

CLAS C&C
 Chair: Pamela Bedore
 Agenda Part II
 4.27.2021

A. Chair Approvals
2021-132 MARN 5895 Add Special Topic: Research Computing in Marine Sciences

Approval Form ✉ | # 324 | 📄

Created by	Heidi M Dierssen	Last updated	Apr 6, 2021, 4:39:23 PM Eastern Daylight Time
Printed by	Pamela Bedore	Print Date	Apr 7, 2021, 11:20:37 AM Eastern Daylight Time

Course Information
 (select above)

Subject	MARN
Catalog Nbr	5995
Course Title	Special Topics
Min Units	1
Max Units	6

Topic Information

Topic Title	Research Computing in Marine Sciences		
Instructor Name	Cesar Rocha		
Description	Introduction to modern computer software, programming tools, and best practices for reproducible research, focusing on data-driven applications in Marine Sciences. Skills include using terminal shells, working remotely on supercomputers, collaborating using Github, analyzing and visualizing data in Python. Oceanographic datasets include observations collected by a variety of in-situ and remote platforms, as well as model reanalysis products.		
Additional Attachments	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Description</td> <td style="text-align: center;">Attachment</td> </tr> </table>	Description	Attachment
Description	Attachment		

	Syllabus	ResearchComputing_Syllabus.pdf		
# of Credits	3			
Syllabus	ResearchComputing_Syllabus.pdf			
Comments	Add Comment	New Grad Special Topics in Marine Sciences on Computing that is much needed in our grad curriculum		
	All Comments	<table border="1"> <thead> <tr> <th>Name</th> <th>Time Stamp</th> <th>Comment</th> </tr> </thead> <tbody> </tbody> </table>	Name	Time Stamp
Name	Time Stamp	Comment		
Initiator Information	First Name	Heidi		
	Last Name	Dierssen		
	Title	PROFESSOR		
	Email	heidi.dierssen@uconn.edu		
	Department	Marine Sciences		
Approve/Deny Request	Approval Status			
	Date			

B. Old Business
2021-80 ENGL 2107 Add Course (G) (S) (guest: Dwight Codr)

COURSE ACTION REQUEST	
CAR ID	20-4315
Request Proposer	Codr
Course Title	The British Empire, Slavery, and Resistance
CAR Status	In Progress
Workflow History	Start > Draft > English > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	The British Empire, Slavery, and Resistance
Course Number	2107
Will this use an existing course number?	No

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

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

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	At least three faculty members on the Storrs campus have expressed an interest in teaching this course. Whether faculty at regionals will be inclined to do so is unclear at the time of submission of the Course Action Request.
Will this course be taught off campus?	No
Will this course be offered online?	Yes

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

General Education Goals	-By increasing student exposure to and understanding of writing and reading – be it novels, sermons, plays, or poems –this course helps students to become articulate. -By providing students with a diverse array of textual objects associated with England’s rise to a position of global domination this course aims to give students intellectual breadth and versatility. -By placing particular emphasis on both the critical and productive role played by imaginative literature in the development of English imperial formations – including both colonial agents and the institution of slavery – this course aims to cultivate critical judgment. -By providing students with a glimpse of the experience of exploitation, colonization, dispossession, and subordination, this course encourages students to develop moral sensitivity. -By providing students with an intimate look at the literature that initiated, promoted, and prolonged – and in the case of abolitionist writing, fought to end – British systems of domination and control the course aims to provide students with an awareness of their era and society, at least insofar as the long, unfinished project of modernity stretches from the earliest moments of exploration through to present global distributions of wealth and power. -As this course requires students to read about individuals both real and fictional from a culture and time period distant – if not entirely distinct – from their own, it helps students to foster a consciousness of the diversity of human culture and experience.								
Content Area: Arts and Humanities	-This course provides a historical analysis of the rise and progress of the British empire from the time of its beginnings in the late sixteenth century to the beginning of the nineteenth century. -It entails critical investigation of the philosophical and political motivations and arguments made in defense of and against such institutions as slavery. -The course will make extensive use of historical documents and traditional literary texts, both forms of cultural or symbolic representation that students will investigate. -The course also fosters comprehension of written art forms, and an appreciation for their importance in both positive and negative senses (as both agents and critics of empire).								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>ENGL 2107 Syllabus.docx</td> <td>ENGL 2107 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	ENGL 2107 Syllabus.docx	ENGL 2107 Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
ENGL 2107 Syllabus.docx	ENGL 2107 Syllabus.docx	Syllabus							

COMMENTS / APPROVALS

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

ENGL 2107



The British Empire, Slavery, and Resistance
Department of English

Course and Instructor Information**Course Title:** ENGL 2107: The British Empire, Slavery, and Resistance**Credits:** 3**Prerequisites:** ENGL 1007 and 1008 OR 1010 or 1011 or 2011**Professor:** TBD**Email:** xxxx.xxxx@uconn.edu**Telephone:** xxx-xxx-xxxx**Office Hours/Availability:** TBD**Course Materials**

Required course materials should be obtained before the first day of class. Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT).

Required Materials:

TBD

Course Description

Catalogue Copy

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

Longer Description:

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

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

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

A note on the writings included in this sample syllabus

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

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

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

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

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

Course Objectives

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

British empire and the institution of slavery

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

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

Compare early and later statements of support for British imperial missions and objectives

Identify important names and voices in debates both explicit and implicit over the meanings and values of imperial conquest and exploitation

Course Requirements and Grading

Summary of Course Grading:

1. Reading Reflections (60%)

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

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

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

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

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

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

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

Grading Scale:

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

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

Due Dates and Late Policy

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

Feedback and Grades

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

Weekly Time Commitment

You should expect to dedicate at least 9 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the [Online Student website](#).

Student Responsibilities and Resources

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

- The Student Code: You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity. Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources: [Plagiarism: How to Recognize it and How to Avoid It Instructional Module about Plagiarism](#)
- Copyrighted Materials: Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated. This includes all lecture content as well as the media itself. In other words, it's not just the video files that are protected; transcriptions of the lectures are also copyright protected as are all notes and other learning materials.
- Netiquette and Communication: Communications with fellow students and the instructor are to be professional and courteous. Further, it is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).
- Announcements: You should be sure to carefully read any announcement for the course as well as any emails that arrive from the instructor as soon as possible.

- **Adding or Dropping a Course:** If you should decide to add or drop a course, there are official procedures to follow:
Matriculated students should add or drop a course through the [Student Administration System](#).
Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.
You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the: [Undergraduate Catalog](#)
- **Academic Calendar:** The University's [Academic Calendar](#) contains important semester dates.
- **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>
- **Sexual Assault Reporting Policy:** To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>

Students with Disabilities

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

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

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Adobe Acrobat Reader ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))

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

Help

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

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

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

Minimum Technical Skills

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

- Use email with attachments.
- Save files in commonly used word processing program formats.
- Open and access PDF files.

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

Evaluation of the Course

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

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

Course Schedule and Structure

Date	Topic	Reading
Wk 1	Exploration, Wonder, Contact	Richard Eden. <i>Voyage to Equatorial Africa</i> {1553?} Richard Hakluyt. "Dedicatory Epistle" to <i>Principal Navigations</i> . {1599}
Wk 1	Exploration, Wonder, Contact	Philip Amadas and Arthur Barlowe. <i>First Voyage...to Virginia</i> {1589} <i>The Tempest</i> (Acts 1-5) {1610}
Wk 2	Exploration, Wonder, Contact	<i>The Tempest</i> (Acts 1-5) Rowland Wymmer. "The Tempest and the Origins of Britain" {1999}
Wk 2	Nature, Property, Divinity: Justifications for Empire	-Alexander Pope. <i>Windsor Forest</i> {1704 & 1713} -James Thomson. "Rule Britannia" {1740} -Aphra Behn. <i>Oroonoko</i> . First 5 pages {1688}

Wk 3	Nature, Property, Divinity: Justifications for Empire	-John Locke. <i>Two Treatises of Government</i> {1690} - Excerpts from commentaries on Locke and slavery: Davis, Armitage, Glausser, Brewer, Nyquist
Wk 3	Nature, Property, Divinity: Justifications for Empire	-William Castell “A Petition for the Propagation of the Gospel” {1641} -Andrew Marvell. “Bermudas” {1653}
Wk 4	Nature, Property, Divinity: Justifications for Empire	-William Bradford. <i>Of Plymouth Plantation</i> . Chapters 1, 2, 4 {1650} -Morgan Godwyn. <i>The Negro’s and Indians Advocate, suing for their admission to the church</i> . Chapter 2 {1680}
Wk 4	Land, Liberty, the Lord, and Sovereignty in the Americas	-[Natick peoples petition in defense of their fishing rights] {1748} -[Mittark’s Will] {1681/1703} -Jean O’Brien. “Our Old and Valuable Liberty’: A Natick Indian Petition in Defense of Their Fishing Rights, 1748” {2008}
Wk 5	Land, Liberty, the Lord, and Sovereignty in the Americas	- Mary Rowlandson. <i>Sovereignty and Goodness of God</i> . Excerpts {1682} -William Cronon. <i>Changes in the Land</i> . Chapter 4 {1983} -David Minter. “By Dens of Lions: Notes on Stylization in Early Puritan Captivity Narratives” {1973}
Wk 5	Planters, Plantations, and Slavery	Daniel Defoe. <i>The Life and Strange Surprising Adventures of Robinson Crusoe</i> . Excerpts {1719}
Wk 6	Planters, Plantations, and Slavery	-Francis Bacon. “Of Plantations” {1597} -Richard Eburne. “A Plain Pathway to Plantations” First ten pages {1624} -Matthew Lewis. <i>Journal of a West India Proprietor</i> . {1833} - Thomas Tryon. <i>Letters on Several Occasions</i> . “To a Planter of Sugar.” {1700}
Wk 6	Planters, Plantations, and Slavery	-“The Several Declarations of the Company of Royal Adventurers of England Trading into Africa / Inviting all His Majesties Native Subjects in general to Subscribe, and become Sharers in their Joynt-stock” {1667} -“Some Considerations on [a Joint-Stock Company with Exclusive Trading Rights in the Slave Trade]” {1700} -Sample page from an 18 th Century Accountancy Manual {ca. 1770}
Wk 7	Planters, Plantations, and Slavery	-Aphra Behn. <i>Oroonoko</i> {1688}
Wk 7	Exoticizing England	-Dean Mahomet. <i>The Travels of Dean Mahomet</i> . Excerpts {1794}

Wk 8	Exoticizing England	-Dean Mahomet. <i>The Travels of Dean Mahomet</i> . Excerpts {1794} -Amrita Satapathy. "The Idea of England in Eighteenth-Century Indian Travel Writing." {2012}
Wk 8	Sentimentality and Empire	-Henry Mackenzie. <i>Man of Feeling</i> . Excerpts {1771} -Thomas Bellamy. <i>The Benevolent Planters</i> {1789} -Hannah More. "Slavery, a Poem" {1788} -Hannah More. "The Sorrows of Yamba" {1795}
Wk 9	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789} Related viewing: <i>Africans in America: The Terrible Transformation</i> (PBS, 1998)
Wk 10	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789}
Wk 10	Narrating Resistance to Slavery	-Olaudah Equiano. <i>Interesting Narrative of the Life of Olaudah Equiano</i> {1789} -Related reading: Briton Hammon: <i>Narrative of the Uncommon Sufferings and Surprising Deliverance of Briton Hammon, a Negro Man</i> . Excerpts {1760}
Wk 11	Narrating Resistance to Slavery	-Quobna Ottobah Cugoano. <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Human Species</i> {1787}
Wk 11	Narrating Resistance to Slavery	-Quobna Ottobah Cugoano. <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Human Species</i> {1787} Related Listening: Lupe Fiasco. <i>Drogas Wave</i> (2018)
Wk 12	Anti-Slavery and Abolitionist Efforts	-London Society of Friends. [Petition against the Slave Trade] {1783} -George Fox. <i>Gospel Family Order</i> . Excerpts {1676} -"The Selling of Joseph" {1700}
Wk 12	Anti-Slavery and Abolitionist Efforts	-Thomas Clarkson. <i>Essay on the Slavery and Commerce of the Human Species</i> {1787} -William Wilberforce [Addresses to Parliament]
Wk 13	Anti-Slavery and Abolitionist Efforts	-Phillis Wheatley. <i>Poems on Various Subjects</i> -Related reading: "Amanda Gorman's success stirred a bleak undercurrent" (CNN 2.3.2021)
Wk 13	Anti-Slavery and Abolitionist Efforts	-Ignatius Sancho. [Letter to Jack Wingrave] {1778} -Declaration of Independence {1776} -Lemuel Haynes. "Liberty Further Extended: Or, Free Thoughts on the Illegality of Slave-keeping" {1776}
Wk 14	Anti-Slavery and Abolitionist Efforts	-Joseph Sturge. <i>The West Indies in 1837</i> {1837} -John Henry Naimbanna. Extempore speech made after leaving a House of Commons debate on the slave trade {1791?}
Wk 14	Anti-Slavery and Abolitionist Efforts	-Jupiter Hammon. "Address to the Negroes of New York" {1787}

		-Related reading: Slave Trade Act {1807} and Slavery Abolition Act {1833}
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This schedule is for 14 weeks of reading, allowing two weeks for activities and breaks. This is intended to be a representative sampling of the types of texts and units this course might cover, not a definitive plan for the course.

Reading Reflections

Reading Reflection Guidelines

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

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

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

1. Ask a question that would inspire conversation among other students or scholars who have read the text and are interested in having a conversation about that work. OR

2. Offer an interesting and thought-out interpretation of the text. OR
3. Meaningfully bring into relation multiple texts assigned over the course of the semester.

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

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

Reading Reflection Prompts

1. Choose one passage from *Robinson Crusoe* where Crusoe's characterization of something – a person, an event, an place – might differ from how Friday might have represented or described that same thing. In your assignment, clearly state what Crusoe says, what Friday might say instead, and then explain what accounts for the difference in their perspectives.
2. Discuss whether and to what extent the representation of indigenous people in *Oroonoko* OR *Robinson Crusoe* draw upon or depart from the model of indigeneity we see in Shakespeare's *The Tempest*. Consider racial formation in your analysis and whether the natives as they are described are racialized in any way (in terms of physical features, for example, or cultural traits).
3. Compare Prospero and Crusoe as colonialists. In what ways are they similar? In what ways different? Does genre create some of these differences (drama versus novel, fantasy versus

realism, etc.)? What is effect of these differences/similarities?

4. Supposing that Crusoe was aware of anti-slavery argument from the seventeenth and early eighteenth centuries – before the rise of formal anti-slavery social and political movements – what kinds of arguments might he have offered in defense of his enslavement of Friday? What might the author of *The Selling of Joseph* or Thomas Tryon have offered in response to those arguments?

5. What would Thomas Tryon have offered as a critique if he had watched *The Benevolent Planters*?

6. What justifications does the Royal Africa Company make in its *Several Declarations* for the traffic in human beings that they plan to engage in?

7. Although “Windsor Forest” nominally describes an idyllic space in the English countryside, its larger overtures are towards and about the nascent British empire. Choose three couplets from the poem that seem relevant to an “imperial” reading of the poem and discuss in three-four sentences how at least one of the three might factor into such a reading.

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

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

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

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

Occasional In-Class Assignments

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

the range of possible in-class activities.]

1. Use Perusall to collectively read and annotate a primary document like “The Several Declarations of the Royal Adventurers of England Trading into Africa”.
2. Break into small groups to analyze clusters of lines from Alexander Pope’s 1704 paean to empire, *Windsor Forest*.
3. Stage a scene from Bellamy’s *The Benevolent Planters* or Shakespeare’s *Tempest*. This would form part of a discussion about problems in the representation of colonial subjects, but also the latitude afforded to performers that enable the subversion of normative themes or intentions.
4. Work in a group to map Robinson Crusoe’s island based on his minute verbal description of it. This would be part of a discussion about the importance of maps and mapping to early modern travel literature, colonialism, and might be paired with slides of certain maps or scenes from Brian Friel’s 1980 play about the first ordnance survey of Ireland (*Translations*).

2021-115 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	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

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	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.

2021-127 SOCI 2260 Add Course (S) (guest: Matthew Hughey)**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	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

course goals and learning objectives	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

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	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:

An introduction to science, medicine, and the construct of race. Employs a variety of scholarly literatures but centers on the social constructionist approach to race. Topics may include colonialism, eugenics, & Darwinism; modern notions of biology & species; the causes & consequences of health inequities across the color-line; genetic & genomic research, and; DNA & ancestry testing.

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> <p>Watch in Class: “Race: The Power of an Illusion: The Difference Between Us” (57 min).</p>
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	<p>Fanon, Franz. 1965. "Medicine and Colonialism" in <i>A Dying Colonialism</i>. NY: New York: Grove Press.*</p> <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/henrietalacks/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 BiDiI 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 Perspective: Essential Readings</i>. Toronto, Canada: Canadian Scholars’ Press Inc.*</p>
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>

		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.*
May 2	The Future	Winant, Howard. 2006. "Race and Racism: Towards a Global future." <i>Ethnic and Racial Studies</i> 29(5):986-1003.* Go, Julian. 2018. "Postcolonial possibilities for the sociology of race." <i>Sociology of Race and Ethnicity</i> 4(4):439-451.* Current Issues Journal 4 DUE
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. Metzler
- *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: April 2021

C. New Business

2021-133 CHEM 5357

Add Course (guest: Rebecca Quardokus)

COURSE ACTION REQUEST	
CAR ID	21-7137
Request Proposer	Quardokus
Course Title	Surface Science
CAR Status	In Progress
Workflow History	Start > Draft > Chemistry > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	CHEM
School / College	College of Liberal Arts and Sciences
Department	Chemistry
Course Title	Surface Science
Course Number	5357
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Fatma Selampinar
Initiator Department	Chemistry
Initiator NetId	fas00006
Initiator Email	fatma.selampinar@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Quardokus
Proposer First Name	Rebecca
Select a Person	rcq16101
Proposer NetId	rcq16101
Proposer Phone	+1 860 486 2012
Proposer Email	rebecca.guardokus@uconn.edu

JUSTIFICATION

Reason for the course action	This class will appeal to a wide range of physical chemistry, materials, physics, and engineering students that require or anticipate the use of surface science techniques (SPM, XPS, SEM, etc.) for their research.
How has this course action been accounted for in the department staffing plan?	The course will be available during the spring semester. This course will take the place of Assistant Professor Rebecca Quardokus's Special Topics in Physical Chemistry course that was taught in the spring of 2017, 2018, and 2019. There are no other changes to the department staffing plan.
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	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Spring

COURSE RESTRICTIONS

Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Instructor for the graduate course not available at other campuses.
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	CHEM 5357. Surface Science 3.0 credits Prerequisite: None. May not be taken for credit by students who have passed CHEM ---- when offered as ----- Grading Basis: Graded A study of the fundamentals of surfaces, crystals, adsorbates, and surface analysis techniques. Application of general/physical/analytical chemistry concepts in surface science.
Please provide a brief description of course goals and learning objectives	The course will cover crystal structure, crystal planes, surface reconstruction, self-assembly, adsorption dynamics, and a variety of surface science analysis techniques. Students will be able to identify principles of general and physical chemistry present in surface science and analytical techniques. Students will be able to design an experiment and assess the experiment's ability to answer a scientific question.
Describe course assessments	Assignments (25%) students are expected to complete assignments designed to support and supplement lecture materials. Exams (35%) will assess the students' understanding of topics covered in lectures. Final presentation

	(25%) each student is required to present a peer-reviewed journal article from the last 5 years that has a surface science component. The student will thoroughly explain the background, significance, results, analysis technique(s), and conclusion of the research. Participation (15%), class participation includes discussion of topics during lecture, literature reviews, and written feedback and discussion of the final presentation of classmates.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Additional_info_Quardokus.pdf	Additional_info_Quardokus.pdf	Other
	syllabus_Quardokus.pdf	syllabus_Quardokus.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Fatma Selampinar	04/20/2021 - 13:56	Submit		Dr. Quardokus taught this special topics course for three spring semesters, and the department approved the conversion to a regular course.
Chemistry	Fatma Selampinar	04/20/2021 - 16:26	Approve	4/6/2021	The course approved to be taught as a regular course by the division on April 6, 2021.	

2021-134 AFRA/HIST 2752 Revise Course (G) (S) (guest: Fiona Vernal)**COURSE ACTION REQUEST**

CAR ID	20-1991
Request Proposer	Vernal
Course Title	Precolonial Africa
CAR Status	In Progress
Workflow History	Start > Draft > Africana Studies Institute > History > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	AFRA
School / College	College of Liberal Arts and Sciences
Department	Africana Studies Institute
Course Subject Area #2	HIST
School / College #2	College of Liberal Arts and Sciences
Department #2	History
Reason for Cross Listing	The course is already crosslisted. I am, instead requesting a revision of course number from 3000 level to 2000 level and a revision in course title from Pre-colonial Africa to Africa in Global history. Pre-colonial framing privileges the colonial gaze and creates deeply problematic chronologies in Early African history. This course reframes Africa on its own terms of part of global history.
Course Title	Precolonial Africa
Course Number	3752
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Fiona Vernal
Initiator Department	History
Initiator NetId	fiv05001
Initiator Email	fiona.vernal@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	The course is already crosslisted. I am, instead requesting a revision of course number from 3000 level to 2000 level and a revision in course title from Pre-colonial Africa to Africa in Global history. Pre-colonial framing privileges the colonial gaze and creates deeply problematic chronologies in Early African history. This course reframes Africa on its own terms of part of global history and reflects the directions that publishers and scholars are taking
How has this course action been accounted for in the department staffing plan?	This course is taught by the African historians on staff
Could this course be taught in another discipline?	Yes
If yes, which disciplines?	The course is taught in Africana Studies and in History
What steps have you taken to address potential overlap?	The overlap is appropriate as it is an interdisciplinary course

COURSE FEATURES	
Proposed Year	2021
Will this course be taught in a language other than English?	No
Is this currently a General Education course or is it being proposed for General Education?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
General Education Competency	
Environmental Literacy	No
Number of Sections	1
Number of Students per Section	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and Discussion sections

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, Storrs
If not generally available at all campuses, please explain why	Faculty of record is based on Storrs. The course can be offered at other campuses if there is appropriate staffing at those campuses
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	AFRA 3752. History of Pre-Colonial Africa Also offered as: HIST 3752 3.00 credits Prerequisites: None Grading Basis: Graded The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.
Provide proposed title and complete course catalog copy	AFRA 2752. Africa in Global History Also offered as: HIST 2752 3.00 credits Prerequisites: None Grading Basis: Graded Broad historical survey of civilizations in Africa, including origins of human life in Africa, economic livelihoods, socio-economic and political structures, state formation, trade, commerce, urbanization, and indigenous systems of belief and world religions. CA4-INT.
Please provide a brief description of course goals and learning objectives	This course provides a broad historical survey of civilizations in Africa. Drawing case studies from different areas of the continent, the course will explore to key themes in the global history of Africa including: The science and politics of the origins of human life in Africa • African subsistence systems (hunting and gathering, pastoralism, agriculture) • The socio-economic and political structure of African indigenous societies • African state formation, trade, commerce and urbanization • Slavery and the slave trade • Nineteenth century revolutions in commerce and politics • Indigenous systems of belief and world religions (Christianity and Islam) in Africa
Describe course assessments	Initial Survey of Images of Africa & Final Class Reflection Mid-Term Examination Collaborative Group Workshops Written Reading Responses Final exam Oral Participation in weekly discussion
General Education Goals	This course provides weekly opportunities for learners to demonstrate the depth of their grasp of particular concepts for placing African history in a global context. The course employs a broad conceptual framework that emphasizes the diversity of cultures, and political and social traditions within Africa; and explores key regional and chronological shifts that are pivotal for understanding diverse language groups and political and economic cultures. The course privileges participation as a third of the assessments and provides students with weekly individual or group opportunities where they receive continuous feedback. Students also have the opportunity to demonstrate growth in their breadth and depth of their intellectual understanding. Learners have an opportunity to become articulate by honing their ability to discuss African history based on the interdisciplinary knowledge gained. Students explore the origins of their initial perceptions and images of Africa and place these in the context of their own societies, their own educational training, and their own time period and will reflect on the arc of their understanding at the end of the semester by writing an essay about how their knowledge, understanding, and perceptions have shifted. Students build knowledge about African political, economic, cultural, and social structures, furthering their awareness of their own societies and their own eras and examine what fields have contributed to false and misleading stereotypes of misrepresentations of African history. Students interrogate how different fields of knowledge (archaeology, botany, history, literature) have deepened our understanding African history. The course guides students through contemporary scholarship so they can develop the knowledge base to be critical consumers of information and to develop the moral judgement, awareness, and sensitivity required to explore contentious debates about the fossil record, African religious traditions and loaded vocabularies like tribe, primitive, and animism. Learners will be able to integrate and leverage what they have learned in the first half of the course to execute more difficult assignments that require them to demonstrate intellectual depth, versatility, and critical reasoning skills.
Content Area: Diversity and Multiculturalism (International)	By focusing on Africa in a global context, the course emphasizes the important contributions Africans have made to the world, from food production and community formation to intellectual and religious ideations that have attempted to make sense of the human condition. The course explores the diversity of African cultures, political systems, and economic and social structures to deepen students' understanding of Africa. This approach provides learners with a framework for understanding and comparing Africa to other global cultural traditions that is rooted in the perspectives and cultures of Africa. By understanding change over time, how

	Africans came to be distributed where they are on the continent, the dynamism of African cultures, debates about economic livelihoods and political traditions, students will be able to assess African history on its own terms. The course content engages students in analyzing African moral and religious conceptions about death, kinship, legitimacy, honor, morality, responsibility, political authority and political consent.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	HIST 3752 Precolonial Africa Syllabus for CAR.docx	HIST 3752 Precolonial Africa Syllabus for CAR.docx	Syllabus

COMMENTS / APPROVALS

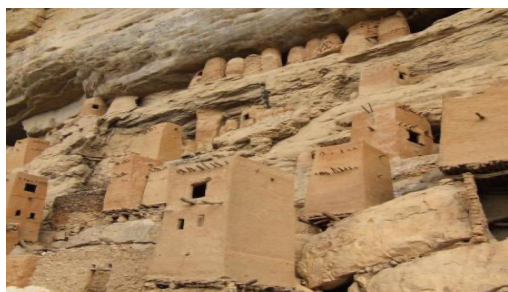
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Fiona Vernal	03/03/2020 - 20:55	Submit		Just a reminder that the course is already on the books and what is being changed are course title, course number and the addition of gen ed content area requirement
	Africana Studies Institute	Fumilayo E Showers	04/03/2021 - 21:14	Approve	4/2/2021	Approved course, just edits to title, course no and gen ed content area
	History	Matthew G McKenzie	04/05/2021 - 06:19	Approve	4/5/2021	Approved as part of History's renumbering program from 2018

UNIVERSITY OF CONNECTICUT

AFRA/HIST 3752: Africa in Global History

Instructor: Dr. Vernal, History & Africana Studies**Class Platform:** HUSKYCT**Content Formats:** Interactive Lectures, Presentations, Breakout Groups, and Discussions**Class Times:** 2:30-3:45 MW**Office (Vernal):** Virtual via Course Room **Office Hours MW 4-5**

Phone: 203-687-3479

Email: fiona.vernal@uconn.edu

Photos: Djenne mosque, Dogon villages, Black Pharaohs, Market and Truck Scenes



I. COURSE DESCRIPTION AND THEMES

This course provides a broad historical survey of civilizations in Africa. Rather than cover the entire scope of African history, the course uses case studies from different areas of the continent to elucidate key themes in the global history of Africa. Some of the major themes we will explore in lecture and discussion include:

- The science and politics of the origins of human life in Africa
- African subsistence systems (hunting and gathering, pastoralism, agriculture)
- The socio-economic and political structure of African indigenous societies
- African state formation, trade, commerce and urbanization
- Slavery and the slave trade
- Nineteenth century revolutions in commerce and politics
- Indigenous systems of belief and world religions (Christianity and Islam) in Africa



Nairobi, Kenya; The Maasai of East Africa

II. COURSE STRUCTURE

Lectures are delivered on Mondays and Wednesdays and are devoted exclusively to discussion of the assigned readings. The lectures and readings comprise two distinct segments of the course. While the readings complement the broad themes of the lectures,

they also have their own organizing themes, which are discussed specifically in the Wednesday sessions. Please be prepared to be called on randomly—even if you have not raised your hand. The readings are closely integrated with lecture themes and require you to assess the arguments and debates, weigh the evidence and draw conclusions. A further reason the readings require disciplined, careful attention is because the themes from the readings also appear on your exams.

