com/politics/elections/hc-pol-primary-petition-signatures-20180524-story.html>
- Come to class prepared to discuss the reading material

October 9, Module 16: Presidential nominations (flipped class)

- Marjorie Randon Hershey, *Party Politics in America*, Routledge Press, ch. 10 (on HuskyCT)
- View lecture on presidential elections https://edx-video.net/ddbd22ab-0266-4a10-bf8b-61fa6a601d5f-mp4_720p.mp4
- Come to class prepared to discuss the reading material and recorded lecture

October 12: Research paper discussion

- Students present their paper topics
- Question and answer on requirements

October 14, Module 17: Voter eligibility, registration, fraud, and suppression (flipped class)

- **Complete Alabama Literacy Test assignment and write one-page of reflections before completing the readings or viewing the lecture**
- **Presidential Commission on Election Administration, section III A,E,F**
- Lorraine Minnite, "Voter Identification Laws" (Streb, ch. 5)
- Richard L. Hasen "Race or Party? How Courts Should Think About Republican Efforts to Make it Harder to Vote in North Carolina and Elsewhere," *Harvard Law Review Forum* vol (2014)127: 58-75 (available online through the library)
- Amber Phillips, "Examining the arguments against voting by mail: Does it really lead to fraud or benefit only Democrats?," *Washington Post*, May 20, 2020, <https://www.washingtonpost.com/politics/2020/05/20/what-are-arguments-against-voting-by-mail/>
- View lecture on voter eligibility, registration, fraud, and suppression (on HuskyCT)
- Come to class prepared to discuss your reflections, the reading material, and recorded lecture

October 16, Module 18: Convenience voting (in person)

- **Presidential Commission on Election Administration, sections IIIC, IIID**
- Gronke, "Early Voting" (Streb, ch. 6)
- John B. Holbein and Sunshine D. Hillygus, "Making Young Voters: The Impact of Preregistration on Youth Turnout," *American Journal of Political Science*, (2016) 60: 364–382 (available online through the library)
- Herrnson, Koh, Hanmer, Smith, "Message, Milieu, Technology, and Turnout among Military and Overseas Voters," *Electoral Studies*, (2015) 39: 142-152 (available online through the library)
- Burden, et al., "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform," *American Journal of Political Science* (2014) 58: 95-109 (available online through the library)
- Come to class prepared to discuss the reading material

October 19, Module 19: Voting interfaces (in person)

- **Presidential Commission on Election Administration, section III.E**
- Hall and Smoot, "Voting Machines" (Streb, ch. 4)
- Niemi and Herrnson, "Beyond the Butterfly: The Complexity of U.S. Ballots," *Perspectives on Politics*, (2003) 1: 317-326 (available online through the library)
- Wand, et al., "The Butterfly Did It: The Aberrant Vote for Buchanan in Palm Beach County, Florida," *American Political Science Review*, (2001) 95: 793-810 (available online through the library)

- Pasek et al., "Prevalence and Moderators of the Candidate Name-Order Effect: Evidence from Statewide General Elections in California," *Public Opinion Quarterly*, (2014) 78: 416-439 (available online through the library)
- Come to class prepared to discuss the reading material

October 21, Module 20: Discuss research papers, prospectus due (in person)

- Paper prospectus due at 11.00am (on HuskyCT)

October 23-28: Prospectus presentations and with the professor (in person)

October 30, Module 21: Campaign finance in federal elections (in person)

- Franz, "Campaign Finance Law" (Streb, ch. 1)
- Congressional Research Service, "The State of Campaign Finance Policy," <https://crsreports.congress.gov/product/pdf/R/R41542>
- "Eliminating the FEC," *Harvard Law Review*, https://harvardlawreview.org/wp-content/uploads/2018/03/1421-1442_Online.pdf
- Come to class prepared to discuss the reading material

November 2, Module 22: Campaign finance in federal elections, election predictions (in person)

- Herrnson et al., *Congressional Elections*, CQ Press, ch. 4, 5, 6, and 9
- Come to class prepared to discuss the reading material

November 4, Reflections on the elections (in person)

- Discuss election administration and outcomes of odd-year elections

November 6, Module 23: The local election experience (in person)

- Students discuss practical experiences or short research paper on local elections
- Submit local election assignment (reflection paper) or short research paper in class

November 9, Module 24: The Impact of election administration on campaign strategy

- "Running Scared," *Atlantic Monthly*, <http://www.theatlantic.com/magazine/archive/1997/01/running-scared/376754/>
- Robert Axelrod, "Where the Votes Come From: An Analysis of Electoral Coalitions, 1952-1968," *American Political Science Review* (2007) 66: 11-20
- Submit questions for political consultant in class
- Come to class prepared to discuss the reading material

November 11, Module 25: How to Win an Election (in person)

- Presentation by a political consultant

November 13, Module 26: The pandemic, dirty tricks, and other threats to elections (synchronous)

- Congressional Research Service, "COVID-19 and Other Election Emergencies: Frequently Asked Questions and Recent Policy Developments," <https://crsreports.congress.gov/product/pdf/R/R46455>
- "Wisconsin Primary Recap: Voters Forced to Choose Between Their Health and Their Civic Duty," *The New York Times*, April 7, 2020, <https://www.nytimes.com/2020/04/07/us/politics/wisconsin-primary-election.html>.
- Richard L. Hasen. 2018. "The 2016 U.S. Voting Wars: From Bad to Worse," *William & Mary Bill of Rights*, 26, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3001257
- Come to class prepared to discuss the reading material

November 18, Module 27: Module 28: Election reform (in person)

- Pew Research Center, "Most Voters Have Positive Views of Their Midterm Voting Experiences" <http://www.people-press.org/2018/12/17/most-voters-have-positive-views-of-their-midterm-voting-experiences/>
- **Vanessa Williamson**, "How to boost voter registration at tax time," <https://www.brookings.edu/policy2020/bigideas/how-to-boost-voter-registration-at-tax-time/>
- Elise Viebeck and Michelle Ye He Lee, "Tens of thousands of mail ballots have been tossed out in this year's primaries," *Washington Post*, July 16, 2020. https://www.washingtonpost.com/politics/tens-of-thousands-of-mail-ballots-have-been-tossed-out-in-this-years-primaries-what-will-happen-in-november/2020/07/16/fa5d7e96-c527-11ea-b037-f9711f89ee46_story.html
- Come to class prepared to discuss the reading material

November 20, Research meetings with the professor (in person)

November 30, Module 28: Election reform (in person)

- Pew Research Center, "Most Voters Have Positive Views of Their Midterm Voting Experiences" <http://www.people-press.org/2018/12/17/most-voters-have-positive-views-of-their-midterm-voting-experiences/>
- **Vanessa Williamson**, "How to boost voter registration at tax time," <https://www.brookings.edu/policy2020/bigideas/how-to-boost-voter-registration-at-tax-time/>
- Elise Viebeck and Michelle Ye He Lee, "Tens of thousands of mail ballots have been tossed out in this year's primaries," *Washington Post*, July 16, 2020. https://www.washingtonpost.com/politics/tens-of-thousands-of-mail-ballots-have-been-tossed-out-in-this-years-primaries-what-will-happen-in-november/2020/07/16/fa5d7e96-c527-11ea-b037-f9711f89ee46_story.html

- Write one-page of reflections on reform
- Come to class prepared to discuss your reflections and the reading material

December 2-10, Module 29: Paper presentations (in person)

- Submit PowerPoint slides by 10am on the day of your presentation (on HuskyCT)

December 13: Submit final paper (on SafeAssign on HuskyCT)

2021-112

EEB 5872

Add Course (guest: Mark Urban)

COURSE ACTION REQUEST	
CAR ID	21-6677
Request Proposer	Lewis
Course Title	Environmental Risk Assessment
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Environmental Risk Assessment
Course Number	5872
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Mark C Urban
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	mcu08001
Initiator Email	mark.urban@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Lewis
Proposer First Name	Paul
Select a Person	pol02003
Proposer NetId	pol02003
Proposer Phone	+1 860 486 2069
Proposer Email	paul.lewis@uconn.edu

JUSTIFICATION

Reason for the course action	This course is part of a new NSF-funded Graduate student training program. The program will train students to work across disciplines to solve problems at the food-energy-water-ecosystem nexus. This subject area has not been addressed by previous classes in this department. We do not foresee it affecting teaching loads or class sizes in the department.
How has this course action been accounted for in the department staffing plan?	Our department head has been notified and has approved the addition of the class. In some years, the grant will provide course buyouts.
Could this course be taught in another discipline?	No

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	18
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 hours of lecture per week.

COURSE RESTRICTIONS

Prerequisites	Open to students in the Team-TERRA program; others with consent
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	Yes

COURSE DETAILS

Provide proposed title and complete course catalog copy	EEB 5872. Environmental Risk Assessment. Three credits. Prerequisite: Open to students in the Team-TERRA program; others with consent Grading Basis: Graded An overview of understanding risks to ecosystems and ecosystem services across landscape scales, including how to predict and manage risks to food, energy, water, and ecosystems in the face of global change. Topics include working with stakeholders, identifying risks and objectives, quantifying risks, creating alternative mitigation strategies, and communicating them with stakeholders and the public.
Please provide a brief description of course goals and learning objectives	By the end of the semester, students will be able to: 1. Recognize key changes to ecosystems with a focus on urbanization and climate change. 2. Explain ecosystem contributions to people, coupled human system approaches, tradeoffs among these contributions, and intersections with environmental justice. 3. Recognize components of risk and uncertainty and the various techniques to quantify them. 4. Learn how to work in diverse teams and with stakeholders from different sectors of society. 5. Appreciate spatial analytical tools and the

	various approaches that can be taken. 6. Evaluate different scenarios for management and mitigation of risks. 7. Apply this knowledge in pursuit of real problems of local concern.		
Describe course assessments	In-class time will consist of a combination of lectures and student-led discussions of a given topic. Assessment will be based on student participation in discussions and as a periodic leader of discussions, assignments, and a capstone review paper.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	EEB 5872 Environmental Risk Assessment.docx	EEB 5872 Environmental Risk Assessment.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Mark C Urban	03/25/2021 - 12:05	Submit		ready for review by proposer
	Ecology and Evolutionary Biology	Paul O Lewis	03/31/2021 - 17:08	Approve	3/31/2021	Approved by EEB faculty 31 March 2021
	College of Liberal Arts and Sciences	Pamela Bedore	04/01/2021 - 10:02	Return	4/1/2021	Returning to proposer for new course number, as per email of 4.1.2021. PB.
	Return	Mark C Urban	04/01/2021 - 10:07	Resubmit		I changed the course number to 5872 from 5887
	Ecology and Evolutionary Biology	Paul O Lewis	04/03/2021 - 12:17	Approve	4/3/2021	Approving the course number change.



EEB 5872 Environmental Risk Assessment

Syllabus - Fall 2021

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

Course and Instructor Information

Course Title: Environmental Risk Assessment

Credits: 3

Format: 3 hours weekly

Prerequisites: Open to students in the Team-TERRA program, others with consent

Professor/Instructor/Facilitator: Mark Urban

Pronouns: he/him/his

Email: mark.urban@uconn.edu

Telephone: 486-6113

Office Hours/Availability: by appointment

Course Materials

Required course materials will be made available in advance of each class.

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

Course Description

This course provides an overview of understanding risks to ecosystems and ecosystem services across landscape scales, including how to predict and manage risks to food, energy, water, and ecosystems in the face of global change. Discussions and lectures will step through the process of working with stakeholders, identifying risks and objectives, quantifying risks, creating alternative mitigation strategies, and communicating them with stakeholders and the public. Format includes student-led discussions, modeling exercises, and both independent and group projects.

Course Objectives

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

1. Recognize key changes to ecosystems with a focus on urbanization and climate change.
2. Explain ecosystem contributions to people, coupled human system approaches, tradeoffs among these contributions, and intersections with environmental justice.
3. Recognize components of risk and uncertainty and the various techniques to quantify them.
4. Learn how to work in diverse teams and with stakeholders from different sectors of society.
5. Appreciate spatial analytical tools and the various approaches that can be taken.
6. Evaluate different scenarios for management and mitigation of risks.
7. Apply this knowledge in pursuit of real problems of local concern.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Participating in discussions	20%
Leading discussions	10%
Assignments	35%
Semester paper	35%

Participating in discussions

Students will be required to participate in weekly discussions of assigned reading materials and lectures.

Leading discussions

Students will be asked to sign up to facilitate each week's discussion by preparing questions and leading the resulting discussion.

Assignments

Assignments will be given to understand the material better, including, for example, modeling projects, presentations on team projects, and reflection pieces.

Semester paper

Students will work on expanding knowledge by researching new advancements in one of the key skill areas and presenting this information to the group.

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 course due dates are identified in the syllabus. Deadlines are based on Eastern Time unless otherwise specified. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Assignments that are late will lose 10% of possible points per day unless valid excuse is provided in advance by the professor.*

Feedback and Grades

I will make every effort to provide feedback and grades in a week after assignments are due. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 9 hours of both in-class and out-of-class work 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](#)).

Course Outline and Calendar

Module	Subject matter	Weeks	Tentative assignment schedule*
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Module 1	Orientation Introduction of faculty members Rights and responsibilities Academic and traineeship requirements	1	Pre-course assessments
Module 2	Global change Urbanization Climate change Other global threats	2	Horizon scan of global risks
Module 3	Introduction to FEWES Ecosystem services, function, contributions Food, energy, water systems Coupled human systems approaches Tradeoffs and environmental justice	3	Presentation of potential tradeoffs on human coupled system of choice
Module 4	Introduction to risk and uncertainty What is risk and how is it measured? How is it misinterpreted? Why is quantifying uncertainty so important? Risk communication	4-5	Presentation of risk and uncertainties in daily life
Module 5	Working with stakeholders and teams How to identify stakeholders Understanding and appreciating diverse views Conflict resolution	6	Reflection on team science
Module 6	Risk scoping and planning What is the question? What is the response to be evaluated? What data exists? What are the tradeoffs?	7-8	Application of scoping to issue of concern
Module 7	Introduction to GIS and spatial analyses What are the types of GIS Software Introduction to capabilities Other spatial analyses	9	Identification of key spatial analysis technique and presentation
Module 8	Risk analysis Qualitative versus Quantitative techniques Bayesian approaches Simulation approaches Quantifying uncertainty	10-11	Risk analysis homework
Module 9	Risk management Scenario development with stakeholders Optimization approaches Comparing strategies	12-13	Present on applications of risk management from literature
Module 10	Wrap-up	14	Semester paper on new and emerging techniques in one of the focal areas and presentation

* Schedule is subject to change. Students will be notified in advance of due dates if any changes are made.

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 program 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. 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.

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/>

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To ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when in the classroom. If a student is not wearing a mask/face covering, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately. More information about proper usage of masks is available from UConn Environmental Health and Safety at this [link](#).

Additionally, we will observe 6 feet of physical distancing in the classroom at all times. Please make sure to sit only in chairs or desks that are marked with a green circle and checkmark, and do not rearrange furniture or stickers. The University has arranged classrooms and seating to maintain physical distancing. Using these visual cues will help keep us all safe. Activities that involve temporarily removing the mask, such as eating or drinking are not allowed. Please leave the classroom for such activities.

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. 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).

Privacy Statement: 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.

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.

2021-113

EEB 5882

Add Course **(GE)** (guest: Mark Urban)

COURSE ACTION REQUEST	
CAR ID	21-6717
Request Proposer	Lewis
Course Title	Environmental Risk Practicum
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Environmental Risk Practicum
Course Number	5882
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Mark C Urban
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	mcu08001
Initiator Email	mark.urban@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Lewis
Proposer First Name	Paul
Select a Person	pol02003
Proposer NetId	pol02003
Proposer Phone	+1 860 486 2069
Proposer Email	paul.lewis@uconn.edu

JUSTIFICATION	
Reason for the course action	This course is part of a new NSF-funded Graduate student training program. The program will train students to work across disciplines to solve problems at the food-energy-water-ecosystem nexus. This subject area has not been addressed by previous classes in this department. We do not foresee it affecting teaching loads or class sizes in the department.
How has this course action been accounted for in the department staffing plan?	Our department head has been notified and has approved the addition of the class. In some years, the grant will provide course buyouts.
Could this course be taught in another discipline?	No

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	Practicum
Number of Sections	1
Number of Students per Section	18
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	Yes
Multi-Semester Credits Term 1	3
Multi-Semester Credits Term 2	3
Instructional Pattern	3 hour weekly meetings

COURSE RESTRICTIONS	
Prerequisites	EEB 5887 Environmental Risk Assessment
Corequisites	EEB 5887 Environmental Risk Assessment
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?	S/U
Rationale for S/U Grading	This is a practicum/project course and thus it makes sense that the project is graded as completed satisfactorily or not.

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
Is there potential for a service learning component?	Yes

COURSE DETAILS			
Provide proposed title and complete course catalog copy	EEB 5882. Environmental Risk Practicum. 3 credits each for two semesters. Prerequisite or Corequisite: EEB 5872; others with consent. Grading Basis: S/U This course provides an opportunity for students to work together in diverse, interdisciplinary teams to conduct risk assessments for local partners. Student teams will apply skills in stakeholder engagement and risk analysis, management, and communication from the Environmental Risk Assessment course to solve real-life problems through a service-learning component. The format includes weekly meetings with team members and periodic meetings with mentors and stakeholders.		
Please provide a brief description of course goals and learning objectives	By the end of the semester, students should be able to: 1. Work with diverse teams and stakeholders from different sectors of society. 2. Apply risk assessment procedures from the Environmental Risk Assessment course to real-life problems 3. Recognize key tradeoffs in food-energy-water-ecological systems. 4. Quantify components of risk and uncertainty. 5. Evaluate different scenarios for management and mitigation of risks. 6. Apply communication skills from Risk Communication to convey risks and uncertainty to stakeholders and the public. 7. Summarize procedures and results in written and oral presentations.		
Describe course assessments	Students will meet weekly with each other to work on the project and periodically with mentors and stakeholders. Assessment will be based on individual and group reports and a paper and presentation at the end of each semester.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	EEB 5882 Environmental Risk Practicum.docx	EEB 5882 Environmental Risk Practicum.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Mark C Urban	03/26/2021 - 12:48	Submit		ready for departmental approval
	Ecology and Evolutionary Biology	Cheryl D Galli	03/31/2021 - 15:00	Return		Returning to update course number from 5888 to 5892.
	Return	Cheryl D Galli	03/31/2021 - 15:01	Resubmit		Updated course # from 5888 to 5892 per request of Paul Lewis
	Ecology and Evolutionary Biology	Paul O Lewis	03/31/2021 - 17:06	Approve	3/31/2021	Approved at EEB faculty meeting 31 Mar 2021.
	College of Liberal Arts and Sciences	Pamela Bedore	04/01/2021 - 10:14	Return	4/1/2021	Returning to proposer for new number as per email of 4.1.2021. PB.
	Return	Mark C Urban	04/01/2021 - 10:16	Resubmit		I changed the course number to reflect an S/U graded practicum
	Ecology and Evolutionary Biology	Paul O Lewis	04/03/2021 - 12:19	Approve	4/3/2021	Approving the course number change to 5882



EEB 5882 Environmental Risk Practicum

Syllabus - Fall 2021 - Spring 2022

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: Environmental Risk Practicum

Credits: 3 each of 2 semesters; total of 6 credits over 2 semesters.

Format: 3 hours weekly

Co- or pre-requisites: Environmental Risk Assessment course or with consent

Professor/Instructor/Facilitator: Mark Urban

Pronouns: he/him/his

Email: mark.urban@uconn.edu

Telephone: 486-6113

Office Hours/Availability: by appointment

Course Materials

Required course materials will be made available in advance of each class.

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

Course Description

This course provides an opportunity for students to work together in diverse, interdisciplinary teams to conduct risk assessments for local partners. Student teams will apply skills in stakeholder engagement and risk analysis, management, and communication from the Environmental Risk Assessment course to solve real-life problems through a service learning component. Format includes weekly meetings with team members and periodic meetings with mentors and stakeholders.

Course Objectives

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

8. Work with diverse teams and stakeholders from different sectors of society.
9. Apply risk assessment procedures from Environmental Risk Assessment course to real-life problems.
10. Recognize key tradeoffs in food-energy-water-ecological systems.
11. Quantify components of risk and uncertainty.
12. Evaluate different scenarios for management and mitigation of risks.
13. Apply communication skills from Risk Communication to convey risks and uncertainty to stakeholders and the public.
14. Summarize procedures and results in written and oral presentations.

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Participating in risk teams	20%
Weekly reports	30%
End of semester paper and presentation	50%

Participating in risk teams

Students will be required to participate in weekly meetings with risk team members and periodically with stakeholders and mentors to conduct the risk assessment.

Weekly reports

Student teams will submit a weekly report of progress, objectives for next week, potential pitfalls and opportunities to faculty members.

End of semester paper and presentation

Students will work as a group to develop a written risk assessment and will present results to the rest of the class. In

semester 1, this take the form of an interim report, and in semester 2 as a final report.

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 course due dates are identified in the syllabus. Deadlines are based on Eastern Time unless otherwise specified. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Assignments that are late will lose 10% of possible points per day unless valid excuse is provided in advance by the professor.*

Feedback and Grades

I will make every effort to provide feedback and grades in a week after assignments are due. To keep track of your performance in the course, refer to My Grades in HuskyCT. Group work will be graded both as a whole and also individually through structured individual assessments of contributions of team members.

Weekly Time Commitment

You should expect to dedicate 9 hours of both in-class and out-of-class work 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](#)).

Course Outline and Calendar

Semester 1

Week	Subject matter	Tentative schedule*
1	Team-TERRA orientation Introduction of procedures and outcomes Team formation	Pre-course assessments

2	Project idea discussion Project options discussed	
3-4	Project proposal discussion New project options are presented and discussed Project proposals developed	Project brainstorming report and presentation
5	Project proposals presented	Presentation of project ideas
6-7	Project initiation Meeting with main project contact for organization Identification of stakeholders	Stakeholder list development
8-9	Data scoping What data is needed? What is available?	Report on availability of data and data needs
10	Project planning with stakeholders and teams Identifying targets Initial scoping of management options Understanding of tradeoffs and possible environmental justice conflicts	Report on project plan
11-12	Risk analysis Explore options for analysis	Report on risk analysis options
13	Conduct analyses Preliminary results	Report on preliminary results
14	Present interim report	Presentation to stakeholders and class Interim report

Semester 2

Week	Subject matter	Tentative schedule*
1	Discussion of interim reports SWOT analysis	SWOT analysis
2	Re-engagement with stakeholders and contacts SWOT analysis discussed	SWOT presentation
3-4	Continue analysis	Results presented
5-6	Delineation of management options With teams, class, mentors, and stakeholders	Presentation of project ideas
7-10	Management options Development and refinement Collaboration with stakeholders	Presentation of management options to class and stakeholders
11-13	Final report and paper Work on final report and presentation	Practice presentations
14	Present interim report	Presentation to stakeholders and class Final report

* Schedule is subject to change. Students will be notified in advance of due dates if any changes are made.

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 program 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. 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.

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Mask and Social Distancing Expectations

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- 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. 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).

Privacy Statement: 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.

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.