Prerequisites: A commitment to disciplined reading and writing

III. READINGS.

Christopher Ehret	<i>Civilizations of Africa</i> (Textbook)
D. T. Niane	<i>Sundiata: An Epic of Old Mali</i>
James Webb	<i>Desert Frontier: Ecological and Economic Change along the Western Sahel, 1600-1850</i>

Please check HUSKYCT for the Sahel and Urbanization readings and hand-outs and any other course items that you have not purchased.

IV. CLASS POLICIES

Class Conduct: Respectful behavior is expected from everyone in the classroom. This includes raising your hand and waiting when you want to speak, turning *off* cell phones and other electronic devices and showing up to class on time and present. Please refrain from texting in class and surfing the web is not allowed. We all need to *maintain a presence* and to be *present*

Email: While many of you use other email addresses, please note that all matters related to this class will be conducted using your official UCONN / HUSKY mail. All messages automatically generated from peoplesoft and HUSKYCT such as course related announcements, messages about class cancellations are conducted via the UConn email system.

Attendance: Attendance is mandatory. Legitimate absences will be excused with the appropriate accommodations in place. Everyone is advised to be mindful of their well-being and emotional health. Please don't hesitate to reach out and ask for help. Students are responsible for planning ahead for any scheduled (meaning that you know ahead of time that there will be a conflict) work or classes that will be missed and make up that work. Forward all relevant paperwork involving accommodations as soon as possible. If you become ill, experience a family emergency, please have someone contact me via email—as soon as it is possible—so we can make arrangements. If you miss a class, please catch up with the content before the next class. Participation is an important part of your grade and you cannot participate if you are not present.

Academic Integrity and Assistance: There is a zero-tolerance policy for any form of cheating and plagiarism on this campus and in this class. This consists of behavior such as: copying another student's answers, sharing answers with others, doing someone else's work or having someone else do your work, using information without giving credit to the author(s) or source, copying information from the internet without proper attribution. If you are having academic difficulties, do not hesitate to contact the professor. You can visit office hours or make an appointment to discuss any difficulties you may be having in class. There are tutoring resources available on campus as well. Knowing when to ask for help is a sign of strength and responsibility on your part.

VI. University Resources for Mental Health and Emotional Well-Being

Here are hyperlinks to university resources.

Dean of Students Office, Academic Achievement Center, Writing Center, Quantitative Learning Center, Center for Students with Disabilities, Title IX Office, Student Health and Wellness—Mental Health.

Peer Study Groups/Husky Study Groups

In this era of social isolation, a study group can go a long way toward organizing, studying and socializing and providing a space for doing Edvard Munchian scream as necessarily. If you are interested in forming a study group please do the study group application in Nexus to help you get started. Check out this [video](#) and visit the site linked [here](https://nexus.uconn.edu/secure_per/studygroups/index.php). (https://nexus.uconn.edu/secure_per/studygroups/index.php) for more information.

Resources for Students Experiencing Distress

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

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

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

<https://studenthealth.uconn.edu/>

- 10 points Images of Africa & Class Reflection (5 points each)**
- 100 points Mid-Term**
- 100 points Group Work (5)**
- 40 points Written Reading Responses (4):**

The strength and quality of this course depends partly on your engagement with the assigned readings and on participation in weekly discussions. While there will be time for discussion during lecture, class time will be reserved for discussing the assigned readings once we clear our introductory materials. While you will learn from your peers, please do not rely on them to "speak" so you don't have to. You will be called on to share what you have written. See the guidelines below for format and content information for your reading responses.

- 100 points Final exam**
- 100 Participation**

VI. Reading Response Formats

As a part of your weekly assignment you are required to hand in a reading response of approximately 2 (two) pages minimum by the beginning of the class period. The purpose of the response is to give your brain an opportunity to digest the material in a thoughtful, engaging manner and for you to practice taking good notes on your reading so that you have a repository of decent notes to study for your exams. Please do not obsess about the length; the 2–page length is an approximation. I am far more interested in a clear, thoughtful, and engaging response to the discussion questions. Here are some guidelines below. The reading responses are worth 10 points each. Here is a spread of the points you can earn; you need to answer all questions properly to earn a 10.

A range 9/10 B range 7/8 C range 5/6 D range 3/4 F 1/2 or below

What should your reading response contain?

- (a) Please create a blank reading response template in your word program, with your name and title as a "header," save it as "reading response template," and use the same one each week.

- (b) Answers to the questions listed on the syllabus or distributed in class and each week should be thorough; none of these questions can be answered satisfactorily by a “yes” or “no” answer so please be sure to elaborate where necessary
- (c) Be sure to discuss what the source materials/evidence the author is using: (for example archaeology, travelers’ accounts, literary dramatization, linguistic evidence)
- (d) Your reading response can be answered in narrative form, or you can answer each question individually. Your response should be 12-point font, with one-inch margins. Your name, date etc., do NOT count as part of the page requirements—so keep them to the “header” line for all your responses. The focus will be on the **quality** of what you are writing, not the quantity
- (e) You should upload your reading response to HUSKYCT and have it open during our discussion.

VII. WEEKLY CLASS SCHEDULE AND READINGS
MODULE 1
Week One. January 18 (No Class) and January 20

A note on our schedule: Between January 20 and January 25 we will be engaged in reviewing background information Starting the week of February 1 and February 3. We will transition to our routine model of lecture in class on Monday and discussion on Wednesday.

Lecture Themes:

Africa's physical landscape and major diseases, (tropical rain forests, grassland and woodland savannas, deserts, the Rift valley, rainfall and altitude; rivers; malaria and tsetse fly; mortality rates, soil quality, and land use patterns, and practices; Africa's social and economic organization (age grade ,ages sets, marriage systems, polygyny, bridewealth, brideservice, matrilineal and patrilineal descent, clans, lineages).

Wednesday, January 20: Introductions

- *Syllabus Review*
- *Course Procedures*
- *Class exercise on images of Africa (5 points)*
- *Please read Wainana by class time--a short 2 page reading*



Readings/Discussions

1. Binyavanga Wainana, "How to write about Africa," Granta (HUSKYCT). Please read this by Wednesday, class time 1/20

*Week Two: January 25 & 27
Lectures and in class discussions*

Week Three: February 1 & 3

In preparation for class on February 3, please read Ehret, *Civilizations of Africa* (Textbook; full text via UCONN library), pages 1-24 via HUSKYCT and the links to the sources on the fossil records hyperlinked below. Upload your first writing assignment to the HUSKYCT Discussion Board by 11:59pm the day before class (February 2). Be prepared to discuss the material by class discussion time on February 3

Reading Response #1 due 11:59 pm on Tuesday February 2

1. Why are the terms civilized, primitive, animist/animism and tribe loaded terms? 2. Did your class exercise reproduce some of these terms 2. What specific themes will Ehret explore in this textbook—these will be our themes, hence the question and what are your initial questions about these themes 3. What is the multi-regional view of human origins and how does Ehret challenge this perspective? 4. What kinds of evidence does Ehret use to support his arguments for human origins in Africa? What is at stake in the question of origins? How do the supplementary web sources on the fossil record shape the

questions we can ask about Africa and Africans? What one question are you curious about in the fossil record?

Please review the online materials on the human fossil record that are linked here.

[The Context of Fossil Hominid Discoveries in Africa](#)

[Homo Naledi is only 250000 years old. Here's Why that Matters](#)

[Ten Fossils that trace the story of Human Origins](#)

[Old Modern Human Fossil Outside of Africa](#)

A note on creationism, evolution, and the fossil record: A human fossil record exists as it does for many other forms of life. The premise of this course's engagement with the fossil record is to consider what theories and ideas, insights and suggestions scientists have made based on the physical and DNA evidence that has been recovered at different historical periods up to our contemporary moment. This same body of knowledge has been used to advance racist, sexist, and deeply problematic ideas about all kinds of cultures and peoples. Everything from skull size to the size of an African male phallus to African women's private parts have been used to justify human oppression and exploitation. Some religious traditions and personal beliefs refute the claims made of the fossil record. It is not our purpose here to engage in a debate about truth claims, just as I cannot engage in a debate about the holy ghost, the trinity, polytheism, reincarnation, child baptism and any other source of knowledge that is doctrinal, deeply personal, and experiential. I have a deep respect for everyone's religious tradition but none of these bodies of knowledge preclude a conversation. If we are studying Hinduism or Buddhist belief system, it does not mean I am trying to convert you to these traditions; it means we need to understand systems of knowledge and their internal rules for assessing truth claims, evidence, and uncertainty. We will examine how and what scientists think about the fossil record (in this case paleoanthropologists and other scientists) and what evidence they use to make their claims. Please approach this assignment with curiosity and a sense of adventure, perhaps the kind of curiosity that would make you very interested in seeing a dinosaur with colored fur or a woolly mammoth in some 21st century habitat or the rhinos that have gone extinct within your lifetimes.

Week Four. February 8 & 10

Lectures Food production & Animal Domestication and Husbandry continued



Readings/Discussion: Ehret, *Civilizations of Africa (Textbook)*, Pages 25-53; and Marshall Sahlins, "The Original Affluent Society," Pages 1-39, HUSKYCT
Class Discussion and Group Work #1

1. What kind of changes are taking place in terms of how people got their food? 2. Ehret outlines the four major civilizations and their offshoots that he will be discussing in this book. 3. What are these four civilizations? 4. What are their (a) kinship and social institutions (b) leadership/ power/authority structures? (c) how did they get their food/livelihoods (d) What were the religious features of these civilizations. 5. Discuss Ehret's use of evidence.

For Sahlins, please prepare the following questions:

6. What kinds of myths or stereotypes about the Paleolithic past is Sahlins trying to debunk—meaning how have academics portrayed this era and its lifestyle? 7. What are the component elements of the "original affluent society"—how is Sahlins measuring affluence? 8. Why did the vast majority of Africans reject this way of life if it was so "affluent?" You will be asked to define and engage the concept of an "original affluent society" on the mid-term.

Lectures: Case Studies: Egypt & Nubia lecture and in class discussion

Week Five. February 15 & 17

Lectures: Case Studies: Egypt & Nubia continued

Lectures Egypt and Nubia

We will take a break from writing this week to delve deep into lectures, look at archaeological artifacts, King Tut's tomb contents, discuss the readings, and do some group work on death and dying in Egypt and Nubia. You can't participate if you are not present.



Readings/Discussion: Ehret, *Civilizations of Africa (Textbook)*, Pages 59-101; Please note that the lectures will focus on Egypt while the text book will focus on what is going on in the rest of Africa leading up to the emergence of Egyptian civilization.

Chip Brown, "The King Herself," National Geographic, vol. 215, Issue 4 April 2009, Pages 88-111. (You may find this article using HOMER or you can read it via google on the National Geographic Website where you will see the accompanying color images for the article)

Ismail Kush, [In the Land of Kush](#)

(See [Hatshepsut's photo gallery](#) at this website—but be forewarned about how graphic they are—look when you are in the mood to look at a long-dead, hollow mummy)

Continued . . .

Class Discussion and Group Work#2

All of these materials will be reflected in the take home midterm exam

1. What are the major developments that Ehret outlines between 9000 and 3500 BCE in terms of the major changes in material and cultural life? 2. How did aquatic hunting and gathering ways of life surpass Sudanic agriculture in terms of its advantages? 3. Why was the invention of pottery important? 4. What kinds of relations did the pre-dynastic Egyptians and the Sudanic peoples of the Middle Nile Basin have with each other? 5. In what ways did developments in Africa between 9000 and 3500 BCE parallel or not parallel the courses of change on other continents and what notable contributions did Africans make to world agriculture and technology before 3500 BCE

6. What, briefly, is the biography of Hatshepsut? 7. What does her history teach us about Egyptian society, politics, and history? 8. What do you think about the evidence being used to make the claims about this female pharaoh? 9. What can we know for sure and what is still a postulation?

Week Six. February 22 & 24

Lectures: Case Study Nubia: Axum, Meroe and Napata, Ethiopia; Commerce and Urbanization



Ehret, *Civilizations of Africa (Textbook)*, Pages 200-215; 143-153; 290-302; 305-309;

Anderson, *Africa's Urban Past*, Introduction (Pages 1-17) and Chapter 3, "Aksumite Urbanism" Pages 52-65. **HUSKYCT**

<https://www.smithsonianmag.com/history/church-unearthed-ethiopia-rewrites-history-christianity-africa-180973740/>

[Ethiopian Church Unearthed](#)

Reading Response #2

Note that the contemporary area that comprises the landmass of Egypt, Sudan, Ethiopia and Eritrea and Somalia is the focus of this week's readings.

1. What processes are leading to centralization and decentralization in this region? 2. What is the role of Christianity and Islam in political and commercial developments in this region? 3. What is the difference between sacral and divine kinship? 4. How do you explain urbanization in a particular pre-colonial locale? For example, what are the stimuli? What is the purpose of the city? Is it a religious, ritual or trading center, a marketplace, an entrepôt. Be sure to answer these questions for Napata, Meroe, and Aksum. 5. How is power represented spatially, for example monuments, or other symbols of power and authority? Who can reside in the city? Why or why not? 6. What causes a city to decline? Provide examples of your answers.

Week Seven. March 1 & 3
Lectures, East/West Central Africa

March 1 Review Session

March 3 Mid Term Exam Reading Day

Week Eight: March 8 & 10 East Africa/West Central Africa, Continued



Week Eight March 8 and 10 Lectures: West Central Africa/Southern Africa: Bantu Migrations; Great Zimbabwe



Lectures March 8 March 10 and African Currencies Workshop

Class Discussion and Workshop #3

[Slide show: Great Zimbabwe](#)

Week Nine March 15 & 17

Lectures: *Mande Worlds*



Ehret, *Civilizations of Africa (Textbook)*, Pages 300-328

Video: Caravans of Gold, UConn Library,
[Caravans of Gold Exhibit](#)

Case Study African Cities in West Africa trade network

Class Discussion and Workshop #4

Reading Response:

This assignment is based on your textbook, the exhibit—Caravans of Gold **and** the documentary of the same name. Please bear in mind that the exhibit has artifacts and videos that you will have to click on. The embedded video are 2-5 minutes on average. Below is the exhibit menu for your reference. I am not sure the hyperlinks will work within the assignment. Mouse over them to check. They definitely work in the website. I included them here simply so you can see that you need to click on ALL of these different sections of the exhibit. Please answer the questions below based on the link.

[Caravans of Gold home](#) | [Saharan Echoes](#) | [Driving Desires: Gold and Salt](#) | [The Long Reach of the Sahara](#) |

[Archaeological Imagination Station: Giving Context to Fragments](#) / [Hi Videos](#) | [Saharan Frontiers](#) | [Shifting Away from the Sahara](#) |

1. What do we learn about Africa's connection to international trade from the documentary and how does this compare to what Ehret outlines as commonalities in the text book?
2. Of the sites narrated by Basil Davidson in the documentary, which one resonated the most with you in terms of our previous discussions of international commerce?
3. Based on the exhibit, provide an example of how African gold and African ivory manifested in European society
4. To what extent could you determine what commodities featured prominently as grave goods in African societies and why might that commodity have been become important as a grave good
5. Choose one city (or trade terminus—for example Jenne, Kumasi, Gao, Tadmekka, etc. via the section called Hi Videos) What can we learn about local, regional, and international commerce from the historical and archaeological information presented about this particular place.
6. Select any of the artifacts from the exhibit: which resonated with you and what does this artifact tell us about Africa's relationship with global commerce
7. What did you know and understand about African commerce from the Ehret text and the exhibits and film that you did not before this unit?

Week Ten. March 29 & 31

State Formations in West Africa



Readings/Discussion: Niane, Sundiata: An Epic of Old Mali (entire book);

Reading Response #3

1. Make a list of the main characters in the book; prepare for role playing in class: i.e. Balla Fasseke, Sogolon, Maghan Kon Fatta etc. Who are they and how do they figure in to the story? How do they move the plot along? 2. What are the most symbolic events that make this an epic: the difficult childhood, the wicked co-wife, Soumaro's secret weakness exile? 3. What is the role of the griot (the final "t" is not pronounced) 4. What is the role of women? 5. How does Sundiata accomplish his victory? In what way is he a hero? Is this story solely about him? 6. What is the relationship between Islam and the local religions? What is the attraction, advantage of both religious traditions? 7. In what way is the supernatural conceptualized and materialized in the book? 8. What is the structure of Sundiata's post war empire? 9. How does this differ from conventional historical accounts of state formation? 10. What kind of villain is Soumaro? 11. What is the nature of his authority and what is the nature of resistance to his rule?

Week Eleven April 5 & 7

Lectures: Northern African Frontiers I



Readings Response #4

Readings/Discussion: Webb, *Desert Frontier*, Chapters 1-3, Pages 1-67

The author discusses the uses of the term "black" and "white" to understand the emergence of ethnic identities in the desert 1. What is a desert frontier and what do the terms black and white mean on this frontier (For example you should be thinking about how the desert is a geographical, linguistic, cultural frontier? 2. What impact does climate have on the sorts of identities and lifestyles that develop on this frontier? 3. What is the nature of the warrior/clerical distinction among the various groups in the desert frontier? 4. What is the relationship between those who are living in the desert frontier and their other African neighbors? 5. How do migration patterns change the relationship between these two groups? 6. What is "Arabization;" how does it help us to understand the processes of assimilation and cultural change in the desert frontier and how is this related to the emergence of a "new Sahelian ethnicity?" 7. What is the role of Islam in all of these developments? 9. What role does the immigration of Bubazzul play in delineating a particular North African and Islamic heritage? 10. How does the coming of the French change regional configurations of power?

Week Twelve: April 12 & 14 SPRING BREAK AND ALL REMOTE UCONN CLASSES

Week Thirteen April 19 & 21

*Northern African Frontiers II:
Slavery, Horses, Gum Arabic and the French*

Webb, *Desert Frontier*, Chapters 4-Conclusion, 68-136

Optional Extra Credit Work

Come to class prepared to discuss the horse and slave trades, the trade in gum Arabic. You will be divided into commodities and groups and asked to represent the interests of those groups and commodities like our other group work. We will conclude with an exploration of the impact of the French on the changing relationship in the region; feel free to take handwritten notes but this information will be on your exam so you do have to do the reading even without a formal writing response.

Week Fourteen. April 28 & 30

Lecture: *A Sign of Things to Come: From Abolition to Colonialism*

Why did colonialism follow abolition?
Personal Class Reflections Due

**Final Exam will take place between May 3 and May 5
The specific date will be posted by the registrar.
We will have a take home final exam**

2021-135 AFRA 4996 Add Course (guest: Fiona Vernal)

COURSE ACTION REQUEST	
CAR ID	21-6556
Request Proposer	Vernal
Course Title	Honors Thesis Preparation
CAR Status	In Progress
Workflow History	Start > Draft > Africana Studies Institute > 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	AFRA
School / College	College of Liberal Arts and Sciences
Department	Africana Studies Institute
Course Title	Honors Thesis Preparation
Course Number	4996

Will this use an existing course number?	No
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CONTACT INFO

Initiator Name	Fiona Vernal
Initiator Department	History
Initiator NetId	fiv05001
Initiator Email	fiona.vernal@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION

Reason for the course action	Honors students in Africana do not have a catalog option for their course work. This was an oversight in the creation of the major. We envision growing the major and would like students to be able to sign up in Africana studies rather than take a course substitute.
How has this course action been accounted for in the department staffing plan?	Student will work with AFRA thesis advisor
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	Undergraduate Research
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	AFRA 2211
Corequisites	none
Recommended Preparation	It is recommended that students take several courses in the disciplinary field of their research interests
Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Senior
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	Yes
List majors that will not count for this course	No course substitutions allowed once AFRA catalog is approved
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING

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

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

COURSE DETAILS

Provide proposed title and complete course catalog copy	AFRA 4996. Honors Thesis Preparation 3.00 credits Prerequisite: AFRA 2211. Open to juniors or higher. Instructor consent required. Grading Basis: Honors Preliminary reading in primary and secondary sources or key texts in research field in consultation with thesis advisor.		
Please provide a brief description of course goals and learning objectives	Student will conduct original research in their disciplinary field. Course will provide honors students in Africana studies with the appropriate supervision for their thesis research. Each student will be conducting research in different fields so there is no one course goal or learning objective that will suit all students. Each thesis project is individualized research.		
Describe course assessments	Each senior thesis research process is individualized		
Syllabus and other attachments	Attachment Link	File Name	File Type
	AFRA 4996 4997 W Syllabus.pdf	AFRA 4996 4997 W Syllabus.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Fiona Vernal	03/21/2021 - 22:19	Submit		There is no one syllabus that corresponds to this course as each course is based on each honors students research. I am not exactly clear what is required.
Africana Studies Institute	Fumilayo E Showers	04/03/2021 - 21:16	Approve	4/2/2021	adding honors component to senior thesis	

2021-136

AFRA 4997W

Add Course **(G) (S)** (guest: Fiona Vernal)

COURSE ACTION REQUEST

CAR ID	21-6837
Request Proposer	Vernal
Course Title	Senior Thesis in Africana Studies
CAR Status	In Progress
Workflow History	Start > Africana Studies Institute > College of Liberal Arts and Sciences > Return > Africana Studies Institute > 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	AFRA
School / College	College of Liberal Arts and Sciences
Department	Africana Studies Institute

Course Title	Senior Thesis in Africana Studies
Course Number	4997W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Fiona Vernal
Initiator Department	History
Initiator NetId	fiv05001
Initiator Email	fiona.vernal@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	Africa does not have this course represented in the catalog
How has this course action been accounted for in the department staffing plan?	Yes, any faculty can supervise a thesis
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	
Scheduling Components	Undergraduate Research
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	research and writing in major with close supervision of multiple drafts

COURSE RESTRICTIONS	
Prerequisites	AFRA 2211 and AFRA 4996
Corequisites	none
Recommended Preparation	none
Is Consent Required for course?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes

Who is this course open to?	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?	Honors Graded Only

SPECIAL INSTRUCTIONAL FEATURES

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

COURSE DETAILS

Provide proposed title and complete course catalog copy	AFRA 4997W. Senior Thesis in Africana Studies 3.00 credits Prerequisites: AFRA 2211; AFRA 4996. Instructor consent required. Open only to Honors students. Grading Basis: Honors Research and writing in the major with close supervision of multiple drafts.		
Please provide a brief description of course goals and learning objectives	Research and writing in the major with close supervision of multiple drafts. In this course, learners will build on coursework completed in AFRA 4996 to develop a thesis on an Africana related subject in consultation with their thesis advisor. Students will complete an honors thesis of at least 30 pages using Africana studies methods and theories in conjunction with the particular disciplinary lenses central to the development of the thesis, in consultation with the thesis advisor.		
Describe course assessments	Students complete a honors thesis including close supervision of multiple drafts		
General Education Goals	A senior thesis course of study in Africana provides a space for students to demonstrate mastery in Africana theories and methods and leverage the coursework and knowledge base to conduct original research using the disciplinary lens and historical context most suitable for interrogating the particular research questions involved in the thesis. The thesis project should demonstrate that students have acquired intellectual depth and versatility in the field and preparation for their post-graduate career. The course work will demonstrate their ability to apply critical judgement and moral sensitivity to the analysis while also showing how to continue to acquire and use Africana knowledge, research, and writing beyond their undergraduate years.		
Writing Competency	Course employs Africana studies methods and theories to build a knowledge base that reflects mastery of Africana studies content explored in their course of study and demonstrates their ability to develop an original piece of research and writing. Students will explore a variety of texts and use an interdisciplinary framework to explore, construct, and communicate their research findings. Through multiple drafts, students will expand on ideas developed during their thesis research, revise, and format their writing according to disciplinary specifications.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	AFRA 4996 4997 W Syllabus.pdf	AFRA 4996 4997 W Syllabus.pdf	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Fiona Vernal	04/03/2021 - 17:26	Submit		Africana's course catalog does not reflect a honors senior thesis component and these two CARs--one for 4996 and the other for 4997W are a corrective to that as we attract more honors majors.
	Africana Studies Institute	Fumilayo E Showers	04/03/2021 - 21:10	Approve	4/3/2021	This is a corrective not a new course

	College of Liberal Arts and Sciences	Pamela Bedore	04/05/2021 - 21:26	Return	4/5/2021	Returning to proposer for addition of gen ed info as per email of 4.5.2021. PB.
	Return	Fiona Vernal	04/17/2021 - 23:25	Resubmit		I have updated the information under course features according to 4.5.2021 email from Pam Bedore
	Africana Studies Institute	Fumilayo E Showers	04/19/2021 - 17:13	Approve	4/19/2021	Good to go

2021-137 HEJS 5312 Add Course (guest: Stuart Miller)

COURSE ACTION REQUEST	
CAR ID	21-7058
Request Proposer	Miller
Course Title	Readings in Talmudic Literature
CAR Status	In Progress
Workflow History	Start > Draft > The Graduate School > Return > The Graduate School > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HEJS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Readings in Talmudic Literature
Course Number	5312
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Stuart S Miller
Initiator Department	Lit, Cultures and Languages
Initiator NetId	ssm02006
Initiator Email	stuart.miller@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	I have taught select Talmudic texts as components of other courses. This course would be fully dedicated to either specific topics or tractates in this voluminous literature. Students who wish or need to achieve greater proficiency with these types of texts may (and will be encouraged to) repeat the course when offered with change of content.
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?	No
Scheduling Components	Seminar
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS	
Prerequisites	Open to LCL graduate students; undergraduates by permission.
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	9
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	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
Is there potential for a service learning component?	No

COURSE DETAILS	
Provide proposed title and complete course catalog copy	HEJS 5312. Readings in Talmudic Literature 3.0 credits Prerequisites: Open to graduate students in LCL; undergraduates by instructor consent. Grading Basis: Graded May be repeated for credit with a change of topic to a maximum of 9 credits. Selected readings from the Babylonian or Palestinian Talmud. Focus will be either a particular theme or a specific tractate.
Please provide a brief description of course goals and learning objectives	To enable students to develop familiarity and proficiency with Talmudic texts. Introduction to both traditional and critical modes of Talmudic study.
Describe course assessments	Seminar participants prepare the texts under discussion in advance of the seminar meetings so that they can follow the textual, philological, and historical issues to be addressed in the classroom discussions. Students will be called upon to either read the text in the original and/or to discuss particular hermeneutic challenges that it poses or aspects of its contents. ASSIGNMENT Each student will prepare a paper devoted to the analysis of a talmudic "sugya" (pericope). Topics must be approved in advance in consultation with the instructor. Students will also be graded on the presentation of their abstracts, which will be in a session a month before classes end. Papers are due on the day of the scheduled final examination.