2021-114

URBN 1400

Add Course **(G) (S)** (guest: Phil Birge-Liberman)

COURSE ACTION REQUEST	
CAR ID	21-5954
Request Proposer	Birge-Liberman
Course Title	Site and Sound: Understanding Cities Through Popular Music
CAR Status	In Progress
Workflow History	Start > Draft > Urban and Community Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	URBN
School / College	College of Liberal Arts and Sciences
Department	Urban and Community Studies
Course Title	Site and Sound: Understanding Cities Through Popular Music
Course Number	1400
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Philip Birge-Liberman
Initiator Department	Urban Studies Program
Initiator NetId	phb13001
Initiator Email	phil.birge-liberman@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	1. Adding this course will enhance the academic program of the Urban and Community Studies program by offering a new introductory course. Currently we offer only two 1000-level courses: GEOG/URBN 1200 The City in the Western Tradition takes a historical approach that studies the evolution of cities from the first cities to contemporary cities, and URBN 1300 Exploring Your Community takes a microscale approach to studying places as students go out into their own communities to examine a variety of issues. This course will examine broad urban issues in contemporary America. It will not focus on specific cities, but on specific issues such as race, gender, class, sexuality, politics, economics, environmentalism, justice and social activism in cities. By interpreting lyrics and music videos, this course takes an approach to studying cities not currently offered in our program. We currently offer a 2000-level course that uses film to examine cities and community and a 3000-level course that uses literature to examine cities. This course would complement these courses. 2. This course will be a 1000-level course because it is meant to introduce students to different urban issues and ways of examining them. It has no prerequisites. 3. There are no enrollment restrictions. 4. This course will not be cross-listed.
How has this course action been accounted for in the department staffing plan?	
Could this course be taught in another discipline?	

COURSE FEATURES	
Proposed Year	2022
Will this course be taught in a language other than English?	No

Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	Yes
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	Lectures

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Hartford
If not generally available at all campuses, please explain why	I teach at the Hartford campus. Eventually the W section will be offered online in the summer.
Will this course be taught off campus?	No
Will this course be offered online?	Yes
Is there potential for a service learning component?	

COURSE DETAILS	
Provide proposed title and complete course catalog copy	URBN 1400 Site and Sound: Understanding Cities Through Popular Music 3 credits Prerequisites: None Grading Basis: Graded Examination of urban issues and trends like race, gender, class, sexuality, place attachment, politics, economics, environmentalism and social activism by interpreting the lyrics and videos of popular music. CA2. CA4.

Please provide a brief description of course goals and learning objectives	Successful completion of this course will enable students to: Understand the economic, cultural, political and ecological dimensions of American cities. Interpret the lyrics of popular music. Explain current urban issues in the US. Communicate these explanations in writing, discussion, and formal presentations.
Describe course assessments	Each week will have a "soundtrack" based on the theme for the week. These songs will be paired with various academic and general audience readings. Class discussions will be a combination of analyzing song lyrics and using them as an entry point to discuss the urban social issue each week. In the W section, the main assessment will be the 15-page case study. This case study will be written in several stages allowing for the development of ideas, drafting and revision. There will also be several short response papers and an in-class presentation. Finally, participation in the class discussion will play a large role in this smaller-sized class. In the non-W section, the main assessment will be a mid-term and final exam. These will be take-home exams to provide students with opportunities to find songs that are applicable to the topic of the exam questions. There will be weekly response papers as well as several other writing assignments, participation in class discussions, and an in-class presentation.
General Education Goals	1. Become articulate: URBN 1400 gives students weekly opportunities to discuss course concepts orally with other class members. Additionally, students will make formal presentations at the end of the semester. Finally, this course emphasizes articulation in writing: in the W section this will be done via drafting and revision of a 15-page case study; and in the non-W section this will be done via weekly writing assignments, including a shorter case study. 2. Acquire intellectual breadth and versatility: In URBN 1400 students will gain new understandings of American cities by examining popular music. This course uses discourse analysis of song lyrics to put concepts to use through in-class audio and video, field work, writing and presentation. 3. Acquire critical judgment: This course starts with the notion that most of us listen to music everyday but do not think about place. As a form of material culture, music is deeply rooted in space and place, and in this course students will interpret music from a spatial perspective. 4. Acquire moral sensitivity: Through ongoing discussions of the city, communities, and society, students will learn that songs have the power to fill urban spaces with meaning by highlighting our faults and vulnerabilities and by enabling the imagination of a more just society. 5. Acquire awareness of their era and society: Songs reflect the popular culture of a particular time and place, and students will examine the interplay between music, place and difference in American cities through various genres of music. In examining popular music of different eras and genres, students will explore broad socio-spatial relations and trends like identity, place attachment, place memory and nostalgia, environmentalism, cultural economies, social activism, and politics. This course makes use of a large range of media and learning styles. Through listening to music, class discussions and individual research projects, students are encouraged to explore their own musical interests. 6. Acquire consciousness of the diversity of human culture and experience: By exposing students to songs of diverse eras, regions, and genres, while accompanying them with the history of urban social issues, students will garner a sense of the broad and multiple meanings attached by different people to a variety of concepts such as 'city', 'race', 'gender', 'justice', etc. 7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Students will learn how to analyze song lyrics using discourse analysis, and they will apply this skill to their study of urban social issues both within the course and in their writing. Students will write a case study that explores the connections between music, American cities, and a social issue. For example, a case study on the formation of rap and hip-hop in New York City, for example, might very well shift between race, class, and justice.
Content Area: Social Sciences	1. Introduce students to theories and concepts of the social sciences: URBN 1400 analyzes structural and historical forces working through American cities and their communities, which informs the present and is reflected in popular music. 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face: URBN 1400 uses discourse analysis to put concepts to use through in-class audio and video, field work, writing and presentation. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment: URBN 1400 shows a phenomenon as ubiquitous and emotionally charged as music is always entwined with issues of place, justice, inequality, and exclusion. 4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction: URBN 1400 sees the US musical landscape as reflecting the history of colonization, slavery, capitalism, urban planning, and emancipatory politics that shaped the historical and present state of American cities.
Content Area: Diversity and Multiculturalism (non-International)	Diversity and multiculturalism are represented in URBN 1400 since it emphasizes those groups that traditionally have been underrepresented. These groups can be characterized by such features as race, ethnicity and immigrant status, gender, sexual identity, class structure, or religious traditions. By studying the ways in which music and songs from diverse genres represent ideas, history, values, and creative expressions of diverse groups of Americans, students gain appreciation for differences as well as commonalities among people. The weekly "soundtracks" will emphasize the variety of human experiences, perceptions, thoughts, values, and/or modes of creativity by relying on diverse genres of music, including rap and hip-hop, pop, rock, country, bluegrass, soul and folk. Through a shared document, students will be able to provide additional songs to the soundtrack to further diversify the playlist. The goal of the course is to better understand the economic, cultural, political, and ecological dimensions of American cities. To do so, the musical soundtrack will provide an avenue to start the discussion of the ways in which we have (over centuries) created systems and social structures in American cities that have benefited some groups while marginalizing others.
Writing Competency	1. Describe how the writing assignments will enable and enhance learning of the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade. The case study project gives students the opportunity to engage with some of the

	<p>key concepts presented in this course, and to use these ideas to help them interpret urban debates or current events. For example, a case study on one specific song focusing on the effects of deindustrialization in American cities could be used as a guide to examine the economic, social, environmental and political issues that arise when factories close and people are out of work. The minimum number of pages is 15. In this writing intensive course, more than half of course grade is based on the various stages of work associated with this case study. 2. Describe the primary modes of writing instruction in the course (e.g., individual conferences, written commentary, formal instruction to the class, peer review, and so on): The last hour of each class will be devoted to writing instruction and will take several forms, including: formal instruction to the class, individual conferences (for those who cannot meet at other scheduled times), and opportunities for peer review. Students will receive feedback from both their peers in the peer review process and the instructor via written comments on drafts and in individual conferences. 3. Explain how opportunities for revision will be structured into the writing assignments in the course. For example, when will drafts be due? Will large research papers be written in stages (proposal, annotated bibliography, drafts)? Each student will write a 15-page case study that addresses an issue that connects music and song to place or a specific city. The project will be written in several stages, each with an assigned point value. Students will present their research at the end of the semester. Stage 1 – case study topic and summary of a journal article/book chapter related to topic. Stage 2 – case study description including thesis statement and/or research questions. Stage 3 – annotated bibliography. Stage 4 – detailed outline. Stage 5 – first draft. Stage 6 – final draft. 4. Confirm that the syllabus will inform students that they must pass the “W” component of the course in order to pass the course: As stated in the syllabus: “According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.”</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	URBN 1400W Site and Sound syllabus (3).pdf	URBN 1400W Site and Sound syllabus (3).pdf	Syllabus
	URBN 1400W Research Project.pdf	URBN 1400W Research Project.pdf	Other
	URBN 1400 (non-W) Site and Sound syllabus (1).pdf	URBN 1400 (non-W) Site and Sound syllabus (1).pdf	Syllabus
	URBN 1400 (non-W) music_film analysis assignment.pdf	URBN 1400 (non-W) music_film analysis assignment.pdf	Other

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Philip Birge-Liberman	02/24/2021 - 21:42	Submit		I'm not sure what to include here, but the form could not be submitted until I added something here.
	Urban and Community Studies	Kenneth Foote	03/25/2021 - 20:16	Approve	3/22/2021	The faculty support this new course very strongly.

2021-115 URBN 3400E Add Course **(G) (S)** (guest: Phil Birge-Liberman)

COURSE ACTION REQUEST	
CAR ID	21-6656
Request Proposer	Birge-Liberman
Course Title	Urban Parks & Sustainable Cities
CAR Status	In Progress
Workflow History	Start > Draft > Urban and Community Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	URBN

School / College	College of Liberal Arts and Sciences
Department	Urban and Community Studies
Course Title	Urban Parks & Sustainable Cities
Course Number	3400E
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Philip Birge-Liberman
Initiator Department	Urban Studies Program
Initiator NetId	phb13001
Initiator Email	phil.birge-liberman@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	1. Adding this course will enhance the academic program of the Urban & Community Studies program by offering a second Environmental Literacy course. Urban parks reflect our changing cultural attitudes towards the natural world. In different periods of park design, we've taken different approaches to nature and now cities use parks to make themselves more sustainable and resilient in the face of a changing climate. We currently offer GEOG 2400E Introduction to Sustainable Cities as a Core course in our program. Adding this new course will provide students with a second option to fulfill the Environmental Literacy requirement while allowing students to go deeper into the topic of sustainable cities.
How has this course action been accounted for in the department staffing plan?	
Could this course be taught in another discipline?	

COURSE FEATURES	
Proposed Year	2022
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Environmental Literacy	Yes
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures

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?	Hartford
If not generally available at all campuses, please explain why	I teach at the Hartford campus. At some future point the course may be offered online in the summer.
Will this course be taught off campus?	No
Will this course be offered online?	Yes
Is there potential for a service learning component?	

COURSE DETAILS	
Provide proposed title and complete course catalog copy	URBN 3400E Urban Parks & Sustainable Cities 3 Credits Prerequisites: None Grading Basis: Graded Uses historical and contemporary analysis to explore a variety of park issues related to the social, ecological and economic sustainability of cities, such as: the racial politics of park advocacy, the changing social practices of park use, the privatization of public space, urban resilience and green infrastructure, and the relationship between parks, gentrification and urban sustainability. CA2.
Please provide a brief description of course goals and learning objectives	Upon successful completion of this course, students will be able to: Critically examine the ways in which the changing dynamics of the city's cultural, economic, and political processes have shaped urban parks in America from the nineteenth century to the present. Analyze the historical (temporal) and geographical (spatial) dimensions of urban park development in America. Evaluate the role of public parks in creating more sustainable and resilient cities. Access and utilize scholarly resources from multiple disciplines. Present their research in written and oral formats.
Describe course assessments	Each week there will be a set of thematic readings, typically accompanied by a slideshow of examples of design features in specific city parks. The main assessment will be an examination of parks within the city of Hartford to assess their current state and ways in which they are being used to make the city more sustainable and resilient in the face of a changing climate. There will be additional assessments that require field work to various parks in Connecticut (or Massachusetts or New York) to uncover specific design elements in the landscape and the ways in which people use these parks. Participation in class discussions will be important since all students will not be visiting the same parks as part of their field work. Finally, students will present the results of the field work in Hartford parks to the class at the end of the semester.
General Education Goals	1. Become articulate: URBN 3400E gives students weekly opportunities to discuss course concepts orally with other class members. Additionally, students will make formal presentations at the end of the semester. Finally, this course emphasizes articulation in writing via a cultural landscape inventory and reports on student field work. 2. Acquire intellectual breadth and versatility: In URBN 3400E students will gain new understandings of American city parks. This course uses both historical and contemporary analysis to explore a variety of park issues related to the social, ecological and economic sustainability of cities. 3. Acquire critical judgment: This course starts with the notion that most of us have visited an urban park, but may not have thought about it in an academic sense. As a form of material culture, parks reflect the cultural attitudes and power dynamics of the particular eras in which they were created 4. Acquire moral sensitivity: Through ongoing discussions of the city, communities, and society, students will learn that the creation of parks can create a more just society. 5. Acquire awareness of their era and society: In examining urban parks, students will explore broad socio-spatial relations and trends like identity, place attachment, place memory and nostalgia, environmentalism, cultural economies, social activism, and politics. 6. Acquire consciousness of the diversity of human culture and experience: In addition to economic and ecological aspects of parks, students will examine the social dimensions of parks to analyze the ways in which social identity is intertwined with a park. 7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Students will learn how to "read" the park landscape to understand the intentions behind the designs and plans for the park. Students will write a cultural

	landscape inventory that explores the connections between original design, the current state of the park, and the possibility of developing the park in a way that helps create a more sustainable and resilient city.									
Content Area: Social Sciences	Social Sciences for General Education (Content Area 2) This course fulfills a Content Area Two requirement and therefore meets the following criteria: 1. Introduce students to theories and concepts of the social sciences. URBN 3400E uses both historical and contemporary analysis to explore a variety of park issues related to the social, ecological and economic sustainability of cities. 2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face. URBN 3400E uses qualitative and quantitative methods to examine various park-related issues such as: the racial politics of park advocacy, the changing social practices of park use, the privatization of public space, urban resilience and green infrastructure, and the relationship between parks, gentrification and urban sustainability. 3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment. URBN 3400E shows a phenomenon as ubiquitous as a city park is always entwined with issues of place, justice, inequality, and exclusion. 4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction. URBN 3400E acknowledges that urban nature has always figured centrally into city development, and this relationship is not static. Instead this relationship shifts with differing urban capital accumulation strategies. In 19th-century America, parks were used to ameliorate the negative environmental effects and social consequences of the industrial city. In the contemporary neoliberal city, parks maintain these functions but are also used as important tools in the entrepreneurial city's bid to attract mobile capital. Regardless of the time period, though, elite citizen groups have used environmental amenities such as parks as a tool through which to wield power in the city, and as such parks are landscapes that either include or exclude groups of people based on those cultural attitudes of the time.									
Environmental Literacy	Environmental Literacy (EL) courses provide students with the ability to understand, and articulate perspectives on the interactions between human society and the natural world, as well as the challenges of environmental stewardship. This course satisfies the EL requirement, and therefore meets the following criteria: 1. Introduce students to theories, observations, or models of how humans impact the health and well-being of the natural world. URBN 3400E analyzes historical and contemporary dimensions of the biophysical and social forces shaping the health of parks (and their urban ecosystems) in cities. 2. Introduce students to theories, observations, or models of how the natural world affects human health and well-being. URBN 3400E considers the ways in which municipal governments and private nonprofit park organizations have shaped, and continue to shape, the landscapes of urban parks in order to improve both the physical and mental health of park users. 3. Introduce students to public policies, legal frameworks, and/or other social systems that affect the environment. URBN 3400E shows how municipal governments and private nonprofit park organizations implement public policy for the creation and management of the urban ecosystems in urban parks.									
Syllabus and other attachments	<table><tr><th>Attachment Link</th><th>File Name</th><th>File Type</th></tr><tr><td>URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf</td><td>URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf</td><td>Syllabus</td></tr><tr><td>Park Observation Assignment.pdf</td><td>Park Observation Assignment.pdf</td><td>Other</td></tr></table>	Attachment Link	File Name	File Type	URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf	URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf	Syllabus	Park Observation Assignment.pdf	Park Observation Assignment.pdf	Other
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URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf	URBN 3400E Urban Parks & Sustainable Cities syllabus (1).pdf	Syllabus								
Park Observation Assignment.pdf	Park Observation Assignment.pdf	Other								

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Philip Birge-Liberman	03/24/2021 - 15:18	Submit		needed to add something here in order to submit the form
	Urban and Community Studies	Kenneth Foote	03/25/2021 - 20:18	Approve	3/22/2021	The UCS faculty are in strong support of this course.

2021-116 MATH

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: *March 19, 2021*
2. Department or Program: *Mathematics*
3. Title of Minor: *Mathematics*
4. [Effective](#) Date (semester, year): *Fall 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: *Change the requirements in course selection.*

Existing Catalog Description of Minor

The requirements for this minor are 15 or more credits following one of three tracks:

- **Track 1.** Five courses chosen from List A; or
- **Track 2.** Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for [MATH 2710](#) or [2142](#)) have a prerequisite of a grade of "C" (2.0) or better in [MATH 2710](#) (or [2142](#)); or
- **Track 3.** [MATH 2141Q](#), [2142Q](#), [2143Q](#) and [2144Q](#).

List A

[MATH](#)

[2110Q](#) (or [2130Q](#) or [2143Q](#)), [2210Q](#), [2410Q](#) (or [2420Q](#)), [3146](#), [3160](#) (or [3165](#)), [3170](#) (or [STAT 3965](#)), [3265](#), [3410](#), [3435](#), [3510](#), [3511](#), [3710](#); certain sections of [MATH 3094](#), [3795](#) and [3799](#) approved by the Department Head.

List B

[MATH](#)

[2710](#) (or [2142](#)), [3150](#) (or [4110](#)), [3151](#), [3210](#), [3230](#) (or [4210](#)), [3231](#), [3240](#), [3250](#), [3260](#), [3330](#) (or [4310](#)), [3370](#).

The minor is offered by the [Mathematics Department](#)

Proposed Catalog Description of Minor

The requirements for this minor are 15 or more credits in one of the following two tracks:

Track A:

- MATH 2110Q and MATH 2210Q;
- One course from MATH 2410Q, MATH 2620, or MATH 2710; and
- At least two distinct MATH courses at the 3000-level or above. Each of these courses must be for three or more credits.

Track B:

- The advanced calculus sequence: [MATH 2141Q](#), [2142Q](#), [2143Q](#) and [2144Q](#).

The minor is offered by the [Mathematics Department](#).

Justification

1. Reasons for changing the minor:

The current minor is too restrictive and we would like to offer a minor that has a wider range of options, while the student will still take a core set of classes. A few issues with Tracks 1 and 2 in the current setting are as follows:

- Rigidity, for instance:
 - Does not allow certain graduate courses (e.g., 5111 - measure, 5120 - complex, 5160 -probability). Also, List B does not allow proof-based 3094 without special permission.
 - Locks students in a track (e.g., if taking 2710 then must take another proof course).
- No option for a minor with actuarial science courses.

2. Effects on students: No negative effects (in fact, the new minor offers greater flexibility)

3. Effects on other departments: None, the minor doesn't depend on other departments.

4. Effects on regional campuses: The new minor may provide better opportunities for a student to complete a minor at a regional campus.

5. [Dates approved](#) by

Department Curriculum Committee: *December 1, 2020*

Department Faculty: *December 22, 2020*

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

Álvaro Lozano-Robledo, (860) 486 3850, E-mail: alvaro.lozano-robledo@uconn.edu

2021-117 EEB 3244W Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-6496
Request Proposer	Lewis
Course Title	Writing in Ecology
CAR Status	In Progress
Workflow History	Start > Ecology and Evolutionary Biology > 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	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Writing in Ecology
Course Number	3244W
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are upgrading from a 2 credit course to a 3 credit course.

CONTACT INFO	
Initiator Name	Cynthia S Jones
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	csj02001
Initiator Email	cynthia.s.jones@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Lewis
Proposer First Name	Paul
Select a Person	pol02003
Proposer NetId	pol02003
Proposer Phone	+1 860 486 2069
Proposer Email	paul.lewis@uconn.edu

JUSTIFICATION	
Reason for the course action	The EEB department is in the process of eliminating EEB 2244W and instead is developing new W courses for students that have already taken courses in our subject area, so that they will be better equipped to write topical papers. The new courses will permit more structured writing pedagogy than 2244W, in which virtually all writing instruction occurs in a tutorial (one on one) setting. We are changing the credits for this course from 2 to 3 to align it with the existing EEB-3200W (Writing in Evolutionary Biology) which will replace EEB 2245W (Evolutionary Biology).
How has this course action been accounted for in the department staffing plan?	No change in staffing is required - the same instructors who formerly taught EEB 2244W will now teach EEB 3244W and EEB 2244W (but not EEB 2244) will be phased out.
Could this course be taught in another discipline?	No

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
Number of Sections	4
Number of Students per Section	19

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	This course will have several sections, each taught by an individual EEB Faculty member. It may be offered in Hybrid, In-Person, or Distance Learning Modes, depending on instructor. Reserved class time of two hours meeting per week for group activities + several individual meetings (virtual or in person) + guided assignments.

COURSE RESTRICTIONS

Prerequisites	ENGL 1007 or 1010 or 1011 or 2011; EEB 2244 or Instructor Consent.
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The course could be offered at other campuses, if there was student interest and faculty availability.
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	EEB 3244W. Writing in Ecology 2.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2208E or 2244E or 2244WE, or permission of the instructor. Grading Basis: Graded Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.		
Provide proposed title and complete course catalog copy	EEB 3244W. Writing in Ecology 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; EEB 2244E or 2244WE or permission of the instructor. Grading Basis: Graded Critical engagement with primary research literature in ecology through written communication; skills in editing, revising, and peer feedback.		
Please provide a brief description of course goals and learning objectives	The course goal is to deepen understanding of ecology through writing on the subject. Learning objectives include: 1) Identify and obtain primary, peer-reviewed biological literature; 2) Describe the structure, rationale, and key findings of primary peer-reviewed biological literature; 3) Interpret figures, graphs, and tables typically found in primary literature; 4) Construct a written synthesis of a corpus of primary literature in a style and manner used by professional scientists; 5) Edit and revise student's own writing and provide constructive feedback on peer's work (6) depending on instructor, develop an oral presentation.		
Describe course assessments	Assessments will include short summaries and critiques of primary literature (accomplishing objectives 1-3) and longer papers that assimilate reading on multiple sources (objective 4). Students will engage in peer review of each others' work (objective 5) following a framework for peer review that will include an assessment rubric. Students will complete at least 15 pages of writing, which will go through a process of peer review, instructor review and editing prior to final submission. The syllabus specifies that a passing grade for the course is only possible if a passing grade is earned on all writing assignments.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	EEB_3244W_Syllabus.docx	EEB_3244W_Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cynthia S Jones	03/17/2021 - 10:30	Submit		The syllabus for 3244W has been modified from that submitted for the original version of the course to accommodate the additional effort required of students for a 3 credit course (i.e. more time spent in on-line activities) and to accommodate multiple instructors.
	Ecology and Evolutionary Biology	Paul O Lewis	03/26/2021 - 10:25	Approve	3/26/2021	This change was approved by EEB faculty on 20-Jan-2021.

Writing in Ecology
EEB3244W (3 credits)
Term: TBA

Instructor: TBD

Textbook: This course makes use of primary literature readings.

Individual faculty may use additional writing resources, such as Roldan, L. A. and Pardue, M.-L. 2016. Writing in Biology: A Brief Guide. New York: Oxford University Press.

Course structure and instructional mode: This course will have different sections, each of which will have a different instructor. There will be a reserved class time of 2 hours/week for group activities (synchronous In Person, Hybrid or DL), in addition to asynchronous, required short assignments, working group participation, self-evaluations, peer review and individual student meetings with the instructor that will occur several times throughout the semester.

Course goals:

- (1) Provide students with an understanding of how ecologists interpret and draw conclusions from a body of literature.
- (2) Students will learn to edit their own writing to better communicate in written form.

At the end of this course students will be able to:

- Identify and obtain primary, peer-reviewed ecology literature.
- Describe the structure, rationale, and key findings of primary ecology literature.
- Interpret figures, graphs, and tables typically found in primary literature.
- Construct a written synthesis of a corpus of primary literature in a style and manner used by professional ecologists.
- Edit and revise writing and provide constructive feedback on others' work.