Syllabus and other attachments	Attachment Link	File Name	File Type
	Readings in Talmudic Literature, Sample Syllabus.doc	Readings in Talmudic Literature, Sample Syllabus.doc	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Stuart S Miller	04/15/2021 - 14:26	Submit		Please review asap for inclusion in HEJS grad course listings.
	The Graduate School	Cheryl D Galli	04/16/2021 - 07:07	Return	4/16/2021	Please remove UNIV designation and resubmit
	Return	Stuart S Miller	04/20/2021 - 13:32	Resubmit		This is a revision of the proposal sent earlier. Please note that this is a graduate course open to all LCL students and so I did not indicate that it requires permission. I did, however, say in the catalogue copy that undergrads require permission.
	The Graduate School	Cheryl D Galli	04/20/2021 - 15:02	Return	4/20/2021	Please update to the CAR to LCL/CLAS
	Return	Stuart S Miller	04/20/2021 - 15:03	Resubmit		School and department changed!
	Literatures, Cultures and Languages	Sara R Johnson	04/20/2021 - 15:06	Approve	4/20/2021	Everything looks good!

Readings in Talmudic Literature

Professor Stuart S. Miller
Stuart.Miller@UConn.edu

Designated Theme (May change depending on the semester): Historiography

This seminar will examine the ways in which Talmudic/rabbinic literature can and cannot be used to reconstruct the history of Eretz Yisrael in talmudic times. Class time will be devoted to the analysis of diverse talmudic passages. The discussion will include the historical perception of the rabbis and their attitude towards history.

Requirements

Seminar participants will prepare the texts and secondary readings in advance. Textual, philological and historical issues will be addressed as they arise during the classroom reading and discussion. Relevant secondary readings (see below) should be done in advance.

ASSIGNMENT

Each student will be expected to prepare a paper devoted to an “historical” (loosely defined, for reasons that will become clear) issue addressed in talmudic literature. Topics must be approved in

advance in consultation with the instructor. Papers are due on the day of the scheduled final examination. There will be no written exam.

STUDENTS ARE ENCOURAGED TO VISIT [HTTPS://PROVOST.UCONN.EDU/FACULTY-AND-STAFF-RESOURCES/SYLLABI-REFERENCES/](https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/) FOR UNIVERSITY POLICIES ON ABSENCES, DISABILITIES, RELIGIOUS OBSERVANCES, MISCONDUCT, HARASSMENT, AND SCHOLARLY CONDUCT IN GRADUATE EDUCATION AND RESEARCH.

THE FOLLOWING TEXTS ARE AVAILABLE AT THE BOOKSTORE AND ARE ON “RESERVE” AT THE LIBRARY.

G. Alon, *The Jews in Their Land in the Talmudic Age*

L. Levine, *The Rabbinic Class of Roman Palestine* (JTS/Yad Ben Zvi, 1989)

H. L. Strack and G. Stemberger, *Introduction to the Talmud and Midrash* (Fortress Press, 1992)

C. E. Fronrobert and Martin Jaffe, *Cambridge Companion to the Talmud* 2007

Jeffrey L. Rubenstein, [*Talmudic Stories: Narrative Art, Composition, and Culture*](#) Hopkins, 1999

On “Reserve:”

J. Neusner, *From Mishnah to Scripture, The Problem of the Unattributed Saying* (Scholars Press, Brown Judaic Studies #67)

J. Neusner, *In Search of Talmudic Biography, the Problem of the Attributed Saying* (Scholars Press, Brown Judaic Studies, #70)

Syllabus

*recommended

Week I The Challenges of Writing “Talmudic History” & Talmudic Literature as a Historical Source: An Overview

Readings: Neusner, “History and the Study of Talmudic Literature”
Goodblatt, “Towards the Rehabilitation of Talmudic History”
Bloch, “Methodological Note for the Study of Rabbinic Literature”
Heszer, “The Historical Significance of the Stories in *y. Neziqin*”

*Miller, *Studies in the History and Traditions of Sepphoris*, introduction

*Schäfer, “Research into Rabbinic Literature: An Attempt to Define the Status Quaestionis; Milikowsky, “The Status Quaestionis of Research in Rabbinic Literature; Schäfer, Once Again the Status Quaestionis...”

Week II Yohanan ben Zakkai’s Departure from Jerusalem:

Aggadah, History, Literature, or both?

Texts: *Bavli Gittin* 56a-b

Avot de Rabbi Natan Version A, 4 (ed. Schechter, 22); Version B, 6 (ed. Schechter, p. 19)
Eichah Rabbah 1:31.

Readings: Alon, “Rabban Yohanan b. Zakkai’s Removal to Jabneh”
Herr, “The Historical Significance of the dialogues between Jewish Sages and Roman Dignitaries”
Neusner, “Story and Tradition in Judaism”
Rubenstein, “Rabbinic Authority and the Destruction of Jerusalem”
*Friedman, “Literary Development and Historicity...”
*Jacobs, “How Much of the Babylonian Talmud is Pseudepigraphic?”

Weeks III & IV “Biography:” The Life and Times of Yose ben Halafta—*Really?*
Ma’aseh Beruriah, The Rise and Fall of an Elusive Woman

Texts: **Yose:** B. *Shabbat* 33b; B. *Berakhot* 63b; B. *Yevamot* 62b
B. *Baba’ Mezia’* 84a-b; *Song of Songs Rabbah* 2:16 (to Song 2:5)
P. *Avodah Zarah* 3, 42c
Beruriah: T. *Kelim Baba’ Mezia’* 1:6; B. *Berakhot*; 10a; ; B. *Eruvin* 53b-54a;
B. *Pesahim* 62b; B. *Avodah Zarah* 18a-b

Readings (for “Biography”):

First Week (Week III):

Margaliot, “Rabbi Yose”
Green, “What’s in a Name—The Problematic of Rabbinic Biography”
Neusner, *In Search of Talmudic Biography...*, especially 7-13; 75-135
Miller, “Hanina bar Hama at Sepphoris”

Second Week (Week Four):

Ilan, “The Quest for the Historical Beruriah, Rachel, and Imma Shalom”
Fischel, “Story and History: Observations on Greco-Roman Rhetoric and Pharisaism”

Kalmin, “Rabbinic Literature of Late Antiquity as a Source for Historical Study”
Kraemer, “Rabbinic Sources for Historical Study”
Safrai, “Tales of the Sages in the Palestinian Tradition and

the Babylonian Talmud”

*Fraenkel, דמותו של ר' יהושע בן לוי בסיפורי התלמוד בבלי

Week V and VI Josephus and the Rabbis: Alexander Jannaeus/John Hyrcanus

Texts: P. *Berakhot* 7, 11b; P. *Nazir* 5, 54b. *Bereshit Rabbah* 91:3/4 (Theodor/Albebeck, 1115ff.); *Qohelet Rabbah* 7:24 (to 7:12); B. *Berakhot* 48a; B. *Qiddushin* 66a; (B. *Sanhedrin* 19a-b)

Readings: Josephus, *Antiquities* 13:288-299; 372; 398-417
Cohen, “Parallel Historical Tradition in Josephus and Rabbinic Literature”
Feldman, “Rabbinic Sources for Historical Study”
Miller, “The Priests of Sepphoris in the Time of the Second Temple”

Week VII A Non-Rabbinic *Gibbor*: Bar Kokhba, Man, Myth, and Messiah

Texts: P. *Ta’anit* 4, 24a-b; 4, 68d-69a
Eikhah Rabbah (ed. Buber) 2:5
Shir haShirim Rabbah 2:18 (to Song 2:7)
B. *Sanhedrin* 93b

Readings: Marks, “Bar Kokhba in Rabbinic Literature”
Hayes, “The Sale of Weapons”
J. Neusner, “Rabbinic Sources for Historical Study A Debate with Ze’ev Safrai”
Z. Safrai, “Rabbinic Sources as Historical: A Response to Professor Neusner”

Week VIII. Rabbinic Society: The Rabbis and their Neighbors:

Different Approaches, Different Views

Texts: *Numbers Rabbah* 12:4; P. *Megillah* 3, 74a; Pirquei de-Rabbi Eliezer 6

Readings:

Kimelman, "האוליגארכיה הכוהנית ותלמידי החכמים בתקופת התלמוד"
Miller, “Those Cantankerous Sepphoreans Revisited”
Lieberman, “Jewish Life in Eretz Yisrael as Reflected in the Palestinian Talmud”
Kalmin, *The Sage in Jewish Society of Late Antiquity*, Introduction
Neusner, “The Experience of the City in Late Antique Judaism”
Levine, *Rabbinic Class*, 98-133.

*Lieberman, “Martyrs of Caesarea” and “Palestine in the Third and Fourth Centuries”

*Sonne, “The Use of Rabbinic Literature as Historical Sources”

Week IX Erez Israel of Archaeology and Erez Israel of the Rabbis: One and the Same?

Texts: T. *Shevi’it* 4:10
P. *Shevi’it* 6, 36c (ed. Feliks, II, 31-50). Cf. P. *Demai* 2, 22c-d
Sifre Deuteronomy 51

Readings

Meyers, “The Use of Archaeology in Understanding Rabbinic Materials”

Miller, “The Priests of the Third and Fourth Centuries”

Sperber, מבוא, מבווא, תרבות חומרית בארץ-ישראל, מבווא

Stemberger, “Rabbinical Sources for Historical Study”

Sussman, “The Inscription in the Synagogue at Rehov”

*Adan-Bayewitz, *Common Pottery in Roman Galilee: A Study of Local Trade*, chapter 1

Final Week (X): Discussion. The Rabbis and History; History and the Rabbis:
the Historical Enterprise—Is it Worth the Effort?

Texts: *Skim Seder Olam, Megillat Ta’anit*

Readings: Gafni, “Concepts of Periodization and Causality in Talmudic Literature”

Schiffman, “The Rabbinic View of Past, Present and Future

Urbach, “History and Halakhah”

Gafni, "הישיבה הבבלית לאור סוגיית ב"ק ק"ז ע"א"

Miller, Response to Y. Gafni

Newby, “Afterword on Historiography”

2021-138

HEJS 5313

Add Course (guest: Stuart Miller)

COURSE ACTION REQUEST	
CAR ID	21-7059
Request Proposer	Miller
Course Title	Readings in Midrashic Literature
CAR Status	In Progress
Workflow History	Start > The Graduate School > Return > The Graduate School > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HEJS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Readings in Midrashic Literature
Course Number	5313
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Stuart S Miller
Initiator Department	Lit, Cultures and Languages

Initiator NetId	ssm02006
Initiator Email	stuart.miller@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION

Reason for the course action	Much needed formalized course for our graduate program in Judaic Studies. Midrashic literature is central to the study of Judaism in Late Antiquity.
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?	No
Scheduling Components	Seminar
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Prerequisites	Open to graduate students in LCL: undergraduate students by 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?	Yes
Number of Total Credits Allowed	9
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	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
Is there potential for a service learning component?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	HEJS 5313 Readings in Midrashic Literature 3.0 credits Open to graduate students in LCL; undergraduates by instructor consent. Grading Basis: Graded May be repeated for credit with a change of topic to a maximum of 9 credits. Selected readings in genres, collections or specific topics in Midrashic literature.		
Please provide a brief description of course goals and learning objectives	This seminar will introduce students to the expansive "world of midrash." This includes: 1. "Legal" Midrash (midrash halakhah) - How the early rabbis learn and explain from the biblical text how one is to live and sanctify everyday life. 2. "Aggadic" Midrash (midrash aggadah) - How the early rabbis explain and expand upon the stories of Hebrew Scripture, and why. Seminar meetings will be devoted to the analysis of diverse Midrashic passages spanning the different midrashic collections. Students will gain knowledge of the overall genre and the problems and methods associated with its study.		
Describe course assessments	Each meeting will include student presentations of selected midrashic texts that will enable us to gain further insight into the larger collection to which it belongs. The seminar participant will be assigned a midrashic passage to investigate and to share with class. Secondary readings and source material must be read in advance of the seminar meetings so that students can follow the textual, philological, and historical issues to be addressed in the classroom discussions. Each student will prepare a paper devoted to either a midrashic treatment of a biblical narrative. Topics must be approved in advance in consultation with the instructor, but they may be expansions of the topic a student has already addressed in class. Students will be expected to give a bi-weekly, presentations on their progress on their chosen topic. Papers are due on the day of the scheduled final examination.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Readings in Midrashic Literature, Sample Syllabus.doc	Readings in Midrashic Literature, Sample Syllabus.doc	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Stuart S Miller	04/15/2021 - 16:17	Submit		This is a much needed addition to our graduate program in Judaic Studies. I anticipate that some upper level grad students may also take the course.
	The Graduate School	Cheryl D Galli	04/16/2021 - 07:13	Return	4/16/2021	Please select the correct department and school/college prior to resubmitting.
	Return	Stuart S Miller	04/20/2021 - 13:35	Resubmit		No prerequisites for graduate students in LCL. Undergrads require permission.
	The Graduate School	Cheryl D Galli	04/20/2021 - 15:01	Return	4/20/2021	Please update CAR to reflect LCL/CLAS
	Return	Stuart S Miller	04/20/2021 - 15:02	Resubmit		School and Department changed.
	Literatures, Cultures and Languages	Sara R Johnson	04/20/2021 - 15:05	Approve	4/20/2021	Everything looks good. Pam, let me know if you see any small corrections that need to be made.

**Readings in Midrashic Literature
University of Connecticut**

Professor Stuart S. Miller
Stuart.Miller@UConn.edu

Students are encouraged to visit <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/> for university policies on absences, disabilities, religious observances, misconduct, harassment, and scholarly conduct in graduate education and research.

This course will address the various ways in which the early rabbis (i.e., roughly, those of the first five centuries C.E.) read the Torah and *Tanakh*. It will also ask what is it that we can learn about the

rabbis, the society in which they lived in, and the form of Judaism they promoted from their understandings and interpretations of Hebrew Scripture.

Indeed, an appreciation of the rabbis' unique form of reading Hebrew Scripture, or "midrash," is essential for understanding the earliest rabbis *and* the unfolding of "rabbinic" Judaism, which is essentially Judaism as we know it.

Midrash is also a wonderful window into a rather complex web of textual interpretations and understandings. Used already in the Talmud and especially in collections grouped together as "Midrashic Literature," this exegetical and hermeneutical mode of interpretation is fascinating because of the range of possibilities it seems to offer for reading texts. For this reason, in the early eighties, a whole school of non-specialists interested in literature but with no background in midrashic (or Talmudic) writings began to apply literary theory to this corpus and to mine its stories, narratives, and exegesis for insight into how other works of literature could be understood.

While this effort proved to be only partially successful, it did promote a whole new interest in the study of Midrash and prompted specialists to enter into a dialogue with literary theorists that has proven to be engaging and fruitful. Indeed, traditional scholars of Talmudic and Midrashic literature have perhaps benefitted the most, precisely because these developments have broadened their appreciation of the possible meanings inherent in midrashic texts.

This seminar will introduce students to the expansive "world of midrash." This includes:

1. "Legal" Midrash (midrash *halakhah*)—How the rabbis learn and explain from the biblical text how one is to live and sanctify everyday life.
2. "Aggadic" Midrash (*midrash aggadah*)—How the rabbis explain and expand upon the stories of Hebrew Scripture, and why.

Seminar meetings will be devoted to the analysis of diverse Midrashic passages spanning the different midrashic collections. Students will gain knowledge of the overall genre and the problems and methods associated with its study.

REQUIREMENTS

- Secondary readings AND translated source material must be read *in advance* of the seminar meetings so that students can follow the textual, philological, and historical issues to be addressed in the classroom discussions.
- *Each meeting will include student presentations of selected midrashic texts that will enable us to gain further insight into the larger collection to which it belongs.* The seminar participant will be assigned a midrashic passage to investigate and to share with class. Questions to be addressed are:
 - a) What is the biblical text upon which the passage is based; what is its context?
 - b) Which midrashic collection does the passage appear in? What do we need to know about that collection with regard to how the midrashic passage is assembled?
 - c) What is the "midrashist" asking? addressing? What precise issues in the text is he expounding?
 - d) How does the text expand upon the biblical text? upon specific verses? Where does it take it?

- e) How is the original verse now being understood?
 - f) How is it understood in light of other biblical passages?
 - g) Discussion
- *In addition, each student will be asked to report back to the class on specific topics that arise from time to time.*

ASSIGNMENT AND FINAL EXAM

Each student will prepare a paper devoted to either a midrashic treatment of a biblical narrative. Topics must be approved in advance in consultation with the instructor, but they may be expansions of the topic a student has already addressed in class.

Students will be expected to give a bi-weekly, presentations on their progress on their chosen topic. Papers are due on the day of the scheduled final examination.

THE FOLLOWING TEXTS ARE AVAILABLE AT THE BOOKSTORE:

1. H. L. Strack and G. Stemberger, *Introduction to the Talmud and Midrash* (Fortress Press, 1992)
2. Hammer, R., *The Classic Midrash: Tannaitic Commentaries on the Bible*
3. Neusner, J., *Judaism and the Interpretation of Scripture: Introduction to Rabbinic Midrash*
4. The *Tanakh, A New Translation of the Holy Scriptures according to the Traditional Hebrew Text (JPS)*

Students interested in using the JPS translation with a very helpful commentary may use instead:

A. Berlin and B. Z. Brettler, editors, *The Jewish Study Bible* (Oxford). This work is on reserve. It is worth owning.

All students should routinely consult H. L. Strack and G. Stemberger, *Introduction to the Talmud and Midrash*, for all basic information pertaining to the literary sources we will be studying (“Primary texts”) and especially for general “historical” data concerning individual rabbis mentioned in our sources. The *Encyclopaedia Judaica* (“EJ”), which can also be accessed via UConn Access, is also a reliable source of info.

L. Ginzberg’s *Legends of the Jews* is on reserve. This work should also be routinely consulted when we get to “midrash aggadah.” Ginzberg’s copious notes (in a separate volume) will be very helpful in preparing assignments, particularly your papers. For learning about the Midrash aggadah collections, *EJ* will be very useful as will, H. Mack, *The Aggadic Midrash Literature*. There are still a few used copies on Amazon.

For additional secondary readings, particular for research purposes, the following is indispensable since it will enable students to access scholarship of leading authorities (and others!): *Index of Articles on Jewish Studies* (“RAMBI”) on the Web: <http://sites.huji.ac.il/jnul/rambi/>.

Other internet sites should be cleared first with the instructor.

Syllabus

Graduate students should do **both**, the “undergraduate” and graduate readings. Readings can be found “on reserve” in Babbidge Library or, where indicated, by “ECR” (=Electronic Course Reserve)/HuskyCt. Some readings may be accessed directly on-line, either through “UConn Access” or the link provided by the Babbidge Library.

There is some overlap between undergraduate and graduate readings. In some instances, an asterisk points to a reading that is *highly* recommended, but not required, for undergraduates. Undergraduates interested in gaining further insight and an appreciation for advanced research may want to try reading some of the advanced graduate readings from time to time.

For most meetings you will need to bring Tanakh to class. In addition, Neusner, *Judaism and the Interpretation of Scripture* (hereafter, “JIS”) and/or Hammer, *The Classical Midrash* (hereafter “CM”) may also be needed in class as indicated below. Other translated texts to be discussed in class will be provided by the instructor as the occasion arises.

Week I The Challenges and Rewards of Studying “Midrashic Narratives;” An Overview of the Types and Collections of “Midrash;” What is “Midrash” anyway?

Undergraduate and Graduate

B. Holtz, “Midrash,” in Holtz, *Back to the Sources* (HuskyCT: “Holtz on Midrash”)
Neusner, *JIS*, 1–29

Recommended for students who were not in the Talmudic Historiography seminar last Spring: R. Goldenberg, “Talmud,” in Holtz, *Back to the Sources*

Graduate:

C. Bakhos, “Recent Trends in the Study of Midrash and Rabbinic Narrative, Current”
R. Bloch, “Midrash” (ECR)
Highly Recommended: M. Fishbane, “Inner Biblical Exegesis: Types and Strategies of Interpretation in Ancient Israel,” in Hartman and Budick, *Midrash and Literature*.

Week II Rewriting Scripture in the Second Temple Period, Origins of “Midreshei Halakha”

Bring *Tanakh* and CM to class! (Hereafter, always bring *Tanakh*!)

Undergraduate and Graduate

Hammer, *CM*, 1-50
G. Vermes, “Bible and Midrash: Early Old Testament Exegesis” (Babbidge/ONLINE),
199–231.

Graduate

S. Fraade, “Rabbinic Midrash and Ancient Jewish Biblical Interpretation,” in Fonrobert and Jaffe, *The Cambridge Companion to The Talmud and Rabbinic Literature*, pp. 99–120 (Babbidge/ONLINE).
J. Harris, “Midrash Halakhah,” *Cambridge History of Judaism*, vol. 4, pp. 336–368 (Babbidge/ONLINE)

Weeks III Midreshei Halakha: Mekhilta de-Rabbi Yishmael (Ishmael)

Bring CM to class!

Undergraduate and Graduate Readings

Neusner, *JIS*, 46–60

*Hammer, *CM*, 1–50

A. J. Heschel, *Heavenly Torah, As Refracted through the Generations*, 29–64

Graduate Readings:

J. Goldin, The Song at the Sea, ix-34 + any selections from the commentary in Part II of Goldin's book.

A. Yadin, 4QMMT, Rabbi Ishmael, and the Origins of Legal Midrash, Dead Sea Discoveries 10:1 (2003), 130–149 (ONLINE/JSTOR)

Recommended: M. I. Kahana, "The Halakhic Midrashim," in Safrai, et al., *The Literature of the Sages*, pp. 17–51.

Week IV Midreshei Halakhah: Sifra to Leviticus and Sifrei Numbers and Deuteronomy

Bring CM to class!

Undergraduate and Graduate Readings:

Neusner, *JIS*, 60–74; 88–115

One of the following (**grad students should have a look at both**):

Strack/Stemberger, *Introduction to Talmud and Midrash*, 259–275

Kahana, "The Halakhic Midrashim," in Safrai, et al., *The Literature of the Sages*, pp. 78–100

Graduate Readings:

S. Fraade, *From Tradition to Commentary*, pp. 1–24 and 69–122

S. Lieberman, "Rabbinic Interpretation of Scripture," in Lieberman, *Hellenism in Jewish Palestine*, 47–82

Week V Introduction to Midrash Rabbah: Lamentations Rabbah

Undergraduate and Graduate Readings

Neusner, *JIS*, 159–173

M. Hirshman, "Aggadic Midrash," in Safrai, et al., *The Literature of the Sages*, 107–132

J. Heinemann, "The Proem in the Aggadic Midrashim, a Form-Critical Study"

Week VI Genesis Rabbah

Undergraduate and Graduate Readings

Neusner, *JIS*, 30–45

D. Stern, "Rhetoric and Midrash: The Case of the Mashal" (ECR)

J. Kugel, "Two Introductions to Midrash" (ECR)

Graduate

D. Boyarin and D. Stern, "Exchange on the Mashal" (ECR)

Week VII Leviticus Rabbah: Homiletical Midrashim**Undergraduate and Graduate Readings**

Neusner, *JIS*, 74–88

J.Heinemann, "Profile of a Midrash: The Art of Composition in Leviticus Rabba" (ECR)

Graduate

B. Visotzky, "Anti-Christian Polemics in Leviticus Rabbah, " in Visotzky, *Fathers of the World...* (ECR)

D. Stern, "Midrash and the Language of Exegesis: A Study of Vayikra Rabbah, Chapter 1 " in Hartman and Budick, *Midrash and Literature*

Week VIII Other Homiletical Midrashim:

**The Pesiqtot: Pesiqta de-Rav Kahana and Israel's Spiritual Calendar
Pesiqta Rabbati**

Undergraduate and Graduate Readings

Neusner, *JIS*, 174–191

Strack and Stemberger, *Introduction to Talmud and Midrash*, 291–301

Week IX Esther and Ruth Rabbah**Undergraduate and Graduate Readings**

Neusner, *JIS*, 116–144

Week X Song of Songs Rabbah: Scripture as Allegory among the Rabbis and Church Fathers**Undergraduate and Graduate Readings**

Neusner, *JIS*, 145–158

Hirshman, *A Rivalry of Genius*, pp. 83–94

Week XI Midrashic Treatment of Biblical Themes: The Aqedah (“Binding”) of Isaac

Primary Texts (supplied): *Mekhilta de-Rabbi Ishmael, Pisha* 7; Bereshit (Genesis) Rabbah 55:5; 56:6–13; *Pirquei de-Rabbi Eliezer* 30

Undergraduate and Graduate Readings:

Ginzberg, L., *The Legends of the Jews*, Volume One, pp. 271–286, which must be read with the notes in Volume Five, pp. 248–254.

Spiegel, Sh., *The Last Trial*, pp. 3–8 and 28–58 (+ ch. 1-3?, check!)

Graduate Readings:

Hirshman, *A Rivalry of Genius*, pp. 1–22 and 109–118.

Visotzky, B. L., “Fathers of the World,”

Week XII Midrashic Treatments of Biblical Figures: David and Solomon

Primary Texts (supplied): David: B. *Avodah Zarah* 4b-5a; B. *Shabbat* 30a and 56a; B. *Sanhedrin* 95a and 107a; B. *Berakhot* 3b-4a.

Undergraduate Readings:

Kalmin, R., *The Sage in Jewish Society of Late Antiquity*, ch. 6, pp. 83–93 (ECR)

Week XIII – Week XIV Later Midrash Collections; Targumim; Medieval Rabbinic Commentators; The Legacy of Midrash

SOME TOPICS FOR PAPERS, TOPICS FOR CLASS PRESENTATIONS

early halakhic exegesis: choose a particular law/*halakhah*, examine how *midreshei halakhah* and other, non-rabbinic sources treat with it (eg., Shabbat labors, purity laws, Temple ritual, particulars of festivals, treatment of converts, etc.)

“Peshet” at Qumran

Rashi and the Medieval use of “Midrash”

Adam and Eve, the Garden

Abraham and Idols

Amalek

10 Commandments

Noah, “benei Noah”

The Generation of the Flood

Abraham

Esther

Targumic Readings of Scripture

Moses, career of, death of

Aaron

Ishmael

Esther

Esau/Edom

Nimrod

Abraham

Moses

Miriam, Song of, Leprosy

Golden Calf

Election of Israel

hardening of the heart

sibling rivalries, Cain and Abel, Jacob and Esau, Rachel and Leah, Joseph and his Brothers

Rape of Dinah

The “spies” (Numbers)

Bilaam/Balaam

Pharaoh

Nadav and Avihu

Festivals in Midrahic Literature (Pick one)

Ruth

Passover *Haggadah*, midrashic sources

Rebellion of Korah

Sarah

Rebecca

Shem and Eber

Destruction of the Temple, Midrashic Understandings

Torah and Love, Erotic Expressions of

2021-139

INTD 3260

Revise Course (G) (S) (guest: Stuart Miller)

COURSE ACTION REQUEST	
CAR ID	21-6938
Request Proposer	Miller
Course Title	The Bible, The Holy Land, and History
CAR Status	In Progress

Workflow History	Start > Draft > Literatures, Cultures and Languages > UICC > College of Liberal Arts and Sciences
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COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	INTD
Number of Subject Areas	1
Course Subject Area	INTD
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	The Bible, The Holy Land, and History
Course Number	3260
Will this use an existing course number?	Yes
Please explain the use of existing course number	The change is in the title of the course only.

CONTACT INFO	
Initiator Name	Stuart S Miller
Initiator Department	Lit, Cultures and Languages
Initiator NetId	ssm02006
Initiator Email	stuart.miller@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	This course used to be team taught by Sam Wheeler (Philosophy), Tom Jambeck (English) and Stuart S. Miller (LCL and representing History). I (Stuart Miller) am now the sole instructor and provide literary, historical, and archaeological approaches and now also include the New Testament, which was formerly mostly covered by Wheeler and Jambeck. I should add that I was the only one of the three of us who was trained in Bible, biblical languages, and have archaeological experience, so my approach has always been interdisciplinary. I originally picked up the History Department's interest in the course when Anita Walker who was trained in Ancient Near Eastern history and archaeology, retired.
How has this course action been accounted for in the department staffing plan?	No problem whatsoever as I have been co-teaching the course for decades and in more recent years, solo.
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	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area E: World Culture
General Education Competency	

Environmental Literacy	No
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture and Discussion

COURSE RESTRICTIONS

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	INTD 3260. The Bible 3.00 credits Prerequisites: None. Grading Basis: Graded The literary, historical, and philosophical content, circumstances and problems of the Old and New Testaments. May be counted toward the related field requirement in History, Philosophy, or English. CA 1.
Provide proposed title and complete course catalog copy	INTD 3260. The Bible, the Holy Land, and History 3.00 credits Prerequisites: None. Grading Basis: Graded The historical, literary and archaeological investigation of the Old and New Testaments. May be counted toward the related field requirement in History, Philosophy, or English. CA 1.
Please provide a brief description of course goals and learning objectives	The goals of this course are: 1. to provide an overview of the entire literature referred to as the "Bible" with an emphasis on historical context 2. to place the different types of stories and genres within their original contexts and cultures, enabling students to appreciate them not only as a reflection of the culture within which they were written but as sources for our understanding of the various historical periods in which they were written 4. to provide some insight into the ways in which ancient literatures in general reflect the societies and cultures from which they emerged – in what sense do they inform our understanding of history
Describe course assessments	Essay exams (three including the final, Weekly readings in primary sources (the Bible) as well as secondary sources and some videos. Students are especially expected to have readh the primary texts in advance to enable discussion in class.
General Education Goals	The goals listed above explain why this course has been designated as a General Education Arts and Humanities course (CA1). The substance and critical understanding of the Bible acquired in this class inform many other areas of the Humanities. Classroom lectures address the Bible as a work that reflects cultural and literary currents in the Ancient Near East and consider the importance of the Bible to the present day --.wherever possible biblical themes that appear in music and art are introduced into the classroom discussion as well.
Content Area: Arts and Humanities	The goals listed above explain why this course has been designated as a General Education Arts and Humanities course (CA1). The substance and critical understanding of the Bible acquired in this class inform many other areas of the Humanities. Classroom lectures address the Bible as a work that reflects cultural and literary currents in the Ancient Near East and consider the importance of the Bible to the present day --.wherever possible biblical themes that appear in music and art are introduced into the classroom discussion as well.

Syllabus and other attachments	Attachment Link	File Name	File Type
	The Bible, The Holy Land, and History.docx	The Bible, The Holy Land, and History.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Stuart S Miller	04/06/2021 - 22:00	Submit		This is largely a revision of title of a preexisting course that was once team taught but is now taught by Stuart Miller.
	Literatures, Cultures and Languages	Sara R Johnson	04/20/2021 - 14:27	Approve	4/20/2021	Title change should help increase appeal and hence enrollment.
	UICC	Eric Donkor	04/20/2021 - 15:02	Approve	4/20/2021	UICC has reviewed and found the proposed change in the course title to be pertinent..

2021-140 Judaic Studies
Patt)

Revise Minor (guests: Stuart Miller and Avinoam

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 2021-04-21
2. Department or Program: Department of Literatures, Cultures and Languages (Section: Hebrew and Judaic Studies)
3. Title of Minor: Judaic Studies
4. [Effective](#) Date (semester, year): Fall 2021
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Reorganization of required subgroupings of courses

Existing Catalog Description of Minor

Current Copy (as reflected on the website)

Judaic Studies Minor

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

Course Requirements

HEJS 1103 is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): HEJS 3201; HEJS/CAMS/HIST 3330; HEJS 3301; INTD 3260.

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): HEJS 2104, 2203, 2204, 2301, 3202; HEJS 3203/HIST 3418; HEJS 3241, 3279, 3401/W; CAMS 3244, CAMS/HIST 3301; HIST 3705, 3712.

The following may be substituted for Group B courses with the approval of the student's HEJS advisor: HEJS 3293, 3299; and SPAN 3200.

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section of the Literatures, Cultures and Languages Department.

Current Copy (as approved at the January 19 C&CC meeting)

Course Requirements

[HEJS 1103](#) is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

A minimum of six credits in Foundational Courses (Group A): [HEJS 3201](#); [HEJS/CAMS/HIST 3330](#); [HEJS 3301](#); [INTD 3260](#).

Nine additional credits may be drawn from other Group A offerings or from the following Topical Courses (Group B): [HEJS 2104](#), [2200](#), [2203](#), [2204](#), [2301](#), [3202](#); [HEJS 3203/HIST 3418](#); [HEJS 3241](#), [3279](#), [3401/W](#), [3419](#); [CAMS 3244](#), [CAMS/HIST 3301](#); [HIST 3705](#), [3712](#).

The following may be substituted for Group B courses with the approval of the student's HEJS advisor: [HEJS 3293](#), [3299](#); and [SPAN 3200](#).

All 15 credits may consist of courses from Group A. Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A or Group B courses with the approval of the student's HEJS advisor.

Proposed Catalog Description of Minor

Proposed Copy:

The purpose of this minor is to provide in-depth study of topics in Judaic Studies reflecting the history, literature, and culture of the diverse experiences of Jews throughout the world stretching back four millennia to biblical Israel.

[SRJ: This wording is part of the current catalog copy on the web but does not appear in the most recently approved copy; its absence from the recently approved copy was an oversight.]

Course Requirements

HEJS 1103 is required of all minors. At least one year of Biblical or Modern Hebrew is strongly recommended.

Students are required to take one class from each of three time periods: ancient (group A), medieval (group B), and modern (group C).

Students must complete at least 15 credits of course work beyond HEJS 1103.

A minimum of three credits in Ancient (Group A): HEJS 3201, 3202, 3241; HEJS/CAMS/HIST 3330/W; CAMS 3244; CAMS/HIST 3301; INTD 3260.

A minimum of three credits in Medieval (Group B): HEJS 3202, 3241, 3301, **3362**.

A minimum of three credits in Modern (Group C): HEJS 2104, 2200, 2203, 2204, 2301, 3202; HEJS 3203/HIST 3418; HEJS 3279, 3401/W; HEJS/HIST 3419; **ENGL 3629**; HIST 3705, 3712; **SOCI 2509W**.

Six additional credits may be drawn from courses in Groups A, B, or C. Courses which appear in more than one group may only be counted toward one group at a time.

The following courses may be substituted for either Group A, Group B, or Group C courses with the approval of the student's HEJS advisor: HEJS 3251, 3252, 3293, 3295, 3298, 3299; SPAN 3200. The student's HEJS advisor may also approve variable topic courses from other departments when the topic is appropriate to the minor.

Some HEJS Graduate courses are open to undergraduates. These may be substituted for either Group A, Group B, or Group C courses with the approval of the student's HEJS advisor.

The minor is offered by the Hebrew and Judaic Studies Section of the Literatures, Cultures and Languages Department.

[SRJ note: the courses in BOLD are ones that were not previously listed as courses counting for the minor in some capacity.]

Justification

1. Reasons for changing the minor: To better reflect the range of diachronic interests represented by the minor area of study, ranging from antiquity to the present day. The major has already begun to be revised in this direction.
2. Effects on students: To enable current students to most easily gain credit toward the study of the minor, reflecting the range of courses currently taught.
3. Effects on other departments: Minimal, except to the extent that a small number of courses will now be included in the minor that were not previously included.
4. Effects on regional campuses: None
5. [Dates approved](#) by
 Department Curriculum Committee: 2021-04-21
 Department Faculty: 2021-04-21
6. Name, Phone Number, and e-mail address of principal contact person: Sara Johnson, (860) 289-8897, sara.johnson@uconn.edu
 Stuart Miller, stuart.miller@uconn.edu
 Avinoam Patt, avinoam.patt@uconn.edu

2021-161 AFRA/COGS 2345 Add Course (S) (guests: Letitia Naigles and Bede Agocha)

COURSE ACTION REQUEST	
CAR ID	21-6877
Request Proposer	Naigles
Course Title	Language and Racism
CAR Status	In Progress
Workflow History	Start > Draft > Cognitive Science > Africana Studies Institute > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	COGS
School / College	College of Liberal Arts and Sciences
Department	Cognitive Science
Course Subject Area #2	AFRA
School / College #2	College of Liberal Arts and Sciences
Department #2	Africana Studies Institute
Reason for Cross Listing	This course is a joint project of COGS and AFRA. Its content includes material core to COGS (i.e., Language) and core to AFRA (i.e., Racism)
Course Title	Language and Racism
Course Number	2345
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Letitia Naigles
Initiator Department	Psychological Sciences
Initiator NetId	len02002
Initiator Email	letitia.naigles@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	This course is the first in CLAS to (a) target Language as a primary cause of racism in the U.S., and (b) focus on Racism — both historically and concurrently, including development and usage of anti-racist language — while introducing and covering linguistics. Whereas several AFRA courses cover many societal causes and consequences of racism, each only touches upon the language component. Moreover, while LING 1010 introduces linguistics, and LING 1020 covers a wide range of social aspects of language, no LING courses extensively cover the linguistics of African American Vernacular English, nor the connections between usage of this language and racist attitudes and behaviors. The proposed course does all of these. This course is appropriate for listing at the 2000 level because it has no prerequisites and does not assume knowledge of linguistics or U.S. racial history. However, it is recommended that students have taken at least one COGS-related course (including PSYC, LING, SLHS, ANTH) and/or at least one AFRA-related course (including SOCI, HIST, ENGL, POLS). The course is open to sophomores and above, but not to freshman. This is because recommended preparation involves at least one COGS-related or at least one AFRA-related course. The course is cross-listed as AFRA and COGS, as it covers in depth both AFRA topics such as Racial Identity, Race, and Racism, and COGS topics such as Language Development, Language Standardization, and Language Usage.
How has this course action been accounted for in the department staffing plan?	AFRA has released Dr. Agocha, and PSYC has released Dr. Naigles, so that they would be able to co-teach this course in Fall 2021. The staffing plan for the course going forward is flexible, with several COGS-related and AFRA-related faculty indicating at least some interest in teaching the course.
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	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	The classes will consist of lectures plus discussion

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	None
Recommended Preparation	At least one course in AFRA (i.e., SOCI, HIST, ENGL, POLS), or at least one course in COGS (i.e., ANTH, LING, PSYC, SLHS, or PHIL)
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Sophomore, 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	This course is designed as a collaboration between COGS and AFRA, and COGS does not have a presence at all campuses.
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 proposed title and complete course catalog copy	AFRA 2345. Language and Racism (also offered as COGS 2345) 3 credits Prerequisites: Open to sophomores or higher Recommended Preparation: one course in AFRA or COGS Examines the relationships between language use both historically and across the lifespan, and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States
Please provide a brief description of course goals and learning objectives	<p>One major focus of the course will be on the variations of English used by members of African American/Black communities in the United States (referred to as African American English, African American Vernacular English, Black English, Black English Vernacular, or Ebonics). We will examine the linguistics and sociolinguistics of this language, including its origins during the period of slavery, the emergence of creoles such as Gullah, its complex linguistic structure, and the stigma versus pride its use engenders among African Americans and the broader American society. A second central goal of this course is to better understand how racism is produced and reproduced in discourse, especially in the context of the denial of racism. Students will learn to examine the language of racism, and, more specifically, types of discourse that construct Whiteness as dominant over Color. The course will also explore issues relating to processes of language standardization and the consequence for the status of non-standard varieties. We will examine ideologies of language and their interaction with group identity at both the local and national community levels. We will see how language is used to construct and evaluate social identities and group boundaries, setting the stage for language to be used as a tool for division and conflict. Crucially, a third goal is to explore interventions that connect language and racism, including interventions that enable students to become more aware of specific components of racist speech and language, in a variety of discourse contexts. Learning objectives: • Students will learn how to dispel various myths surrounding differences between Black English (BE) and Standard American English (SAE) in the U.S, and develop positive appreciation of BE and its associated culture. • Students will learn how to objectively assess the relationship between language and race in the United States, to counteract the misinformation and misunderstanding that are characteristic of these aspects of social life. In particular, with regard to imbalance in social, economic, and educational opportunities, to show the hierarchies in valuation and evaluation of language use in BE vs. SAE. • Students will gain a lifespan perspective on language usage. That is, seeing language as an extension of oneself (including one's identity, values, attitudes/beliefs, etc.) and therefore subject to the dynamics of the Self—So, it is incumbent on every individual to learn about her/his own language use, origins, tendencies, preferences, strengths, limitations etc. AND endeavor to learn about other people's language AND be empowered to seek/take opportunities to use language cooperatively. • Students will have opportunities to analyze their own and others' language use directly, so as to apply the concepts and techniques discussed in class to their own personal experiences. They will engage with practical examples of how the way(s) they talk might intervene against the racist talk of others (practicable anti-racism).</p>
Describe course assessments	<p>Students are expected to attend class, read course materials prior to their assigned lecture dates, and be prepared to discuss readings in class. Class participation will be assessed via student questions about the readings, which are to be submitted via HuskyCT. There will be five assignments across the semester, when students will use the Linguistic Inquiry and Word Count (LIWC) program to assess a variety of texts, both spoken and written:</p> <p>Assignment 1: Write 2-4 paragraphs (600 words) about yourself, and about your favorite movie, TV show, or person/personality. Use LIWC to analyze your text for language elements such as categories/stereotypes, emotion words, pronouns, analytic complexity, etc. Write an additional 300 words connecting the LIWC analyses of your text to research on social categories and intergroup biases</p> <p>Assignment 2: Record and transcribe a short segment</p>

	of conversation, such as dining hall conversation Use LIWC to analyze the speakers separately for language elements Write 300 words comparing the LIWC analyses of the two speakers, including describing the challenges of accurately transcribing informal discourse and noting any elements of Black English Assignment 3: Choose (from the class list) a recording of witness testimony spoken by a speaker of Black English; listen and transcribe Compare your transcription with that provided by the media Use LIWC to analyze both transcripts/texts for language elements Write 300 words comparing the LIWC analyses and highlighting the elements of Black English Assignment 4: Choose (from the class list) texts/transcripts of two speeches (e.g., political, sermons, etc.) of similar length Use LIWC to analyze both texts for language elements Write 300 words comparing the LIWC analyses and highlighting components that appear to signal racist vs. anti-racist speech Assignment 5: Write or record a new text, on a topic not yet covered Use LIWC to analyze your new text, and compare the language elements with those from Assignments 1-4. Write 500 words describing similarities and differences amongst these 5 texts, and proposing a hypothesis about the language elements that signal racist vs. anti-racist speech. There will be a final exam (essay, take-home), for which students will be responsible for material covered in the readings and in class, including the textbook/papers, handouts, and other related material, lectures, and media (Note: On occasion, there will be assigned media to be viewed outside of class).		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Language and Racism syllabus 4.19.21.docx	Language and Racism syllabus 4.19.21.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Letitia Naigles	04/05/2021 - 20:21	Submit		The Cognitive Science program approved this course at its April 8, 2021 meeting. The AFRA program will vote on the course on 4/26/21.
	Cognitive Science	Letitia Naigles	04/22/2021 - 18:24	Approve	4/8/2021	This course has been approved as a COGS course, and also to serve as an Advanced course for the COGS major.
	Africana Studies Institute	Fumilayo E Showers	04/26/2021 - 14:07	Approve	4/26/2021	Approved by the Africana studies faculty

AFRA 2xxx/COGS 2xxx: Language and Racism

Course Description:

This course examines the relationships among language use across the lifespan and the social construction of race, racism, and racial identity, with particular emphasis on racial politics in the United States. The course is concerned with the ways in which language serves as a basis for inter-ethnic conflict, discrimination, and imbalances in career/employment, educational, residential, and social opportunities.

One major focus of the course will be on the variations of English used by members of African American/Black communities in the United States (referred to as African American English, African American Vernacular English, Black English, Black English Vernacular, or Ebonics). We will examine the linguistics and sociolinguistics of this language, including its origins during the period of slavery, the emergence of creoles such as Gullah, its complex linguistic structure, and the stigma versus pride its use engenders among African Americans and the broader American society.

A second central goal of this course is to better understand how racism is produced and reproduced in discourse, especially in the context of the denial of racism. Students will learn to examine the language *of* racism, and, more specifically, types of discourse that construct Whiteness as dominant over Color. The course will also explore issues relating to processes of

language standardization and the consequence for the status of non-standard varieties. We will examine ideologies of language and their interaction with group identity at both the local and national community levels. We will see how language is used to construct and evaluate social identities and group boundaries, setting the stage for language to be used as a tool for division and conflict.

Combining research and theory from anthropology, linguistics, and psychology, this course emphasizes the important relationship between language and culture. The primary emphasis will be on students exploring the connections between language and its historical, developmental, cultural, and sociopolitical contexts. Throughout the course, we will address questions of education, law, popular culture, and politics (including the Oakland Ebonics case, English-Only legislation, the use of stigmatized languages in popular culture, and political correctness). As this class has a strong emphasis on a critical analysis of the language that surrounds people in their daily lives, examples taken from the news, TV shows, commercials, movies, songs, spontaneous conversation, and social media will be welcomed and used for analysis both in written assignments and class discussion.

Course Objectives:

- A. To dispel various myths surrounding differences between Black English (BE) and Standard American English (SAE) in the U.S, and develop positive appreciation of BE and its associated culture.
- B. To provide an objective assessment of the relationship between language and race in the United States, to counteract the misinformation and misunderstanding that are characteristic of these aspects of social life. In particular, with regard to imbalance in social, economic, and educational opportunities, to show the hierarchies in valuation and evaluation of language use in BE vs. SAE.
- C. To instill in students a lifespan perspective on language usage. That is, seeing language as an extension of oneself (including one's identity, values, attitudes/beliefs, etc.) and therefore subject to the dynamics of the Self—So, it is incumbent on every individual to learn about her/his own language use, origins, tendencies, preferences, strengths, limitations etc. *AND* endeavor to learn about other people's language *AND* be empowered to seek/take opportunities to use language cooperatively.
- D. To provide students with opportunities to analyze their own and others' language use directly, so as to apply the concepts and techniques discussed in class to their own personal experiences. To provide practical examples of how the way(s) they talk might intervene against the racist talk of others (practicable anti-racism).

Many of the readings will be drawn from these two texts:

John Baugh (2018). *Linguistics in Pursuit of Justice*. Cambridge, England: Cambridge University Press.

John Russell Rickford and Russell John Rickford (2000). *Spoken Soul: The Story of Black English*. New York: Wiley.

Semester Plan with Topics

Dates	Topics & Assignments	Readings
Week 1	<p>Class orientation and introduction to class policies</p> <p>Child category development</p> <p>Assignment 1: LIWC how-to Write: your favorite movie/person</p>	<p>Diesendruck, G., & Deblinger-Tangi, R. (2014). The linguistic construction of social categories in toddlers. <i>Child Development, 85</i>, 114-123.</p> <p>Perszyk, D. R., Lei, R. F., Bodenhausen, G. V., Richeson, J. A., & Waxman, S. R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. <i>Developmental Science, 22</i>, e12788.</p> <p>Skinner, A., & Meltzoff, A. (2019). Childhood experiences and intergroup biases among children. <i>Social Issues and Policy Review, 13</i>, 211–240.</p>
Week 2	<p>Influences on category development</p> <p>Discussion of Assignment 1</p>	<p>Faulkner, N., & Bliuc, A. M. (2018). Breaking down the language of online racism: A comparison of the psychological dimensions of communication in racist, anti-racist, and non-activist groups. <i>Analyses of Social Issues and Public Policy, 18</i>, 307–322.</p> <p>Moty, K., & Rhodes, M. (2021). The unintended consequences of the things we say: What generic statements communicate to children about unmentioned categories. <i>Psychological Science, 32</i>, 189-203.</p> <p>Segall, G., Birnbaum, D., Deeb, I., & Diesendruck, G. (2015). The intergenerational transmission of ethnic essentialism: How parents talk counts the most. <i>Developmental science, 18</i>, 543-555.</p>
Week 3	<p>Linking child development, race, & identity</p>	<p>Hill, K. D. (2009). Code-switching pedagogies and African American student voices: Acceptance and resistance in an affluent suburb. <i>Journal of Adolescent and Adult Literacy, 53</i>, 120–131.</p>

		<p>Nesdale, D. (2001). Language and the development of children's ethnic prejudice. <i>Journal of Language and Social Psychology</i>, 20, 90–110.</p> <p>Podesva, R. (2016). Stance as a window into the language-race connection. In <i>Raciolinguistics: How Language Shapes Our Ideas About Race</i>, ed. by Alim, H. Samy, John R. Rickford, and Arnetta F. Ball, pp. 203-219. New York: Oxford University Press.</p> <p>Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i>, Ch. 12: The Crucible of Identity.</p>
Week 4	<p>Black English as a source of discrimination and racism I--How did we get here?</p> <p>Colonization and enslavement → pidgins and creoles → Gullah in the US How does a dialect get to be a language?</p>	<p>Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i>, Ch. 4: Some Linguistic and Legal Consequences of Slavery in the United States.</p> <p>Blake, R. (2016). Toward Heterogeneity: A Sociolinguistic Perspective on the Classification of Black People in the 21st Century. <i>Raciolinguistics: How Language Shapes Our Ideas About Race</i>, ed. by Alim, H. Samy, John R. Rickford, and Arnetta F. Ball. 153-169. New York: Oxford University Press.</p> <p>Siegel, J. (2006). Language ideologies and the education of speakers of marginalized language varieties: Adopting a critical awareness approach. <i>Language and Education</i>, 17, 157–174.</p>
Week 5	<p>Black English as a source of discrimination and racism II--Linguistics</p> <p>Assignment 2: Record and transcribe an informal conversation</p>	<p>Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i>, Chapter 6: Vocabulary and Pronunciation.</p> <p>Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i>, Chapter 7: Grammar.</p>
Week 6	<p>Black English as a source of discrimination and racism III--Discourse</p> <p>Conversation and register Accents and register-switching</p>	<p>Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i>, Chapter 2: Preachers & Prayers.</p> <p>Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i>, Chapter 3: Comedians and Actors.</p>

	From African oral traditions to modern storytelling, rap, other music, comedy, poetry, preaching Slang → the facilitation of in groups and out groups	Rickford, R. J., & Rickford, J. R. (2000). <i>Spoken Soul</i> , Chapter 4: Singers, Toasters & Rappers.
Week 7	<i>Discrimination based on BE presentations of language I</i> Housing Law Assignment 3: Witness and testimony and transcription vs. actual speech Familiar and unfamiliar dialects	Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i> , Chapter 5: Linguistic Profiling Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i> , Chapter 6: Earwitness Testimony Rickford, J. R., & King, S. (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. <i>Language</i> , 92, 948–988.
Week 8	<i>Discrimination based on BE presentations of language, II</i> Education	Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i> , Chapter 7: Dialect Identification and Discrimination in the United States. Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i> , Chapter 9: Linguistic Harassment.
Week 9	Language as Social Action I Class and language differences Language, power, and privilege Language standardization Assignment 4: LIWC analyses of political speeches	Cervone, C., Augoustinos, M., & Maass, A. (2021). The language of derogation and hate: Functions, consequences, and reappropriation. <i>Journal of Language and Social Psychology</i> , 40, 80–101. Leader, T., Mullen, B., & Rice, D. (2009). Complexity and valence in ethnophaulisms and exclusion of ethnic out-groups: What puts the “hate” into hate speech? <i>Journal of Personality and Social Psychology</i> , 96, 170–182.
Week 10	Language as Social Action II Stereotypes and language Cooperative use of language (Grice maxims)	Augoustinos, M., & Every, D. (2007). The language of “race” and prejudice: A discourse of denial, reason, and liberal-practical politics. <i>Journal of Language and Social Psychology</i> , 26, 123–141.

		<p>Devos, T., & Banaji, M. R. (2005). American = White? <i>Journal of Personality and Social Psychology</i>, 88, 447–466.</p> <p>Whitehead, K. A. (2018) Managing the moral accountability of stereotyping. <i>Journal of Language and Social Psychology</i>, 37, 288–309.</p>
Week 11	<p>Interventions I</p> <p>Explicit ones don't work</p>	<p>Durrheim, K., & Dixon, J. (2005). Studying talk and embodied practices: Toward a psychology of materiality of 'race relations.' <i>Journal of Community and Applied Social Psychology</i>, 15, 446–460.</p> <p>Guerin, B. (2003). Combating prejudice and racism: New interventions from a functional analysis of racist language. <i>Journal of Community and Applied Social Psychology</i>, 13, 29–45.</p> <p>Schaller, M., Conway, L. C., & Tanchuk, T. L. (2002). Selective pressures on the once and future contents of ethnic stereotypes: Effects of the communicability of traits. <i>Journal of Personality and Social Psychology</i>, 82, 861–877.</p>
Week 12	<p>Interventions II</p> <p>Pushing back on racist talk in the public domain, including social media</p> <p>Language slurs and gaffes</p> <p>Naming</p>	<p>Baugh, J. (2018). <i>Linguistics in Pursuit of Justice</i>, Chapter 10: Linguistic contributions to the advancement of justice</p> <p>Gurin-Sands, C., Gurin, P., Nagda, B. A., & Osuna, S. (2012). Fostering a commitment to social action: How talking, thinking, and feeling make a difference in intergroup dialogue, <i>Equity and Excellence in Education</i>, 45, 60–79.</p> <p>Hodges, A. (2015). Ideologies of language and race in U.S. media discourse about the Trayvon Martin shooting. <i>Language in Society</i>, 44, 401–423.</p>
Week 13	<p>Interventions III</p> <p>Conversational skills for pushing back on racist talk in the private/interpersonal domain</p>	<p>Hopkins, L. E., & Domingue, A. D. (2015). From awareness to action: College students' skill development in intergroup dialogue. <i>Equity and Excellence in Education</i>, 48, 392–402.</p>

		<p>Wang, C. S., Whitson, J. A., Anicich, E. M., Kray, L. J., & Galinsky, A. D. (2017). Challenge your stigma: How to reframe and revalue negative stereotypes and slurs. <i>Current Directions in Psychological Science</i>, 26, 75–80.</p> <p>Whitehead, K. A. (2015). Everyday antiracism in action: Preference organization in responses to racism. <i>Journal of Language and Social Psychology</i>, 34, 374–389.</p>
Week 14	Final project/Assignment 5 presentations--LIWC analysis of your own speech again	

Additional Readings may be listed as recommended

Course requirements:

Students are expected to attend class, read course materials prior to their assigned lecture dates, and be prepared to discuss readings in class. Class participation will be assessed via student questions about the readings, which are to be submitted via HuskyCT.

There will be five assignments across the semester, when students will use the Linguistic Inquiry and Word Count (LIWC) program to assess a variety of texts, both spoken and written:

Assignment 1: Fulfills Course Objectives C & D

Write 2-4 paragraphs (600 words) about yourself, and about your favorite movie, TV show, or person/personality.

Use LIWC to analyze your text for language elements such as categories/stereotypes, emotion words, pronouns, analytic complexity, etc.

Write an additional 300 words connecting the LIWC analyses of your text to research on social categories and intergroup biases

Assignment 2: Fulfills Course Objectives A, C & D

Record and transcribe a short segment of conversation, such as dining hall conversation

Use LIWC to analyze the speakers separately for language elements

Write 300 words comparing the LIWC analyses of the two speakers, including describing the challenges of accurately transcribing informal discourse and noting any elements of Black English

Assignment 3: Fulfills Course Objectives A, B, C

Choose (from the class list) a recording of witness testimony spoken by a speaker of Black English; listen and transcribe

Compare your transcription with that provided by the media

Use LIWC to analyze both transcripts/texts for language elements

Write 300 words comparing the LIWC analyses and highlighting the elements of Black English

Assignment 4: Fulfills Course Objectives A, B, C & D

Choose (from the class list) texts/transcripts of two speeches (e.g., political, sermons, etc.) of similar length

Use LIWC to analyze both texts for language elements

Write 300 words comparing the LIWC analyses and highlighting components that appear to signal racist vs. anti-racist speech

Assignment 5: Fulfills Course Objectives A, B, C & D

Write or record a new text, on a topic not yet covered

Use LIWC to analyze your new text, and compare the language elements with those from Assignments 1-4.