Assignments: All sections will have at a minimum 15 pages of revised written work, unless, depending on instructor, a 10 min oral presentation is substituted for 3 pages of written work.

Grading: Grading will be based on a combination of assignments, possibly including class participation, drafts and revisions, a presentation, peer reviews, etc.

NOTE: Students cannot pass this course without having submitted an initial and revised (final) version of each writing assignment. A passing grade must be received on each final submission to pass this course.

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

Topics of instruction:

This course will include a wide range of assignments designed to develop writing skills, that involve both writing to learn and learning to write.

Writing style, organization and process

- Review what good writing is: grammar, organization, avoidance of colloquialisms, etc.
- Learn the structure of a paragraph.
- Learn to write for a specific audience, scientific or general, depending on the assignment.
- Learn to write using commonly accepted scientific practices.
- Learn to provide constructive peer review.
- Learn to outline a review paper.
- Learn to write a review paper that leads the reader to a conclusion.
- Learn to reflect on and edit writing through structured responses to critique.
- According to instructor/optional: learn to prepare a presentation: (~10 minutes)

Using the scientific literature

- Learn to find primary peer-reviewed literature resources and how to cite them.
- Learn the key structure of scientific papers and how to interpret them.
- Learn to read graphs, charts, and tables.
- Learn to summarize published peer-reviewed articles, including: What are the main questions around which the research is organized? What approaches have been taken by scientists investigating this topic, and what have these studies revealed? If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted? What questions remain unanswered?
- Learn to synthesize multiple sources into a coherent perspective.
- Develop deep knowledge in a specific aspect of ecology

Plagiarism and academic integrity: The penalties for anyone found to have committed plagiarism or any form of academic misconduct are severe. All students should read the Student Code (<http://community.uconn.edu/the-student-code-preamble/>). Online information available on the website of the Dean of Students Office answers questions about academic misconduct.

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

Resources: The UConn Writing Center (<http://writingcenter.uconn.edu>) is a wonderful resource.

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 securing access to HuskyCT using your unique UConn NetID and password.

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

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

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

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

Copyright

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

Etiquette and Communication

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

Adding or Dropping a Course

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

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

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

course. For more information, refer to the:

- [Undergraduate Catalog](#)

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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 (<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>).

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. Refer to the [Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

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. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Software Requirements and Technical Help

The technical requirements for this course include:

- Internet access
- Computer with microphone and video camera
- Use of HuskyCT
- Use of University email

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

Minimum Technical Skills

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).

2021-118 GEOG 4000W Revise course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-6779
Request Proposer	Jolly-Ballantine
Course Title	Capstone Seminar in Geography
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	Capstone Seminar in Geography
Course Number	4000W
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is a revision of the existing class and we are keeping the same number.

CONTACT INFO	
Initiator Name	John A Jolly-Ballantine

Initiator Department	Geography
Initiator NetId	jcb08002
Initiator Email	john-andrew.ballantine@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	Since GEOG 4000W was created, the Geography Department has added a second major in Geographic Information Science (GIS). We want both the Geography and GIS majors to have a common capstone experience so we would like to add the GIS majors to the students who can enroll without needing permission.
How has this course action been accounted for in the department staffing plan?	As the capstone class for undergraduates in both majors, this course holds a high priority in the staffing plan. As both majors grow, we may need to add an additional section if it gets above the 19 student limit for W classes and this would probably involve some TA support. If major numbers dictate that we need two sections on a regular basis, we will also teach GEOG 4000W in the spring. As the capstone class for undergraduates, the department is committed to having a permanent faculty member teach the class.
Could this course be taught in another discipline?	No

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

COURSE RESTRICTIONS	
Prerequisites	Pre-requisite of ENGL 1010, 1011, or 2011. Declared major in Geography, Geographic Information Science, or instructor permission.
Corequisites	At least one prior Geography class at 3000-level or higher.
Recommended Preparation	None
Is Consent Required for course?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is this course 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	The staffing for this class is only available in Storrs, but it may be taught in the future at Avery Point where Geography has a permanent faculty.
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	I Don't Know

COURSE DETAILS

Provide existing title and complete course catalog copy	GEOG 4000W. Capstone Seminar in Geography 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography majors, others by instructor consent. Prerequisite or corequisite: one Geography course at the 3000 level or higher. Grading Basis: Graded Techniques for, and practice in, research, writing, citation, and data presentation in geography.
Provide proposed title and complete course catalog copy	GEOG 4000W. Capstone Seminar in Geography 3.00 credits Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to junior or higher Geography or Geographic Information Science majors, others by instructor consent. Prerequisite or corequisite: one Geography course at the 3000 level or higher. Grading Basis: Graded Techniques for, and practice in, research, writing, citation, and data presentation in geography and geographic information science.
Please provide a brief description of course goals and learning objectives	This course seeks to enhance students' ability to effectively 1) research issues in geography, 2) present data to convey concepts in geography, 3) develop, organize and analytically convey ideas about geographic issues, 4) clearly and cogently write properly referenced and cited technical geography and related papers, and 5) prepare Geography and GIS students for the careers in their discipline.
Describe course assessments	Weekly readings from a book and/or online on effective writing in geography will be assigned and assessed through discussion. Students will apply the skills learned through lectures and readings in the process of writing and revising a substantial analytical paper of at least 15 pages on a topic in Geography. Additionally, the course material will be reinforced through large and small group discussions and participation in the critical review of current news, academic literature, and other students' papers.
General Education Goals	The content of the course directly focuses on writing as a means of understanding geographic issues, making analytical geographic arguments, and conveying geographic information via maps and other visualizations. Students will apply the course content in the process of researching, drafting, and revising substantial geography or a GIS paper of at least 15 pages on a topic approved by the instructor. An additional 5 pages of material will be written and revised in other assignments. Based on this, the following goals of general education are met for undergraduate students: become articulate, acquire intellectual breadth and versatility, acquire critical judgment, acquire an awareness of their society, and acquire consciousness of the diversity of human culture and experience. -
Writing Competency	The Course meets the W competency in the following ways: - Prerequisites: ENGL 1007 or 1010 or 1011 or 2011 - Students will apply the course content in the process of researching, drafting, and revising substantial geography or a GIS paper of at least 15 pages on a topic approved by the instructor. An additional 5 pages of material will be written and revised in other assignments. - The writing component requires review from both the professor and peers. - Summary on the second page of the syllabus makes it clear that more than half of the course grade is based on the course writing components. - An additional note to the student is included directly under the course grade summary explicitly stating that in order to pass the course the student must pass the "W" component of the course. - The syllabus and the research paper guidelines have explicitly outlined the specific guidelines for a W course, e.g. how the writing assignments will enable and enhance the learning of the content of the course, the page requirements of the assignments, how opportunities for revision will be structured into the writing assignments in the course, and the syllabus informs students that they must pass the "W" component of the course in order to pass the course.

Syllabus and other attachments	Attachment Link	File Name	File Type
	GEOGCapstoneSyllabus19.docx	GEOGCapstoneSyllabus19.docx	Syllabus
	paperguidelines.doc	paperguidelines.doc	Other

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	John A Jolly-Ballantine	03/29/2021 - 16:48	Submit		Sending it to the Dept C&C Chair for review and approval
	Geography	Debarchana Ghosh	03/31/2021 - 14:10	Approve	3/31/2021	Both Department C&C and the Department have approved the revisions.

Capstone Seminar in Geography

Geography 4000W: Fall, 2019

As upper level students in mostly Geography, GIS, and Sustainable Community Food Systems, you have learned a lot of information and useful skills during your time here at UCONN. You have broadly studied a range geographical and environmental issues over the past few years. In this class, it will be your job to grab a topic of critical environmental or geographical importance, deeply research it, and share it with me and your fellow students. I will provide you with benchmark examples of critical issues and guidance with your writing, but I leave it to you all to make these topics come alive with your interest in them. I challenge you to master your topic and learn from your colleagues' mastery of their topics.

This class is also about looking to the future. You have a lot to be proud of from your time at UCONN, both from in the classroom and from what you have done outside the classroom. I want to work with you to reflect on what you have done and create a portfolio of your work to best highlight your work to prospective employers, friends, and family. This will include searching for possible career options and building the best materials to pursue those. In other words, in this class, we are integrating what we have learned about Geography and the Environment and communicating our ideas to the rest of the world.

Here are answers to a few questions you may have about the class. Throughout the semester, you should feel welcome in my office and ask me questions about class or any other topic on your mind.

WHO? Instructor: Andy Jolly-Ballantine E-mail: andy.ballantine@uconn.edu
Office: AUST 432 Office Hours: Monday, 11:15-12:15 and Friday, 9-10 or by appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

WHAT?

According to the catalog: Techniques for, and practice in, research, writing, citation, and data presentation in geography.

More specifically, the course learning objectives are:

- 1) Become comfortable with writing in a number of styles

- 2) Learn the literature on an important, current environmental topic through library and other methods of research
- 3) Learn to critically assess the quality of academic and popular writing
- 4) Learn to review and constructively critique the work of a colleague
- 5) Write clearly and succinctly about a complex environmental topic
- 6) Develop a critical review paper on your topic in the academic style
- 7) Learn to distill complex information into concise summaries for different audiences
- 8) Learn the fundamental concepts of Geography and how to apply them in situations relevant to your interests
- 9) Develop materials for job and graduate school applications

We will explore a number of topics as a class and become familiar with each person's individual topic through peer evaluation and presentation. Thus, you should come out of this class with a deep understanding of one topic and a broad understanding of many of the important environmental issues of our day, not to mention scientific writing styles.

WHERE? Austin 420

WHEN? Monday and Friday 1:15-2:30

A World of Writing

We will be addressing a number of forms of writing in this class. The most important writing will be done by you, both as informal exploratory or reaction pieces and as more formal writing assignments. There is no one book that covers the basics of writing and all of the forms we will study, so there is no required text. We will have a number of reading selections based on the interests of the class and specific issues I feel are relevant to the topics we are studying.

Course Requirements

ASSIGNMENTS

Assignments in this class are designed to move systematically through the process of writing, using common styles of scientific writing. Each of you will pursue a focused topic of environmental or geographical importance by researching the topic throughout the semester and writing a series of pieces in different writing forms. You will begin with the architecture of a research paper in the form of a research proposal, a detailed outline, and an annotated bibliography. This building process will culminate with the writing of a critical literature review research paper on your topic around mid-semester. You will then distill your research findings into a concise summary for a general audience in the form of a short-form radio script. I will give you a break from your topic and the chance to try your hand at a journalistic, biographical piece by interviewing a professional in your field of interest about his or her work. During the semester, you will also write a series of reaction pieces to written works I present to you.

These assignments will go through a review process. However, I view this class as a chance for you to explore and take risks with your writing in a safe environment so there will also be a several informal papers and reaction pieces that will not be formally reviewed, but will count

toward your participation grade. Throughout the semester, we will be engaging in current topics, through popular and research literature as well as film and radio. Discussions and informal writing in response to these pieces will be an important part of our critical assessment of the way the environment is portrayed in the media and academia.

The following is a brief description of the formal writing pieces that will undergo some process of review. I will provide more detailed versions of these assignments with grading rubrics when I present each form in class.

- 1) Research Proposal (1 page): You will begin your exploration of your topic with a proposal concisely summarizing your topic and describing your approach to pursuing your topic.
- 2) Detailed Outline and Annotated Bibliography (3 pages): Once topics have been decided, we will dive into the research process. The outline will be a paragraph-level road-map of your research paper and the annotated bibliography will provide a summary of the reference sources you are using in your research paper.
- 3) Critical Literature Review Research Paper (8 pages): This will be a paper in the style of an academic review article. You will not only summarize the state of the science from the primary literature, but critically analyze these articles to say something about their strengths and flaws. You will extend this critical understanding to make a new conclusion about your topic based on the compilation of these articles' view of the topic.
- 4) Radio Script (1 page): Science journalists are required to interpret and condense complex scientific information into very short pieces that are easily interpreted by the public. You will summarize the results of your paper in the form of a one minute radio spot appropriate for a lay audience.
- 5) Popular Science Piece (Journalistic Biographical Piece) (3 pages): Journalists often use the persona of a famous researcher as a hook for presenting scientific information in a compelling way. You will write a popular science article that highlights the work of a professor on campus by interviewing that professor, investigating some of his or her publications, and following up on related and contrary publications.
- 6) Portfolio (as much as you like): Your portfolio is the sum of what you have done at UConn and can include both major class projects and things you have done for organizations, internships, jobs, etc. outside of the classroom. When people see your portfolio, they should learn about your interests and what you are capable of.

GRADING:

<u>Assignment</u>	<u>Min. Pages</u>	<u>% of Final Grade</u>
Research Proposal	1 page	5%
Outline and Annotated Bibliography	3 pages	10%
Research Paper	8 pages	25%
Radio Script	1 page	5%
Interview Paper	3 pages	10%
Participation	(informal papers & discussion)	30%
Portfolio	(anything that fits)	15%

THE REVIEW PROCESS

The formal assignments described above will go through at least one stage of review which may include individual meetings with me, peer review by your colleagues in class, and more traditional written comments from me. The type of review will vary by assignment and be described more thoroughly in the assignment handout.

In general, you will provide a draft with a cover letter on the date indicated in the syllabus for each formal assignment. The draft will not be graded, but receive comments from me and one or more of your classmates. In the cover letter for the draft, you will describe your writing process and the challenges you encountered. I have included sample guidelines for cover draft and final paper cover letters at the end of this syllabus.

In creating the final draft, I want you to take my comments and your colleagues' comments seriously, but be critical about them. If you disagree with a comment, say so in your cover letter for the final draft and justify your decision. I also encourage you to go beyond the comments you are given and critique your own draft to improve the final product (and say so in your final cover letter). The most important skill that can come out of this process is for you to be a better self-editor.

Junk Draft Policy: The draft does not give you license to turn in a poorly thought-out or composed product. I will return junk drafts for re-writing without comment. If a junk draft is returned to you, you will have to re-write and provide a review from a classmate or the Writing Center, by the next class meeting. The University writing class policy requires the review process as part of the writing class so missing the draft phase of any assignment means missing the whole assignment and receiving a failing grade for that assignment. Strive to write the highest quality product possible.

Learning to review and accept reviews (which may include justifying why you did not follow some comments) is an important skill that will serve you well in the working world. Having a well thought-out draft is the first step in making the review possible.

POLICIES AND EXPECTATIONS:

Attendance and Participation: I expect everyone to attend all class sessions. Discussion and constant writing about the environmental pieces we are reading, watching, or listening to is an essential component of this class, as expressed in the importance of the participation grade. You can miss two of these participation days with no penalty. If a prolonged illness or other tragedy forces you to miss more than two classes, I will require written documentation from an appropriate professional.

Missing classes and assignments when we are doing peer-review or not having an adequate initial submission ready for peer review is very disruptive. The initial submission is essential and the assignment will not be accepted without it. Lateness on the final draft of any reviewed assignment will cost you a half letter grade each day.

Assignments *cannot* be turned in more than one week late.

Please inform me in advance if you will miss a class meeting or will have a personal situation that will affect your attendance, performance, or ability to turn in assignments on time. I will require a note from an appropriate professional (doctor, etc.) if you miss a class where peer review is involved or an assignment is due. Please back up your work so that you will not have technical problems. Late drafts cannot be discussed and processed in class and therefore cannot be accepted so you will have to arrange for review outside of class.

Changing topics: You may change your topic before completing the draft of the outline and annotated bibliography, but you must write a new proposal for your new topic. According to University W-class guidelines, one cannot pass a W course without earning a passing grade on its writing components. I have set this class up such that almost 75% of the grade is based on reviewed writing so your writing component grade and your final grade are nearly equivalent.

Stormy weather may disrupt things so we will follow established university guidelines regarding snow or other weather closures. If campus is closed, class will not be held. See alert.uconn.edu or call (860) 486-3768 to check for closure information. In the event of a snow day or my being unable to get to campus, I will e-mail the class regarding shifts in the schedule and any assignments that might be due at the next class meeting. Please monitor your e-mail and come to the next class prepared!

COURSE AIDS

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment
2. All UConn students are encouraged to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical process, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should take a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.
3. UCONN Connects student services offers a comprehensive array of academic support services. Look them up at <http://web.uconn.edu/uconnconnects/default.htm>
4. Students who think that they may need accommodations because of a disability are encouraged to meet with me early in the semester. For help and to determine eligibility, contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

I HATE TO HAVE TO SAY THIS...

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about writing and the environment, not pressure you into regurgitating facts. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You

are encouraged to share your ideas with one another, discuss the readings outside of class, share your drafts during peer-review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty.

However, when you use another's ideas or language – whether through direct quotation, summary, or paraphrase – you must formally acknowledge that debt by signaling it with a standard form of academic citation. I will provide you with a reading on proper academic citation.

If there is any improperly copied material, material written by another and not cited, or cheating, you will fail that assignment in the first instance, and fail the course in the second. I will also follow the established university disciplinary procedures outlined in the student code at <http://community.uconn.edu/the-student-code-pdf/>. Ignorance of the policies set out in this code is not an excuse for any academic violation. You are encouraged to see me if you have questions about when and how to cite. I also encourage you to refer to the text for proper citation methods.

<u>Tentative Schedule</u>		
DAY/DATE	TOPIC	ASSIGNMENT
M 8/26 F 8/30	Environmental Topics and Proposals, Theses Topics, Some fundamental geographic ideas	
M 9/2 F 9/6	Labor Day The Art of Peer Review, peer review of proposals, Outlines and Annotated Bibliographies, Thesis Statements	Draft Research Proposal Due
M 9/9 F 9/13	UConn Library EC-2: Research Techniques Tips for Reading Scientific Papers	Final Research Proposal Due
M 9/16 F 9/20	Paragraph Composition & Transition; Introducing jobs, what comes next? The Review Paper	
M 9/23 F 9/27	Cover Letters & Resumes (Career Services Guest); Paper Writing UConn Library EC-2: Reading Scientific Papers	
M 9/30 F 10/4	Peer Review of Outlines/Bibliographies Know Your Audience, Peer Review of Resumes & Cover Letters	Draft Outline and Bibliography Due Resume Due
M 10/7 F 10/11	Popular Science Biographies; distilling Information: Abstracts, etc. Biographical Interviewing (Guest Lecture)	Final Outline and Bibliography Due

M 10/14	Knowing Your Subject: The People Behind The Story; Interviewing Skills	
F 10/18	Peer Review of Research Papers	Draft Research Paper Due
M 10/21	Conferences with the Professor	No class for others
F 10/25	PSAs, Science out loud	
M 10/28	Special Guest, Portfolios	Final Papers Due
F 11/1	Peer Review of Radio Spots	Draft PSA Due
M 11/4	Recording	
F 11/8	Recording	
M 11/11	Debating in print and live	
F 11/15	Portfolios	Peer Review of Portfolios
M 11/18	Government Science and EIS's	
F 11/22	Peer Review of Popular Science Piece	Draft Popular Science Piece Due (2)
Thanksgiving Break mmmm, Tofurky		
M 12/2	Critical Thinking	
F 12/6	N Wrapping it all up	Final Popular Science Piece Due, Portfolio Due

COVER LETTERS FOR DRAFTS AND FINAL PRODUCTS

With each draft and final product of the reviewed writing assignments, I want you to include a cover letter describing the process you went through to come up with your writing. I have included a sample skeleton for both a draft and a final product cover letter below. You should include all of the points indicated and write your letter to me in correct, complete sentences, but by no means do I expect you to follow this form (in fact, it can be a bit tedious to read the same thing over and over again). In cases where you want to distinctly list a number of issues or changes, it is acceptable to use bullets, but I ask that you use complete sentences within each bullet. The draft letter does not need to be long, but I do want to see some introspection accompanying the letter for the final draft.

Skeleton of a Cover Letter for a Draft

Dear Professor Ballantine:

In this draft I am trying to....

I arrived at my core ideas for the draft by...and developed them by.....

I think that the strongest parts of the draft are.... What I struggled with most was....

Other things that I know I need to work on include...

Questions I have for you at this stage are...

Sincerely,

Skeleton of a Cover Letter for a final draft

[submitted in a packet that includes the earlier draft(s), peer reviews, and notes]

Dear Professor Ballantine:

In this paper I am trying to....

As for my own writing process, I arrived at my core ideas in this paper by...and developed them by.....

In my first draft I.....Given the feedback I received on that draft, I decided to....because..... [I took X advice from my peer reviewers because...and rejected Y advice because....]

What I struggled with most was.... Now as I look over all my notes and compare my final product with my draft, I would characterize my revision process as...

I think that the strongest parts of the final essay are.... But if given more time, I would work on.....

Overall, given the purpose of the assignment and the criteria you listed in your grading rubric, I think that my essay[excels/does OK/falls short/etc.].... in [your rubric categories here] categories.....For example, in the _____ part of my essay, I

I would characterize my prose style in this paper as... [formal, conversational, scientific, directed at a popular audience, etc.] As for my editing, proofreading, and documentation of sources, I...

On my last paper, your comments and evaluation focused on.....Looking over those earlier comments again now, I realize that in this paper I

Other things you may want to keep in mind as you read this essay are....

Sincerely,

2021-119 HRTS

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: March 30, 2021
2. Department or Program: Human Rights Institute
3. Title of Minor: Minor in Human Rights
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: De-list some courses taught by other departments from our offering

Existing Catalog Description of Minor

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A

A. Institutions and Laws

[ANTH/HRTS 3230/W](#); [HIST/HRTS 3202](#); [HRTS 3050](#), [3055](#), [3200/W](#), [HRTS/POLS 3212](#), [HRTS 3420](#), [3428](#); [HRTS/SOCI 3831](#), [3837/W](#).

B. History, Philosophy and Theory

[ANTH/HRTS 3326](#); [ANTH/HRTS/LLAS 3327](#), [ECON 3128](#); [ENGL/HRTS 3631](#); [HIST/HRTS 3201](#), [3207](#), [3232](#); [HRTS/POLS 3042](#); [HRTS/PHIL 3220](#); [HRTS 3710](#).

Group B Applications and Methods

[BADM 3252](#) or [BLAW 3252/HRTS 3252](#); [BADM 3254](#) or [BLAW 3254](#) or [HRTS 3254](#); [DRAM/HRTS 3139](#); [ENGR 3257](#) or [HRTS 3257](#); [HRTS 3149/W](#), [3250/W](#), [3475](#), [3540](#); [POLS/HRTS 3256/W](#), [3430](#); [SOCI/HRTS 3835](#).

Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](#), [3153W](#); [ANTH 3150/W](#); [ANTH/WGSS 3350](#); [ARTH/HRTS 3575](#); [DRAM/HEJS/HRTS 2203](#); [ECON 2445/HRTS/WGSS 3445](#); [ECON 2126](#), [2127](#), [3473/W](#); [EDCI 2100](#), [3100](#); [ENGL/HRTS 3619](#); [ENGL 3629](#); [GEOG 3240](#); [HDFS 3251](#); [HIST/AAAS 3531](#); [HIST/WGSS 3562](#); [HIST/HRTS/AFRA 3563](#); [HIST 3100W](#), [3418](#), [3570](#); [LLAS/HRTS 3221/HIST 3575](#); [LLAS 3271/POLS 3834](#); [NRE 2600E](#); [NURS 3225](#); [PHIL/HRTS 2170W](#), [3219/W](#); [PHIL 2215/W](#), [3218](#); [POLS/HRTS 3418/W](#); [3807](#); [POLS/WGSS 3249](#); [POLS 3672/WGSS 3052](#); [POLS 3211](#), [3214](#), [3240](#), [3255](#); [POLS/ENGR/HRTS 3209](#); [SOCI/AAAS 3222/HRTS 3573](#); [SOCI/HRTS 3421/W](#), [SOCI 2503/W](#), [3833](#); [SOCI/HRTS/AFRA 3505](#), [3825](#); [WGSS/HRTS 2263](#); [WGSS 2255](#), [3105](#), [3257](#), [3269](#).

Group D Internship

[HRTS 4291](#)

The minor is offered by the [College of Liberal Arts and Sciences](#).

Proposed Catalog Description of Minor

Human Rights Minor

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least three credits from Group A (Institutions and Laws or History, Philosophy, and Theory) and three credits from Group B (Applications and Methods); no more than six credits from Group C (Electives); and three credits from Group D (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A

A. Institutions and Laws

[ANTH/HRTS 3230/W](#); [HIST/HRTS 3202](#); [HRTS 3050](#), [3055](#), [3200/W](#), [HRTS/POLS 3212](#), [HRTS 3420](#), [3428](#); [HRTS/SOCI 3831](#), [3837/W](#).

B. History, Philosophy and Theory

[ANTH/HRTS 3326](#); [ANTH/HRTS/LLAS 3327](#), [ENGL/HRTS 3631](#); [HIST/HRTS 3201](#), [3207](#), [3232](#); [HRTS/POLS 3042](#); [HRTS/PHIL 3220](#); [HRTS 3710](#).

Group B Applications and Methods

[BADM 3252](#) or [BLAW 3252/HRTS 3252](#); [BADM 3254](#) or [BLAW 3254](#) or [HRTS 3254](#); [DRAM/HRTS 3139](#); [ENGR 3257](#) or [HRTS 3257](#); [HRTS 3149/W](#), [3250/W](#), [3475](#), [3540](#); [POLS/HRTS 3256/W](#), [3430](#); [SOCI/HRTS 3835](#).

Group C Electives

Any HRTS course numbered 2000 or above; [ANTH/HRTS 3028/W](#), [3153W](#); [ANTH 3150/W](#); [ANTH/WGSS 3350](#); [ARTH/HRTS 3575](#); [DRAM/HEJS/HRTS 2203](#); [ECON 2445/HRTS/WGSS 3445](#); [ECON 3473/W](#); [EDCI 2100](#), [3100](#); [ENGL/HRTS 3619](#); [ENGL 3629](#); [GEOG 3240](#); [HDFS 3251](#); [HIST/AAAS 3531](#); [HIST/WGSS 3562](#); [HIST/HRTS/AFRA 3563](#); [HIST 3100W](#), [3418](#), [3570](#); [LLAS/HRTS 3221/HIST 3575](#); [LLAS 3271/POLS 3834](#); [NRE 2600E](#); [NURS 3225](#); [PHIL/HRTS 2170W](#), [3219/W](#); [PHIL 2215/W](#), [3218](#); [POLS/HRTS 3418/W](#); [3807](#); [POLS/WGSS 3249](#); [POLS 3672/WGSS 3052](#); [POLS 3211](#), [3214](#), [3240](#); [POLS/ENGR/HRTS](#)

[3209](#); [SOCI/AAAS 3222/HRTS 3573](#); [SOCI/HRTS 3421/W](#), [SOCI 2503/W](#), [3833](#);
[SOCI/HRTS/AFRA 3505](#), [3825](#); [WGSS/HRTS 2263](#); [WGSS 2255](#), [3105](#), [3257](#), [3269](#).

Group D Internship

[HRTS 4291](#)

The minor is offered by the [College of Liberal Arts and Sciences](#).

Justification

1. Reasons for changing the minor: These courses are not being offered anymore and are going to be archived.
2. Effects on students: Less options but we have added other courses
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee: February 24, 2021
Department Faculty: February 24, 2021
6. Name, Phone Number, and e-mail address of principal contact person:
César Abadía-Barrero, Tel 6179993612, cesar.abadia@uconn.edu

2021-120 HRTS 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: March 30, 2021
2. Department or Program: Human Rights Institute
3. Title of Major: Human Rights
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: De-list some courses taught by other departments from our offering.

Existing Catalog Description of Major

Human Rights

Course descriptions

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

To complete the Major in Human Rights, students are required to complete an additional, primary major offered in the College of Liberal Arts and Sciences or an additional degree program offered in another University School or College. For students completing a double major within the College of Liberal Arts and Sciences, a minimum of 48 credits without overlap is required to earn both majors and students will receive one degree appropriate to their primary major.

For students completing a dual degree, at least 30 degree credits more than the degree with the higher minimum-credit requirement must be completed (a minimum of 150 credits) and students will receive a Bachelor of Arts in Human Rights along with another degree appropriate to their second program.

It is recommended that Human Rights majors declare their primary major by the end of their third semester.

Recommended course: [HRTS 1007](#)

Requirements for the Major in Human Rights

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](#) or [4996W](#).

Core Courses

A. Institutions and Laws

[ANTH/HRTS 3230/W](#); [HIST/HRTS 3202](#); [HRTS 3050, 3055, 3200/W](#), [HRTS/POLS 3212, 3420, 3428](#); [HRTS/SOCI 3831, 3837/W](#).

B. History, Philosophy and Theory

[ANTH/HRTS 3326](#); [ANTH/HRTS/LLAS 3327](#); [ECON 3128](#); [ENGL/HRTS 3631](#); [HIST/HRTS 3201, 3207, 3232](#); [HRTS/POLS 3042](#); [HRTS/PHIL 3220/W](#); [HRTS 3710](#).

C. Applications and Methods

[BADM or BLAW or HRTS 3252](#); [BADM or BLAW or HRTS 3254](#); [DRAM/HRTS 3139](#); [ENGR or HRTS 3257](#); [HRTS 3149/W, 3250/W, 3475, 3540](#); [POLS/HRTS 3256/W, 3430](#); [SOCI/HRTS 3835/W](#).

D. Elective Courses

Any [HRTS](#) course numbered 2000 or above; [ANTH/HRTS 3028/W, 3153W](#); [ANTH 3150/W](#); [ANTH/WGSS 3350](#); [ARTH/HRTS 3575](#); [DRAM/HEJS/HRTS 2203](#); [ECON 2126, 2127, 3473/W](#); [ECON 2445/HRTS/WGSS 3445](#); [EDCI 2100, 3100](#); [ENGL/HRTS 3619](#); [ENGL 3629](#); [GEOG 3240](#); [HDFS 3251](#); [HIST/AAAS 3531](#); [HIST/WGSS 3562](#); [HIST/HRTS/AFRA 3563](#); [HIST 3100W, 3418, 3570](#); [LLAS/HRTS 3221/HIST 3575](#); [LLAS 3271/POLS 3834](#); [NRE 2600E](#); [NURS 3225](#); [PHIL/HRTS 2170W, 3219/W](#); [PHIL 2215/W, 3218](#); [POLS/HRTS 3418/W, 3807](#); [POLS/WGSS 3249](#); [POLS 3672/WGSS 3052](#); [POLS 3211, 3214, 3240, 3255](#); [POLS/ENGR/HRTS 3209](#); [SOCI/AAAS 3222/HRTS 3573](#); [SOCI/HRTS 3421/W](#); [SOCI 2503/W, 3833](#); [SOCI/HRTS/AFRA 3505, 3825](#); [WGSS/HRTS 2263](#); [WGSS 2255, 3105, 3257, 3269](#).

E. Related Courses

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

F. Capstone Course (Three credits)

[HRTS 4291](#) or [HRTS 4996/W](#).

Information Literacy and Writing Requirements

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W, 3153W](#); [ANTH 3150W](#); [ARTH 3575W](#); [ECON 3473W](#); [EDCI 3100W](#); [HRTS 3149W, 3200W, 3250W, 4996W](#); [HRTS/PHIL 2170W, 2215W, 3219W, 3220W](#); [POLS 3211W](#); [POLS/HRTS 3256W, 3418W](#); [SOCI 2503W, 3421W](#); [SOCI/HRTS 3835W, 3837W](#); and [WGSS 2255W, 3105W, 3257W](#).

Proposed Catalog Description of Major

Human Rights

[Course descriptions](#)

The field of concentration in Human Rights gives students an understanding of the legal instruments, norms, and institutions that constitute contemporary human rights law, as well as the social movements, cultural practices, and literary and artistic representations that have and continue to imagine the human rights ethic in various ways. In recent years, the human rights dimensions of many of the most vexing and pertinent issues at the global, national, and local level have gained prominence – including the problems of environmental deterioration, economic inequality, and ethnic and religious conflict. Students who major in Human Rights will be better equipped not only to understand the complex nature of these and other issues, but also to develop and pursue novel approaches toward a better world. In addition to studying the manifold histories, theories, and practices of human rights in a systematic and comprehensive manner, students majoring in Human Rights will also develop more specialized methodological and topical expertise in a second discipline.

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It is recommended that Human Rights majors declare their primary major by the end of their third semester.

Recommended course: [HRTS 1007](#)

Requirements for the Major in Human Rights

Undergraduate majors must complete a total of 36 credits: 9 credits of core courses with at least one course in each of groups A, B and C; 12 credits of elective courses from the lists of core courses (A, B and C) or elective courses; 12 credits of related courses as approved by the Director of the Human Rights Major; and [HRTS 4291](#) or [4996W](#).

Core Courses

A. Institutions and Laws

[ANTH/HRTS 3230/W](#); [HIST/HRTS 3202](#); [HRTS 3050, 3055, 3200/W](#), [HRTS/POLS 3212, 3420, 3428](#); [HRTS/SOCI 3831, 3837/W](#).

B. History, Philosophy and Theory

[ANTH/HRTS 3326](#); [ANTH/HRTS/LLAS 3327](#); [ENGL/HRTS 3631](#); [HIST/HRTS 3201, 3207, 3232](#); [HRTS/POLS 3042](#); [HRTS/PHIL 3220/W](#); [HRTS 3710](#).

C. Applications and Methods

[BADM or BLAW or HRTS 3252](#); [BADM or BLAW or HRTS 3254](#); [DRAM/HRTS 3139](#); [ENGR or HRTS 3257](#); [HRTS 3149/W, 3250/W, 3475, 3540](#); [POLS/HRTS 3256/W, 3430](#); [SOCI/HRTS 3835/W](#).

D. Elective Courses

Any [HRTS](#) course numbered 2000 or above; [ANTH/HRTS 3028/W, 3153W](#); [ANTH 3150/W](#); [ANTH/WGSS 3350](#); [ARTH/HRTS 3575](#); [DRAM/HEJS/HRTS 2203](#); [ECON 3473/W](#); [ECON 2445/HRTS/WGSS 3445](#); [EDCI 2100, 3100](#); [ENGL/HRTS 3619](#); [ENGL 3629](#); [GEOG 3240](#); [HDFS 3251](#); [HIST/AAAS 3531](#); [HIST/WGSS 3562](#); [HIST/HRTS/AFRA 3563](#); [HIST 3100W, 3418, 3570](#); [LLAS/HRTS 3221/HIST 3575](#); [LLAS 3271/POLS 3834](#); [NRE 2600E](#); [NURS 3225](#); [PHIL/HRTS 2170W, 3219/W](#); [PHIL 2215/W, 3218](#); [POLS/HRTS 3418/W, 3807](#); [POLS/WGSS 3249](#); [POLS 3672/WGSS 3052](#); [POLS 3211, 3214, 3240](#); [POLS/ENGR/HRTS 3209](#); [SOCI/AAAS 3222/HRTS 3573](#); [SOCI/HRTS 3421/W](#); [SOCI 2503/W, 3833](#); [SOCI/HRTS/AFRA 3505, 3825](#); [WGSS/HRTS 2263](#); [WGSS 2255, 3105, 3257, 3269](#).

E. Related Courses

A minimum of 12 credits of related courses (2000 level or above) must be approved by the director of the Human Rights major.

F. Capstone Course (Three credits)

[HRTS 4291](#) or [HRTS 4996/W](#).

Information Literacy and Writing Requirements

The following courses satisfy the Information Literacy Competency and Writing in the Major requirements: [ANTH/HRTS 3028W, 3153W](#); [ANTH 3150W](#); [ARTH 3575W](#); [ECON 3473W](#); [EDCI 3100W](#); [HRTS 3149W, 3200W, 3250W, 4996W](#); [HRTS/PHIL 2170W, 2215W, 3219W, 3220W](#); [POLS 3211W](#); [POLS/HRTS 3256W, 3418W](#); [SOCI 2503W, 3421W](#); [SOCI/HRTS 3835W, 3837W](#); and [WGSS 2255W, 3105W, 3257W](#).

Justification

1. Reasons for changing the major: These courses are not being offered anymore and are going to be archived.
2. Effects on students: Less options but we have added other courses.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee: February 24, 2021
Department Faculty: February 24, 2021
6. Name, Phone Number, and e-mail address of principal contact person: César Abadía-Barrero, Tel 6179993612, cesar.abadia@uconn.edu

2021-110 MARN 4052 Add Course

COURSE ACTION REQUEST	
CAR ID	21-6256
Request Proposer	Dierssen
Course Title	Paleoceanography
CAR Status	In Progress
Workflow History	Start > Marine Sciences > College of Liberal Arts and Sciences > Return > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Paleoceanography
Course Number	4052
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

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

COURSE RESTRICTIONS	
Prerequisites	CHEM 1126Q or CHEM 1128Q; PHYS 1202Q or 1402Q
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Avery Point
If not generally available at all campuses, please explain why	Offered in Marine Sciences
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	MARN 4052. Paleooceanography 3 credits Prerequisites: CHEM 1126Q or CHEM 1128Q and PHYS 1202Q or 1402Q Grading Basis: Graded Exploration of how the geologic record, geochemical proxies and model simulations can be used to understand climate change at centennial and longer timescales. Topics include global overturning circulation, carbon cycle dynamics, and feedback mechanisms that govern long-term climate variability. Course includes background lectures on paleoclimate methods, student-led discussion of key papers, and in-class problem sets.
Reason for the course action	This is a new course that has been successfully taught as a Special Topics and will be an elective in geological oceanography as part of the Marine Science Major.
Specify effect on other departments and overlap with existing courses	None, but I did email syllabus to GSCI.
Please provide a brief description of course	By the end of the semester, students will: 1) Understand Earth's energy budget and carbon cycle 2) Become familiar with fundamental techniques in paleoceanography 3) Learn to critically analyze primary scientific literature 4) Understand the evolution of Earth's climate system at millennial and longer timescales 5) Apply lessons from the paleoclimate record to future climate scenarios

goals and learning objectives			
Describe course assessments	A. Course participation 40% B. Problem sets 30% C. Course project 30% Component A Students will be expected to ask questions during lecture and participate in both presenting and discussing papers, including a well-planned and executed presentation plus outline of questions to stimulate discussion. Component B The problem sets will focus on qualitative and quantitative aspects of paleoclimatology, including isotope fractionation, mass balance, simple box modeling, and data analysis. We will have some time to work on the problems in class, but most of the work will occur outside the classroom. Component C The course project will focus on a topic of the student's choosing related to the subject area of paleoclimatology. The project will be based on individual research and formal presentation to the class. Details of the project expectations and grading will be distributed later in the term.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN4051_5051_Paleoceanography_Syllabus.docx	MARN4051_5051_Paleoceanography_Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	03/09/2021 - 16:12	Submit		Submitted
	Marine Sciences	Heidi M Dierssen	03/16/2021 - 14:56	Approve	3/12/2021	DMS approved at faculty meeting
	College of Liberal Arts and Sciences	Pamela Bedore	03/19/2021 - 09:48	Return	3/19/2021	Returning to proposer for change in course number as per email of 3.18.2021.
	Return	Heidi M Dierssen	03/19/2021 - 10:28	Resubmit		Changed number
	Marine Sciences	Heidi M Dierssen	03/19/2021 - 10:29	Approve	3/19/2021	Changed Number



MARN 4051/5051

Paleoceanography
Department of Marine Sciences

Syllabus – Fall 2022

Syllabus information may be subject to change. The most up-to-date syllabus is located on the HuskyCT site.

Course and Instructor Information

Course Title: Paleoceanography

Credits: 3

Undergraduate Prerequisites: CHEM 1126Q or CHEM 1128Q and PHYS 1202Q or 1402Q

Meeting times: TBD

Format: online lecture and in-person discussion

Professor: David Lund

Email: lund.david@uconn.edu

Telephone: 860-415-9331

Other: (If applicable)

Office Hours/Availability: By appointment

Course Materials

Course readings and media will be available through Husky CT using an Internet link or Library Resources.

Course Description

Catalog:

Exploration of how the geologic record, geochemical proxies and model simulations can be used to understand climate change at centennial and longer timescales. Topics include global overturning circulation, carbon cycle dynamics, and feedback mechanisms that govern long-term climate variability. Course includes background lectures on paleoclimate methods, student-led discussion of key papers, and in-class problem sets.

Extended:

Given the lack of instrumental data prior to the 20th century, our understanding of climate change at centennial and longer timescales must rely heavily on information from the geologic record. In MARN 4051/5051 we will discuss how geo-chemical proxies and model simulations are used to improve our understanding of the Earth's climate system. In particular, we will focus on the ocean's role in the mechanisms that govern long-term climate variability, including the global overturning circulation, carbon cycle, and ocean-atmosphere-cryosphere interactions. The structure of MARN 4051/5051 will include background lectures on paleoceanographic methods, student-led discussion of key papers from the literature, problem sets to solidify key concepts, and a final course project on a topic of the student's choosing.

Course Objectives

By the end of the semester, students will:

- 1) Understand Earth's energy budget and carbon cycle
- 2) Become familiar with fundamental techniques in paleoceanography
- 3) Learn to critically analyze primary scientific literature
- 4) Understand the evolution of Earth's climate system at millennial and longer timescales
- 5) Apply lessons from the paleoclimate record to future climate scenarios

Course Outline and Calendar

Week 1 (Sept 1, 2) - Earth's energy budget and radiative balance (hybrid)

Reading: IPCC AR5 Chapter 1: Sections 1.2.1, 1.2.2, 1.5.2. SPM: Entire chapter, focusing on figures and points highlighted with light brown background, and sections B.1, B.2, C, and Box SPM.1. Chapter 5: Section 5.2, FAQ 5.1, Box 5.1, 5.3.1, 5.3.2, 5.3.3

Week 2 (Sept 8, 9) - Greenhouse gases and carbon cycle (hybrid)

Reading: Sarmiento and Bender (1994)

Week 3 (Sept 15, 16) - Oxygen isotopes (hybrid)

Reading: Emiliani (1955)

Week 4 (Sept 22, 23) - Oxygen isotopes (hybrid)

Reading: Zachos et al. (2001), Shackleton (1967)

Week 5 (Sept 29, 30) - Sea level variability (hybrid)

Reading: Dutton et al. (2015)

Week 6 (Oct 6, 7) - Milankovitch cycles (hybrid)

Reading: Hays Imbrie Shackleton (1976)

Week 7 (Oct 13, 14) - Milankovitch cycles (hybrid)

Reading: Imbrie et al. (1992)

Week 8 (Oct 20, 21) - Ice core proxies (hybrid)

Reading: Petit et al. (1999); Shakun et al. (2012)

Week 9 (Oct 27, 28) - Carbon isotopes (hybrid)

Reading: Schmittner et al. (2013); Curry and Oppo (2005)

Week 10 (Nov 3, 4) - Dynamical tracers (hybrid)

Reading: Lynch-Stieglitz et al. (1999)

Week 11 (Nov 10, 11) - Modeling (hybrid)

Reading: Manabe and Stouffer (1988)

Week 12 (Nov 17, 18) - Millennial-scale climate change (hybrid)

Reading: Marcott et al. (2011); Bassis et al. (2017)

Week 13 - *Thanksgiving break*

Week 14 (Dec 1, 2) - Drivers of CO₂ variability (remote)

Reading: Galbraith & Skinner (2020)

Week 15 (Dec 8, 9) - Student project presentations (remote)

Course Requirements and Grading

Summary of Course Grading:

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

Component A

Students will be expected to ask questions during lecture and participate in both presenting and discussing papers, including a well-planned and executed presentation plus outline of questions to stimulate discussion.

Graduate expectations

Additionally, each graduate student is expected to: 1) attend discussion having read at least one paper in addition to the one assigned, and 2) offer their perspective on the additional reading and how it informed and/or contradicted the assigned reading.

Component B

The problem sets will focus on qualitative and quantitative aspects of paleoclimatology, including isotope

fractionation, mass balance, simple box modeling, and data analysis. We will have some time to work on the problems in class, but most of the work will occur outside the classroom.

Component C

The course project will focus on a topic of the student's choosing related to the subject area of paleoclimatology. The project will be based on individual research and formal presentation to the class. Details of the project expectations and grading will be distributed later in the term.

Graduate expectations

Graduate projects will require more consideration of primary literature and development and analysis of data.

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

Feedback and Grades

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

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All students can succeed in this course. Please do not hesitate to ask questions or attend office hours. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college and graduate school experience, and it often can be compounded by unexpected setback and challenges outside the classroom. Please take 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 as soon as it occurs and before it becomes 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.

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 Extend Absences

Please stay home if you are feeling ill or 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 the illness but you will need to work with your instructor to determine how you will complete coursework.

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/>

Mask and Social Distancing Expectations

To ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when in the classroom. If a student is not wearing a mask/face covering, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately. More information about proper usage of masks is available from UConn Environmental Health and Safety at this [link](#).

Additionally, we will observe 6 feet of physical distancing in the classroom at all times. Please make sure to sit only in chairs or desks that are marked with a green circle and checkmark, and do not rearrange furniture or stickers. The University has arranged classrooms and seating to maintain physical distancing. Using these visual cues will help keep us all safe.

Activities that involve temporarily removing the mask, such as eating or drinking are not allowed. Please leave the classroom for such activities.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards and policies on the following webpage: <http://provost.uconn.edu/syllabi-references/>

- Absences from Final Examinations
- Class Attendance
- Credit Hour
- People with Disabilities, Policy Statement
- Discrimination, Harassment and Related Interpersonal Violence, Policy Against
- Sexual Assault Reporting Policy
- The Student Code
- Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Software/Technical Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access
- Use of PowerPoint or Adobe Illustrator

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

2021-111 MARN 5052 Add Course

COURSE ACTION REQUEST	
CAR ID	21-6257
Request Proposer	Dierssen
Course Title	Paleoceanography
CAR Status	In Progress
Workflow History	Start > Marine Sciences > College of Liberal Arts and Sciences > Return > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Paleoceanography
Course Number	5052
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Heidi M Dierssen

Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

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	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Avery Point
If not generally available at all campuses, please explain why	Taught in Marine Sciences
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	MARN 5052. Paleooceanography 3 credits Prerequisite: Not open for credit to students who have passed MARN 4052. Grading Basis: Graded Exploration of how the geologic record, geochemical proxies and model simulations can be used to understand climate change at centennial and longer timescales. Topics include global overturning circulation, carbon cycle dynamics, and feedback mechanisms that govern long-term climate variability. Course includes background lectures on paleoclimate methods, student-led discussion of key papers, and in-class problem sets.
Reason for the course action	Adding this course to expand upon the offerings in the graduate program in Marine Sciences.
Specify effect on other	No known effects, but sent to GSCI in case there is interest.

departments and overlap with existing courses			
Please provide a brief description of course goals and learning objectives	By the end of the semester, students will: 1) Understand Earth's energy budget and carbon cycle 2) Become familiar with fundamental techniques in paleoceanography 3) Learn to critically analyze primary scientific literature 4) Understand the evolution of Earth's climate system at millennial and longer timescales 5) Apply lessons from the paleoclimate record to future climate scenarios		
Describe course assessments	A. Course participation 40% B. Problem sets 30% C. Course project 30% Component A Students will be expected to ask questions during lecture and participate in both presenting and discussing papers, including a well-planned and executed presentation plus outline of questions to stimulate discussion. Graduate expectations Additionally, each graduate student is expected to: 1) attend discussion having read at least one paper in addition to the one assigned, and 2) offer their perspective on the additional reading and how it informed and/or contradicted the assigned reading. Component B The problem sets will focus on qualitative and quantitative aspects of paleoclimatology, including isotope fractionation, mass balance, simple box modeling, and data analysis. We will have some time to work on the problems in class, but most of the work will occur outside the classroom. Component C The course project will focus on a topic of the student's choosing related to the subject area of paleoclimatology. The project will be based on individual research and formal presentation to the class. Details of the project expectations and grading will be distributed later in the term. Graduate expectations Graduate projects will require more consideration of primary literature and development and analysis of data.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN4051_5051_Paleoceanography_Syllabus.docx	MARN4051_5051_Paleoceanography_Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	03/09/2021 - 16:23	Submit		submit
	Marine Sciences	Heidi M Dierssen	03/16/2021 - 14:55	Approve	3/12/2021	DMS approved at faculty meeting
	College of Liberal Arts and Sciences	Pamela Bedore	03/19/2021 - 09:49	Return	3/19/2021	Returning to proposer for change in course number as per email of 3.18.2021.
	Return	Heidi M Dierssen	03/19/2021 - 10:27	Resubmit		Changed number
	Marine Sciences	Heidi M Dierssen	03/19/2021 - 10:29	Approve	3/19/2021	Changed number



MARN 4051/5051

Paleoceanography
Department of Marine Sciences

Syllabus – Fall 2022

Syllabus information may be subject to change. The most up-to-date syllabus is located on the HuskyCT site.