Write 500 words describing similarities and differences amongst these 5 texts, and proposing a hypothesis about the language elements that signal racist vs. anti-racist speech.

There will be a final exam (essay, take-home), for which students will be responsible for material covered in the readings and in class, including the textbook/papers, handouts, and other related material, lectures, and media (Note: On occasion, there will be assigned media to be viewed outside of class).

2021-141 ANTH 2200 Add Course (S) (guest: Deborah Bolnick)

COURSE ACTION REQUEST	
CAR ID	21-7157
Request Proposer	Bolnick
Course Title	Race and Human Biological Diversity
CAR Status	In Progress
Workflow History	Start > Draft > Anthropology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Race and Human Biological Diversity
Course Number	2200
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Deborah Bolnick

Initiator Department	Anthropology
Initiator NetId	deb18006
Initiator Email	deborah.bolnick@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	This course will cover an array of important topics that are not the focus of any other undergraduate courses offered in the Department of Anthropology. Specifically, this course will examine what we know about race, racial difference, and human biological variation, and place our understanding of human biological diversity within a historical, scientific, and social context. A few other anthropology courses (such as ANTH 1000, ANTH 1006, and ANTH 3152) engage with the topic of race, but they focus on social contexts rather than biology, and often devote only a week or so of class to this topic because it is one of many subjects covered in 1000 level anthropology courses. The course will also explore how cultural and political perspectives influence scientific research, and how studies of human biodiversity have impacted society in the past and present. This body of material is critically relevant today, and will be of interest to students majoring in Anthropology as well as a variety of other subjects. This course is appropriate for listing at the 2000 level because it does not require any prerequisites and will discuss these topics in greater depth than 1000 level courses in our department.
How has this course action been accounted for in the department staffing plan?	One TA (3 sections / 75 students) will be moved from our 1000-level courses to serve as the TA for this new course (with approval from Assistant Dean Mansour Ndiaye, provided via email on 4/7/21).
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)	Yes
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	
Environmental Literacy	No
Scheduling Components	Lecture, Discussion
Enrollment Component	Lecture
Number of Sections	3
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.00
Instructional Pattern	2 hours of lecture and 1 hour of discussion per week.

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	None
Recommended Preparation	None

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

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	The instructor is stationed at the Storrs campus.
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	ANTH 2200. Race and Human Biological Diversity 3.00 credits Prerequisites: None. Grading Basis: Graded. An introduction to race and racism, concepts of racial difference, and the patterns of human biological variation. Special emphasis on understanding human biodiversity within historical, scientific, and social contexts. CA3. CA4.
Please provide a brief description of course goals and learning objectives	(1) Become familiar with the history of scientific research on human biodiversity and develop critical perspectives on the emergence and evolution of concepts of race and racial difference. (2) Develop a clearer understanding of race, racism, and the complexities of human biological variation. (3) Learn to understand, evaluate, and interpret scientific studies of human diversity. (4) Master key principles of anthropology, genetics, and evolutionary theory, and apply these principles to describe the evolutionary, historical, and cultural processes that have shaped genetic, physical, and behavioral traits that vary within and across human populations. (5) Critically assess claims made by scientists and members of the broader public about race, racial difference, and the patterns of human biological variation. (6) Improve communication and critical thinking skills through in-class activities and written assignments.
Describe course assessments	Weekly reading assignments will include chapters from one textbook as well journal/magazine articles, newspaper stories, and book excerpts. Course assessments will include 3 exams, a genetics problem set, class participation, and written reading responses. (1) Exam 1 (20%). This exam will cover material presented in the lectures, discussions, films, and readings. Exam format will include a mix of multiple choice, matching, short answer, and essay questions. (2) Exam 2 (20%). The second exam will cover material presented in the lectures, discussions, films, and readings following the first exam. Exam format will be similar to that of the first exam. (3) Final Exam (20%). The final exam will be comprehensive, but with an emphasis on material covered in the last third of class (after Exam 2). Exam format will be similar to that of the midterm exams. (4) Class Participation and Reading Responses (30%). This portion of the grade will be based on the student's preparation for and participation in discussion sections. Participation in class activities and discussions is expected and will comprise 14% of the course grade. On some occasions, students will turn in a short (1 page, double-spaced) response to the assigned readings before class (via HuskyCT). Writing prompts will be provided a week before each reading response is due. Reading responses (16%) will be graded based on the thought and effort put into the assignment, and will provide the opportunity for students to receive some informal feedback on their writing. (5) Genetics Problem Set (10%). This take-home assignment will give students the opportunity to apply material covered in class.
General Education Goals	The proposed course on Race and Human Biological Diversity meets the overall goals of General Education in a variety of ways. This course will help students become more articulate by offering opportunities each week to convey their thoughts verbally, in both large and small group discussions, and through a variety of written assignments. Strategies for effectively communicating and engaging in difficult dialogues will also be explicitly taught. Students will expand their intellectual breadth and versatility by exploring and drawing connections among a diverse array of topics, including colonial history and the history of science, concepts of race and racism, molecular and population genetics, evolutionary theory, bioethics, the patterns of human biological variation, and evolutionary, historical, and sociocultural processes shaping that diversity. Students will also develop more nuanced and sophisticated understandings of race, racism, and human diversity, and will learn to think critically about how cultural and political perspectives influence science, and how scientific research has impacted society in the past and present. By the end of the course, students will know how to investigate, evaluate, and critically assess claims made by scientists and members of the broader public about race, racial difference, and human variation.
Content Area: Science and Technology (non-Lab)	The proposed course will introduce students to scientific investigations of race, racial difference, and human biological variation more broadly, and promote understanding of the scientific method and specific methods of scientific inquiry and knowledge production in human biology, biological anthropology, molecular genetics, and evolutionary biology. Students will explore what we do and don't currently know about the biological,

	environmental, and social factors shaping variable human traits, and discuss what research is needed to help fill the gaps in our knowledge. Students will also consider unresolved issues related to the analysis of race in forensics, medicine, and psychology, and discuss open ethical questions about scientific racism and whether certain applications of modern genomic technologies raise contemporary concerns about eugenics. More broadly, this course will foster an understanding of the interconnections between science and society, and specifically how studies of human biodiversity have impacted human societies in the past and present. Students will be well-prepared at the end of the course to continue learning about human biology and the contemporary biosciences more broadly, and about their impacts on the world and human society.									
Content Area: Diversity and Multiculturalism (non-International)	This course will foster greater understanding and appreciation of human diversity by highlighting the similarities and differences that exist within and among human populations across the globe. Through a variety of examples drawn from around the world, students will learn that sociohistorical, political, and cultural contexts – not genetics – shape racial/ethnic identities and group structures. Students will also learn how the dynamics of sociopolitical and economic power in colonial contexts have influenced the practice of science and the production of scientific knowledge about human variation, and how the inclusion of perspectives from groups that have traditionally been under-represented in the biological sciences broadens and strengthens this body of knowledge.									
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Bolnick-Syllabus Draft 4.21.21.docx</td> <td>Bolnick-Syllabus Draft 4.21.21.docx</td> <td>Syllabus</td> </tr> <tr> <td>Reading Response #2 Prompt.doc</td> <td>Reading Response #2 Prompt.doc</td> <td>Other</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Bolnick-Syllabus Draft 4.21.21.docx	Bolnick-Syllabus Draft 4.21.21.docx	Syllabus	Reading Response #2 Prompt.doc	Reading Response #2 Prompt.doc	Other
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Reading Response #2 Prompt.doc	Reading Response #2 Prompt.doc	Other								

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Deborah Bolnick	04/21/2021 - 16:59	Submit		This course was approved by the Anthropology Department Faculty on 4/19/21 and the Department is eager to add it to our offerings.
	Anthropology	Cesar Abadia-Barrero	04/22/2021 - 16:54	Approve	4/19/2021	The same non-GenEd course is being proposed so that it can be taught next semester.

ANTH 2200: RACE AND HUMAN BIOLOGICAL DIVERSITY SPRING 2022

MW 10:10-11:00 am (Friday discussion sections)
Location TBD

Instructor: Dr. Deborah Bolnick
Email: deborah.bolnick@uconn.edu
Office Location: Beach Hall 437
Office Hours: TBD and by appointment

Teaching Assistant: TBD

Course Website: <https://huskyct.uconn.edu>

COURSE DESCRIPTION:

This course explores what we know about race, racial difference, and human biological variation, and places our understanding of human biological diversity within a historical, scientific, and social context. We begin by surveying the ways that scientists have studied and made sense of human variation over the centuries, and then consider various conceptions of race in detail. We will discuss the long-standing debate about whether race is a biological or social construct, evaluate the scientific evidence, and

consider the implications for how we understand racial differences in forensics, medicine, sports, and other contexts. We will also explore how the social realities of race and racism can have profound biological consequences. In the second half of the course, after covering some basic principles of genetics and evolutionary theory, we will examine important genetic, physical, and behavioral traits in our species in more detail. We'll consider these traits from an anthropological and scientific perspective, and discuss the evolutionary, cultural, and historical processes that have shaped these traits and how they vary within and across human populations. We will also explore how cultural and political perspectives influence our understanding of human biology, and discuss how studies of human variation have impacted society in the past and present. For all topics (especially controversial ones!), we will examine the scientific data carefully and evaluate how the data have been interpreted by scientists, journalists, and broader publics.

This class will be a mixture of lecture and discussion, and students will learn to understand, evaluate, and interpret scientific studies of human biodiversity. By the end of the semester, students will be able to critically assess claims made by scientists and members of the broader public about race, racial difference, and the patterns of human biological variation. Students will also improve their writing and critical thinking skills in this course.

REQUIRED READINGS:

1. Mielke, James H., Lyle W. Konigsberg, and John H. Relethford. 2010. *Human Biological Variation*. Second edition. Oxford University Press.
2. PDFs of journal articles and book excerpts will be available via the course website on HuskyCT.

COURSE REQUIREMENTS:

Exam 1		
20		
Exam 2		
20		
Final Exam		20
Class Participation	14	
Reading Responses	16	
Genetics Problem Set	10	
<hr/>		
Points Possible		100

1. **Exam 1 (20%).** The first exam on **February 21** will cover material presented in the lectures, discussions, films, and readings. The exam may include multiple choice, matching, short answer, and essay questions.
2. **Exam 2 (20%).** The second exam on **April 4** will cover material presented in the lectures, discussions, films, and readings following the first exam. Exam format will be similar to that of the first exam.
3. **Final Exam (20%).** The final exam (**Date and Time TBD**) will be comprehensive, but with an emphasis on material covered in the last third of class (after Exam 2). Exam format will be similar to that of the midterm exams.

4. **Class Participation and Reading Responses (30%).** This portion of your grade will be based on your preparation for and participation in discussion sections. You are expected to read the starred readings each week BEFORE coming to discussion section. Participation in class activities and discussions is expected and will comprise 14% of your course grade. On some occasions, you will turn in a short (1 page, double-spaced) response to the readings before class (via Canvas). Writing prompts will be provided a week before each reading response is due. Reading responses (16%) will be graded based on the thought and effort put into the assignment, and will give you the opportunity to receive some informal feedback on your writing.
5. **Genetics Problem Set (10%).** This take-home assignment will be due on **March 25**.

CLASSROOM POLICIES:

Every student has the right to learn and the responsibility to not deprive others of their right to learn. In order for you and your fellow students to get the most out of this class, please abide by the following policies:

- (1) Attend all classes and arrive on time whenever possible.
- (2) Do not use your cell phone, send emails, visit websites, etc. during class.
- (3) No audio or video recording of any presentation, class activity, or discussion is permitted without prior written approval from the instructor.
- (4) All course communication with me and your fellow students should be professional and courteous. It is expected that you proofread all of your written communication, including discussion posts, assignment submissions, and email messages. If you need a netiquette refresher, please see The Core Rules of Netiquette guide at <http://www.albion.com/netiquette/corerules.html>
- (5) A number of sensitive and difficult topics may come up in discussion in this course. Discussions of race, gender, sexuality, identity, privilege, oppression, discrimination, structural violence, and power challenge all of us. Students are expected to maintain civility at all times, both in and out of the classroom. I welcome and encourage you to express your ideas, and to listen carefully to others even when your ideas differ. I do not expect you to agree with the opinions and perspectives of all of the authors we read (I don't!), nor do I expect you to always agree with me or your classmates. What I do expect is that you to engage thoughtfully with the materials and perspectives presented, as a scholar and intellectual. I encourage discussion about points of disagreement, so that we can learn from and with each other. However, I expect you to remain polite and respectful even during heated debates, and will not tolerate aggressive or hateful behavior in the classroom. If you have trouble adhering to these ground rules or that they are being broken, please contact me so we can discuss it.
- (6) Name/gender usage in class: Please let me know your preferred name and pronouns, especially if your name differs from what appears on the class roster, so we can be sure to use them in class.
- (7) Please let me know if there is anything else you want me to know about you. If, at any point in the semester, something is affecting your ability to engage with this course or preventing you from performing satisfactorily, please let me know by email or in an in-person conversation so we can discuss potential solutions.

GRADING POLICIES:

If an assignment is turned in late without previously obtaining permission, the assignment grade will be lowered by 10% for each day that the assignment is late. If a serious issue (i.e. illness, family death, etc.) arises that may prevent you from attending class or turning in an assignment on time, contact me by e-mail as soon as possible to arrange an assignment extension. I do not give extra credit.

Final letter grades will be assigned using the following scale: A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (0-59%).

Re-grading Policy: If you believe that an assignment has been graded incorrectly, submit a written request for a re-grade within one week of when the graded assignment was returned. The written request should include an explanation of your position and be attached to the graded assignment. If you suspect that a simple addition error was made, let me know and I will correct the mistake.

Attendance: I do not formally take attendance, but I am aware of who comes to class and who does not. Attendance is necessary to earn points for class participation, and consistent attendance can help raise your grade if you end up with a borderline final grade. Whether or not you come to class, you are responsible for keeping up with what happens in class.

Religious Observances: Please review the schedule of class meetings and assignment due dates, and let me know as soon as possible if you will need to miss a class or assignment due to religious practices. I am happy to make accommodations and give you an opportunity to complete missed work within a reasonable amount of time after the absence.

STUDENT CONDUCT AND ACADEMIC INTEGRITY:

All students are expected to conduct themselves in accordance with UConn's Student Conduct Code (<https://community.uconn.edu/the-student-code/>). This course also expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, please consult UConn's Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research (<https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>) and contact me with any questions.

Any work submitted by a student in this course for academic credit must be the student's own work. You are encouraged to study together and to discuss information with other students, but you should outline/write your position statements and reading responses by yourself. Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you plagiarize or commit another act of academic dishonesty, penalties may include receiving a failing grade for the assignment, failing the course, and having your actions reported to the Academic Misconduct Hearing Board for disciplinary action. If a student's written work closely mimics that of another student or source, academic dishonesty may be suspected. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will be penalized. For more information, see http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm.

COPYRIGHT:

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STUDENTS WITH DISABILITIES:

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

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

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 University's 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. See <https://titleix.uconn.edu> for more information.

SAFETY AND EMERGENCY PREPAREDNESS:

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

ADDITIONAL RESOURCES AT THE UNIVERSITY OF CONNECTICUT:

The campus environment can be exciting but also challenging and stressful. If you would benefit from counseling or mental health services, see <https://counseling.uconn.edu>

SCHEDULE OF TOPICS, READINGS, AND IMPORTANT DATES:

Date	Topic and Readings	Important Dates
1/19	Introduction <i>READ: HBV chapter 1</i>	
DS	No Discussion Sections This Week <i>WATCH: Race: The Power of an Illusion, Episode 1 (film)</i>	
1/24	Science and the Study of Human Variation <i>READ: Marks (2009), Marks (1996)</i>	
1/26	History of Human Variation Studies, Part 1 <i>READ: *Marks (1995) chapters 1 and 3</i>	
DS	Race, Biology, and History <i>READ: *Morning (2008), *Beinart (2013), *Borenstein (2015)</i>	RR #1 due
1/31	History of Human Variation Studies, Part 2 <i>READ: Marks (1995) chapters 4 and 6</i>	
2/2	Problems with the Racial View of Human Diversity <i>READ: *Goodman (1995), Barbujani (2005)</i>	
DS	Race and Forensics <i>READ: *Sauer (1992), *Goodman (1997), *Risher (2009)</i>	RR #2 due
2/7	Race as a Social Construct <i>READ: Fish (1995), Lee (1993), Vega (2014), Vox video (2015); optional: Karklis & Badger (2015)</i>	
2/9	Race and Disease in Sociohistorical Context <i>READ: Williams & Wyatt (2015), Kahn (2007)</i>	
DS	Structural Racism, Health, and Biology <i>READ: *Gravlee (2009), *Sullivan (2013)</i>	RR #3 due
2/14	Race and Racial Profiling in Medicine <i>READ: Satel (2002), Hoberman (2005), Brooks (2015)</i>	
2/16	Folk Heredity and Eugenics <i>READ: Marks (1995) chapter 5, Sinnott & Dunn (1925)</i>	
DS	Review for Exam 1	
2/21	Exam 1	Exam 1
2/23	DNA, Mutation, and Genetic Variants <i>READ: HBV chapter 2 and pp 198-209</i>	
DS	Genetic Basis of Human Variation <i>READ: HBV chapter 2</i>	
2/28	From DNA to Phenotype	
3/2	Population Genetics <i>READ: HBV chapter 3</i>	
DS	Metaphors and Genetic Essentialism <i>READ: *Nelkin & Lindee (1995)</i>	RR #4 due
3/7	Evolutionary Forces and Genetic Variation I	
3/9	Evolutionary Forces and Genetic Variation II	
DS	Microevolution Case Studies <i>READ: *Check (2006) or *Halverson & Bolnick (2008) or *Bollongino et al. (2013)</i>	RR #5 Due
3/14-3/18	NO CLASS (Spring Break)	
3/21	Population History and Human Variation <i>READ: HBV pp 210-236 and chapter 13</i>	
3/23	Simple Genetic Traits: Blood Group Variants <i>READ: HBV pp 99-116</i>	
DS	<i>First Peoples: Africa (film)</i>	94 Problem Set Due
3/28	Simple Genetic Traits: Hemoglobin Variants <i>READ: HBV pp 133-137 and chapter 7</i>	
3/30	Complex Traits: Skin, Eye, and Hair Color Variation	

DS = discussion section; HBV = Mielke et al. textbook; RR = Reading Response * indicates readings that must be completed BEFORE the week's discussion section; some of these readings will be divided among students

PDFS AND WEBSITE LINKS ON THE COURSE WEBSITE:
California Newsreel. 2003. *Race: The Power of an Illusion. Episode 1: The Difference Between Us*. 58 min.
Marks J. 2009. *Why I Am Not a Scientist: Anthropology and Modern Knowledge*. Berkeley: University of California Press. pp 1-24.
Marks J. 1996. *The anthropology of science part II: scientific norms and behaviors. Evolutionary*

- Anthropology* 5:75-80.
- Marks J. 1995. *Human Biodiversity: Genes, Race, and History* (Chapters 1 and 3-6). Aldine de Gruyter.
- Morning A. 2008. Reconstructing race in science and society: biology textbooks, 1952-2002. *American Journal of Sociology* 114:S106-S137.
- Beinart P. 2013. Are the Tsarnaevs White? *The Daily Beast*. April 24.
- Borenstein E. 2015. Dzhokhar Tsarnaev was 'black' in Russia. Is he white in America? *Washington Post*. January 8.
- Goodman AH. 1995. The problematics of "race" in contemporary biological anthropology. In: Boaz NT, White LD, editors. *Biological Anthropology: The State of the Science*. Bend, OR: International Institute for Human Evolutionary Research. pp 215-239.
- Barbujani G. 2005. Human race: classifying people vs understanding diversity. *Current Genomics* 6:215-226.
- Sauer NJ. 1992. Forensic anthropology and the concept of race: if races don't exist, why are forensic anthropologists so good at identifying them? *Social Science and Medicine* 34:107-111.
- Goodman AH. 1997. Bred in the bone? *The Sciences* March/April: 20-25.
- Risher MT. 2009. Racial disparities in databanking of DNA profiles. *Gene Watch* 22(3-4):22-24.
- Fish JM. 1995. Mixed Blood. *Psychology Today* Nov/Dec:55-80.
- Lee SM. 1993. Racial classifications in the US census: 1890-1990. *Ethnic and Racial Studies* 16:75-94.
- Vega T. 2014. Census considers how to measure a more diverse America. *The New York Times*, July 1.
- VOX. 2015. The myth of race, debunked in 3 min. www.youtube.com/watch?v=VnfKgffCZ7U (optional)
- Karklis L, Badger E. 2015. Every term the census has used to describe America's racial and ethnic groups since 1790. *The Washington Post*, November 4. www.washingtonpost.com/news/wonk/wp/2015/11/04/every-term-the-census-has-used-to-describe-americas-racial-groups-since-1790/
- Sullivan S. 2013. Inheriting racist disparities in health: epigenetics and the transgenerational effects of white racism. *Critical Philosophy of Race* 1:190-218.
- Gravlee CC. 2009. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology* 139:47-57.
- Williams DR, Wyatt R. 2015. Racial bias in health care and health: challenges and opportunities. *Journal of the American Medical Association* 314:555-556.
- Kahn J. 2007. Race in a bottle. *Scientific American* 297:40-45.
- Satel S. 2002. I am a racially-profiling doctor. *New York Times Magazine* May 5.
- Hoberman J. 2005. The primitive pelvis: the role of racial folklore in obstetrics and gynecology during the twentieth century. In: Forth CE, Crozier I, editors. *Body Parts: Critical Explorations in Corporeality*. Lanham: Lexington Books. pp.85-103.
- Brooks KC. 2015. A silent curriculum. *Journal of the American Medical Association* 313:1909-1910.
- Sinnott EW, Dunn LC. 1925. The problems of eugenics. In: *Principles of Genetics: An Elementary Text, with Problems*. New York: McGraw-Hill Book Co. pp 402-415.
- Nelkin D, Lindee MS. 1995. The powers of the gene. In: *The DNA Mystique*. New York: W.H. Freeman and Co. pp 1-16, 38-57.
- Check E. 2006. How Africa learned to love the cow. *Nature* 444:994-996.
- Halverson MS, Bolnick DA. 2008. An ancient DNA test of a founder effect in Native American ABO blood group frequencies. *American Journal of Physical Anthropology* 137:342-347.
- Bollongino R, Nehlich O, Richards MP, Orschiedt J, Thomas MG, Sell C, Fajkosova Z, Powell A, Burger J. 2013. 2000 years of parallel societies in Stone Age Central Europe. *Science* 342:479-481.
- Harmon A. 2006. Couples cull embryos to halt heritage of cancer. *New York Times*, Sept. 3.
- Hayden EC. 2011. Fetal gene screening comes to market. *Nature* 478:440.
- Stein R. 2012. Genome sequencing for babies brings knowledge and conflicts. *National Public Radio*, December 3. Click on "Listen to the Story" at:

www.npr.org/blogs/health/2012/12/03/165272373/genome-sequencing-for-babies-brings-knowledge-and-conflicts

de Lange C. 2014. Meet your unborn child – before it’s even conceived. *New Scientist*, April 9.

Cha AE. 2017. Donor eggs, sperm banks, and the quest for ‘good genes’. *Washington Post*, October 21.

Sparks CS, Jantz RL. 2002. A reassessment of human cranial plasticity: Boas revisited. *PNAS* 99:14636-14639.

Sparks CS, Jantz RL. 2003. Changing times, changing faces: Franz Boas's immigrant study in modern perspective. *American Anthropologist* 105:333-337.

Gravlee CC, Bernard HR, Leonard WR. 2003. Boas’s changes in bodily form: the immigrant study, cranial plasticity, and Boas’s physical anthropology. *American Anthropologist* 105:326-332.

Berkowitz A. 1996. Our Genes, Ourselves? *BioScience* 46:42-51.

Cohen MN. 2002. An anthropologist looks at “race” and IQ testing. In: Fish JM, editor. *Race and Intelligence: Separating Science from Myth*.

Mahwah: Lawrence Erlbaum Associates. pp 201-224.

Fausto-Sterling A. 2012. *Sex/Gender: Biology in a Social World*. New York: Routledge. pp 3-11.

Ainsworth C. 2015. Sex redefined. *Nature* 518:288-291.

Sapolsky R. 2015. Caitlyn Jenner and our cognitive dissonance. *Nautilus*, September 3.

nautil.us/issue/28/2050/caitlyn-jenner-and-our-cognitive-dissonance

Ripley A et al. 2005. Who says a woman can’t be Einstein? *Time* 165:50-61.

Clark WR, Grunstein M. 2000. The genetics of aggression. *Are We Hardwired? The Role of Genes in*

Human Behavior. Oxford: Oxford University Press. pp. 157-175.

Sapolsky RM. 1997. *The Trouble with Testosterone, and Other Essays on the Biology of the Human Predicament*. New York: Simon and Schuster. pp. 339-342.

LeVay S, Hamer DH. 1994. Evidence for a biological influence in male homosexuality. *Scientific American* May:44-49.

Byne W. 1994. The biological evidence challenged. *Scientific American* May:50-55.

Sample I. 2014. Male sexual orientation influenced by genes, study shows. *The Guardian*, February 13.

Balter M. 2015. Can epigenetics explain homosexuality puzzle? *Science* 350:148.

Yong E. 2015. No, scientists have not found the ‘gay gene’. *The Atlantic*, October 10.

2021-142 HIST 1805 Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-6636
Request Proposer	Reardon
Course Title	East Asian History Through Hanzi Characters
CAR Status	In Progress
Workflow History	Start > Draft > History > 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	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Title	East Asian History Through Hanzi Characters
Course Number	1805
Will this use an existing course number?	Yes
Please explain the use of existing course number	I am requesting a change of course name only.

CONTACT INFO	
Initiator Name	Christine G Reardon
Initiator Department	History
Initiator NetId	cgr02002
Initiator Email	tina.reardon@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	The recommended name change is intended to better reflect the course content to students. The existing name has proven a barrier to enrollment.
How has this course action been accounted for in the department staffing plan?	The course is taught regularly by me at the Waterbury campus.

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	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area C: History
General Education Competency	
Environmental Literacy	No
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and discussion.

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Waterbury
If not generally available at all campuses, please explain why	It could be offered at all campuses, depending on interest and staffing 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	HIST 1805. East Asian History Through Hanzi Characters 3.00 credits Prerequisites: None. Grading Basis: Graded East Asian history taught through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. CA 1. CA 4-INT.						
Provide proposed title and complete course catalog copy	HIST 1805. Key Words in East Asian History and Culture 3.00 credits Prerequisites: None. Grading Basis: Graded East Asian history taught through analysis of select "hanzi" (Chinese ideographic symbols), focusing on their changing meanings and institutional manifestations in different regions over time. CA 1. CA 4-INT.						
Please provide a brief description of course goals and learning objectives	Students will be introduced to fundamental elements of East Asian culture through an exploration of select words and phrases. The course will focus on China and Japan with specific emphasis on the enduring roots of Confucian culture. By the end of the course students will be able to: -Recognize the fundamentals of the Chinese written language - Appreciate the relationship between the Chinese written language and traditional respect for literacy and education -Explore East Asian religious and philosophical concepts and the role these have played in traditional history and culture -Identify significant historical eras - Understand traditional East Asia in the broader context of the human experience -Demonstrate critical thinking through written and oral communication						
Describe course assessments	-Reflection Essays (5 written responses to course material, typically without prompt) - Discussion Board (written class discussion assignment, prompt) -Midterm Exam -Term Paper -Final Exam -Class engagement (based on participation in class discussions, attentiveness, and curiosity)						
General Education Goals	Please refer to the original Gen Ed certificate. The proposal is only for a name change with no alteration of content and scope.						
Content Area: Arts and Humanities	Please refer to the original Gen Ed certificate. The proposal is only for a name change with no alteration of content and scope.						
Content Area: Diversity and Multiculturalism (International)	Please refer to the original Gen Ed certificate. The proposal is only for a name change with no alteration of content and scope.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>1805 Syllabus for CAR application .pdf</td> <td>1805 Syllabus for CAR application .pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	1805 Syllabus for CAR application .pdf	1805 Syllabus for CAR application .pdf	Syllabus
Attachment Link	File Name	File Type					
1805 Syllabus for CAR application .pdf	1805 Syllabus for CAR application .pdf	Syllabus					

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Christine G Reardon	03/23/2021 - 19:39	Submitted		Submitting CAR for review.
	History	Matthew G McKenzie	04/12/2021 - 07:06	Approved	4/12/2021	Approved as per discussions between proposer and affected programs. CAR is only requesting a change in name to enhance enrollments.

**2021-143 Asian American Studies
Revise Minor**



Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 4/22/2021
2. Department or Program: AAASI
3. Title of Minor: Asian American Studies
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: Add special topics as a possible option for minor requirement

Existing Catalog Description of Minor

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies.

This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdisciplinary.

The minor requires students to complete 15 credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. [AAAS 3998](#) can be taken repeatedly provided that the course content is varied. [AAAS 3295](#) and [4999](#) require prior consent of the Minor Advisor for fulfillment of minor. Students must earn a grade of “C” or better in each of the courses applied to the minor. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Group A: Asian American Studies

Nine credits chosen from: [AAAS 2530](#), [3201](#), [3220](#), [3212](#), [3295](#), [3375](#), [3531](#), [3875](#), [3998](#), [4999](#); [HDFS 3473](#); [HIST 3202](#), [3845](#); [SOC 2271](#), [3821](#).

Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies

Six credits chosen from: [AAAS 3221](#), [3222](#), [3295](#), [3998](#), [4999](#); [AFRA 2214](#), [3505](#), [3563](#), [3564](#), [3825](#); [ANTH 3041](#), [3202W](#); [DRAM 3131](#); [HDFS 3268](#); [HIST 3562](#); [POLS 3017](#), [3082](#).

Pending the minor advisor’s approval, students may count up to six credit hours in independent study.

Consult with the minor advisor before completing the plan of study form. A copy of the approved plan of study must be filed with both the Asian and Asian American Studies Institute and the Degree Audit section of the Registrar’s Office, located in the Wilbur Cross Building, during the first three weeks of the semester the student expects to graduate.

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

information, contact Jason Oliver Chang by [email](#) or by phone at 860-486-5717.

Proposed Catalog Description of Minor

The Asian and Asian American Studies Institute (AAASI) at the University of Connecticut offers an interdisciplinary Minor in Asian American Studies. This minor reflects the comparative contours of Asian American Studies as a distinct race-based interdisciplinary.

The minor requires students to complete 15 credits at the 2000-level and above by fulfilling the requirements for Groups A and B, below. [AAAS 3998](#) can be taken repeatedly provided that the course content is varied. [AAAS 3295](#) and [4999](#) require prior consent of the Minor Advisor for fulfillment of minor. Students must earn a grade of “C” or better in each of the courses applied to the minor. A maximum of three credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Group A: Asian American Studies

Nine credits chosen from: [AAAS 2530](#), [3201](#), [3220](#), [3212](#), [3295](#), [3375](#), [3531](#), [3875](#), [3998](#), [4999](#); [HDFS 3473](#); [HIST 3202](#), [3845](#); [SOC 2271](#), [3821](#).

Group B: Comparative Ethnic Studies/Women’s, Gender, Sexualities Studies

Six credits chosen from: [AAAS 3221](#), [3222](#), [3295](#), [3998](#), [4999](#); [AFRA 2214](#), [3505](#), [3563](#), [3564](#), [3825](#); [ANTH 3041](#), [3202W](#); [DRAM 3131](#); [HDFS 3268](#); [HIST 3562](#); [POLS 3017](#), [3082](#).

Pending the minor advisor’s approval, students may count up to six credit hours in independent study **or special topics**.

Consult with the minor advisor before completing the plan of study form. A copy of the approved plan of study must be filed with both the Asian and Asian American Studies Institute and the Degree Audit section of the Registrar’s Office, located in the Wilbur Cross Building, during the first three weeks of the semester the student expects to graduate.

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Justification

1. Reasons for changing the minor: To provide more options to complete minor for students
2. Effects on students: Students will have more options and time to complete the minor
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by Department Curriculum Committee: 4/22/2021
Department Faculty: Na-Rae Kim
6. Name, Phone Number, and e-mail address of principal contact person: Na-Rae Kim, (860) 486-5717, na-rae.kim@uconn.edu

2021-144 Asian Studies Revise
Minor

UConn | COLLEGE OF ARTS AND SCIENCES
COMMITTEE ON CURRICULAR AFFAIRS

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 4/22/2021
2. Department or Program: AAASI
3. Title of Minor: Asian Studies
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: Add special topics as a possible option for minor requirement

Existing Catalog Description of Minor

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

Group A: History and Culture

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

Group B: Politics, Movements, and Activism

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

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

Recommended Courses

[ARTH 1140](#); [CHIN 1121](#), [1122](#); [ENGL 1301](#); [HIST 1801](#), [1805](#).

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

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

Proposed Catalog Description of Minor

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

Group A: History and Culture

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

Group B: Politics, Movements, and Activism

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

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

Recommended Courses

[ARTH 1140](#); [CHIN 1121](#), [1122](#); [ENGL 1301](#); [HIST 1801](#), [1805](#).

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

This minor is offered by the Asian and Asian American Studies Institute. Minor Advisors: Professor Jason Oliver Chang, Director, Asian and Asian American Studies Institute, Beach Hall,

Room 417 or Professor Na-Rae Kim. For more information, contact Jason Oliver Chang by [email](#) or by phone at 860-486-5717.

Justification

1. Reasons for changing the minor: To provide more options to complete minor for students
2. Effects on students: Students will have more options and time to complete the minor
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by Department Curriculum Committee: 4/22/2021
Department Faculty: Na-Rae Kim
6. Name, Phone Number, and e-mail address of principal contact person: Na-Rae Kim, (860) 486-5717, na-rae.kim@uconn.edu

2021-145 ANTH 3093 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-7077
Request Proposer	Abadia-Barrero
Course Title	Foreign Studies
CAR Status	In Progress
Workflow History	Start > Anthropology > College of Liberal Arts and Sciences > Return > Anthropology > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Foreign Studies
Course Number	3093

Will this use an existing course number?	Yes
Please explain the use of existing course number	We just want to change the course title from Foreign Study to International Study

CONTACT INFO	
Initiator Name	Cesar Abadia-Barrero
Initiator Department	Anthropology
Initiator NetId	cea14002
Initiator Email	cesar.abadia@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	We are updating the language
How has this course action been accounted for in the department staffing plan?	N/A
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?	Yes
Specify Language	Varies
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Varies, depending on the education abroad opportunity

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

GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
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?	
If not generally available at all campuses, please explain why	Part of education abroad
Will this course be taught off campus?	Yes
Off campus details	part of education abroad
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	ANTH 3093. Foreign Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics taken in a foreign study program. May count toward the major with consent of the advisor. May be repeated for credit.		
Provide proposed title and complete course catalog copy	ANTH 3093. International Study 1.00 - 6.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics taken in the Education Abroad program. May count toward the major with consent of the advisor. May be repeated for credit.		
Please provide a brief description of course goals and learning objectives	Varies, depending on the specific education abroad opportunity		
Describe course assessments	Varies, depending on the specific education abroad opportunity		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Blank syllabus for international study.docx	Blank syllabus for international study.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cesar Abadia-Barrero	04/15/2021 - 14:52	Submit		Change approved unanimously by Faculty.
	Anthropology	Cesar Abadia-Barrero	04/15/2021 - 15:25	Approve	11/30/2020	Approved unanimously by Faculty
	College of Liberal	Pamela	04/15/2021 - 16:00	Return	4/15/2021	Returning to proposer

Arts and Sciences	Bedore					to correct grading basis (under "Grading" tab). PB.
Return	Cesar Abadia-Barrero	04/15/2021 - 16:04	Resubmit			corrected a small error
Anthropology	Cesar Abadia-Barrero	04/15/2021 - 16:06	Approve	11/30/2020		Approved unanimously by Faculty

2021-146 HRTS 3293 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-7078
Request Proposer	Abadia-Barrero
Course Title	Foreign Study
CAR Status	In Progress
Workflow History	Start > Human Rights > College of Liberal Arts and Sciences > Return > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HRTS
School / College	College of Liberal Arts and Sciences
Department	Human Rights
Course Title	Foreign Study
Course Number	3293
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are updating the course name.

CONTACT INFO	
Initiator Name	Cesar Abadia-Barrero
Initiator Department	Anthropology
Initiator NetId	cea14002
Initiator Email	cesar.abadia@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	We are updating the wording of this course
How has this course action been accounted for in the department staffing plan?	Not applicable
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?	Yes
Specify Language	Varies, according to program
Is this currently a General Education course or is it being proposed for General Education?	No
Number of Sections	1
Number of Students per Section	10
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	15
Is this a Multi-Semester Course?	No
Instructional Pattern	Varies, according to course offered through education abroad.

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	15
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	Graded

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	
If not generally available at all campuses, please explain why	Offered as part of education abroad
Will this course be taught off campus?	Yes
Off campus details	Offered as part of education abroad

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	HRTS 3293. Foreign Study 1.00 - 15.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics taken in a foreign study program. With a change in content, may be repeated for credit. May be taken for a maximum of 15 credits. Consent of the Minor Director required prior to departure.		
Provide proposed title and complete course catalog copy	HRTS 3293. International Study 1.00 - 15.00 credits May be repeated for credit. Prerequisites: None. Grading Basis: Graded Special topics taken in the Education Abroad program. With a change in content, may be repeated for credit. May be taken for a maximum of 15 credits. Consent of the Minor Director required prior to departure.		
Please provide a brief description of course goals and learning objectives	Varies by course		
Describe course assessments	Varies by course		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Blank syllabus for international study.docx	Blank syllabus for international study.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Cesar Abadia-Barreiro	04/15/2021 - 15:03	Submit		Change approved unanimously by Faculty.
	Human Rights	Cesar Abadia-Barreiro	04/15/2021 - 15:27	Approve	9/15/2020	Approved unanimously by Faculty
	College of Liberal Arts and Sciences	Pamela Bedore	04/15/2021 - 15:59	Return	4/15/2021	Returning to proposer to correct grading basis (under "Grading" tab). PB.
	Return	Cesar Abadia-Barreiro	04/15/2021 - 16:03	Resubmit		Corrected a small error.
Human Rights	Cesar Abadia-Barreiro	04/15/2021 - 16:05	Approve	9/15/2020	Change approved unanimously by Faculty	

**2021-147 HRTS/LLAS 2450 Add
Course (S)**

COURSE ACTION REQUEST	
CAR ID	20-3235
Request Proposer	Gebelein
Course Title	Human Rights in Latin America
CAR Status	In Progress
Workflow History	Start > Draft > Latino and Latin American Studies > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	LLAS
School / College	College of Liberal Arts and Sciences
Department	Latino and Latin American Studies
Course Subject Area #2	HRTS
School / College #2	College of Liberal Arts and Sciences
Department #2	Human Rights
Reason for Cross Listing	The course explores Human Rights in the region of Latin America.
Course Title	Human Rights in Latin America
Course Number	2450
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Anne Gebelein
Initiator Department	El Instituto Lat Amer Studies
Initiator NetId	acg10006
Initiator Email	anne.gebelein@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION	
Reason for the course action	There is no mid-level human rights course on Latin America.
How has this course action been accounted for in the department staffing plan?	Yes - both Cesar Abadia, Anne Gebelein, or Emma Amador might teach this class in the future after Sam Martinez retires.
Could this course be taught in another discipline?	Yes
If yes, which disciplines?	History, Anthropology, Political Science, if those departments had experts in human

	rights, who might realign the syllabus to have more of an emphasis in the approaches within their fields to exploring human rights in Latin America.
What steps have you taken to address potential overlap?	There currently are no courses that offer an introduction to human rights in Latin America

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	every other spring. 10 seats for ANTH, 10 HRTS, 15 LLAS

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Course will be taught by faculty at Storrs campus.
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	LLAS/HRTS 2450: Human Rights in Latin America 3 credits Prerequisites: None Grading Basis: Graded Fundamental concepts and recurrent challenges of human rights in Latin America.

Please provide a brief description of course goals and learning objectives	1) Explain historical antecedents to 21st century human rights 2) Discuss the reach and limits of human rights concepts and movements as instruments of liberation 3) Compare north-south and south-south exchanges of knowledge and solidarity. 4) Analyze, classify, and summarize actual cases from the Interamerican Human Rights System		
Describe course assessments	30% participation: in-class quizzes and writing 20% participation: questions and observations 10% in-class presentation 25% term research project work 15% reflective essay		
Syllabus and other attachments	Attachment Link	File Name	File Type
	human rights in LA syllabus.docx	human rights in LA syllabus.docx	Syllabus

Through literature, film, and the writings of historians, cultural theorists, and social researchers from across the Americas, we will 1) examine historical antecedents to 21st century human rights, 2) discuss the reach and limits of human rights concepts and movements as instruments of liberation, and 3) highlight north-south and south-south exchanges of knowledge and solidarity.

A special focus of this course is the precedent-setting jurisprudence of the Inter-American human rights system (IAHRS). The IAHRS is a part of the Organization of American States and functions as a regional human rights investigatory body and court of law. It aims to provide avenues to justice for people whose rights claims have been ignored in their home countries. The historical and social complexity of many of these cases at the same time raises questions about the limits of the law: What else, beyond a day in court, do people require for justice to be won?

No one course could cover the range of issues, situations, trends and processes involved in struggles for human rights across the Americas. Instead of pretending to offer exhaustive coverage, this course instead promotes critical thinking about human rights approaches. How do we know what we know about human rights crises? How can we as global citizens respond effectively and responsibly to word of intolerable wrongs, whether near to us or far from home?

This course is also an active-learning work in progress, in which your end-of-term assignments will contribute to building a base of IAHRS case study knowledge that in future years can be put to use by students who take this class.

A central theme throughout the course will be initiative “from below”: How have people in communities adversely affected by oppression and abuse stood up for their rights?

- In the first part of the course, fundamental concepts and recurrent challenges of human rights will be reconsidered in a Latin American historical context.
- In the second part, the institutionalization of south-south human rights advocacy through the IAHRS will be studied.
- In the third and final segment of the course, participants will work intensively on

collaborative research projects based on information drawn from IAHRS documents.
 Samuel Molinari
 MW 4:40-5:55 PM

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Anne Gebel ein	10/06/2020 - 18:28	Submit		Human Rights approved this course 10/5/20 EI Instituto approved this course 10/5/20
	Latino and Latin American Studies	Anne Gebel ein	04/22/2021 - 22:11	Approve	10/5/2020	Course was approved by both HRI and EI Instituto 10/5/20
	Human Rights	Cesar Abadia - Barrero	04/23/2021 - 07:07	Approve	10/5/2020	HRI is very exciting about this new course. The Faculty approved it unanimously on 10/5/20

ANTH 3098(1)/ LLAS 3998(4)/ HRTS 3298(2)
 Ryan 240
 Spring 2020

Course Syllabus: Human Rights in Latin America

COURSE REQUIREMENTS AND COMPONENTS

Course requirements fall under three broad categories:

1) Your grade, and the success of our collective learning experience, depend largely on your **participation** via in-class discussion and activities. These will include small-group-based quizzes on the readings and short, graded and non-graded in-class writing assignments. The way to prepare for both is to have done the readings carefully, before the day for which they are assigned.

A second part of your participation is the questions and observations you bring up in class. It is always appropriate to raise questions in class about things that puzzle you or make observations about issues that you find particularly interesting or challenging.

2) **Term research project:** you can choose between two options. One is to contribute to building a collective **database of IAHRs cases**. This work will involve reading case material drawn from secondary literature and the IAHRs Website and on this basis classifying and writing short summaries of cases. I will provide guidance on identifying cases. Within this option, you may choose either to take on an assortment of cases of different kinds or to focus on a specific country or theme: e.g., post-conflict justice, women's/gender rights, indigenous rights, just to name a few possibilities.

A second option is to identify a specific case where justice is being denied in a Latin American or Caribbean country and research a **briefing paper** setting forward the facts of the case and placing the case in the context of the

American Convention on Human Rights and prior IAHRs precedents.

With either option, **team work is welcome** — I encourage you to share information and ideas — but each student will present and be graded on their own work individually.

The final two weeks of the semester will be given over to **in-class presentations**.

3) At semester's end, each of you will also write a **reflective essay about your research process** with special emphasis on the references that you use for your term research project. Try to think back to when you started the semester and reflect on how your knowledge and research strategies changed. What were your assumptions when you selected your topic? How did these change as you learned more about your topic?

HuskyCT

You should begin each week's course work by consulting the "Weekly Activities" tool on the course's HuskyCT home page. Through the Weekly Activities link you will find each week's reading assignment and a link to the week's discussion board.

GRADES

The breakdown of the course grade is as follows:

30%	participation: in-class quizzes and writing
20%	participation: questions and observations
10%	in-class presentation
25%	term research project work
15%	reflective essay

Participation credit

In-class: Separate scores will be logged for each class session 1) for any quizzes/in-class writing assignments and 2) for participation in discussion. In each category, credit for in-class participation will be logged as follows:

<u>Points</u>	<u>Criteria</u>
0	Absent
1	Attended but without raising questions that relate to course content
2	Raised a question or comment that contributed positively to discussion and gave evidence of having done the readings carefully

PLEASE NOTE: Detailed comments will not be provided for most of the participation grades but please always feel free to ask me to clarify the grading criteria. Please also do not hesitate to let me know if you think I have made a mistake on a grade.

OFFICE HOURS AND CONTACT INFORMATION

Drop-in hours:
M 1-4, El Instituto, Ryan Building
W 1-3, Anthropology, Beach Hall 430

Or by appointment:
samuel.martinez@uconn.edu

COMMUNITY CONDUCT PROVISOS

Academic Misconduct

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

(<https://community.uconn.edu/the-student-code-appendix-a/>, “Appendix A: Academic Integrity in Undergraduate Education and Research”).

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in Part IV of The Student Code

(<https://community.uconn.edu/the-student-code-part-iv/>).

In this class, cheating will result in a grade of “F” for the assignment and require satisfactory re-completion of the work. Repeated instances of cheating will result in failing the course as well as pursuit of the sanctions described in The Student Code.

Policy against Discrimination, Harassment and Inappropriate Romantic Relationships

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any

investigation or proceeding under this Policy. These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, engagement in or pursuit of inappropriate amorous relationships with employees in positions of authority can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. More information is available at <https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <https://titleix.uconn.edu/>.

THE READINGS

All the course readings are available via the course HuskyCT site.

		International, <i>Chile</i> ; selection <i>Battle of Chile</i>
5A	Post-Conflict Justice	Burgogue-Larsen, “Forced I Charged”

COURSE SYNOPSIS

This schedule is only preliminary. The authoritative, detailed and up-to-date schedule of readings and course activities for each week can be accessed via the WEEKLY ACTIVITIES link on the course HuskyCT site.

Week	Topic	Readings
1	Course introduction	
2A	Dissenters of the colonial era	Orique, “Bartolomé de las Casas”; Castro, “Bartolomé de las Casas: Savior of Indoamerica?”; Hernández, “The Las Casas-Sepúlveda Controversy”; Guamán Poma, selections from <i>The First New Chronicle and Good Government</i>
2B/3A	Anti-slavery: The original human rights campaign?	Sinha, “An Alternative Tradition of Radicalism”; “Connecticut Slaves Petition for Freedom”; Garnet, “Address to the Slaves of the U.S.”; Douglass, “What to the Slave is the 4 th of July?”; selections from the documentary films, <i>The Price of Sugar</i> and <i>Our Lives in Transit</i>
3B	Latin America in the founding of human rights	Sikkink, “Latin American Countries as Norm Protagonists”; Carozza, “From Conquest to Constitutions”; “American Declaration of the Rights and Duties of Man”
4	The Cold War and the Dirty Wars	Cárdenas, “A Regional Survey”; Schoultz, selections from “To Improve or Not to Improve?”; Sikkink, selections from “The Reagan Administration and Human Rights Policy”; Sikkink, “Human Rights, Principled Issue-Networks, and Sovereignty in Latin America”; Kelly, “The 1973 Chilean Coup and the Origins of Transnational Human Rights Activism”; selections from Amnesty

5B	The Inter-American Human Rights System I: history and structure	Cavallaro and Brewer, “Litigation”; Engstrom, “Relations”; Engstrom and Human Rights System”, “Rights”
6	Local protagonism: water rights and rights to medicine	Moyn, “Economic Rights are Human Rights”; Fabricant and Hicks, “New Regional and Local Dimensions of Water”; readings by Briscoe, Treaster, and Department of Program Chair Human Rights Institute, “From Water Scarcity”; Motta Ferraz, “Harming the Poor through the Title of Major: Human Rights”
7	Women’s and gender rights	Cavallaro, et al. “Women’s Rights, Gender, and Sexuality”; UN Women, “Maria de Penha Law”; Pasinato, “The Maria de Penha Law”; OAS, “Convention of Belém do Pará”
8	Indigenous rights	Brysk, “Turning Weakness into Strength”; Paz González, “Indigenous Rights”; Hale, “Activist Research v. Cultural Critique”
9	No class	Spring Recess
10	The Inter-American Human Rights System II: case studies	Engstrom and Hillebrecht, “Institutional Change and the Inter-American Human Rights System”; readings TBA
11	Term project workshopping	
12	Making whole: remedies and reparations	Greeley et al., "Repairing Symbolic Reparations"; readings, TBA
13&14	Term project workshopping	
15	Research project presentations	

Proposal to Change a Major
 Last revised: September 24, 2013
 1. Date Approved: April 15, 2021
 2. Department of Program Chair 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: Adding two courses recently approved.

[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

Research project reports and reflective essays due no later than Thursday, 8 May 5PM

2021-148 HRTS Revise Major

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](#), [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/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 2120](#), [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](#); [SOC 2503W](#), [3421W](#); [SOC/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.

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](#), [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 2100W](#); [HRTS/LLAS 2450](#);

[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](#);
[SOC/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 2120](#),
[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](#); [SOC/AAAS](#)
[3222/HRTS 3573](#); [SOC/HRTS 3421/W](#); [SOC](#)
[2503/W](#), [3833](#); [SOC/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](#); [SOC 2503W](#),
[3421W](#); [SOC/HRTS 3835W](#), [3837W](#); and
[WGSS 2255W](#), [3105W](#), [3257W](#).

Justification

1. Reasons for changing the major: We recently approved the courses being added.
2. Effects on students: Greater course offering, including a new W.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum Committee:
August 31, 2020
Department Faculty: August 31, 2020
6. Name, Phone Number, and e-mail
address of principal contact person:
César Abadía-Barrero, Tel
6179993612,
cesar.abadia@uconn.edu

2021-149 HRTS Revise
Minor

UCONN | COLLEGE OF
ARTS AND SCIENCES
COMMITTEE ON CURRICULAR AFFAIRS

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 15, 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: Adding a course

recently approved

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](#), [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 2120](#), [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](#).

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 2100W](#); [HRTS/LLAS 2450](#);
[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 2120](#), [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: We recently approved the course being added.
2. Effects on students: Greater course offering, including a new W.
3. Effects on other departments: None
4. Effects on regional campuses: None
5. [Dates approved](#) by
Department Curriculum
Committee: August 31, 2020
Department Faculty: August 31,
2021
6. Name, Phone Number, and e-mail address of principal contact person: César Abadía-Barrero, Tel 6179993612,
cesar.abadia@uconn.edu

2021-150
Minor

LLAS

Revise

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULAR AFFAIRS

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 21, 2021
2. Department or Program: El Instituto
3. Title of Minor: Latin American Studies
4. [Effective](#) Date (semester, year): April 21, 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 1 new course

Existing Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- [LLAS 2011W](#), [2012](#), [2293](#), [2995](#), [3293](#), [3998](#), [3999](#), [4212](#), [4994W](#) ;
- [ANTH/LLAS 3021](#), [ANTH/LLAS 3029](#); [ANTH 3041/LLAS 3241](#); [ANTH 3042](#), [3150](#); [ANTH/AFRA 3152](#); [ANTH/LLAS/HRTS 3327](#);
- [ARTH 3630/W](#), [3640/W](#), [3645/W](#);
- [ECON/LLAS 2474](#);
- [GEOG 4710](#);
- [HIST 2621](#); [HIST/URBN 2650](#); [HIST/LLAS/AFRA 3618](#), [HIST/LLAS/AFRA 3619/W](#), [HIST/AFRA 3620](#);
- [HIST/LLAS/AFRA/WGSS 3622](#); [HIST 3643](#); [HIST 4994W](#); [HIST/AFRA 3206](#); [HIST/LLAS/AFRA 3208](#); [HIST/LLAS 3607](#); [HIST/LLAS 3608W](#), [HIST/LLAS 3609](#), [HIST/LLAS 3635](#), [HIST/LLAS 3660W](#);
- [POLS 3218](#), [3235](#), [3237](#); [POLS/LLAS 3667](#); [POLS 3834/LLAS 3271](#);
- [SPAN 3201](#), [3205](#), [3207](#), [3214](#), [3233](#), [3234](#), [3250](#), [3251](#), [3254](#), [3260](#), [3266](#), [3267W](#); [SPAN/LLAS 3265](#).

With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special or variable topic courses, including [AFRA 3898](#), [ANTH 3098](#), [HIST 3098](#), [HRTS 3298](#), [POLS 2998](#), [SPAN 3298](#), and [WGSS 3998](#) may also count towards the minor with advisor consent.

Language Requirement

(Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Proposed Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- [LLAS 2011W](#), [2012](#), [2293](#), [2995](#), [3293](#), [3998](#), [3999](#), [4212](#), [4994W](#) ;
- [ANTH/LLAS 3021](#), [ANTH/LLAS 3029](#); [ANTH 3041/LLAS 3241](#); [ANTH 3042](#),

- [3150](#); [ANTH/AFRA 3152](#);
- [ANTH/LLAS/HRTS 3327](#);
- [ARTH 3630/W](#), [3640/W](#), [3645/W](#);
- [LLAS/HRTS 2450](#)
- [ECON/LLAS 2474](#);
- [GEOG 4710](#);
- [HIST 2621](#); [HIST/URBN 2650](#);
- [HIST/LLAS/AFRA 3618](#),
[HIST/LLAS/AFRA 3619/W](#),
[HIST/AFRA 3620](#);
- [HIST/LLAS/AFRA/WGSS 3622](#); [HIST 3643](#); [HIST 4994W](#); [HIST/AFRA 3206](#);
- [HIST/LLAS/AFRA 3208](#); [HIST/LLAS 3607](#); [HIST/LLAS 3608W](#),
[HIST/LLAS 3609](#), [HIST/LLAS 3635](#),
[HIST/LLAS 3660W](#); [LLAS/HIST 3662](#)
- [POLS 3218](#), [3235](#), [3237](#); [POLS/LLAS 3667](#); [POLS 3834/LLAS 3271](#);
- [SPAN 3201](#), [3205](#), [3207](#), [3214](#), [3233](#),
[3234](#), [3250](#), [3251](#), [3254](#), [3260](#), [3266](#),
[3267W](#); [SPAN/LLAS 3265](#).