Course and Instructor Information

Course Title: Paleoceanography

Credits: 3

Undergraduate Prerequisites: CHEM 1126Q or CHEM 1128Q and PHYS 1202Q or 1402Q

Meeting times: TBD

Format: online lecture and in-person discussion

Professor: David Lund

Email: lund.david@uconn.edu

Telephone: 860-415-9331

Other: (If applicable)

Office Hours/Availability: By appointment

Course Materials

Course readings and media will be available through Husky CT using an Internet link or Library Resources.

Course Description

Catalog:

Exploration of how the geologic record, geochemical proxies and model simulations can be used to understand climate change at centennial and longer timescales. Topics include global overturning circulation, carbon cycle dynamics, and feedback mechanisms that govern long-term climate variability. Course includes background lectures on paleoclimate methods, student-led discussion of key papers, and in-class problem sets.

Extended:

Given the lack of instrumental data prior to the 20th century, our understanding of climate change at centennial and longer timescales must rely heavily on information from the geologic record. In MARN 4051/5051 we will discuss how geo-chemical proxies and model simulations are used to improve our understanding of the Earth's climate system. In particular, we will focus on the ocean's role in the mechanisms that govern long-term climate variability, including the global overturning circulation, carbon cycle, and ocean-atmosphere-cryosphere interactions. The structure of MARN 4051/5051 will include background lectures on paleoceanographic methods, student-led discussion of key papers from the literature, problem sets to solidify key concepts, and a final course project on a topic of the student's choosing.

Course Objectives

By the end of the semester, students will:

- 1) Understand Earth's energy budget and carbon cycle
- 2) Become familiar with fundamental techniques in paleoceanography
- 3) Learn to critically analyze primary scientific literature
- 4) Understand the evolution of Earth's climate system at millennial and longer timescales
- 5) Apply lessons from the paleoclimate record to future climate scenarios

Course Outline and Calendar

Week 1 (Sept 1, 2) - Earth's energy budget and radiative balance (hybrid)

Reading: IPCC AR5 Chapter 1: Sections 1.2.1, 1.2.2, 1.5.2. SPM: Entire chapter, focusing on figures and points highlighted with light brown background, and sections B.1, B.2, C, and Box SPM.1. Chapter 5: Section 5.2, FAQ 5.1, Box 5.1, 5.3.1, 5.3.2, 5.3.3

Week 2 (Sept 8, 9) - Greenhouse gases and carbon cycle (hybrid)

Reading: Sarmiento and Bender (1994)

Week 3 (Sept 15, 16) - Oxygen isotopes (hybrid)

Reading: Emiliani (1955)

Week 4 (Sept 22, 23) - Oxygen isotopes (hybrid)

Reading: Zachos et al. (2001), Shackleton (1967)

Week 5 (Sept 29, 30) - Sea level variability (hybrid)

Reading: Dutton et al. (2015)

Week 6 (Oct 6, 7) - Milankovitch cycles (hybrid)

Reading: Hays Imbrie Shackleton (1976)

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Reading: Imbrie et al. (1992)

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Reading: Petit et al. (1999); Shakun et al. (2012)

Week 9 (Oct 27, 28) - Carbon isotopes (hybrid)

Reading: Schmittner et al. (2013); Curry and Oppo (2005)

Week 10 (Nov 3, 4) - Dynamical tracers (hybrid)

Reading: Lynch-Stieglitz et al. (1999)

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Reading: Manabe and Stouffer (1988)

Week 12 (Nov 17, 18) - Millennial-scale climate change (hybrid)

Reading: Marcott et al. (2011); Bassis et al. (2017)

Week 13 - *Thanksgiving break*

Week 14 (Dec 1, 2) - Drivers of CO₂ variability (remote)

Reading: Galbraith & Skinner (2020)

Week 15 (Dec 8, 9) - Student project presentations (remote)

Course Requirements and Grading

Summary of Course Grading:

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

Component A

Students will be expected to ask questions during lecture and participate in both presenting and discussing papers, including a well-planned and executed presentation plus outline of questions to stimulate discussion.

Graduate expectations

Additionally, each graduate student is expected to: 1) attend discussion having read at least one paper in addition to the one assigned, and 2) offer their perspective on the additional reading and how it informed and/or contradicted the assigned reading.

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The problem sets will focus on qualitative and quantitative aspects of paleoclimatology, including isotope fractionation, mass balance, simple box modeling, and data analysis. We will have some time to work on the problems in class, but most of the work will occur outside the classroom.

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The course project will focus on a topic of the student's choosing related to the subject area of paleoclimatology. The project will be based on individual research and formal presentation to the class. Details of the project expectations and grading will be distributed later in the term.

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Graduate projects will require more consideration of primary literature and development and analysis of data.

Undergraduate and Graduate grading scale:

Grade	Letter Grade	GPA
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63-66	D	1.0
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<60	F	0.0

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- Cough
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- 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/>

Mask and Social Distancing Expectations

To ensure a safe learning environment for everyone, masks/face coverings must be worn at all times when in the classroom. If a student is not wearing a mask/face covering, they will be asked by the instructor to put one on immediately or leave the classroom. Repeatedly failing to follow this expectation will result in a referral to Community Standards. If an instructor is not wearing a mask/face covering, students should feel comfortable asking the instructor to put one on immediately. More information about proper usage of masks is available from UConn Environmental Health and Safety at this [link](#).

Additionally, we will observe 6 feet of physical distancing in the classroom at all times. Please make sure to sit only in chairs or desks that are marked with a green circle and checkmark, and do not rearrange furniture or stickers. The University has arranged classrooms and seating to maintain physical distancing. Using these visual cues will help keep us all safe.

Activities that involve temporarily removing the mask, such as eating or drinking are not allowed. Please leave the classroom for such activities.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards and policies on the following webpage: <http://provost.uconn.edu/syllabi-references/>

- Absences from Final Examinations
- Class Attendance
- Credit Hour
- People with Disabilities, Policy Statement
- Discrimination, Harassment and Related Interpersonal Violence, Policy Against
- Sexual Assault Reporting Policy
- The Student Code
- Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Software/Technical Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access
- Use of PowerPoint or Adobe Illustrator

Help

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

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

Minimum Technical Skills

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

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

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

Evaluation of the Course

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

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

2021-121 MARN 5995 Drop Course

COURSE ACTION REQUEST	
CAR ID	21-6801
Request Proposer	Dierssen
Course Title	Special Topics
CAR Status	In Progress
Workflow History	Start > Marine Sciences > College of Liberal Arts and Sciences > Return > Marine Sciences > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Drop Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MARN

School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Special Topics
Course Number	5995

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	Two Special Topics and deleting one of them.

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

COURSE RESTRICTIONS

GRADING	
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES

COURSE DETAILS

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	03/29/2021 - 20:36	Submit		Approved
	Marine Sciences	Heidi M Dierssen	03/29/2021 - 20:38	Approve	3/29/2021	Approved
	College of Liberal Arts and Sciences	Pamela Bedore	03/31/2021 - 06:47	Return	3/31/2021	returning to proposer as per email of 3.30.2021.
	Return	Heidi M Dierssen	03/31/2021 - 10:52	Resubmit		Hey Pam, I submitted 2 CARs one for 5995 to drop (this one) and I want you to return 5895 for me to modify the title and credits.
	Marine Sciences	Heidi M Dierssen	03/31/2021 - 10:56	Approve	3/31/2021	Please proceed with this request, but return the CAR for 5895 for me to modify.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 3/16/2021
2. Department or Program: Political Science
3. Title of Major: Political Science
4. [Effective](#) Date (semester, year): Summer 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding courses

Existing Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Major Courses

- A. A minimum of nine credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](#)), Comparative Politics ([POLS 1202](#) or [1207](#)), International Relations ([POLS 1402](#)), and American Politics ([POLS 1602](#)). It is recommended that these courses be taken during the first two years of study.
- B. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
 1. At least one course in four of the following six subdivisions (total of 12 credits):
 - **Theory and Methodology:** [POLS 2023](#), [2062](#), [2072Q](#), [2073Q](#), [3002](#), [3012](#), [3017](#), [3019](#), [3022W](#), [3030](#), [3032](#), [3042](#), [3062](#), [3072](#), [3082](#), [3672](#)
 - **Comparative Politics:** [POLS 2222](#), [3202](#), [3203](#), [3205](#), [3206](#), [3208](#), [3209](#), [3211](#), [3212](#), [3214](#), [3216](#), [3228](#), [3235](#), [3237](#), [3239](#), [3240](#), [3245](#), [3249](#), [3250](#), [3252](#), [3255](#), [3256](#)
 - **International Relations:** [POLS 3247](#), [3402](#), [3406](#), [3410](#), [3412](#), [3414](#), [3418](#), [3422](#), [3428](#), [3429](#), [3430](#), [3432](#), [3434](#), [3437](#), [3438W](#), [3442](#), [3447](#), [3457](#), [3462](#), [3464](#), [3472](#), [3476](#), [3710](#)
 - **American Politics:** [POLS 2607](#), [2622](#), [3600](#), [3601](#), [3602](#), [3603WQ](#), [3604](#), [3606](#), [3608](#), [3610](#), [3612](#), [3613](#), [3615](#), [3617](#), [3618](#), [3622](#), [3625](#), [3627](#), [3632](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3720](#), [3850](#)

- **Public Administration, Policy and Law:** [POLS 2062](#), [3802](#), [3807](#), [3812](#), [3817](#), [3822](#), [3827](#), [3832](#), [3834](#), [3837](#), [3842](#), [3847](#), [3857](#)
 - **Race, Gender, and Ethnic Politics:** [POLS 3019](#), [3030](#), [3082](#), [3210](#), [3216](#), [3218](#), [3247](#), [3249](#), [3252](#), [3418](#), [3464](#), [3632](#), [3633](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3672](#), [3807](#), [3834](#), [3837](#)
2. Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
 3. Students must take at least one 3 credit W course within the major. Advanced information literary exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

Notes

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](#) courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at polisci.uconn.edu. [POLS 3995](#) courses may be counted towards part one only with the consent of the advisor. [POLS 2993](#), [3023](#), [3426](#), [3991](#), [3993](#), [3999](#), [4994](#), and [4997W](#) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](#)) can be counted toward the 24 credits.

Related Courses

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on polisci.uconn.edu. Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

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

Proposed Catalog Description of Major

Political Science serves students whose primary interest is in some phase of public affairs (law, politics, government service) or international relations (foreign service), in gaining a better understanding of the entire field of governmental organization and functions.

Major Courses

- A. A minimum of nine credits in Political Science 1000-level courses from the following subdivisions: Theory and Methodology ([POLS 1002](#)), Comparative Politics ([POLS 1202](#) or [1207](#)), International Relations ([POLS 1402](#)), and American Politics ([POLS 1602](#)). It is recommended that these courses be taken during the first two years of study.

- B. A minimum of 24 credits in Political Science numbered 2000 or higher (none on a pass-fail basis):
- At least one course in four of the following six subdivisions (total of 12 credits):
 - Theory and Methodology:** [POLS 2023](#), [2062](#), [2072Q](#), [2073Q](#), [3002](#), [3012](#), [3017](#), [3019](#), [3022W](#), [3030](#), [3032](#), [3042](#), [3062](#), [3072](#), [3082](#), [3672](#)
 - Comparative Politics:** [POLS 2222](#), [3202](#), [3203](#), [3205](#), [3206](#), [3208](#), [3209](#), [3211](#), [3212](#), [3214](#), [3216](#), [3228](#), [3235](#), [3237](#), [3239](#), [3240](#), [3245](#), [3249](#), [3250](#), [3252](#), [3255](#), [3256](#)
 - International Relations:** [POLS 2450](#), [3040](#), [3247](#), [3402](#), [3406](#), [3410](#), [3412](#), [3413](#), [3414](#), [3418](#), [3422](#), [3428](#), [3429](#), [3430](#), [3432](#), [3434](#), [3437](#), [3438W](#), [3442](#), [3447](#), [3457](#), [3462](#), [3464](#), [3472](#), [3476](#), [3710](#)
 - American Politics:** [POLS 2602](#), [2607](#), [2622](#), [3600](#), [3601](#), [3602](#), [3603WQ](#), [3604](#), [3606](#), [3608](#), [3610](#), [3612](#), [3613](#), [3615](#), [3617](#), [3618](#), [3622](#), [3625](#), [3627](#), [3632](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3720](#), [3850](#)
 - Public Administration, Policy and Law:** [POLS 2062](#), [3802](#), [3807](#), [3812](#), [3817](#), [3822](#), [3827](#), [3832](#), [3834](#), [3837](#), [3842](#), [3847](#), [3857](#)
 - Race, Gender, and Ethnic Politics:** [POLS 2602](#), [3019](#), [3030](#), [3082](#), [3210](#), [3216](#), [3218](#), [3247](#), [3249](#), [3252](#), [3418](#), [3464](#), [3632](#), [3633](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3672](#), [3807](#), [3834](#), [3837](#)
 - Other 2000 level (or higher) Political Science courses totaling a minimum of 12 credits.
 - Students must take at least one 3 credit W course within the major. Advanced information literacy exit requirements are incorporated into all W courses in the major, and students who successfully complete political science W courses will have met this requirement.

Notes

A W or Q may be substituted for the same numbered course. Cross-listed courses may only be counted once. All [POLS 2998](#) courses apply to the major and may count towards the subdivision requirement. The subdivisions assigned to these courses can be found at polisci.uconn.edu. [POLS 3995](#) courses may be counted towards part one only with the consent of the advisor. [POLS 2993](#), [3023](#), [3426](#), [3991](#), [3993](#), [3999](#), [4994](#), and [4997W](#) may not be counted towards part one. Interdepartmental (INTD and UNIV) courses may not be included in the 24 credits. No more than six credits of independent study and/or field work (of which no more than three credits may be for [POLS 3991](#)) can be counted toward the 24 credits.

Related Courses

At least 12 credits in courses related to Political Science taken from one or more other departments. These courses must be numbered 2000 or higher and cannot be taken on a pass-fail basis. All 2000-level (or higher) courses in Anthropology, Economics, Geography, History, Human Rights, Philosophy, Public Policy and Sociology will meet this requirement. Any course within these departments that is cross-listed with POLS will count towards the major and not as a related. Certain other courses have been approved and are listed on polisci.uconn.edu. Courses not in the departments listed above or included on the pre-approved list may be approved as related courses at the discretion of the advisor.

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

Justification

1. Reasons for changing the major: Adding three new courses

POLS 3040: Power, Politics, and Art
POLS 3413: International Security
POLS 2602: Religion and Politics in America
POLS 2450: Nuclear Security

2. Effects on students: Additional course offerings
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty: 3/3/2021
6. Name, Phone Number, and e-mail address of principal contact person:

Oksan Bayulgen
Oksan.bulgen@uconn.edu

2021-123 POLS 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: 3/16/2021
2. Department or Program: Political Science
3. Title of Minor: Political Science
4. [Effective](#) Date (semester, year): Summer 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding courses

Existing Catalog Description of Minor

Students must complete an introductory 1000-level course selected from among [POLS 1002](#), [1202](#), [1207](#), [1402](#), or [1602](#). At least one additional 1000-level course is recommended. Students must complete at least 15 credits of course work at the 2000's level or higher. [POLS 2998](#) courses apply to the minor and may count towards this subdivision requirement. The subdivisions assigned to these courses can be found at www.polisci.uconn.edu. [POLS 3995](#) courses may be counted toward this distribution only with consent of the advisor. A W or Q course may be substituted for the same numbered course.

Of the 15 credits for the minor, nine credits (three courses) must be taken from three of the six disciplinary subdivisions as they appear below. Cross-listed courses may count only once towards this subdivision requirement.

I. Theory and Methodology

[POLS 2023](#), [2062](#), [2072Q](#), [2073Q](#), [3002](#), [3012](#), [3017](#), [3019](#), [3022W](#), [3030](#), [3032](#), [3042](#), [3062](#), [3072](#), [3082](#), [3672](#)

II. Comparative Politics

[POLS 2222](#), [3202](#), [3203](#), [3205](#), [3206](#), [3208](#), [3209](#), [3211](#), [3212](#), [3214](#), [3216](#), [3228](#), [3235](#), [3237](#), [3239](#), [3240](#), [3245](#), [3249](#), [3250](#), [3252](#), [3255](#), [3256](#)

III. International Relations

[POLS 3247](#), [3402](#), [3406](#), [3410](#), [3412](#), [3414](#), [3418](#), [3422](#), [3428](#), [3429](#), [3430](#), [3432](#), [3434](#), [3437](#), [3438W](#), [3442](#), [3447](#), [3457](#), [3462](#), [3464](#), [3472](#), [3476](#), [3710](#)

IV. American Politics

[POLS 2607](#), [2622](#), [3600](#), [3601](#), [3602](#), [3603WQ](#), [3604](#), [3606](#), [3608](#), [3610](#), [3612](#), [3613](#), [3615](#), [3617](#), [3618](#), [3622](#), [3625](#), [3627](#), [3632](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3720](#), [3850](#)

V. Public Administration, Policy and Law

[POLS 2062](#), [3802](#), [3807](#), [3812](#), [3817](#), [3822](#), [3827](#), [3832](#), [3834](#), [3837](#), [3842](#), [3847](#), [3857](#)

VI. Race, Gender, and Ethnic Politics

[POLS 3019](#), [3030](#), [3082](#), [3210](#), [3216](#), [3218](#), [3247](#), [3249](#), [3252](#), [3418](#), [3464](#), [3632](#), [3633](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3672](#), [3807](#), [3834](#), [3837](#)

The minor is offered by the [Political Science Department](#).

Proposed Catalog Description of Minor

Students must complete an introductory 1000-level course selected from among [POLS 1002](#), [1202](#), [1207](#), [1402](#), or [1602](#). At least one additional 1000-level course is recommended. Students must complete at least 15 credits of course work at the 2000's level or higher. [POLS 2998](#) courses apply to the minor and may count towards this subdivision requirement. The subdivisions assigned to these courses can be found at www.polisci.uconn.edu. [POLS 3995](#) courses may be counted toward this distribution only with consent of the advisor. A W or Q course may be substituted for the same numbered course.

Of the 15 credits for the minor, nine credits (three courses) must be taken from three of the six disciplinary subdivisions as they appear below. Cross-listed courses may count only once towards this subdivision requirement.

I. Theory and Methodology

[POLS 2023](#), [2062](#), [2072Q](#), [2073Q](#), [3002](#), [3012](#), [3017](#), [3019](#), [3022W](#), [3030](#), [3032](#), [3042](#), [3062](#), [3072](#), [3082](#), [3672](#)

II. Comparative Politics

[POLS 2222](#), [3202](#), [3203](#), [3205](#), [3206](#), [3208](#), [3209](#), [3211](#), [3212](#), [3214](#), [3216](#), [3228](#), [3235](#), [3237](#), [3239](#), [3240](#), [3245](#), [3249](#), [3250](#), [3252](#), [3255](#), [3256](#)

III. International Relations

[POLS 2450](#), [3040](#), [3247](#), [3402](#), [3406](#), [3410](#), [3412](#), [3413](#), [3414](#), [3418](#), [3422](#), [3428](#), [3429](#), [3430](#), [3432](#), [3434](#), [3437](#), [3438W](#), [3442](#), [3447](#), [3457](#), [3462](#), [3464](#), [3472](#), [3476](#), [3710](#)

IV. American Politics

[POLS 2602](#), [2607](#), [2622](#), [3600](#), [3601](#), [3602](#), [3603WQ](#), [3604](#), [3606](#), [3608](#), [3610](#), [3612](#), [3613](#), [3615](#), [3617](#), [3618](#), [3622](#), [3625](#), [3627](#), [3632](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3720](#), [3850](#)

V. Public Administration, Policy and Law

[POLS 2062](#), [3802](#), [3807](#), [3812](#), [3817](#), [3822](#), [3827](#), [3832](#), [3834](#), [3837](#), [3842](#), [3847](#), [3857](#)

VI. Race, Gender, and Ethnic Politics

[POLS 2602](#), [3019](#), [3030](#), [3082](#), [3210](#), [3216](#), [3218](#), [3247](#), [3249](#), [3252](#), [3418](#), [3464](#), [3632](#), [3633](#), [3642](#), [3647](#), [3652](#), [3662](#), [3667](#), [3672](#), [3807](#), [3834](#), [3837](#)

The minor is offered by the [Political Science Department](#).

Justification

1. Reasons for changing the minor: Adding three new courses

POLS 3040: Power, Politics, and Art
 POLS 3413: International Security
 POLS 2602: Religion and Politics in America
 POLS 2450: Nuclear Security

2. Effects on students: Additional course offerings
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
 Department Curriculum Committee:
 Department Faculty: 3/3/2021
6. Name, Phone Number, and e-mail address of principal contact person:

Oksan Bayulgen
Oksan.bulgen@uconn.edu

2021-124 PP 5359 Add Course

COURSE ACTION REQUEST	
CAR ID	21-6276
Request Proposer	Donahue
Course Title	Crisis Management
CAR Status	In Progress
Workflow History	Start > Draft > Public Policy > 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	PP
School / College	College of Liberal Arts and Sciences
Department	Public Policy
Course Title	Crisis Management
Course Number	5359
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Catherine F Guarino
Initiator Department	Public Policy
Initiator NetId	cfg08002
Initiator Email	catherine.guarino@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Donahue

Proposer First Name	Amy
Select a Person	akd02002
Proposer NetId	akd02002
Proposer Phone	+1 959 200 3852
Proposer Email	amy.donahue@uconn.edu

JUSTIFICATION	
Reason for the course action	The department offers applied professional graduate programs that prepare graduates for leadership roles in public service organizations. Many public leaders have leadership and management responsibilities during crises. Thus, it is important for our students to be knowledgeable about how governments and other public service organizations can effectively prepare for crises, respond when crises strike, and support the recovery of populations and communities in the wake of crises. This course fills a gap in our curriculum by addressing this material.
How has this course action been accounted for in the department staffing plan?	
Could this course be taught in another discipline?	