With approval of the minor advisor, appropriate sections of 3293 courses taken through Education Abroad may count towards the minor. Appropriate sections of special or variable topic courses, including [AFRA 3898](#), [ANTH 3098](#), [HIST 3098](#), [HRTS 3298](#), [POLS 2998](#), [SPAN 3298](#), and [WGSS 3998](#) may also count towards the minor with advisor consent.

Language Requirement

(Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be

counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Justification

1. Reasons for changing the minor: new courses offered
2. Effects on students: more course choices
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum
Committee: April 7, 2021
Department Faculty: April 7, 2021
6. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein, 203-464-8910 Anne.gebelein@uconn.edu

2021-151 Latino Studies
Revise Minor

UCONN | COLLEGE OF
ARTS AND LETTERS
COMMITTEE ON CURRICULA

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 21, 2021
2. Department or Program: El Instituto
3. Title of Minor: Latino Studies
4. [Effective](#) Date (semester, year): April 21, 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 4 new courses to

the minor

Existing Catalog Description of Minor

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- [LLAS 2001](#), [2011W](#), [2012](#), [2995](#), [3210](#), [3211](#), [3998](#), [3999](#), [4212](#);
- [LLAS 3241/ANTH 3041](#);
- [LLAS/COMM 3320](#), [3322](#);
- [LLAS 3232/ENGL 3605](#), [LLAS 3233/ENGL 3607](#);
- [LLAS 3250/HDFS 3442](#), [LLAS 3251/HDFS 3268](#);
- [LLAS 3220/HIST 3674](#), [LLAS/HRTS 3221/HIST 3575](#), [LLAS/HIST 3660W](#);
- [LLAS 3270/POLS 3662](#), [LLAS 3271/POLS 3834](#), [LLAS/POLS 3667](#);
- [LLAS/SOCI 3525](#);
- [LLAS/SPAN 3265](#);
- [LLAS 3230/WGSS 3258](#), [LLAS 3231/WGSS 3259](#), [LLAS 3264/WGSS 3260/COMM 3321](#).

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- [AASI/HIST/LLAS 3875](#);
- [AFRA/HIST/LLAS/WGSS 3622](#);
- [AFRA/HRTS/SOCI 3505](#); [AFRA/SOCI 3501](#);
- [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#);
- [ARTH 3640](#);

- [COMM 3220](#), [4450W](#), [4802](#);
- [DRAM 3133](#);
- [ECON 2444](#), [2456](#); [ECON/LLAS 2474](#);
- [ENGL 3218](#), [3265W](#), [4203W](#);
- [HDFS 3421](#);
- [HIST 2621](#), [3554](#), [3608W](#), [3610](#), [3620](#), [3660W](#); [HIST/LLAS 3609](#), [3619](#), [3635](#);
- [INTD 2245](#);
- [POLS 3218](#), [3235](#), [3237](#);
- [SOCI/HRTS 3421/W](#), [3831](#); [SOCI 2503](#), [2907](#), [3429](#), [3901](#), [3911](#), [3971](#);
- [SPAN 3204](#), [3205](#), [3208](#), [3214](#), [3266](#);
- [URBN 3276](#);
- [WGSS 2267](#).

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Proposed Catalog Description of Minor

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- [LLAS 2001](#), [2011W](#), [2012](#), [2995](#), [3210](#), [3211](#), [3998](#), [3999](#), [4212](#);
- [LLAS 3241/ANTH 3041](#);
- [LLAS/COMM 3320](#), [3322](#);
- [LLAS 3232/ENGL 3605](#), [LLAS 3233/ENGL 3607](#);
- [LLAS 3250/HDFS 3442](#), [LLAS 3251/HDFS 3268](#);

- [LLAS 3220/HIST 3674](#), [LLAS/HRTS 3221/HIST 3575](#), [LLAS/HIST 3660W](#); [LLAS/HIST/AFRA 3618](#); [LLAS/HIST 3662](#)
- [LLAS 3270/POLS 3662](#), [LLAS 3271/POLS 3834](#), [LLAS/POLS 3667](#);
- [LLAS/SOCI 3525](#);
- [LLAS/SPAN 3265](#);
- [LLAS 3230/WGSS 3258](#), [LLAS 3231/WGSS 3259](#), [LLAS 3264/WGSS 3260/COMM 3321](#).
- [LLAS 3470](#)

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- [AASI/HIST/LLAS 3875](#);
- [AFRA/HIST/LLAS/WGSS 3622](#); [AFRA/HRTS/SOCI 3505](#); [AFRA/SOCI 3501](#);
- [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#);
- [ARTH 3640](#);
- [COMM 3220](#), [4450W](#), [4802](#);
- [DRAM 3133](#);
- [ECON 2444](#), [2456](#); [ECON/LLAS 2474](#);
- [ENGL 3218](#), [3265W](#), [4203W](#);
- [HDFS 3421](#);
- [HIST 2621](#), [3554](#), [3608W](#), [3610](#), [3620](#), [3660W](#); [HIST/LLAS 3609](#), [3619](#), [3635](#);
- [INTD 2245](#);
- [POLS 3218](#), [3235](#), [3237](#);
- [SOCI/HRTS 3421/W](#), [3831](#); [SOCI 2503](#), [2907](#), [3429](#), [3901](#), [3911](#), [3971](#);
- [SPAN 3204](#), [3205](#), [3208](#), [3214](#), [3265](#), [3266](#);
- [URBN 3276](#);
- [WGSS 2267](#).

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Justification

1. Reasons for changing the minor: New faculty are offering new courses
2. Effects on students: more course choices
3. Effects on other departments: none
4. Effects on regional campuses: adding LLAS 3470 makes it easier for regional students to take an upper-level course as it is online
5. [Dates approved](#) by Department Curriculum Committee: Wed April 7
Department Faculty: Wed April 7 2021
6. Name, Phone Number, and e-mail address of principal contact person: Anne Gebelein 203-464-8910 anne.gebelein@uconn.edu

2021-152 MARN 3003Q Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	21-7019
Request Proposer	Dierssen
Course Title	Environmental Reaction and Transport
CAR Status	In Progress
Workflow History	Start > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Environmental Reaction and Transport
Course Number	3003Q
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

JUSTIFICATION	
Reason for the course action	Changing the title, description and level of the course to better reflect content taught and the level of preparation needed for students.
How has this course action been accounted for in the department staffing plan?	Faculty taught
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	Q
Environmental Literacy	No
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Lectures and 3-hr problem solving Laboratory each week

COURSE RESTRICTIONS	
Prerequisites	MATH 1110Q or 1071Q or 1131Q; CHEM 1127Q; BIOL 1107 or BIOL 1108; PHYS 1201Q or 1401Q
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	Marine Sciences is at Avery Point
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	MARN 3003Q. Environmental Reaction and Transport 4.00 credits Prerequisites: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Grading Basis: Graded An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.
Provide proposed title and complete course catalog copy	MARN 4202Q Models of the Ocean Carbon Cycle 4.00 credits Prerequisites: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q or 1151Q or 2141Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Grading Basis: Graded Introduction to the chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean. Quantitative topics include mass balances, the coupled dynamics of oceans and the atmosphere as biogeochemical systems, and parameterizations of important biogeochemical processes.
Please provide a brief description of course goals and learning objectives	Models of the Ocean Carbon Cycle (MARN 4230Q/5230) chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean through problem solving. Specifically, you'll learn to: <ul style="list-style-type: none"> • Ask what processes dominate a signal in the marine environment - what is driving it? Give you the tools to start doing this quantitatively • Develop an ability to express quantitative results in language that conveys information • Connect mental analysis and assessment to the need to perform mathematical calculations • Think creatively about problems to analyze information Key Tools/Concepts Developed include: <ul style="list-style-type: none"> • Steady state vs equilibrium • Rate vs flux • Residence time • Attribution of natural vs anthropogenic processes in the ocean Emphasis: <ul style="list-style-type: none"> • mass balances, chemical reaction, advection, diffusion, steady state, transients state, boundary conditions, dynamic steady state • process description mathematically • parameterization of important biogeochemical processes
Describe course assessments	Homework - 40% Midterm Exam - 25% Final Exam - 25% Participation - 10%
General	This course has all of the attributes appropriate for a Q designation including: 1. Mathematics and/or statistics at or

Educational Goals	above the basic algebra level must be an integral part and used throughout the course; 2. Courses must include use of basic algebraic concepts such as: formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. Formal abstract structures used in symbolic logic and other algebraic analyses are acceptable; 3. Courses should require the student to understand and carry out actual mathematical and/or statistical manipulations, and relate them to whatever data might be provided in order to draw conclusions. Merely feeding numerical data into a program on a computer or a calculator to obtain a numerical result does not satisfy this requirement. Technology should be viewed as a tool to aid understanding and not as a driver of content.		
Quantitative Competency	To develop the skills mentioned above, Models of the Ocean Carbon Cycle balances lectures with hand on productive problem-solving sessions in small groups with plenty of access to the professor, and EXAMPLES! By the end of the semester students will have completed 8-10 homeworks that include both short answer and interpretations of quantitative results as well as problems put forth to solve from the scientific literature. I will guide you through each stage of the course to make sure you are ready in the end to begin applying these problems. The course objectives require critical thinking and quantitative skills to: <ul style="list-style-type: none"> • Develop an ability to express quantitative results in language that conveys information • Connect mental analysis and assessment to the need to perform mathematical calculations Emphasis is placed on: <ul style="list-style-type: none"> • mass balances, chemical reaction, advection, diffusion, steady state, transients state, boundary conditions, dynamic steady state • process description mathematically • parameterization of important biogeochemical processes 		
Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN4202Q_5202_syllabus_proposed_V2.docx	MARN4202Q_5202_syllabus_proposed_V2.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	04/14/2021 - 06:48	Submit		Submit
	Marine Sciences	Heidi M Dierssen	04/16/2021 - 11:08	Approve	4/9/2021	Approved

2021-153 MARN 5060 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-7018
Request Proposer	Dierssen
Course Title	Dynamic Physical Oceanography

CAR Status	In Progress
Workflow History	Start > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Dynamic Physical Oceanography
Course Number	5060
Will this use an existing course number?	Yes
Please explain the use of existing course number	Revising description

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	Revising the description to better describe content and differentiate from other courses.
How has this course action been accounted for in the department staffing plan?	Faculty will staff
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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	In-class lectures and discussions

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	undergraduate courses in Physics and Calculus and elementary computing skills.
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	
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	MARN 5060 Dynamic Physical Oceanography 3 credits Prerequisites: None Grading Basis: Graded Global energy balance. General circulation in the oceans and atmosphere. Thermodynamics and stability. Fundamental fluid mechanics. Surface gravity waves. Geophysical fluid mechanics. Tides and other long waves. Theories of global circulation.
Provide proposed title and complete course catalog copy	MARN 5060 Dynamic Physical Oceanography 3 credits Prerequisites: None Grading Basis: Graded Introduction to a theoretical and computational understanding of physical processes that control the structure and circulation in the ocean and atmosphere. Topics include the global energy balance, thermodynamics and stability, fundamental geophysical fluid mechanics, surface gravity waves, tides and other long waves.
Please provide a brief description of course goals and learning objectives	This course is intended to introduce a theoretical basis for understanding the physical processes that control the structure and circulation in the ocean. It focuses on large scale structures (106m) that vary with long time scales (107s). By the end of the semester, students should be able to: 1. Understand fundamental fluid dynamics in the ocean and the equations of fluid motion. 2. Become familiar with major dynamical physical oceanography concepts including geostrophic and Ekman balances, vorticity, barotropic wave dynamics, stratification, and wind-forced ocean circulation models. 3. Develop a theoretical and computational understanding of coastal processes including tidal dynamics, continental shelf waves and circulation.
Describe course assessments	Problem Sets 32% Quizzes 30% Final Exam 38%

Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN5060_Syllabus_DynamicPhyOce.docx	MARN5060_Syllabus_DynamicPhyOce.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	04/14/2021 - 06:42	Submit		Submit
	Marine Sciences	Heidi M Dierssen	04/16/2021 - 11:10	Approve	4/9/2021	Approved by faculty



Syllabus – Fall 2018

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: Dynamic Physical Oceanography
Credits: 3

Format: In-class lectures and discussions

Prerequisites: Recommended preparation: undergraduate courses in Physics and Calculus and elementary computing skills.

Professor: Dr. James O'Donnell

Email: james.odonnell@uconn.edu

Office Hours/Availability: Office hours by appointment.

Course Description

Introduction to a theoretical and computational understanding of physical processes that control the structure and circulation in the ocean and atmosphere with a focus on large scale structures with long time scales. Topics include

the global energy balance, thermodynamics and stability, fundamental geophysical fluid mechanics, surface gravity waves, tides and other long waves.

Course Objectives

This course is intended to introduce a theoretical basis for understanding the physical processes that control the structure and circulation in the ocean. It focuses on large scale structures (10^6m) that vary with long time scales (10^7s). By the end of the semester, students should be able to:

1. Understand fundamental fluid dynamics in the ocean and the equations of fluid motion.
2. Become familiar with major dynamical physical oceanography concepts including geostrophic and Ekman balances, vorticity, barotropic wave dynamics, stratification, and wind-forced ocean circulation models.
3. Develop a theoretical and computational understanding of coastal processes including tidal dynamics, continental shelf waves and circulation.

Course Materials

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

Text book: *Atmosphere, Ocean and Climate Dynamics: An Introductory Text*, 2007. Marshall and Plumb. 1st Edition. Academic Press. Cambridge, UK.

Required Materials:

Several papers from the primary literature will be provided as reading assignments.

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

Course Outline (and Calendar if Applicable)

1. Introduction - Physical Oceanography
2. Features of the General Circulation
3. The Heat Budget of the Earth
4. Fundamental Fluid Dynamics
5. Fundamental Fluid Dynamics (continued)
6. Geophysical Fluid Dynamics

7. The Basic State Force Balance
8. Geostrophic Balance
9. Thermal Wind
10. Ekman Balance
11. **QUIZ 1**
12. Vorticity
13. Vorticity Dynamics
14. Vorticity Dynamics (continued)
15. Barotropic Waves
16. Barotropic Waves (continued)
17. Tidal Dynamics
18. Tides Close to Shore
19. Continental Shelf Waves
20. Continental Shelf Circulation
21. Wind forced Ocean Circulation Models
22. Wind forced Ocean Circulation Models (continued)
23. **QUIZ 2**
24. The Real Surface Ocean Circulation
25. Stratified Ocean Models
26. Ocean Fronts
27. Sea Level Rise
28. REVIEW
- FINAL EXAM**

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Problem Sets	32%
Quizzes	30%
Final Exam	38%

Problem Sets

8 Problem Sets will be assigned throughout the semester. Each problem set is worth 4% of your grade.

Quizzes

2 In-class quizzes are worth 15% of your grade each.

Final Exam

A comprehensive final exam is worth 38% of your grade.

Grading Scale:

Graduate

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

Due Dates and Late Policy

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

Late Policy: Late problem sets will be allowed with a penalty assessed in grading.

Feedback and Grades

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

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain

standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards 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
- Scholarly Integrity in Graduate and Post-Doctoral Education and Research

Software Requirements

The technical requirements for this course include:

- Computational abilities through calculator or software of your choice.
- Graphing capabilities through software of choice.
- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access

(add additional items as needed)

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:

- Be familiar with Physics and Calculus and be able to do calculations for problem sets.
- 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.

(add additional skills as needed)

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.

**2021-154 MARN 5068 Add
Course**

COURSE ACTION REQUEST	
CAR ID	21-7017
Request Proposer	Dierssen
Course Title	Ocean Fluid Dynamics
CAR Status	In Progress
Workflow History	Start > 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	Ocean Fluid Dynamics
Course Number	5068
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

JUSTIFICATION	
Reason for the course action	New graduate course to be offered to students in Grad Program, as well as for a new proposed Ocean Science and Technology Graduate Certificate.
How has this course action been accounted for in the department staffing plan?	Faculty will teach.
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
Scheduling Components	Lecture
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures, Homeworkd, Reading,

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?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	Yes
Is there potential for a service learning component?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	MARN 5068. Ocean Fluid Dynamics 3 credits Prerequisites: None Grading Basis: Graded Physical processes controlling the circulation and mixing of the ocean focusing on small scale processes with short time scales. Topics include fundamental fluid mechanics, thermodynamics, turbulence, waves, wave-current interactions, and air-sea interaction.						
Please provide a brief description of course goals and learning objectives	This course is intended to introduce a theoretical basis for understanding the physical processes that control the structure, variability, transport and mixing, and circulation in the ocean. It focuses on small scale processes ranging from 100's to fractions of meters that vary with short time scales (minutes to fractions of seconds). The course also provides experience with observations, data processing and statistical analysis methods. By the end of the semester, students will be able to 1. Understand the derivation, manipulation, and interpretation of the governing equations of fluid motion, including ocean waves and turbulence. 2. Apply statistical techniques to analyze and characterize turbulence and wave motions. 3. Gain an understanding of ocean wave mechanics and dynamics, including their dispersion, propagation, forcing and dissipation. 4. Make use of dimensional analysis to derive physical scaling laws 5. Become familiar with boundary layer processes, air-sea exchange processes, turbulent dispersion, and the interactions and feedbacks between waves and currents.						
Describe course assessments	Homework/Lab 40% Mid-term exams (1) 20% Presentation (1) 25% Peer Comments 5% Participation 10%						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>MARN5068_Ocean Fluid Dynamics Syllabus.docx</td> <td>MARN5068_Ocean Fluid Dynamics Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	MARN5068_Ocean Fluid Dynamics Syllabus.docx	MARN5068_Ocean Fluid Dynamics Syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
MARN5068_Ocean Fluid Dynamics Syllabus.docx	MARN5068_Ocean Fluid Dynamics Syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Heidi M Dierssen	04/14/2021 - 06:34	Submit		Submit
	Marine Sciences	Heidi M Dierssen	04/16/2021 - 11:11	Approved	4/9/2021	Approved



MARN 5068

MARN 5068 Syllabus

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: Ocean Fluid Dynamics
Credits: 3
Meeting Times: TBD
Instructors: Leonel Romero and Jim O'Donnell

Email: leonel.romero@uconn.edu,
james.odonnell@uconn.edu
Telephone:
Office Hours/Availability: TBD
Mode: Synchronous online
Classroom: TBD

Course Materials

Required Materials: None

Reference Materials:

Environmental Fluid Mechanics by Benoit Cushman-Roisin
(<https://www.dartmouth.edu/~cushman/books/EFM.html>)

An introduction of Ocean Turbulence by S.A. Thorpe. Cambridge University Press, 2007; 240 pp.

Turbulence: An Introduction for Scientists and Engineers by Davidson, Peter Alan. Oxford university press, 2015.

Water Wave Mechanics for Engineers and Scientists by R. G. Dean and R. A. Dalrymple. World Scientific, 2000

Course Description

Physical processes controlling the circulation and mixing of the ocean. Topics include fundamental fluid mechanics, thermodynamics, turbulence, waves, wave-current interactions, and air-sea interaction.

Course Objectives

This course is intended to introduce a theoretical basis for understanding the physical processes that control the structure, variability, transport and mixing, and circulation in the ocean. It focuses on small scale processes ranging from 100's to fractions of meters that vary with short time scales (minutes to fractions of seconds).

The course also provides experience with observations, data processing and statistical analysis methods. By the end of the semester, students will be able to

4. Understand the derivation, manipulation, and interpretation of the governing equations of fluid motion, including ocean waves and turbulence.
5. Apply statistical techniques to analyze and characterize turbulence and wave motions.
6. Gain an understanding of ocean wave mechanics and dynamics, including their dispersion, propagation, forcing and dissipation.
7. Make use of dimensional analysis to derive physical scaling laws
8. Become familiar with boundary layer processes, air-sea exchange processes, turbulent dispersion, and the interactions and feedbacks between waves and currents.

Course Components	Weight
Mid-term exams (1)	20%
Presentation (1)	25%
Peer Comments	5%
Participation	10%

In-Class Assignments/Homework

Assignments will be posted on HuskyCT. The problem sets are due a week later before or at the beginning of class. The problem sets are meant to reinforce the material and/or provide hands-on experience with data analysis. The in-class assignments will be interactive where students work on problems and share their work and solutions with the class. We strongly encourage participation and discussion.

Course Outline and Calendar

Week	Topic
1	Introduction
2	Equations for fluid motion
3	Surface Waves
4	Internal Waves
5	Statistics, governing equations of turbulent flow
6	Turbulent fluxes, buoyancy and momentum flux
7	Turbulent kinetic energy equation (TKE)
8	Energy cascade, turbulence parameterizations, Law of the Wall
9	Air-Sea exchanges
10	Measurements of Ocean Turbulence
11	Turbulence in Oceanic Boundary Layers
12	Turbulent dispersion
13	Wave-current interactions

Exams

There will be 1 mid-term exam. The assignments, readings, and lecture material will be the basis for the exam.

Presentations

Students will be required to give a 25-minute presentation (individually or in groups depending on enrollment) and lead a discussion about a scientific paper of their choice with a focus on the various topics covered. All students are encouraged to read the paper and come to class prepared with a list of possible discussion points.

Peer Comments

Students will provide feedback on each other's presentations. Students will be graded on whether they provide at least one thoughtful positive comment and 1 constructive suggestion for improvement.

Final Exam

There will be no final examination. Student presentations are scheduled during the last week of classes prior to reading days.

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

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Homework/Lab	40%

Grade	Letter Grade	GPA
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 calendar above. *The instructors reserve the right to change dates accordingly as the semester progresses. All changes will be communicated by HuskyCT announcements.*

Feedback and Grades

I will make every effort to provide feedback and grades in time for students to ask questions before the next homework. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

Students are responsible for acting in accordance with the <http://community.uconn.edu/the-student-code-preamble/> [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

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

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

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [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.

Netiquette and Communication

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

Adding or Dropping a Course

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

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

- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

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

- [Graduate Catalog](#)
http://catalog.grad.uconn.edu/grad_catalog.html
[grad_catalog.html](#)

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.” (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access
- Scientific computing software (e.g., MATLAB or Python)

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

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.

2021-155 MARN 5202 Add Course

COURSE ACTION REQUEST	
CAR ID	21-7082
Request Proposer	Dierssen
Course Title	Models of the Ocean Carbon Cycle
CAR Status	In Progress
Workflow History	Start > 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	Models of the Ocean Carbon Cycle
Course Number	5202
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

JUSTIFICATION	
Reason for the course action	New graduate version of a course that is being offered at 4202Q
How has this course action been accounted for in the department staffing plan?	Tenure track faculty will teach
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	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Lectures and Laboratory

COURSE RESTRICTIONS	
Prerequisites	Not open for credit to students who have passed MARN 4202Q
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	Department of Marine Sciences
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	MARN 5202. Models of the Ocean Carbon Cycle. 4 credits Prerequisites: Not open for credit to students who have passed MARN 4202Q. Grading Basis: Graded Introduction to the chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean. Quantitative topics include mass balances, the coupled dynamics of oceans and the atmosphere as biogeochemical systems, and parameterizations of important biogeochemical processes.
Please provide a	Specifically, you'll learn to: • Ask what processes dominate a signal in the marine environment - what is driving it? Give you the tools to start doing this quantitatively • Develop an

brief description of course goals and learning objectives	ability to express quantitative results in language that conveys information • Connect mental analysis and assessment to the need to perform mathematical calculations • Think creatively about problems to analyze information Key Tools/Concepts Developed include: • Steady state vs equilibrium • Rate vs flux • Residence time • Attribution of natural vs anthropogenic processes in the ocean Emphasis: • mass balances, chemical reaction, advection, diffusion, steady state, transients state, boundary conditions, dynamic steady state • process description mathematically • parameterization of important biogeochemical processes To develop the skills mentioned above, The Ocean Carbon Cycle balances lectures with hand on productive problem-solving sessions in small groups with plenty of access to the professor, and EXAMPLES! By the end of the semester you will have completed 8-10 homeworks that include both short answer and interpretations of quantitative results as well as problems put forth to solve from the scientific literature. I will guide you through each stage of the course to make sure you are ready in the end to begin applying these problems.		
	Describe course assessments	Homework - 40% Midterm - 25% Final - 25% Participation - 10% Graduate Student Extra Requirements Extra homework/problem sets will be included with the addition of advanced problem sets. In addition, more advanced problems are included in the take home exam. On the final, graduate students will work in small groups to design new problem sets for the undergraduate class.	
Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN4202Q_5202_syllabus_proposed_V2.docx	MARN4202Q_5202_syllabus_proposed_V2.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	04/16/2021 - 11:12	Submit		Submit
	Marine Sciences	Heidi M Dierssen	04/16/2021 - 11:47	Approved	4/9/2021	Approved



COURSE NUMBER: MARN4202Q/5202
Course Title: Models of the Ocean Carbon Cycle
Department of Marine Sciences

MARN4202Q/5202 Syllabus – 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: MARN4202Q/5202: Models of the Ocean Carbon Cycle

Credits: 4

Prerequisites: MATH 1110Q or 1071Q or 1131Q; CHEM 1127Q; BIOL 1107 or BIOL 1108; PHYS 1201Q or 1401Q

Professor: Dr. Samantha Siedlecki

Pronouns: she/her/hers

Email: samantha.siedlecki@uconn.edu

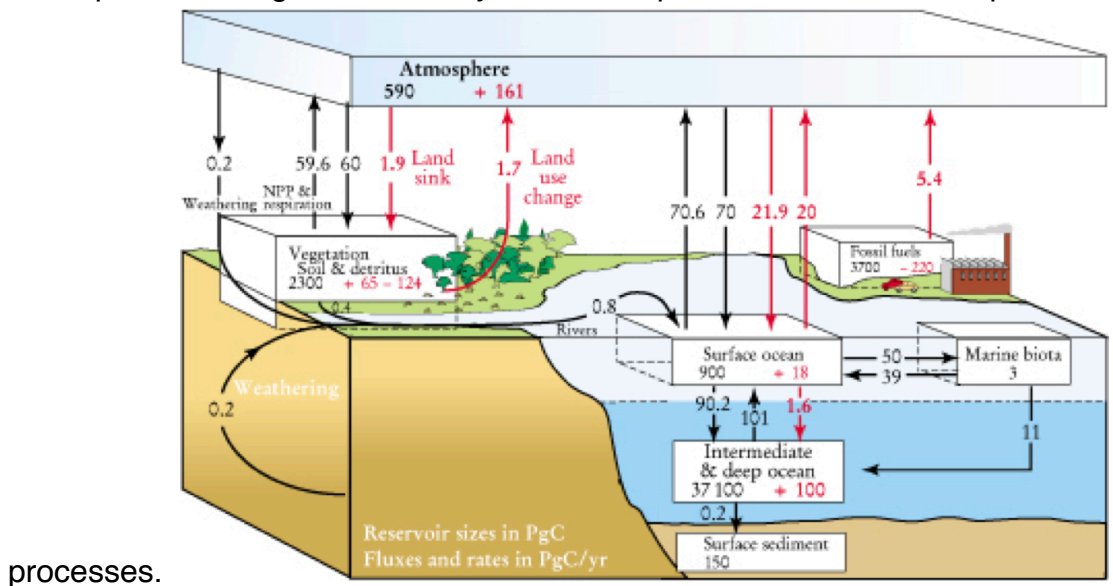
Office Hours/Availability: Virtual and by appointment, please email me to arrange a time. Typical response time within a day

Course Materials

Course materials are available within HuskyCT, through either an Internet link or Library Resources

Course Description

This course provides an introduction to the chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean. Quantitative topics include mass balances, the coupled dynamics of oceans and the atmosphere as biogeochemical systems, and parameterizations of important biogeochemical



processes.