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	No
Scheduling Components	Seminar
Number of Sections	1
Number of Students per Section	25
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	PP 5361 Theory and Management of Public Service Organizations
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Hartford

If not generally available at all campuses, please explain why	This course is offered as part of our MPA Fellows program which is based at the Hartford campus.
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	

COURSE DETAILS			
Provide proposed title and complete course catalog copy	PP 5359 Crisis Management 3.00 credits Prerequisites: None. Recommended preparation: PP5361. Grading Basis: Graded Overview of types and characteristics of crises, their impacts and challenges, and strategies for managing them. Topics include emergency management policy and doctrine, incident management systems, individual preparedness, and community resilience.		
Please provide a brief description of course goals and learning objectives	From this course, students should: • develop a deeper understanding of accidents, crises, and disasters, what they are, why they happen, and how we manage them. • gain a more nuanced appreciation for the special challenges of crisis management for leaders in a democracy. • develop a solid working knowledge of the systems the United States collectively uses to respond to major disasters and emergencies. • gain new insights about how current theory and thinking can improve safety and resilience at a community and individual level. • be better informed when they next confront a crisis.		
Describe course assessments	Every week there will be a series of lectures, videos, and readings posted on the course website. Students are expected to give these materials their close attention before class. And will attest in writing through the course website that they have done so. Students will be expected to complete the following assignments: 1. Each week they will watch a feature-length movie from a list provided by the instructor. Each week before class, they will follow a guide posted on the course website to prepare a short written reflection on the movie they watched. 2. The Federal Emergency Management Agency offers a wide array of free online courses related to disaster and emergency management. More and more employers and volunteer organizations are requiring their employees to take these courses as part of their professional development or to acquire knowledge relevant to their jobs. Courses take 2-4 hours to complete. Students will complete and pass at least two of these courses from a list of options. Passing the course requires taking and passing a multiple-choice "final exam," which serves as a knowledge check. 3. This course is designed to allow students to explore how crises, disasters, and accidents happen, and how we can prepare for and survive them at the individual, group, organizational, and societal levels. To ground their contemplation of these ideas, it is helpful for students to consider them in light of a real-world event. To facilitate this, they will identify a case example of a disaster to learn about and examine. They will study and analyze the crisis following a guideline the instructor provides and submit the assignment in two parts, Part 1 is a case description in which they provide a detailed written explanation of what happened. Part 2 is a concise presentation in which they explain what we know about what caused the disaster and why the consequences were severe, how we responded, and what we can learn from the incident to help us deal with future disasters. 4. As any visit to a library or bookstore will attest, there is a constant stream of books written about disasters and crisis management available in the "popular" literature. Many report new ideas and new thinking; many offer untested ideas, assessments, and opinions; many tell the story of a particular case, illuminating lessons that can apply to other situations. This course provides students an opportunity to delve deeply into particular types of events or dimensions of crisis management by reading a relevant book of their choosing from a list provided by the instructor. After reading their chosen book, they will prepare a presentation that briefly summarizes, and then carefully and critically reflects on, the book's key insights and ideas, ultimately revealing its most important lessons. 5. At the conclusion of the course, students will prepare an analytical essay that synthesizes their learning from the totality of the course. The purpose of the essay is to consolidate what they learned from the course materials and discussions, the book they read, and the case they analyzed, to synthesize salient insights, and to consider how these are relevant to their lives, work, and community. 6. This is a seminar, not a lecture-based course. The success of a seminar as a learning experience for all participants (instructor included) depends on the commitment and participation of each member of the group, since all involved in this course benefit from what others in the group have to offer. A substantial part of the grade in the course is therefore contingent on student investment and participation in the collective learning process.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Donahue_PP5397_Consideration for Crisis Management_Spring 2021.docx	Donahue_PP5397_Consideration for Crisis Management_Spring 2021.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Catherine F Guarino	03/10/2021 - 06:31	Submit		none
	Public Policy	Kenneth J Dautrich	03/29/2021 - 18:09	Approve	3/15/2021	approve

PP 5397-H73: Ready or Not?

Considerations for Crisis Management

February 6, 2021 – March 6, 2021

Saturdays, 8:30am – 5:00pm

HTB 145

Professor: Dr. Amy K. Donahue

E-mail: amy.donahue@uconn.edu

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

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

Course Prerequisites

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

Course Description

From hurricanes to hiking trips and everything in between, this course will examine what happens when things go wrong and explore ways we can avoid catastrophe or at least be better prepared to deal with the consequences. We'll look at different types of disasters and understand what makes them so challenging, and then we'll learn about strategies we can use to manage them. We'll learn about the concepts of threats, hazards, risk, safety, and resilience. We'll talk about what we can do to prepare and survive and cope as individuals and at an organizational level, and we'll learn about what governments do and why they do it. In the end, you'll have a better understanding of what organizations and communities can do to prepare,

you'll understand how these activities fit in to a national emergency management system, and you'll also gain some practical skills you can use to keep yourself safe.

Learning Goals

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

Weekly Time Commitment

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

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

Texts and Other Course Materials

There is no assigned textbook for this course. In advance of most sessions, however, you will be expected to review a selection of articles, videos, podcasts, and other materials. Links to these materials will be provided on the course HuskyCT site.

In addition, I have established a reading list of books for the course from which you will read one. The books are all modest in length and quite readable, so I hope you'll find this a manageable and interesting approach to learning something of current thinking related to crisis management. A portion of our time together in class will involve analytic discussions of the selected books. The books are available from a variety of sources, including most libraries and bookstores, as well as through online retailers (like Amazon, Powell's, Barnes & Noble, etc.).

Most are available as e-books (in kindle or other similar formats) and are also available as audio or audible books, so you can listen to them instead of reading them if you find that more convenient. (If you choose to listen to the books, I recommend you keep a notepad handy so you can keep track of ideas you want to remember or might need to use during the course.)

Finally, you will watch a feature-length movie each week from a selection of options I provide. These movies are available on DVD (usually for less than \$10.00) or to buy or rent from various streaming services (such as Netflix, Amazon, and Hulu). Depending on what subscriptions you may already have, cost to access movies is typically less than \$4.00.

Course Schedule at a Glance

Class will meet from 8:30am – 5:00pm on five consecutive Saturdays as noted below. There will be a one-hour lunch break during which students will be on their own to do as they wish. The time of lunch breaks will vary depending on the day's activities.

The general course plan is as follows:

Session	Date	General Focus
1	2/6/21	Course introduction / Types of crises / Policy and management
2	2/13/21	Risk, threats, hazards / Challenges of crises
3	2/20/21	Individual survival / Accidents and investigations
4	2/27/21	Safety and security / Ethics and accountability
5	3/6/21	Learning lessons / Leadership and management

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

Evaluation and grading

I have set assignments for the class with an eye toward allowing you discretion to pursue areas of particular interest. In addition, I have aimed for a weekly workload and evaluation approach that is consistent with the fact that this is a 3-credit graduate-level course, but also an elective special topics course in which the students are busy adults.

Grades for all assignments are based on satisfactory completion. That is, assignments that meet basic requirements will receive full credit. By “basic requirements,” I mean that the assignment has demonstrated a good-faith effort to respond to the directions provided and accomplish what they ask. In general, there is no provision for partial credit, as basic requirements are either met or not. Essentially, if you do the work, you will receive credit for it, regardless of how good a job you do. This should free you to take some risks—in particular to pursue new, unfamiliar, or challenging ideas. It also means that you can determine your grade for the course

simply by deciding how many of the assignments to do. This should allow you to balance this coursework with other priorities in your life.

While I will not use grades to communicate the quality of your work, feedback about quality is very important in an academic setting, where students come to learn. I will review your assignments and offer constructive feedback intended to help you understand my perspective on your knowledge, performance, and the quality of your analyses. The purpose of this feedback is to help you develop in line with the objectives of the MPA program and your personal goals and stage in professional life. Beyond my written response to your submissions, I am available to discuss your work to whatever extent is helpful to you. If you want to hear more from me, just ask.

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

Total Points	Final Grade
231-250	A
211-230	A-
191-210	B+
171-190	B
151-170	B-
131-150	C+
111-130	C
101-110	C-
91-100	D+
81-90	D
71-80	D-
0-70	F

Due dates

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

Assignments

Weekly preparation activities (5 points per week, total of 25 points)

Every week there will be a series of lectures, videos, and readings posted on the course website. You should materials your close attention *before class*. I will ask you to attest in writing through the course website that you completed these activities. If you do so, you will receive full credit. This is on the honor system—if you say you did it, then I believe you.

Movie analysis (10 points per week, total of 50 points)

Each week you will watch a feature-length movie from a list I provide. Each week before class, you should follow the guide posted on the course website to prepare a short written reflection on the movie you watched. You will submit these through the course website each week before the start of class.

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

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

Your completion certificates are due online through the course website not later than the beginning of class on **February 13, 2021**. You will receive full credit for each course you complete.

Disaster Case Description and Presentation (15 points and 25 points, respectively)

This course is designed to allow you to explore how crises, disasters, and accidents happen, and how we can prepare for and survive them at the individual, group, organizational, and societal levels. To ground your contemplation of these ideas, it is helpful to consider them in light of a real-world event. To facilitate this, you will identify a case example of a disaster to learn about and examine. This can be any crisis, disaster, emergency, catastrophe, or accident that caused serious disruption or harm and about which information is publicly available. It can be anything from a relatively small event, such as an airplane crash or bridge collapse, to a very large event, such as Hurricane Katrina or the Fukushima earthquake and nuclear meltdown. It can involve any sector of society—e.g. public health, the economy, transportation, public utilities and infrastructure, cyber technology, the environment, agriculture, or any other. It can be a sudden event, like an explosion, or a slow-onset event, like a recession. And it can involve any timeframe—it can be recent (like the widespread Ebola outbreak a few years ago) or it might have happened long ago (like the eruption of Mount Vesuvius in 79 AD). The only rule is the

specific event and type of event you choose must not be the major focus of the book you choose to read.

You will study and analyze the crisis following a guideline I will provide (on the course website), and you will submit the assignment in two parts, Part 1 will be a case description in which you provide a detailed written explanation of what happened. The case description is due online through the course website by the beginning of class on **February 20, 2021**. Part 2 will be a concise presentation in which you explain what we know about what caused the disaster and why the consequences were severe, how we responded, and what we can learn from the incident to help us deal with future disasters. The case presentation should use PowerPoint. Your slides are due online through the course website not later than **5:00pm on Friday, March 5, 2021**, and you will present your case in class the following day.

Book Presentation (15 points)

As any visit to a library or bookstore will attest, there is a constant stream of books written about disasters and crisis management available in the “popular” literature. Many report new ideas and new thinking; many offer untested ideas, assessments, and opinions; many tell the story of a particular case, illuminating lessons that can apply to other situations. This course provides you an opportunity to delve deeply into particular types of events or dimensions of crisis management by reading a relevant book of your choosing from a list I provide (posted on the course website).

After reading your book, you will prepare a presentation that briefly summarizes, and then carefully and critically reflects on, the book’s key insights and ideas, ultimately revealing its most important lessons. The presentation should offer an informative perspective on the book’s value, should help solidify your learning from the book, and should convey key ideas, concepts, and insights to your colleagues in class.

The book presentation should use PowerPoint. Your slides are due online through the course website not later than **5:00pm on Friday, February 26, 2021**, and you will present your book in class the following day.

Synthesis paper (25 points)

At the conclusion of the course, you will prepare an analytical essay that synthesizes your learning from the totality of the course. The purpose of the essay is to consolidate what you learned from the course materials and discussions, the book you read, and the case you analyzed, to synthesize salient insights, and to consider how these are relevant to your life, work, and community. I will provide more direction and pose questions to guide your discussion on the course website. This paper should be approximately 1500 (but no longer than 2000) words in length.

This paper is due online through the course website not later than **5:00pm on March 11, 2021**. This is five days after the course concludes to give you time to step back and think, but you would be well-served to begin framing your discussion early during the course.

Engagement (15 points per week, total of 75 points)

This is a seminar, not a lecture-based course. A seminar is different from a didactic course in that seminars involve shared responsibility for the pursuit of new insights related to the intellectual problems at hand. In short, you as students provide most of the intellectual stimuli for consideration. My main role is to assist you in synthesizing diverse input from various course materials and other students' perspectives. Thus, the success of a seminar as a learning experience for all participants (instructor included) depends on the commitment and participation of each member of the group, since all involved in this course benefit from what others in the group have to offer. Your primary responsibility in this course is to be a good colleague to your classmates by collaborating to help others develop a solid understanding of course materials and concepts.

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

If you offer well-prepared, thoughtful comments that are grounded in the course materials and make a good-faith effort to participate in discussions and in-class activities productively, you will receive full credit. If you are unprepared or passive, you will not receive credit. For this portion of your grade, I may award partial credit.

Health, wellness, and welfare

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

Accommodations for Illness or Extended Absences. Please stay home if you are ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness. You will, however, need to work with me to determine how you will complete coursework during your absence. If life circumstances are affecting your ability to

focus on courses and your UConn experience, you can talk with me, the Graduate School, the Department of Public Policy, your advisor, or the Hartford Campus Student Services staff to get support.

Important logistical information, expectations, and policies

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

Professional and personal responsibility. This course is presented in the context of a professional degree program and will be conducted according to the standards of a professional workplace. In this context, reasonable minds can differ in their perspectives, opinions, and conclusions, and no ideas are immune from scrutiny and debate, as these processes enhance and deepen understanding by all. We will work together to assure an environment that supports respectful, critical inquiry through the free exchange of ideas. Your primary responsibility in this course is to be a good colleague to your classmates by collaborating to help others develop a solid understanding of course materials and concepts. T

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

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

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

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

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

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

Technical requirements and use of technology. I am comfortable with you using laptop computers, tablets, and smartphones during class to support your learning and engagement in the class. In fact, I recommend that you bring a laptop or tablet with you to facilitate in-class work. I would appreciate it if you focused your energies in the classroom and were not spending your time interacting with people outside of class, or doing things that are unrelated to this class, during class time. *Please do not use video or audio recording during class without*

checking with me first. It is important that we can have frank, candid discussions, and recording can make participants feel uncomfortable and stifle discussion.

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

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

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

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

COURSE ACTION REQUEST	
CAR ID	21-5095
Request Proposer	Robbins
Course Title	Topics in Financial Management
CAR Status	In Progress
Workflow History	Start > Draft > Public Policy > 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	PP
School / College	College of Liberal Arts and Sciences
Department	Public Policy
Course Title	Topics in Financial Management
Course Number	5380
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Catherine F Guarino
Initiator Department	Public Policy
Initiator NetId	cfg08002
Initiator Email	catherine.guarino@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Robbins
Proposer First Name	Mark
Select a Person	mdr02004
Proposer NetId	mdr02004
Proposer Phone	+1 959 200 3855
Proposer Email	mark.robbs@uconn.edu

JUSTIFICATION	
Reason for the course action	While this course refers to many lessons from public financial management that are covered in other courses in the department (such as PP 5364, PP 5318, PP 5317, PP 5326, PP 5349, PP 5373) those courses are technical and analytic while this course is integrative and holistic.
How has this course action been accounted for in the department staffing plan?	
Could this course be taught in another discipline?	

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	

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?	Hartford
If not generally available at all campuses, please explain why	The MPA and graduate certificate in public financial management programs are located at the Hartford campus.
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	

COURSE DETAILS			
Provide proposed title and complete course catalog copy	PP 5380. Topics in Financial Management. 3 credits. Prerequisites: None Grading Basis: Graded Synthesizes the lessons in public sector financial management as they apply to the professional practice of the chief financial officer. Combines research literature, expert testimony, professional association position papers, cases, documentaries and discussion in order to expose students the subject matter and the decision demands of leaders in this field.		
Please provide a brief description of course goals and learning objectives	The goal of this course is for students to develop and apply a synthesized understating of key decision elements in Risk Assessment, Budgeting, Accounting and Financial Reporting, Treasury and Investment Management, Debt Management, Pension and Benefit Administration and Procurement. The learning objectives for each area are for students to be able to apply the lessons from the research and professional literature to real decisions facing decision-makers. For example, in the case of debt management, students will be asked to make a recommendation about the limits to the debt that a jurisdiction can take on without creating budget or credit quality problems.		
Describe course assessments	The course has 7 quizzes (total 350 questions) and 7 practice (ungraded) quizzes (700 questions). Students must complete discussion assignments. Students will prepare a paper describing the work of a finance officer in one of the seven domains based on an interview with an expert in the field.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	PP 5397 Syllabus Topics in Finance S 2021.pdf	PP 5397 Syllabus Topics in Finance S 2021.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Catherine F Guarino	01/12/2021 - 16:33	Submit		None
	Public Policy	Kenneth J Dautrich	03/29/2021 - 18:07	Approve	3/15/2021	Approve

2021-126 PP 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: March 11, 2021
2. Department or Program: Department of Public Policy
3. Title of Minor: Public Policy
4. [Effective](#) Date (semester, year): Fall 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: Revise the public policy minor course requirements.

Existing Catalog Description of Minor

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires either 15 credits at the 2000-level or above, or 12 credits at the 2000-level or above plus PP 1001.

Requirements

Students choose 15 credits of Public Policy courses in consultation with their academic advisors. PP 1001 is the only 1000-level course that meets the course requirement. PP/URBN 2100; ECON 2328/W, 2431, 2439, 2456, and Public Policy graduate courses can be used to meet this requirement.

Prospective students should contact Eric Brunner of Public Policy.

Proposed Catalog Description of Minor

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The minor requires 15 credits at the 2000-level or above, ~~or 12 credits at the 2000 level or above plus PP 1001.~~

Requirements

Students choose 15 credits of Public Policy undergraduate or graduate courses in consultation with their academic advisors. One course from the following list may be used to meet this requirement: PP/URBN 2100; **ECON 2201, 2211Q, 2311Q**, 2328W, 2431, 2439, and 2456.

Prospective students should contact Catherine Guarino, Program Director, Department of Public Policy.

Justification

1. Reasons for changing the minor: To require students pursuing the public policy minor to take at least 12 credits of PP courses for completion of the minor. To comply with the rule (4/2015) that all CLAS minors include 15 credits at the 2000 level or above.
2. Effects on students: none
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
 Department Curriculum Committee: March 3, 2021
 Department Faculty: March 3, 2021
6. Name, Phone Number, and e-mail address of principal contact person:

Catherine Guarino
 Google voice: 860-351-3373
 catherine.guarino@uconn.edu

2021-127 SOCI 2260 Add Course (S)

COURSE ACTION REQUEST	
CAR ID	21-6336
Request Proposer	Hughey
Course Title	Science, Medicine, and Race
CAR Status	In Progress
Workflow History	Start > Sociology > 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	SOCI
School / College	College of Liberal Arts and Sciences
Department	Sociology
Course Title	Science, Medicine, and Race
Course Number	2260
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Matthew Hughey
Initiator Department	Sociology
Initiator NetId	mwh13001
Initiator Email	matthew.hughey@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	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	n/a
Corequisites	n/a
Recommended Preparation	SOCI 1001
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	3
Is it repeatable only with a change in topic?	No
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	
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	SOCI 2260. Science, Medicine, and Race 3.0 credits Prerequisites: None Recommended Preparation: SOCI 1001 Grading Basis: Graded A study of how the concept of "race" has been used to organize the fields of medicine and science—as well as social life writ large—in the 19th, 20th, and 21st centuries in the US and transnationally.
Reason for the course action	No such course exists and aligns with the needs of the department and faculty interests.

Specify effect on other departments and overlap with existing courses	There should be little to no overlap with existing courses taught by other departments.		
Please provide a brief description of course goals and learning objectives	Students will demonstrate an understanding of how sociocultural, economic, and political forces shape behavior in medicine and science; will demonstrate an understanding of how social and cultural ideas of race constrain and enable both individual and group behavior in medicine and science, and; will demonstrate an understanding of how the institutions of medicine and science impact differently racialized groups.		
Describe course assessments	Multiple choice, true/false, and short essays will constitute the exam format. A cumulative research project will require application of course material and outside research. Both class and contemporary reading assignments on race, medicine, and science will serve as the basis of classroom lecture and discussion.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Hughey.SOCI2260.Science, Medicine, and Race.doc	Hughey.SOCI2260.Science, Medicine, and Race.doc	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Matthew Hughey	03/12/2021 - 16:14	Submit		This class was approved by the sociology undergraduate program committee and by the vote of the full faculty.
	Sociology	David L Weakliem	03/12/2021 - 16:45	Approve	3/12/2021	Approved by the Sociology department

SOCI 2260 “Science, Medicine, and Race”

Matthew W. Hughey
Professor of Sociology
matthew.hughey@uconn.edu

Course Description:

The course has as its primary objective, the study of the intersection of science, medicine, and the strange concept of “race.” This course will draw from a variety of scholarly literatures but will center on the social constructionist approach to the study of race and its use as an analytical and scientific category. In so doing, the course will examine how race has been used to organize the fields of medicine and science—as well as social life *writ large*—in the 19th, 20th, and 21st centuries in the US and transnationally. Beginning with the socio-historical context of the formation (and interrelationship) of science, medicine, and race, we will examine how each have shaped one another and been shaped by larger social and historical processes, such as the development of colonialism, eugenics, Darwinism, and the rise of empirical experimentation. We will then explore modern notions of biology & species, the causes & consequences of health inequities across the color-line, racial inequalities in medical professions & structures, and supposedly “race-based” diseases & cures. We will wrap with the study of genetic & genomic research, DNA & ancestry testing, birth & population control, and organ transplants & markets.

Course Goals:

Students will demonstrate an understanding of how sociocultural, economic, and political forces shape behavior in medicine and science; will demonstrate an understanding of how social and cultural ideas of race constrain and enable both individual and group behavior in medicine and science, and; will demonstrate an understanding of how the institutions of medicine and science impact differently racialized groups.

Required Texts:

- Washington, Harriet. 2007. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York, NY: Doubleday. ISBN: 978-0385509930
- Zuberi, Tukufu and Eduardo Bonilla-Silva. 2008. *White Logic, White Methods: Racism and Methodology*. Rowman and Littlefield Publishers. Lanham, MD. ISBN: 13-978-0-7425-4280-8
- Additional readings available on Husky CT (denoted by asterisk “*”)

Course Schedule (subject to change):

DATE	TOPIC	READINGS AND ASSIGNMENTS
Week 1 - Introduction		
Jan 22	Introduction –	Course Overview
Jan 24	What are Science, Medicine, and Race?	<p>Merton, Robert K. 1973. “The Normative Structure of Science” in <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. Chicago, IL: University of Chicago Press.*</p> <p>Lupton, Deborah. 2000. “The Social Construction of Medicine and the Body” in <i>The Handbook of Social Studies in Health and Medicine</i> edited by G. L Albrecht, R. Fitzpatrick, and S. C. Scrimshaw. Thousand Oaks, CA: Sage.*</p> <p>Sussman, Robert Wald. 2016. “Introduction” in <i>The Myth of Race: The Troubling Persistence of an Unscientific Idea</i>. Cambridge, MA: Harvard University Press.*</p> <p>American Sociological Association. 2003. “The Importance of Collecting Data and Doing Social Scientific Research on Race.”*</p>
Week 2 – Race and Field Formation		
Jan 29	The Theological Underpinnings of the Scientific of Study of Race in Science and Medicine	<p>Ernst, Waltraud. 1999. “Introduction: Historical and Contemporary Perspectives on Race, Science and Medicine” in <i>Race, Science and Medicine, 1700-1960</i>. New York, NY: Routledge.*</p> <p>Keel, Terence. 2018. “Introduction” and “Impure Thoughts: Johann Blumenbach and the Birth of Racial Science” in <i>Divine Variations: How Christian Thought Became Racial Science</i>. Stanford, CA: Stanford University Press.*</p> <p>Stanfield, John H. 2008. “The Gospel of Feel-Good Sociology: Race Relations as Pseudoscience and the Decline in the Relevance of American Academic Sociology in the Twenty-First Century,” in <i>White Logic, White Methods: Racism and Methodology</i>, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.</p>

		Watch in Class: "Race: The Power of an Illusion: The Difference Between Us" (57 min).
Jan 30	The Scientific Causes and Consequences of "Race"	<p>Marks, Carole. 2008. "Methodologically Eliminating Race and Racism" in <i>White Logic, White Methods: Racism and Methodology</i>, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.</p> <p>Holland, Paul W. 2008. "Causation and Race," in <i>White Logic, White Methods: Racism and Methodology</i>, edited by T. Zuberi and E. Bonilla-Silva. Landham, MD: Rowman & Littlefield.</p> <p>Watch in Class: "Race: The Power of an Illusion: The Difference Between Us" (57 min) (con't)</p>
Week 3 – Producing "Race" as a Scientific and Medicinal Category I		
Feb 5	Race-Making 1	<p>Stocking, George. 1982. "The Dark-Skinned Savage: The Image of Primitive Man in Evolutionary Anthropology" in <i>Race, Culture, and Evolution: Essays in the History of Anthropology</i>. Chicago, IL: University of Chicago Press.*</p> <p>Gould, Stephen Jay. 1996. "American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species" in <i>Racial Economy of Science</i>. Bloomington, IN: Indiana University Press.*</p> <p>Claeys, Gregory. 2000. The "Survival of the Fittest" and the Origins of Social Darwinism. <i>Journal of the History of Ideas</i> 61(2):223-240.*</p> <p>Washington, Harriet A. 2008. "Introduction: The American Janus of Medicine and Race" in <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. New York, NY: Doubleday.</p>
Feb 7	Race-Making 2	<p>Washington, Harriet A. 2008. "Southern Discomfort" and "Profitable Wonders" in <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. New York, NY: Doubleday.</p> <p>Stepan, Nancy Leys. 1986. "Race and Gender: The Role of Analogy in Science." <i>Isis</i> 77(2):261-277.*</p> <p>Kelm, May Ellen. 2005. "Diagnosing the Discursive Indian: Medicine, Gender and the 'Dying Race'." <i>Ethnohistory</i> 52(2):371-399</p>
Week 4 – Colonialism, Experimentation, and Medicine		
Feb 12	Colonial Dreams	Fanon, Franz. 1965. "Medicine and Colonialism" in <i>A Dying Colonialism</i> . NY: New York: Grove Press.*

		<p>Washington, Harriet A. 2008. “Circus Africanus” in <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. New York, NY: Doubleday.</p> <p>Towghi, Fouzieyha and Kalindi Vora, 2014. “Bodies, Markets and the Experimental in South Asia.” <i>Ethnos: Journal of Anthropology</i> 79(1):1-18.*</p>
Feb 14	Medical Nightmares	<p>Washington, Harriet A. 2008. “A Notoriously Syphilis-Soaked Race”; “Nuclear Winter”; “Caged Subjects”, and; “The Children’s Crusade” in <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. New York, NY: Doubleday.</p> <p>Baader, Gerhard, Susan E. Lederer, Morris Low, Florian Schmaltz and Alexander V. Schwerin. 2005. “Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States.” <i>OSIRIS</i> 20:205-231.*</p> <p>Nundy, Samiran and Chandra M. Gulhati. 2005. “A New Colonialism? Conducting Clinical Trials in India.” <i>New England Journal of Medicine</i> 352:1633-1636.*</p> <p>Watch in Class: <i>Tuskegee Syphilis Study</i> (60 minutes)</p> <p>Current Issues Journal 1 DUE</p>
Week 5 – Producing “Race” as a Scientific and Medicinal Category II		
Feb 19	Race-Making 3	<p>Lee, Catherine. 2008. “ ‘Race’ and ‘Ethnicity’ in Biomedical Research: How do Scientists Construct and Explain Differences in Health?” <i>Social Science & Medicine</i> 68(6):1183-1190.*</p> <p>Epstein, Steven. 2010. “Beyond Inclusion, Beyond Difference: The Biopolitics of Health” in <i>What’s the Use of Race? Modern Governance and the Biology of Difference</i>. Cambridge, MA: MIT Press.*</p> <p>Shim, Janet K. 2005. “Constructing ‘Race’ Across the Science-Lay Divide: Racial Formation in the Epidemiology and Experience of Cardiovascular Disease.” <i>Social Studies</i> 35:405-436.*</p>
Feb 21	Race-Making 4	<p>Morning, Ann. 2008. “Reconstructing Race in Science and Society: Biology Textbooks, 1952–2002.” <i>American Journal of Sociology</i> 114(1):106-137.*</p> <p>Sankar, Pamela L. and Jonathan A. Khan. 2005. “BiDiL: Race Medicine or Race Marketing?” <i>Health Affairs</i>:455-463.*</p> <p>Fullwiley, Duana. 2008. “The Biological Construction of Race: ‘Admixture’ Technology and the New Genetic Medicine.” <i>Social Studies of Science</i> 38(5):695–735.*</p>
Week 6 – Racial Inequalities (causes and effects)		

Feb 26	Health Disparities	<p>Karkazis, Katrina, and Rebecca Jordan-Young. 2020. "Sensing Race as a Ghost Variable in Science, Technology, and Medicine." <i>Science, Technology, & Human Values</i> 45(5):763-778.*</p> <p>Sewell, Abigail A. 2016. "The Racism-Race Reification Process: A Mesolevel Political Economic Framework for Understanding Racial Health Disparities." <i>Sociology of Race and Ethnicity</i> 2(4):402-432.*</p> <p>López, N., Vargas, E., Juarez, M., Cacari-Stone, L., & Bettez, S. 2018. What's your "street race"? Leveraging multidimensional measures of race and intersectionality for examining physical and mental health status among Latinxs. <i>Sociology of Race and Ethnicity</i> 4(1):49-66.</p> <p>Duru, O. Kenrik, Nina Harawa, Dulcie Kermah, and Keith C. Norris. 2012. "Allostatic Load Burden and Racial Disparities in Mortality." <i>Journal of the National Medical Association</i> 104(1-2):89-95.*</p>
Feb 28	Drugs and Addiction	<p>Hinkson, Leslie R. 2015. "The Right Profile? An Examination of Race-based Pharmacological Treatment of Hypertension." <i>Sociology of Race and Ethnicity</i> 1(2):255-269.*</p> <p>Dingel, Molly J. and Barbara A. Koenig. 2008. "Tracking Race in Addiction Research" in <i>Revisiting Race in a Genomic Age</i>. New Brunswick, NJ: Rutgers University Press.*</p>
Week 7 – Racial Inequalities (professions and structure)		
March 5	Race and Medical Professionals	<p>Acosta, David, and Kupiri Ackerman-Barger. 2017. "Breaking the Silence: Time to Talk about Race and Racism." <i>Academic Medicine</i> 92(3):285-288.*</p> <p>Timmermans, Stefan. 2003. "A Black Technician and Blue Babies." <i>Social Studies of Science</i> 33(2):197-229.*</p> <p>Stepanikova, Irena, Qian Zhang, Darryl Wieland, G. Paul Eleazer, and Thomas Stewart.. 2012. "Non-Verbal Communication Between Primary Care Physicians and Older Patients: How Does Race Matter?" <i>Journal of General Internal Medicine</i> 27(5):576-581.*</p>
March 7	Race and the Medical Profession	<p>Pololi, Linda., Lisa A. Cooper, and Phyllis Carr. 2010. "Race, Disadvantage and Family Experiences in Academic Medicine." <i>Journal of General Internal Medicine</i> 25(12):1363-1369.*</p> <p>Greene, Jessica Jan Blustein, and Beth C. Weitzman. 2006. "Race, Segregation, and Physicians' Participation in Medicaid." <i>The Milbank Quarterly</i> 84:239-272.*</p> <p>Watch in Class: Johns Hopkins Medicine. "The Legacy Of Henrietta Lacks": https://www.hopkinsmedicine.org/henriettalacks/index.html</p> <p>Current Issues Journal 2 DUE</p>
Week 8 - Midterm		
March 12	Study Day	

March 14	Midterm Exam	
Week 9 – Spring Recess		
Week 10 – Making Racial Medicine / Medicine Making Race		
March 26	Race in the Blood	<p>Wailoo, Keith. 1999. “Detecting ‘Negro’ Blood: Black and White Identities and the Reconstruction of Sickle-Cell Anemia” in <i>Drawing Blood: Technology and Disease in 20th-Century America</i>. Baltimore, MD: Johns Hopkins University Press.*</p> <p>Briggs, Charles L. 2005. “Communicability, Racial Discourse, and Disease.” <i>Annual Review of Anthropology</i> 34: 269-291.*</p> <p>Williams, Rosalind. 2018. "Enactments of race in the UK’s blood stem cell inventory." <i>Science as Culture</i> 27(1): 24-43.</p> <p>Gravelee, Clarence C. 2009. “How Race Becomes Biology: Embodiment of Social Inequality.” <i>American Journal of Physical Anthropology</i> 139(1):47-57.*</p>
March 28	Race in the Body	<p>Gilman, Sander. 1999. “The Racial Nose” in <i>Making the Body Beautiful: A Cultural History of Aesthetic Surgery</i>. Princeton, NJ: Princeton University Press.*</p> <p>Kaw, Eugenia. 1993. “Medicalization of Racial Features: Asian American Women and Cosmetic Surgery.” <i>Medical Anthropology Quarterly</i> 7(1):74-89.*</p> <p>O’Conner. 2014. “Is Race Plastic?” <i>New York Magazine</i>. July 27.*</p>
Week 11 – Race, Medicine, and Science in the Post-Genomic Era		
April 2	Genomics and Race	<p>Morning, Ann. 2014. “Does Genomics Challenge the Social Construction of Race?” <i>Sociological Theory</i> 32(3):189–207.*</p> <p>Bliss, Catherine. 2015. “Race in a Bottle: The Story of BiDiL and Racialized Medicine in a Post-Genomic Age.” <i>Sociology of Race and Ethnicity</i> 1(3):463-464.*</p> <p>Benjamin, Ruha. 2015. “The Emperor’s New Genes: Science, Public Policy, and the Allure of Objectivity.” <i>The Annals of the American Academy of Political and Social Science</i> 661(1):130–142.*</p>
April 4	The Future of Race and Genetics	<p>Hughey, Matthew W. and Devon R. Goss. 2015. “A Level Playing Field? Media Constructions of Athletics, Genetics, and Race.” <i>The Annals of the American Academy of Political and Social Science</i> 661(1):182–211.*</p> <p>Frank, Reanne. 2015. “Back to the Future? The Emergence of a Geneticized Conceptualization of Race in Sociology.” <i>The Annals of the American Academy of Political and Social Science</i> 661(1): 51–64.*</p> <p>Hughey, Matthew W. and W. Carson Byrd. 2015. “Beautiful Melodies Telling Me Terrible Things: The Future of Race and Genetics for Scholars and Policy-Makers. <i>The Annals of the American Academy of Political and Social Science</i> 661(1): 238–258.*</p>

Week 12 – DNA, Race, Ancestry		
April 9	Finding the Past in our Genes?	<p>Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry." <i>Social Studies of Science</i> 38:759-783.*</p> <p>Torres, Jada Benn. 2019. "Race, rare genetic variants, and the science of human difference in the post-genomic age." <i>Transforming Anthropology</i> 27(1):37-49.*</p> <p>Tallbear, Kimberly. 2008. "Native-American-DNA.com: In Search of Native American Race and Tribe" in <i>Revisiting Race in a Genomic Age</i>. New Brunswick, NJ: Rutgers University Press.*</p>
April 11	Selling Racial Histories	<p>Bolnick, Deborah A. Duana Fullwiley, Troy Duster, Richard S. Cooper, Joan H. Fujimura, Jonathan Kahn, Jay S. Kaufman, Jonathan Marks, Ann Morning, Alondra Nelson, Pilar Ossorio, Jenny Reardon, Susan M. Reverby, and Kimberly TallBear. 2007. "The Science and Business of Genetic Ancestry Testing." <i>Science</i> 318(5849):399-400.*</p> <p>Panofsky, Aaron. 2018. "Rethinking scientific authority: Behavior genetics and race controversies." <i>American Journal of Cultural Sociology</i> 6(2):322-358.</p> <p>Duster, Troy. 2014. "Ancestry Testing and DNA: Uses, Limits, -- and Caveat Emptor" in <i>Genetics as Social Practice: Transdisciplinary View on Science and Culture</i>. Burlington, VT: Ashgate Publishing.*</p> <p>Current Issues Journal 3 DUE</p>
Week 13 – Birth Control, Population Control		
April 16	From Storks	<p>Washington, Harriet A. 2008. "The Black Stork: The Eugenic Control of African American Reproduction" in <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. New York, NY: Doubleday.</p> <p>Deomampo, Daisy. 2019. "Racialized Commodities: race and value in human egg donation." <i>Medical Anthropology</i> 38(7): 620-633.</p> <p>Rapp, Rayna. 2019. "Race & Reproduction: An Enduring Conversation." <i>Medical Anthropology</i> 38(8):725-732.*</p> <p>Watch in Class: <i>La Operacion</i> (40 min)</p>
April 18	To Sterilizations	<p>Volscho, Thomas W. 2010. "Sterilization racism and pan-ethnic disparities of the past decade: The continued encroachment on reproductive rights." <i>Wicazo Sa Review</i> 25(1):17-31.*</p> <p>Briggs, Laura. 2002. "Debating Reproduction: Birth Control, Eugenics and Overpopulation in Puerto Rico" in <i>Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico, 1920-1940</i>. Berkeley, CA: University of California Press.*</p> <p>Egan, Carolyn, and Linda Gardner. 2007. "Racism, Women's Health, and Reproductive Freedom" in <i>Gender Relations in Global</i></p>

		<i>Perspective: Essential Readings</i> . Toronto, Canada: Canadian Scholars' Press Inc.*
Week 14 – Transplant Medicine and Markets in Human Bodies and Organs		
April 23	Bodies for Sale	<p>Scheper-Hughes, Nancy. 2001. "Bodies for Sale – Whole or in Parts." <i>Body & Society</i> 7(2–3):1–8.*</p> <p>Cohen, Lawrence. 2003. "Where It Hurts: Indian Material for an Ethics of Organ Transplantation." <i>Zygon</i> 38(3):663-88.*</p>
April 25	Body as Capital	<p>Scheper-Hughes, Nancy. 2002. "The Ends of the Body—Commodity Fetishism and the Global Traffic in Organs." <i>SAIS Review</i> 22(1):61-80.*</p> <p>Wasson, Sara. 2020. "Clinical labour and slow violence: Transnational harvest horror and racial vulnerability at the turn of the millennium." <i>Transplantation Gothic</i>. Manchester University Press.*</p>
Week 15 – Fighting Back and the Future		
April 30	Fighting Back	<p>King, Gary. 1996. "Institutional Racism and the Medical/Health Complex: A Conceptual Analysis." <i>Ethnicity & Disease</i> 6(1-2):30-46.*</p> <p>King, Roderick K., Alexander R. Green, Aswita Tan-McGrory, Elizabeth J. Donahue, Jessie Kimbrough-Sugick, Joseph R. Betancourt. 2008. "A Plan for Action: Key Perspectives from the Racial/Ethnic Disparities Strategy Forum." <i>The Milbank Quarterly</i> 86: 241-272.*</p> <p>Nieblas-Bedolla, Edwin, et al. 2020. "Changing how race is portrayed in medical education: recommendations from medical students." <i>Academic Medicine</i> 95(12):1802-1806.*</p>
May 2	The Future	<p>Winant, Howard. 2006. "Race and Racism: Towards a Global future." <i>Ethnic and Racial Studies</i> 29(5):986-1003.*</p> <p>Go, Julian. 2018. "Postcolonial possibilities for the sociology of race." <i>Sociology of Race and Ethnicity</i> 4(4):439-451.*</p> <p>Current Issues Journal 4 DUE</p>
Week 16 – Finals		
TBA by Office of the Registrar	Final Exam	

Additional/Suggested Readings:

- *Race, Place, and Medicine: The Idea of the Topics in Nineteenth-century Brazilian Medicine* by Julyan G. Beard
- *An American Health Dilemma: A Medical History of African Americans and the Problem of Race* by W. Michael Byrd and Linda A. Clayton

- *Race, Science and Medicine, 1700-1960*, edited by Waltraud Ernst and Bernard Harris
- *Malaria: Poverty, Race, and Public Health in the United States* by Margaret Humphreys
- *Another Dimension to the Black Diaspora* by Kenneth F. Kiple and Virginia H. King
- *Dying of Whiteness: How the Politics of Racial Resentment is Killing America's Heartland* by Jonathan M. Metz
- *From TB to AIDS* by David McBride
- *Science and the Concept of Race* by Margaret Mead
- *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* by Nayan Shah
- ***Dying in the City of the Blues: Sickle Cell Anemia and the Politics of Race and Health* by Keith Wailoo**
- *Against the Odds: Blacks in the Profession of Medicine in the United States* by Wilbur H. Watson
- *Health, Race and German Politics Between National Unification and Nazism, 1870-1945* by Paul Weindling

References:

Fried, Carrie B. 2006. "In-class Laptop Use and Its Effects on Student Learning." *Computers & Education* 50(3): 906-14

Hembrook, Helene and Geri Gay. 2003. "The Laptop and the Lecture: The Effects of Multitasking in Learning Environments." *Journal of Computing in Higher Education* 15(1): 46-64

Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25(4)

I am indebted to the following for the construction of this syllabus: Adele E. Clarke, Joan H. Fujimura, Angela C. Jenks, Willie Pearson, Jr., and Kalindi Vora.

MWH: Feb 2021

2021-128 WGSS 3269W Add Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-6576
Request Proposer	Naples
Course Title	Gender, Sexuality and Social Movements
CAR Status	In Progress
Workflow History	Start > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences > Return > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	Gender, Sexuality and Social Movements

Course Number	3269W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Nancy A Naples
Initiator Department	Sociology
Initiator NetId	nan02005
Initiator Email	nancy.naples@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	The course under this title was taught for the first time this semester and it became clear that the W version would be important to have available since it is a new requirement for the major.
How has this course action been accounted for in the department staffing plan?	Yes
Could this course be taught in another discipline?	No

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

COURSE RESTRICTIONS	
Prerequisites	ENGL 1007 or 1010 or 1011 or 2011
Corequisites	NONE
Recommended Preparation	Any 1000 or 2000 level WGSS course.
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

Is Consent Required for course?	No Consent Required
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GRADING

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

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
Is there potential for a service learning component?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	WGSS 3269W Gender, Sexuality, and Social Movements 3 credits Prerequisite: ENGL 1007 or 1010 or 1011 or 2011 Recommended preparation: Any 1000 or 2000 level WGSS course Grading Basis: Graded Examination of social movements as related to intersections of gender, race, sexuality, disability, class, nationality, ethnicity. May include related topics such as capitalism, democracy, globalization, economic justice, the environment, health, sexual freedom.
Please provide a brief description of course goals and learning objectives	Course Objectives. This course has two objectives. First, students should develop a general understanding of the development and diversity of social movements in comparative and transnational context. Second, students will develop a research question about a particular social movement or similar case, situating that question within the relevant literature, and writing a research paper based on both primary and secondary sources. Learning Objectives. Students will come away with interdisciplinary critical analytic, historical, research, and writing skills with the substantive focus on social movements that will broaden their understanding of WGSS scholarship and praxis in this area.
Describe course assessments	<p>COURSE REQUIREMENTS & GRADING: I. Participation (10% of grade) II. Film Responses (10% of grade) III. Class Assignments (40% of grade) IV. Research Paper (40% of grade) Grading A+ = 97-100 C+ = 77-79 A = 93-96 C = 73-76 A- = 90-92 C- = 70-72 B+ = 87-89 D + = 67-69 B = 83-86 D = 65-66 B- = 80-82 F = Below 65 I.</p> <p>Participation The success of this class depends on your participation. As such, all students are expected to read all of the assigned materials. You are also expected to participate in discussion and will be evaluated accordingly. You do not have to agree with the arguments in the readings completely. However, you are required to critically engage with the authors we are reading during the discussion. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. We will use the chat function and break-out rooms to facilitate discussion. [10% of grade] II. Film Responses There are two film response assignments that ask you to choose a film and write a brief summary about the film and at least 3 major insights you gained from the films and three questions for class discussion. [10% of grade] (Classes 7 & 10) Class Assignments [Please note: the due dates are tentative and subject to change.] 1. Identifying a Movement to Study: Students will meet in small groups to identify a movement that they are interested in learning more about. Each individual member of the subgroup will submit a short paragraph explaining why you are interested in learning more about the particular movement with at least one research question. [5% of grade] (Due Class 5) 2. Preliminary Research: Each student will generate a list of resources including web sites, newspaper articles, documentaries, and/or original documents. [5% of grade] (Due Class 9) 3. Review: Choose at least 3 different resources from your list of those you identified and summarize the main points of the articles, book chapters, or book. What are the most important points or ideas in the article, book chapter or book, documentary, etc.? What significance do these ideas have for the dynamics of gender and sexuality (include attention to race, class, and disability as relevant)? [10% of grade] (Due Class 10) 4. Movement Strategies: Drawing on websites of the relevant social movement, identify what strategies and campaigns that the movement organization utilize and assess the success or challenges faced in implementing these strategies. [10% of grade] (Due Class 16) 5. Cultural Activism: Identify what role cultural activism, broadly defined, has played in the movement you have chosen to analyze. If you cannot find any evidence of this form of activism, consider producing an illustration of cultural activism that you believe might have been effective or illustrative of the issues addressed by the movement. [10% of grade] (Due Class 24) III. Paper Assignment. The different aspects attended to in the research assignments will form the basis for your 12-15 page final paper. Each student will conduct her/his own research project and write his/her own research paper, but we will work through the research process together providing critical feedback and helpful support along the way. Additionally, you will give a short presentation on your research paper during the last week of class. Final papers are due at 5PM of the day for our scheduled final exam time. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your second draft to a classmate for peer review. Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, you will give a short presentation on your research</p>

	paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time. [40% of grade]		
General Education Goals	The students will be asked to write a paper that reflects their knowledge related to the course content and will also provide some focused sessions focused on writing techniques and editing. As noted in the Gen Ed W criteria" Students will "learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement" will be designed to "lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation."		
Writing Competency	Students are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, the instructor will give feedback on both the content and writing style. They will also submit a second draft to a classmate for peer review. Their final grade on the paper will be based on the quality of the argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, they will give a short presentation on the research paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time. [40% of grade]. Students will be assigned peer review opportunities throughout the course, will be required to meet with the instructor to discuss their writing following the submission of their proposal and the two drafts, and they will be encouraged to seek additional support through the Writing Center. Grading in W courses According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components		
Syllabus and other attachments	Attachment Link	File Name	File Type
	WGSS and Social Movements syllabi W ccc revised 3 29.doc	WGSS and Social Movements syllabi W ccc revised 3 29.doc	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Nancy A Naples	03/22/2021 - 14:59	Submit		The proposed class was approved by the WGSS Curriculum Committee and Faculty on March 17, 2021.
	Women's Gender and Sexuality Studies	Sherry L Zane	03/22/2021 - 15:22	Approve	3/17/2021	per director
	College of Liberal Arts and Sciences	Pamela Bedore	03/22/2021 - 17:46	Return	3/22/2021	Returning to proposer for changes to course number and for gen ed info, as per email of 3.22.2021.
	Return	Nancy A Naples	03/29/2021 - 21:14	Resubmit		An updated version of the syllabus has been included along with corrections made as noted by Pam Bedore.
	Women's Gender and Sexuality Studies	Sherry L Zane	03/30/2021 - 09:02	Approve	3/17/2021	per faculty

Professor Nancy Naples¹ **University of Connecticut**
WGSS 3269W Gender, Sexuality and Social Movements

Course Description. Examination of social movements as related to intersections of gender, race, sexuality, disability, class, nationality, ethnicity, and to topics such as capitalism, democracy, globalization, economic justice, the environment, health, sexual freedom. This is

¹ Office hours by appointment. Email: nancy.naples@uconn.edu

Course Objectives. This course has two objectives. First, students should develop a general understanding of the development and diversity of social movements in comparative and transnational context. Second, students will develop a research question about a particular social movement or similar case, situating that question within the relevant literature, and writing a research paper based on both primary and secondary sources.

Class Climate. Students will be expected to be respectful of each other and to our guests as well as the subjects of the readings and films. The class will acknowledge and challenge prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities existing inside and outside of the classroom. In this new virtual format, we will also need to be patient and understanding with the glitches that are inevitable. That said, I ask that we all try to keep cameras on in an attempt to decrease the sense of alienation that often accompanies virtual engagement.

Accessibility

Accessibility is about including everyone's various needs. Everyone learns differently and disability is not a "special case." It's my goal that students not need accommodation in this course because it is designed with them in mind. We have a new challenge this semester with the virtual format that potentially creates unforeseen obstacles.

So, we'll be on a journey together and have an open dialogue about access broadly defined. The UConn Center for Students with Disabilities (CSD) provides accommodations and services for students with disabilities. For more information: www.csd.uconn.edu. CSD Contact: (860) 486-2020 and csd@uconn.edu.

DID YOU KNOW? Disability rights are civil rights and disabled people fought hard to secure the rights to your accommodations in the classroom! Did you know that the longest occupation of a federal building in US history was accomplished by disability rights activists in order to pressure the federal government to sign and implement Section 504 of the Rehabilitation Act of 1973 (which is what requires higher education institutions to accommodate disabled students)?

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

COURSE REQUIREMENTS & GRADING:

- I. Participation (10% of grade)
- II. Film Responses (10% of grade)
- III. Class Assignments (40% of grade)
- IV. Research Paper (40% of grade)

Grading

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 65-66
B- = 80-82	F = Below 65

I. Participation

The success of this class depends on your participation. As such, all students are expected to read all of the assigned materials. You are also expected to participate in discussion and will be evaluated accordingly. You do not have to agree with the arguments in the readings completely. However, you are required to critically engage with the authors we are reading during the discussion. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. We will use the chat function and break-out rooms to facilitate discussion. **[10% of grade]**

II. Film Responses

There are two film response assignments that ask you to choose a film and write a brief summary about the film and at least 3 major insights you gained from the films and three questions for class discussion. **[10% of grade] (Classes 7 & 10)**

Class Assignments [Please note: the due dates are tentative and subject to change.]

1. *Identifying a Movement to Study:* Students will meet in small groups to identify a movement that they are interested in learning more about. Each individual member of the subgroup will submit a short paragraph explaining why you are interested in learning more about the particular movement with at least one research question. **[5% of grade] (Due Class 5)**
2. *Preliminary Research:* Each student will generate a list of resources including web sites, newspaper articles, documentaries, and/or original documents. **[5% of grade] (Due Class 9)**
3. *Review:* Choose at least 3 different resources from your list of those you identified and summarize the main points of the articles, book chapters, or book. What are the most important points or ideas in the article, book chapter or book, documentary, etc.? What significance do these ideas have for the dynamics of gender and sexuality (include attention to race, class, and disability as relevant)? **[10% of grade] (Due Class 10)**
4. *Movement Strategies:* Drawing on websites of the relevant social movement, identify what strategies and campaigns that the movement organization utilize and assess the success or challenges faced in implementing these strategies. **[10% of grade] (Due Class 16)**
5. *Cultural Activism:* Identify what role cultural activism, broadly defined, has played in the movement you have chosen to analyze. If you cannot find any evidence of this form of activism, consider producing an illustration of cultural activism that you believe might have been effective or illustrative of the issues addressed by the movement. **[10% of grade] (Due Class 24)**

III. Paper Assignment. The different aspects attended to in the research assignments will form the basis for your 12-15 page final paper. Each student will conduct her/his own research project and write his/her own research paper, but we will work through the research process together providing critical feedback and helpful support along the way. Additionally, you will give a short presentation on your research paper during the last week of class. Final papers are due at 5PM of the day for our scheduled final exam time.

You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your second draft to a classmate for peer review. Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, you will give a short presentation on your research paper during the last week of class. Final

papers should be posted on the course Husky CT site no later than our scheduled final exam time. **[40% of grade]**

- ☐ Paper Proposal Due: Class 6
- ☐ Draft #1 Due: Class 13
- ☐ Draft #2 Due: Class 22
- ☐ Final Due: Class 26

Grading in W courses

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

Writing Support

A major portion of three classes will be set aside to focus on writing. These writing workshops are designed to address some of the important ways you can improve your writing skills and apply them to the work in the writing assignments in this course. For additional support, I encourage you to who contact the University Writing Center, <https://writingcenter.uconn.edu/>, at 860-486-4387.

NOTE: Research and Writing Support. You should feel free to discuss your ideas for paper topics and sources with your classmates or others who can enhance your understanding of the material by engaging the ideas we address in class in helpful, new, or thought-provoking ways. However, you must ensure that all written assignments that you turn in to class result from your own research and writing and reflect your own ideas and viewpoints on the material you've studied. You will also need to cite all sources and references and acknowledge any help received. Please feel free to ask me any questions you have on this subject relating to your class projects. Also see <https://lib.uconn.edu/services/ask/get-help/writing/plagiarism-resources/>

Self-Assessment. In finals week you will be required to write a 350-500 word self-assessment of your participation and learning in the class. You are encouraged to use the self-assessment to reflect on what you have learned in class, how the class has impacted your thinking, and how you think taking this class will impact your future. You may also use this space to reflect on what you did particularly well in the class and what you could have done better.

REQUIRED TEXTS LISTED IN ORDER OF ASSIGNMENT: [NOTE: WE ARE READING A SMALL PORTION OF THE BOOKS LISTED BUT SOME EXCEEDS 10%. ALL THE OTHER READING ASSIGNMENTS ARE EITHER ONLINE OR ARTICLES AVAILABLE THROUGH THE LIBRARY.]

Kuuma M. Bahati. 2001. *Gender and Social Movements*. Alta Mira. OPEN ACCESS
Weiss, Penny A. 2018. *Feminist Manifestos: A Global Documentary Reader*. NY: NYU Press.
Frank, Miriam. 2014. *Out in the Union: A Labor History of Queer America*. Philadelphia, PA: Temple University Press. OPEN ACCESS
Stein, Marc. 2012. *Rethinking the gay and lesbian movement*. Routledge. OPEN ACCESS
Vidal-Ortiz, Salvador. 2020. "Trans Movements." Pp. 463-479 in *Companion to Women's and Gender Studies*, edited by Nancy Naples. Oxford: Wiley-Blackwell. OPEN ACCESS

- Roth, Bonita. 2017. *The life and death of ACT UP/LA: anti-AIDS activism in Los Angeles from the 1980s to the 2000s*. Cambridge/NY: Cambridge University Press. OPEN ACCESS
- Roth, Benita. 2004. *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in American's Second Wave*. New York: Cambridge University Press.
<https://www-cambridge-org.ezproxy.lib.uconn.edu/core/books/separate-roads-to-feminism/A3BB6B02EEE4E9502FA59DFE3E6E5346>
- Reger, Jo. 2005. *Different Wavelengths: Questions for feminists in the 21st Century*, ed. Jo Reger. New York: Routledge.
<https://ebookcentral.proquest.com/lib/UCONN/detail.action?docID=1603845>
- Garza, Alicia. 2013. *Purpose of Power: How We Come Together When We Fall Apart*. One World Ballantine.
- Klatch, Rebecca E. 1987. *Women on the New Right*. Philadelphia: Temple University Press, 1987. OPEN ACCESS
- Sturgeon, Noel. 1997. *Ecofeminist natures: race, gender, feminist theory, and political action*. Routledge.
- Ross, Loretta, and Rickie Solinger. 2017. *Reproductive Justice: An Introduction*. Feminist Press. OPEN ACCESS
- Newton, Judith. 2004. *From Panthers to Promise Keepers: Rethinking the Men's Movement*. Lanham, MD: Rowman & Littlefield. OPEN ACCESS
- Bobel, Chris & Fahs, Breanne. 2018. "The Messy Politics of Menstrual Activism." Pp. 150-169 in *Nevertheless They Persisted: Feminisms and Continued Resistance in the U.S. Women's Movement* edited by Jo Reger. New York, NY: Routledge.
- Dugour, Pascale, Dominique Masson, and Dominique Caouette. 2010. *Solidarities Beyond Borders: Transnationalizing Women's Movements* edited by Dufour, Masson and Caouette. University of British Columbia.

SYLLABUS

SYLLABUS IS SUBJECT TO CHANGE.

Class 1. Introduction to the Course: What are Social Movements? Why Look at Gender and Sexuality?

Class 2. Myth of Gender Neutrality

Readings

Kuuma M. Bahati. 2001. Pp. 95-116 & 127-140 in *Gender and Social Movements*. Alta Mira.

Class 3. Early Feminist Movements

Readings

Wagner, Sally. 1996. "The Untold Story of Iroquois Influence in Early Feminists."

<https://www.feminist.com/resources/artsspeech/genwom/iroquoisinfluence.html>

Weiss, Penny A. 2018. Pp. 29-43 & 66-110 in *Feminist Manifestos: A Global Documentary Reader*. NY: NYU Press.

NOTE: After reading the selections from Weiss, chose one organization and, by conducting both google and library searches, identify additional information about the organization including at least one key actor and any successes reported. SUBMIT BY 8:30AM Tuesday.

Class 4. Feminist Movements, 60s and 70s

Readings

Weiss, Penny A. 2018. 230-258, 345-356 in *Feminist Manifestos: A Global Documentary Reader*. NY: NYU Press.

NOTE: After reading the selections from Weiss, chose one organization and, by conducting both google and library searches, identify additional information about the organization including at least one key actors and any successes reported. SUBMIT BY 8:30AM Tuesday.

Class 5. Civil Rights Movements (February 2)

[Assignment 1 Due]

Posts

“Women of the Movement.” 2020. <https://www.splcenter.org/news/2020/07/02/women-movement>

“Six Unsung Heroines of the Civil Rights Movement.” 2020. <https://www.history.com/news/six-unsung-heroines-of-the-civil-rights-movement>

Class 6. PEACE MOVEMENTS

Readings

Weiss, Penny A. 2018. Pp. 152-158, 186-198, 402-405 in *Feminist Manifestos: A Global Documentary Reader*. NY: NYU Press.

Class 7. Labor Movements

Guest Presenter: Kate Ragon, Visiting Assistant Professor, Oberlin. See:

<https://www.oberlin.edu/kate-ragon>

Choose one of the following and write a brief summary about the film and at least 3 major insights you gained and three questions for class discussion. SUBMIT BY 8:30AM Tuesday.

Film: *Union Maids* (1976) 51 mins.

Film: *Bread and Roses* (2000) 60 mins.

Film: *Made in LA* (2007) 69 mins.

Readings

Frank, Miriam. 2014. Pp. xiii-13 in *Out in the Union: A Labor History of Queer America*. Philadelphia, Temple University Press.

Class 8. Poor People’s Movements

Readings

Sherwin, W., & Piven, Francis Fox. 2019. “The Radical Feminist Legacy of the National Welfare Rights Organization.” *Women's Studies Quarterly*, 47(3/4), 135-153.

Film/Video & Activist NGOs:

“Our Last and Best Hope”: Revisiting Women’s Role in the Poor People’s Campaign.”

<https://nmaahc.si.edu/blog-post/%E2%80%99Cour-last-and-best-hope%E2%80%99D-revisiting-women%E2%80%99s-role-poor-people%E2%80%99s-campaign>

Contemporary Poor People’s Campaign <https://www.poorpeoplescampaign.org/>

Welfare warriors. <http://www.welfarewarriors.org/>

Class 9. Telling the Story of LGBT Activism

[Assignment 2 Due]

Choose one of the following and write a brief summary about the film and at least 3 major insights you gained from the films and three questions for class discussion. SUBMIT BY 8:30AM Tuesday.

Film: *The Times of Harvey Milk* (1984) 90 mins.

Film: *Stonewall* (1995) 129 mins.

Film: *Screaming Queens: Riot in Compton's Cafeteria* (2005) 56 mins.

Film: *How to Survive a Plague* (2012) 65 mins.

Film: *The Death and Life of Marsha P. Johnson* (2017) 74 mins.

Film: *State of Pride* (2019) 70 mins.

Readings

Vidal-Ortiz, Salvador. 2020. "Trans Movements." Pp. 463-479 in *Companion to Women's and Gender Studies*, edited by Nancy A. Naples. Oxford, UK: Wiley-Blackwell.

Class 10. Gay and Lesbian Activism

[Assignment 3 Due]

Readings

Stein, Marc. 2012. Pp. 41-78 in *Rethinking the gay and lesbian movement*. Routledge.

Class 11. AIDS Activism

Guest Presenter: Chong-Suk Han, Associate Professor, Middlebury College

See: <http://www.middlebury.edu/academics/sociology/faculty/node/628044>

Readings

Roth, Bonita. 2017. Pp. 70-96 *The life and death of ACT UP/LA: anti-AIDS activism in Los Angeles from the 1980s to the 2000s*. Cambridge/NY: Cambridge University Press.

Film: *How to Survive a Plague* (2012) 65 mins.

Suggested

Carroll, T.W. (2015). *Mobilizing New York: AIDS, Antipoverty, and Feminist Activism*. University of North Carolina Press.

Class 12. Women of Color Organizing: "We Call Ourselves 'Feministas'"

Readings

Roth, Benita. 2004. Pp. 129-177 in *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in American's Second Wave*. New York: Cambridge University Press.

Class 13. Different Wavelengths

Readings

Reger, Jo. 2005. Pp. 39-77 in *Different Wavelengths: Questions for feminists in the 21st Century*, ed. Jo Reger. New York: Routledge.

<https://ebookcentral.proquest.com/lib/UCONN/detail.action?docID=1603845>

Class 14. Immigrant Rights

Guest Presenter: Nabil Tueme, PhD Student, UConn. See:

<https://sociology.uconn.edu/person/nabil-tueme/>

Sirriyeh, Ala. 2020. 'Dreamers', (un)deserving immigrants and generational interdependence. *Population Space and Place*, 26(6), 1-10.

Cabaniss, Emily. 2018. "Pulling Back the Curtain- Examining the Backstage Gendered Dynamics of Storytelling in the Undocumented Youth Movement." *Journal of Contemporary Ethnography* 47(2):199-225.

Class 15. Women of Color Organizing Black Lives Matter

Readings

Garza, Alicia. 2013. Pp. 95-138 in *Purpose of Power: How We Come Together When We Fall Apart*. One World Ballantine.

Class 16. Reproductive Justice

[Assignment 4 Due]

Readings

Ross, Loretta, and Rickie Solinger. 2017. Pp. 58-116 in *Reproductive Justice: An Introduction*. Feminist Press.

Class 17. Menstrual Activism

Readings

Bobel, Chris & Fahs, Breanne. 2018. "The Messy Politics of Menstrual Activism." Pp. 150-169 in *Nevertheless They Persisted: Feminisms and Continued Resistance in the U.S. Women's Movement* edited by Jo Reger. New York, NY: Routledge.

Class 18. Movements Against Violence Against Women: #MeToo

Readings

Starkey, Jesse C, Koerber, Amy, Sternadori, Miglena, & Pitchford, Bethany. 2019. "MeToo Goes Global: Media Framing of Silence Breakers in Four National Settings." *The Journal of Communication Inquiry*, 43(4), 437-461.

Levine, Judith. 2018. "Beyond #MeToo." *New Labor Forum*, 27(3), 20-25.

Casey, Erin. 2010. Strategies for Engaging Men as Anti-Violence Allies: Implications for Ally Movements. *Advances in Social Work*, 11(2), 267-282.

Class 19. Cultural Activism (March 23)

Virtual Tour of the Benton with Assistant Curator: Käthe Kollwitz: Activism Through Art See

<https://benton.uconn.edu/kathe-kollwitz-activism-through-art/#:~:text=This%20exhibition%20draws%20on%20the,between%20her%20art%20and%20activism.>

Reading & Listening

Hobson, Jannell. 2008. "Everybody's Protest Song: Music as Social Protest in the Performances of Marian Anderson and Billie Holiday." *Signs*, 33(2), 443-448.

RadioX. 2020. "The 50 Best Protest Songs." Nov. 2. <https://www.radiox.co.uk/features/x-lists/best-protest-songs/>

Zaru, Deena, and Lakeia Brown. 2020. "Hip-hop has been standing up for Black lives for decades: 15 songs and why they matter." July 21. <https://abcnews.go.com/Entertainment/hip-hop-standing-black-lives-decades-15-songs/story?id=71195591>

Bush Theatre Community. 2017 "Performing Protest – Spokenword." December 20.
https://www.youtube.com/watch?v=Ltz_1qzG0-M

Class 20. Men's Movements

Readings

Newton, Judith. 2004. Pp. 27-52 in *From Panthers to Promise Keepers: Rethinking the Men's Movement*. Lanham, MD: Rowman & Littlefield.

Class 21. Men's Movements (cont'd)

Readings

Newton, Judith. 2004. Pp. 53-78 in *From Panthers to Promise Keepers: Rethinking the Men's Movement*. Lanham, MD: Rowman & Littlefield.

Class 22. Conservative Movements (continued)

Readings

Klatch, Rebecca E. 1987. Pp. 154-194 in *Women on the New Right*. Philadelphia: Temple University Press.

Class 23. Conservative Movements (cont'd)

Readings

Dietric, David R. 2014. Pp. 1-12 in *Rebellious Conservatives: Social Movements in Defense of Privilege*. Palgrave Macmillan.

Fetner, Tina. 2019. "The Religious Rights in the US and Canada: Evangelical Communities, Critical Junctures, and Institutional Infrastructures." *Mobilization* 24(1):95-113.

Green, Emma. 2019. "It's a Weird Time to Be Young and Conservative." *The Atlantic*. December 29.

Class 24. Environmental Movements

[Assignment 5 Due]

Guest presenter: Jennifer Rogers is Associate Professor, Long Island University. See:

<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.jrbphd.com%2F&data=04%7C01%7Cnancy.naples%40uconn.edu%7C8d69ddf7e26f44c4e7dd08d8bcec9a9d%7C17fla87e2a254eaab9df9d439034b080%7C0%7C0%7C637467071705077846%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCI6Mn0%3D%7C1000&data=zUW3xRhTC%2FZ6DXjZkXxwe%2Be5mxgEE0Lq005Z613Sr0Q%3D&reserved=0>

Readings

Sturgeon, Noel. 1997. Pp. 23-58 & 113-134 *Ecofeminist natures: race, gender, feminist theory, and political action*. Routledge.

SPRING BREAK April 11-17

Class 25. Transnational Feminist Movements

Readings

Dugour, Pascale, Dominique Masson, and Dominique Caouette. 2010. "Introduction."
Pp. 1-31 in *Solidarities Beyond Borders: Transnationalizing Women's Movements*
edited by Dufour, Masson and Caouette. University of British Columbia.

CLASS 26. Contemporary Social Justice Movements: Case of the World Social Forum (
Readings

Conway, Janet. 2007. "Transnational feminisms and the World Social Forum: Encounters and
transformations in anti-globalisation spaces." *Journal of International Women's Studies*
8(3): 49- 70.

Class 27. Presentations

Readings Days

Final Papers Due

CLASS 25. Contemporary Social Justice Movements: Case of the World Social Forum (April 22)

Readings

Conway, Janet. 2007. "Transnational feminisms and the World Social Forum: Encounters and transformations in anti-globalisation spaces." *Journal of International Women's Studies* 8(3): 49- 70.

Class 26. Presentations of Course Project (April 29)

Finals Week (May 4)

Final Paper Due

2021-129 WGSS 1193 **Revise Course (S)**

COURSE ACTION REQUEST	
CAR ID	21-6777
Request Proposer	Codr
Course Title	Foreign Study
CAR Status	In Progress
Workflow History	Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	Foreign Study
Course Number	1193
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are seeking a title change. The number is not affected.

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	In keeping with the recent discussion at CLAS C&C we would like to change the name of our "Foreign Study" to "International Study." Our program agrees that "International" is more in keeping with currently accepted terminology for such courses and experiences

How has this course action been accounted for in the department staffing plan?	No changes are being proposed to the frequency with which the course is offered. This is a name change only.
Could this course be taught in another discipline?	No

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

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

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	12
Is it repeatable only with a change in topic?	No
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	Yes
Off campus details	This course will be taught abroad
Will this course be offered online?	No
Is there potential for a service learning component?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	WGSS 1193. Foreign Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. Consent of program director required, normally before the student's departure
Provide proposed title and complete course catalog copy	WGSS 1193. International Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. Consent of program director required, normally before the student's departure
Please provide a brief description of course goals and learning objectives	Course goals and learning objectives vary with courses taken

Describe course assessments	Course assessments vary with courses taken		
Syllabus and other attachments	Attachment Link	File Name	File Type
	international study.docx	international study.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Ariana R Codr	03/29/2021 - 09:48	Submit		CAR prepared in keeping with WGSS faculty discussion on 2/24/2020
	Women's Gender and Sexuality Studies	Ariana R Codr	03/29/2021 - 09:59	Approve	2/24/2021	Approved at faculty meeting on 2/24/2020

2021-130 WGSS 3993 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-6758
Request Proposer	Codr
Course Title	Foreign Study
CAR Status	In Progress
Workflow History	Start > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	WGSS
School / College	College of Liberal Arts and Sciences
Department	Women's Gender and Sexuality Studies
Course Title	Foreign Study
Course Number	3993
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are only seeking to change the name. The course number will remain the same.

CONTACT INFO	
Initiator Name	Ariana R Codr
Initiator Department	Women, Gender and Sexuality
Initiator NetId	arc19027
Initiator Email	ariana.codr@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	In keeping with the recent discussion at CLAS C&C we would like to change the name of our "Foreign Study" to "International Study." Our program agrees that "International" is more in keeping with currently accepted terminology for such courses and experiences.

How has this course action been accounted for in the department staffing plan?	No changes are being proposed to the frequency with which the course is offered. We simply want to change the name in the catalog.
Could this course be taught in another discipline?	No

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

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

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	12
Is it repeatable only with a change in topic?	No
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	Yes
Off campus details	The course will be taught abroad.
Will this course be offered online?	No
Is there potential for a service learning component?	Yes

COURSE DETAILS	
Provide existing title and complete course catalog copy	WGSS 3993. Foreign Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. Consent of program director required, normally before the student's departure. May count toward the major with consent of the director.
Provide proposed title and complete course catalog copy	WGSS 3993. International Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded May be repeated for credit. Consent of program director required, normally before the student's departure. May count toward the major with consent of the director.
Please provide a brief description of course goals and learning objectives	Course goals and learning objectives vary with courses taken

Describe course assessments	Course goals and learning objectives vary with courses taken		
Syllabus and other attachments	Attachment Link	File Name	File Type
	international study.docx	international study.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Ariana R Codr	03/29/2021 - 09:32	Submit		CAR submitted per unit faculty's discussion on 2/24
	Women's Gender and Sexuality Studies	Ariana R Codr	03/29/2021 - 09:50	Approve	2/24/2021	This change was approved at the faculty meeting on 2/24/2020

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

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 3/31/21
2. Department or Program: PSYC and PNB
3. Title of Minor: Neuroscience
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 one class

[Existing Catalog Description of Minor](#)

Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to three credits of independent study (PNB 3299; PSYC 3889, 3899; COGS 3589) may be counted towards the minor with permission of the neuroscience minor advisor, provided that the research has a strong neuroscience component. A maximum of six credits may overlap with a major or another minor.

Proposed Catalog Description of Minor

Graduate courses in PSYC or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in psychology or physiology and neurobiology and may include a lab course that was not used to fulfill the lab requirement. Up to three credits of undergraduate research or independent study (PNB 3296, 3299, 4296; PSYC 3889, 3899; COGS 3589) may be counted towards the minor with permission of the neuroscience minor advisor, provided that the research has a strong neuroscience component. A maximum of six credits may overlap with a major or another minor.

Justification

1. Reasons for changing the minor: PNB has added an undergrad research-for-credit class that is likely to be taken by many minors doing research.
2. Effects on students: Adding this course is a necessary adjustments to the addition of this course to the PNB curriculum, and adding it to the minor gives students more flexibility.
3. Effects on other departments: PSYC department is in agreement, as this is a necessary reflection of the PNB curriculum. Some PNB students will take this course and do research in PSYC, which benefits both departments.
4. Effects on regional campuses: It will benefit any students at a regional campus doing this research course.

5. Dates approved by

Department Curriculum Committee: The Neuroscience minor committee is John Salamone & Jim Green (PSYC) and Joe Loturco and Susan Buraceski (PNB) MARCH 31, 2021

Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person:
John Salamone, 6-4302, john.salamone@uconn.edu