We go through the figure above and understand the differences between the black (natural) and red (anthropogenic) arrows, how we arrived at the numbers on the figure, and what that means for carbon cycling in the ocean. The course will consist of a mix of lecture and problem sets. You can expect weekly homework. Exams will be entirely take-home exam. You are bound by the policies of Academic Integrity as outlined in the Student Code.

Your success in this class is important to me. I hope you actively participate in this course including attending the lectures and problem solving sessions as well as turning in homework in a timely manner, because I have found it is the best way to engage you in learning. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the e University's [Center for Students with Disabilities \(CSD\)](#) – more info below - to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.

Course Objectives

Models of the Ocean Carbon Cycle (MARN 4230Q/5230)

chemical/biological reactions and transport dynamics of ocean models with the focus on attribution of anthropogenic carbon in the global ocean through problem solving.

Specifically, you'll learn to:

- Ask **what processes dominate a signal in the marine environment** - what is driving it? Give you the tools to start doing this **quantitatively**
- Develop an ability to **express quantitative results in language that conveys information**
- **Connect mental analysis** and assessment to the need to perform mathematical **calculations**
- **Think creatively** about problems to analyze information

Key Tools/Concepts Developed include:

- Steady state vs equilibrium
- Rate vs flux
- Residence time
- Attribution of natural vs anthropogenic processes in the ocean

Emphasis:

- mass balances, chemical reaction, advection, diffusion, steady state, transients state, boundary conditions, dynamic steady state
- process description mathematically
- parameterization of important biogeochemical processes

To develop the skills mentioned above, The Ocean Carbon Cycle balances lectures with hand on productive problem-solving sessions in small groups with plenty of access to the professor, and EXAMPLES!

By the end of the semester you will have completed 8-10 homeworks that include both

short answer and interpretations of quantitative results as well as problems put forth to solve from the scientific literature. I will guide you through each stage of the course to make sure you are ready in the end to begin applying these problems.

Course Requirements and Policies

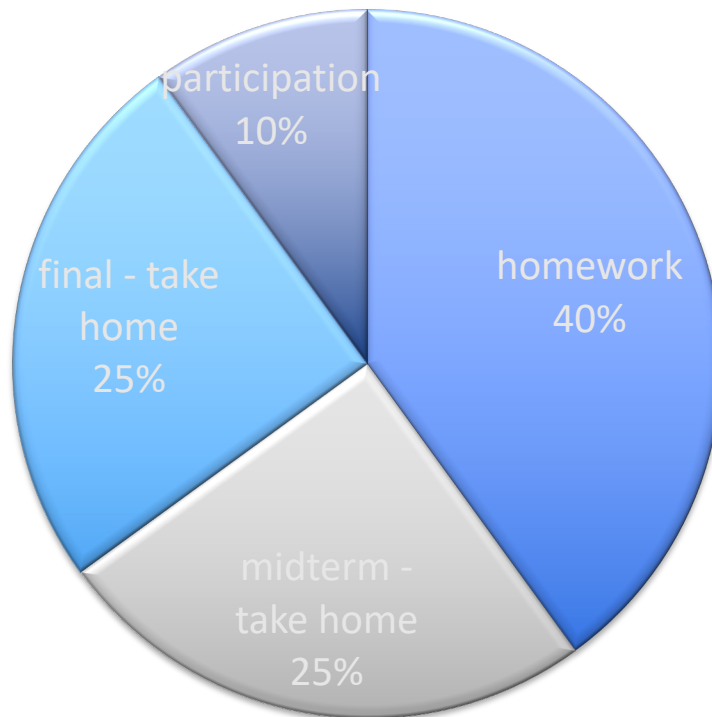
Summary of Course Grading:

To facilitate these outcomes, students will engage in a variety of activities and assignments described below in detail. These will serve as a basis for evaluation and, ultimately, the grade.

Undergrad

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

Course Grade



Graduate Student Requirements

Extra homework/problem sets will be included with the addition of advanced problem sets. In addition, more advanced problems are included in the take home exam. On the final, graduate students will work in small groups to design new problem sets for the undergraduate class.

Due Dates and Late Policy

All course due dates are identified on the HuskyCT course website. 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.* Late work is eligible up to one week past the due date or until the homework/exam is returned to the class. Once graded material is handed back, assignments/homework/exams will no longer be accepted. Traumatic events happen, are unwelcome and because I understand how difficult these times are, if you contact me within 24 h of the event and provide documentation, I will be happy to give you make-up work and work with you to make up the assignment. Each semester, a make-up homework will be offered once for anyone who wishes to replace their worst

homework grade. 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

I will make every effort to provide feedback and grades in 1 week. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly Time Commitment

You should expect to dedicate 8 to 10 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut's policy regarding credit hours](#). (More information related to hours per week per credit can be accessed at the [Online Student website](#)).

Student Authentication and Verification

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

1. **Secure NetID and Log In**
HuskyCT, the learning management system in which all online courses are hosted authenticates student user accounts and passwords through NetID access. This process is already in place for all students enrolled in online courses at UConn and provides the first point of student authentication. You will access the link to the class through our secure HuskyCT site.
2. Faculty member will check the StudentAdmin roster photographs at the beginning of the online teaching portion of the semester. Through monitoring of video chat, threaded discussions, and ongoing monitoring of multiple student submissions, faculty will be able to associate student work with individual students ensuring they are the same students receiving credit.

Course Activities

Readings: Over the course of the semester we will read some papers and book chapters and some of these will be preceded by a discussion in the class. Most of the reading material provided is meant to support the lectures for those of you who assimilate knowledge better by reading it – or want a deeper dive.

Problem sets: Over the course of the semester you will work on 8-10 problem sets that will help put your new problem solving skills to work. Graduate students will have more involved or “advanced” problems on each problem set in addition to the same base problems.

Take Home Exams: There will be two take home exams that you will have 10 days to accomplish. These are big extended problem sets and will be open book but closed people. You will work on these alone. Graduate students will have additional problems on these exams.

[Calendar and Class Meeting Schedule](#)

Date		Topic
January	20	Introduction and Course Overview, units; circulation
	25	Ions in Seawater; basic chemical rxns; Mass Balance; major controls on seawater composition;
	27	Conservative elements – salt balance –IPOLA, Control Volumes, Mass Balance
February	1	More IPOLA mass balance setup
	3	Equilibrium reactions;
	8	Equilibrium reactions;
	10	Residence Time;
	15	Problems in class (Dead Sea)
	17	Med Sea problem – PS #4 entire class time
	22	IPOLA – overview problem – example problem – Ur in Lake; think pair share on approach, then work on it together. TAKE HOME MIDTERM HANDED OUT,
	24	No class work on take home midterm,
March	1	Q&A on midterm during class,
	3	Isotopes – part 1;
	8	Isotopes – part 2;
	9	Biological Pump; Primary production – part 1;
	10	Biological Pump particles in the water column and Th;
	15	Boundary conditions – sediments; redox;
	17	Boundary conditions – sediments; redox;
	22	Solubility Pump; Boundary conditions – air/sea flux, part 1;
	24	Solubility Pump; Boundary conditions – air/sea flux, part 2;

	29	Carbonate system; Chemical kinetics and buffering;
	31	Carbonate system; Chemical kinetics and buffering;
April	5	Ocean Acidification, Anthropogenic carbon calcs;
	7	Ocean Acidification, Anthropogenic carbon calcs part 2;
	12-14	Spring Break
	19	IPCC process and current state of policy (guest lecture)
	21	Climate impacts of OA and future projections
	26	Climate focused Social, Equity and Justice reading and discussion; TAKE HOME FINAL HANDED OUT
	28	Review in class;
May	3	Finals week no class
	5	No class...TAKE HOME FINAL DUE Friday the 7 th

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 for additional help outside of class. All questions are important here. I recommend you allocate time in your schedule that this course requires. Some useful additional study strategies could include the Cornell note taking strategy (<http://lsc.cornell.edu/notes.html>). You will work in small groups on problem sets throughout the course. These problems will challenge you to think outside the box critically in ways no other class has done before. You will be asked to integrate knowledge from other courses in the major. Success in this course program depends on your participation, attention, and hard work which can't be performed without 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. Your teaching assistant and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. Here is a list of some of those resource here: [Dean of Students Office](#), [Academic Achievement Center](#), [Quantitative Learning Center](#), [Center for Students with Disabilities](#), [Title IX Office](#), [Student Health and Wellness -- Mental Health](#),

Husky Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. Check out this [video](#) and go [here](#) for more information.

Resources for Students Experiencing Distress

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

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health \(SHaW-MH\)](#) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

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

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify 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/>

Classroom/Virtual Classroom Guidelines

When we are in the virtual class room, on the first day, we will set ground rules for our virtual experience together. These can include things like cameras on (unless your connection precludes it), use of the chat room for questions, and etiquette for group work. Sometimes students have had bad experiences with math and we will spend time discussing strategies to overcome those hurdles together early on. We work as a group often on the problem sets, so come prepared to work with others.

Recording Lectures

Classes for this semester's course will be conducted over WebEx. As the host, I may record these sessions using WebEx's recording feature. I will let the class know at the beginning of a session if I plan to record the session. The recording feature for others in attendance will be disabled so that no one else will be able to record a session. In order to protect student privacy and intellectual property rights, students are prohibited from recording any session, or any portion of a session, by other means. At my discretion and in accordance with University policies and guidelines, I may share one or more of the recorded sessions with the class to provide students with an additional opportunity to review course content. The sharing of any recorded content without my written permission is prohibited. If you would like to ensure your likeness is not captured during an online class, please turn your camera off. For recordings conducted in person, please alert me to any concerns so that I may take steps to help ensure you are not recorded.

Please remember that the unauthorized recording or sharing of course content may be considered a violation the law, University policy, and/or The Student Code.

The web-based video delivery of any class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

Copyright

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. 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. 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. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, 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.

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

Academic Integrity Statement: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual*

property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

Copyright

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

Netiquette and Communication

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

[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](#))

If you need accommodations, **you have a right to have these met**, so it's best to notify instructors as soon as possible. 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.” (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Software Requirements and Technical Help

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- Equipment Recommendations (<https://remotework.uconn.edu/equipment-recommendations/>)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

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.

(add additional items as needed)

[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 the Course

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.

2021-156 MARN 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: 4/16/2021
2. Department or Program: Marine Sciences
3. Title of Major: *Marine Sciences*
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:

Remove 3003Q as a requirements and now it is part of a grouping in the electives to allow other Q courses to be taken. Add senior thesis 4896W as an alternative to taking MARN 4002 with prior consent of the Department Head, and adding several electives to the major. Cleaning up catalog to have both undergrad and grad versions listed for honors students and potentially 4+1 students.

Marine Sciences

[Course descriptions](#)

Students in the Marine Sciences major receive multidisciplinary training in the biological, chemical, physical, and geological processes of the ocean with emphasis on how humans impact the coastal environment. In addition to receiving a strong foundation in mathematics and natural sciences, students engage in experiential learning, fieldwork, internships, study abroad and senior-year capstone courses that foster interdisciplinary training. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

[BIOL 1107](#) and [1108](#); [CHEM 1124Q](#), [1125Q](#) and [1126Q](#), or [CHEM 1127Q](#) and [1128Q](#); [MATH 1131Q](#), and [1132Q](#); [PHYS 1201Q](#) and [1202Q](#), or [PHYS 1401Q](#) and [1402Q](#); [STAT 1100Q](#) or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: [MARN 1002](#) or [1003](#), [2801W](#), [3001](#), [3002](#), [3003Q](#), [4001](#), [4002](#), and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

- Group 1: [MARN 2060](#), [3000E](#), [3060](#), [3230](#), [3505](#), [4030W](#), [4050](#), [4060](#), [4066](#).
- Group 2: [MARN 3012](#), [3014](#), [3015](#), [3017](#), [3030](#), [3811](#), [4010](#), [4018](#).

Students may be able to use [MARN 3893](#), [4893](#), [4895](#), [4898](#) or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in the Basic Sciences and Math

[BIOL 1107](#) and [1108](#); [CHEM 1124Q](#), [1125Q](#), and [1126Q](#), or [CHEM 1127Q](#) and [1128Q](#); [MATH 1060Q](#) and [1071Q](#), or [MATH 1131Q](#); [PHYS 1201Q](#) or [PHYS 1401Q](#); [STAT 1100Q](#) or another course approved by the Department Head.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: [MARN 1002](#) or [1003](#), [2801WE](#), [3001](#), [3002](#), [4001](#), [4002](#), and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use [MARN 3893](#), [4893](#), [4895](#), [4898](#), or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular [MARN 3001](#), [2801WE](#), and [4002](#). The writing in the major requirement will be satisfied by [MARN 2801WE](#).

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning.

Minors in [Marine Biology](#) and [Oceanography](#) are described in the Minors section.

Proposed Catalog Description of Major

Marine Sciences

[Course descriptions](#)

Students in the Marine Sciences major receive multidisciplinary training in the biological, chemical, physical, and geological processes of the ocean with emphasis on how humans impact the coastal environment. In addition to receiving a strong foundation in mathematics and natural sciences, students engage in experiential learning, fieldwork, internships, study abroad and senior-year capstone courses that foster interdisciplinary training. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including **at least 30** credits of Marine Sciences courses (**27 at 2000-level and above**), and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

[BIOL 1107](#) and [1108](#); [CHEM 1124Q](#), [1125Q](#) and [1126Q](#), or [CHEM 1127Q](#) and [1128Q](#); [MATH 1131Q](#), and [1132Q](#); [PHYS 1201Q](#) and [1202Q](#), or [PHYS 1401Q](#) and [1402Q](#);

Introductory statistics or data analysis: [STAT 1000Q](#) or [STAT 1100Q](#) or [STAT 3025Q](#) or [CSE 1010](#) or [CSE 1100](#) or [PHYS 2200](#) or [PHYS 2400](#) or [PHYS 2501W](#) or [CHEM 3332](#) or [GEOG 2500](#) or [GEOG 2510](#) or [GSCI 2500](#).

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN1002 or 1003, **2801WE**, 3001, 3002, 4001, 4002 or **4896W with prior consent of the Department Head**. **Four MARN** electives must be completed with at least one course from each group:

Group 1: MARN 3000E, 3060, 3230, 3505, 4030W, 4050, **4052**, 4060, **4066**

Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, **3812**, 4010, 4018, **4130**

Group 3: MARN **3003Q**, **4210Q**

A maximum of four MARN 5000+ graduate level courses may be used to fulfill some of these requirements. Students may be able to use [MARN 3893](#), [4893](#), [4895](#), [4898](#) or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with an advisor, four Related Area courses are taken in different fields or a single field of interest leading to a minor.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including **at least 30** credits of Marine Sciences courses (**27 at 2000-level and above**), and **12** credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in the Basic Sciences and Math

[BIOL 1107](#) and [1108](#); [CHEM 1124Q](#), [1125Q](#), and [1126Q](#), or [CHEM 1127Q](#) and [1128Q](#); [MATH 1060Q](#) and [1071Q](#), or [MATH 1131Q](#); [PHYS 1201Q](#) or [PHYS 1401Q](#);

Introductory statistics or data analysis: [STAT 1000Q](#) or [STAT 1100Q](#) or [STAT 3025Q](#) or [CSE 1010](#) or [CSE 1100](#) or [PHYS 2200](#) or [PHYS 2400](#) or [PHYS 2501W](#) or [CHEM 3332](#) or [GEOG 2500](#) or [GEOG 2510](#) or [GSCI 2500](#).

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: [MARN 1002](#) or [1003](#), [2801WE](#), [3001](#), [3002](#), [4001](#), [4002](#) or [4896W](#) with prior consent of the Department Head. **Four MARN electives must be completed from any group listed under the Marine Sciences B.S. electives.**

A maximum of four MARN 5000+ graduate level courses may be used to fulfill some of these requirements. Students may be able to use [MARN 3893](#), [4893](#), [4895](#), [4898](#), or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with an advisor, four Related Area courses are taken in different fields or a single field of interest leading to a minor.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular [MARN 3001](#), [2801WE](#), and [4002](#). The writing in the major requirement will be satisfied by [MARN 2801WE](#).

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning.

Minors in [Marine Biology](#) and [Marine Sciences](#) are described in the Minors section.

Justification

1. Reasons for changing the major: Changing the electives and groupings to allow more diversity and student interest.
2. Effects on students: More options to their degree.
3. Effects on other departments: None
4. Effects on regional campuses: Taught at Avery Point.
5. [Dates approved](#) by
Department Curriculum Committee: 4/1/2021
Department Faculty: 4/9/2021
6. Name, Phone Number, and e-mail address of principal contact person:

Heidi Dierssen
heidi.dierssen@uconn.edu

2021-157 MARN Review 4+1

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: 4/16/2021
2. Department or Program: Marine Sciences
3. Title of Major: 4+1 B.S./M.S. Degree in Marine Sciences and Oceanography
4. [Effective](#) Date (semester, year): 2022
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

4+1 B.S./M.S. Program in Marine Sciences & Oceanography

Students pursuing a UConn undergraduate B.S. degree in Marine Sciences can apply to use up to 12 credits of coursework taken as an undergraduate towards their M.S. degree in Oceanography offered by the Department of Marine Sciences. For joint B.S./M.S. students, the non-thesis M.S. degree can be earned in a single year after finishing the B.S. The curriculum includes coursework in biological, chemical, physical and geological oceanography and an examination in their final year.

Potential employers include non-governmental organizations, state and federal agencies, secondary and postsecondary educational institutions, and environmental consulting firms. This program may also provide preparation for more advanced graduate studies, although students interested in research are encouraged to apply for the thesis-based M.S. also offered by the Department of Marine Sciences.

Joint B.S./M.S. Program Coordinators: Claudia Koerting (Claudia.koerting@uconn.edu) and the Chair of the Graduate Exam Committee.

Course requirements

This program is intended for undergraduates pursuing a B.S. in Marine Sciences and students must meet all of the undergraduate requirements to receive the B.S. degree. The M.S. program requires four core courses taken at the undergraduate or graduate level: MARN 4010/5010, MARN 4050/5050, MARN 4030W/5030, and MARN 4060/5065. The recommended sequence of the core courses is provided below in order to prepare for the final examination in Year 5.

Year 4 Spring (undergraduate, 6 credits).

MARN 4010/5010. Biological Oceanography. 3 credits.

MARN 4050/5050. Geological Oceanography. 3 credits

Year 5 Fall (graduate, 6 credits).

MARN 4050/5030. Chemical Oceanography. 3 credits

MARN 4060/5065. Physical Oceanography. 3 credits

In addition to core courses, up to 6 additional undergraduate credits at the 3000-level or above can be used for the M.S. Degree chosen from any elective that is cross-listed as a graduate course including:

MARN 3012/5012. Marine Invertebrate Biology. 3 credits.

MARN 3015/5015. Techniques in Marine Molecular Biology. 3 credits.

MARN 3017/5017. Plankton Ecology. 3 credits

MARN 3030/5032. Coastal Pollution and Bioremediation. 3 credits.

MARN 3812/5812. Seminar in Marine Biodiversity and Conservation. 3 credits.

MARN 3505/5505. Remote Sensing of Marine Geography. 3 credits.

MARN 4018/5018. Ecology of Fishes. 3 credits.

MARN 4066/5066. River Influences on the Marine Environment. 3 credits.

MARN 4052/5052. Paleoceanography. 3 credits (approval pending)

MARN 4210Q/5210. Experimental Design in Marine Ecology. 3 credits

With permission, up to 3 undergraduate credits of MARN 4893, 4895, 4896W, or 4898 may be used for the joint B.S./M.S. program.

The remainder of the required 30 credits must be selected at the MARN 5000-level or above based on the interest of the student. No more than 3 credits of MARN 5893 (Research) and 3 credits of MARN 5899 (Independent Study) are allowed.

Final Examination

The students in the joint program will be responsible for the material in the four core courses and will take a graduate examination offered in January each year. The Graduate Examination Committee will proctor the exam and determine passing grades for the joint students. Students may be allowed to redo a portion of the exam following guidelines set forth by the committee.

Academic Qualifications

For admittance to the joint B.S./M.S. program, students should be in Year 3 or later of the B.S. in Marine Sciences, have completed at least 2 semesters as a full-time student at the University of Connecticut, and have a B (3.00) cumulative grade point average or better at the time of application. To apply, students must have completed two semesters of calculus and at least one semester each of physics, biology, and chemistry at the time of application. We particularly look for talented and motivated students who are committed to graduate studies. The Graduate School requires students to maintain at least a B (3.00) cumulative grade point average in the 30 credits used for the M.S. degree.

Costs

The student can take up to 12 credits as an undergraduate as part of their undergraduate education costs. The student is responsible for the cost of at least 18 credits of graduate education.

Advising

The student may select a graduate advisor from the tenure track faculty or they will be assigned an advisor from the Graduate Exam Committee. The advisor provides guidance in course selection and preparation for the final examination.

Justification

1. Identify the core concepts and questions considered integral to the discipline:

This is a new 4+1 program in Marine Sciences using an existing B.S. in Marine Sciences and existing M.S. in Oceanography. The program will serve as an excellent recruiting tool for students into our major and provide an cost effective mechanism for students to receive an M.S. who are not interested in research thesis-based program, but interested in non-governmental organizations, state and federal agencies, secondary and postsecondary educational institutions, and environmental consulting firms.

The core courses are already co-listed undergrad/grad courses and will not require new resources. In addition, we already have a graduate exam committee and annual exam that can be modified to fit these students. This builds seamlessly off of our current program

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

The core courses are those required by our thesis-based M.S. and Ph.D. program students covering biological, chemical, physical and geological oceanography – the core disciplines of oceanography. We recommend that students can take the core courses

as senior spring year and first year graduate student as outlined above.

3. [Dates approved](#) by

Department Curriculum Committee: 4/9/2021

Department Faculty: 4/9/2021

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

Heidi Dierssen

Heidi.dierssen@uconn.edu

General Education

Describe below how majoring students will fulfill each of the general education requirements below.

1. [Writing in the major](#):
2. [Information literacy](#):

All existing B.S. requirements for the Marine Sciences major will be met by this program.

2021-158 MATH 4110 Revise Course

COURSE ACTION REQUEST	
CAR ID	21-6917
Request Proposer	Gan
Course Title	Introduction to Modern Analysis
CAR Status	In Progress
Workflow History	Start > Draft > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Introduction to Modern Analysis
Course Number	4110
Will this use an existing course number?	Yes
Please explain the use of existing course number	Just modify the prerequisites.

CONTACT INFO	
Initiator Name	Guojun Gan
Initiator Department	Mathematics

Initiator NetId	gug14001
Initiator Email	guojun.gan@uconn.edu
Is this request for you or someone else?	Myself

JUSTIFICATION

Reason for the course action	Correct a typo in the prerequisites.
How has this course action been accounted for in the department staffing plan?	Yes as it is an existing course.
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	5
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture

COURSE RESTRICTIONS

Prerequisites	Not open for credit to students who have passed MATH 5110.
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	
Will this course be taught off campus?	No
Will this course be offered online?	No
Is there potential for a service learning component?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	MATH 4110. Introduction to Modern Analysis 3.00 credits Prerequisites: Not open for credit to students who have passed MATH 5510. Grading Basis: Graded Metric spaces, sequences and series, continuity, differentiation, the Riemann-Stieltjes integral, functions of several variables.
Provide proposed title and complete course catalog copy	MATH 4110. Introduction to Modern Analysis 3.00 credits Prerequisites: Not open for credit to students who have passed MATH 5110. Grading Basis: Graded Metric spaces, sequences and series, continuity, differentiation, the Riemann-Stieltjes integral, functions of several variables.

Please provide a brief description of course goals and learning objectives	Through this course, students will learn metric spaces, sequences and series, continuity, differentiation, the Riemann-Stieltjes integral, functions of several variables.		
Describe course assessments	Grades will be determined as follows: 1. Homework: 40 % 2. 1st Midterm: 30% 3. 2nd Midterm: 30%		
Syllabus and other attachments	Attachment Link	File Name	File Type
	syllabus5110-Fall2020a.pdf	syllabus5110-Fall2020a.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Guojun Gan	04/06/2021 - 16:59	Submit		Department head approved this change on March 19, 2021.
	Mathematics	Guojun Gan	04/09/2021 - 11:53	Approve	3/19/2021	I Approve

2021-159 MCB 5625 Add Course

COURSE ACTION REQUEST	
CAR ID	21-7037
Request Proposer	Papke
Course Title	Horizontal Gene Transfer, From Mechanisms to Outcomes
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Horizontal Gene Transfer, From Mechanisms to Outcomes
Course Number	5625
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Papke
Proposer First Name	Robertson
Select a Person	rtp07002
Proposer NetId	rtp07002

Proposer Phone	+1 860 486 7963
Proposer Email	robertson.papke@uconn.edu

JUSTIFICATION	
Reason for the course action	This is a specialist course taught for graduate students in MCB who work in the Microbiology area of concentration and wish to learn more about horizontal gene transfer. This is a fundamentally important topic in this discipline
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?	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	Lecture, discussion and student presentations

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	instructors research specialty
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	MCB 5625. Horizontal Gene Transfer, From Mechanisms to Outcomes Three credits. Prerequisite: Instructor consent. Not open to students who have passed MCB 5895 when offered as " ". Grading Basis: Graded Readings from the scientific literature will provide a focus for investigating how quorum sensing, natural transformation, and biofilm formation are interwoven processes that collectively control and bias horizontal gene transfer (HGT) in prokaryotes. The contribution of HGT to prokaryotic evolution via, for example, adaption to environments, generation of metabolic pathways and how separate bacterial lineages are formed will then be explored.								
Please provide a brief description of course goals and learning objectives	Course goals: 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. Learning objectives: 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.								
Describe course assessments	Midterm and final exam will have open ended questions designed to interrogate students' ability synthesize facts and principles studied in the course reading assignments. Students will give an oral presentation of a research topic (see syllabus). Further, students will be expected to discuss in detail the reading assignments for the class for a participation grade. Reading assignments are from the scientific literature, spanning mechanisms for prokaryotic horizontal gene exchange to their outcomes in terms of prokaryotic evolution, speciation and adaptation to environments.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Papke MCB 5625 Syllabus.docx</td> <td>Papke MCB 5625 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Papke MCB 5625 Syllabus.docx	Papke MCB 5625 Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
Papke MCB 5625 Syllabus.docx	Papke MCB 5625 Syllabus.docx	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	David A Knecht	04/14/2021 - 11:15	Submit		C&C committee approved
Molecular and Cell Biology	David A Knecht	04/16/2021 - 16:51	Approve	4/9/2021	MCB approval April 9	

2021-160 PHYS

Revise Major

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 04/23/2021
2. Department or Program: PHYS
3. Title of Major: Bachelor of Science in Mathematics-Physics
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 2 possible courses to requirement of 1 track

Existing Catalog Description of Major

Bachelor of Science in Mathematics-Physics

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](#).

Track A: Physics Emphasis

In addition to the general education's requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

1. Either: (i) [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)) and [2210Q](#) and [2410Q](#) (or [2420Q](#)); or (ii) [MATH 2141Q](#) and [2142Q](#) and [2143Q](#) and [2144Q](#).
2. All of: [MATH 3146](#), [3410](#), [3510](#) and [PHYS 2300](#), [2501W](#), [3101](#), [3201](#), [3202](#), [3300](#), [3401](#).
3. Any nine credits from: [PHYS 2200](#), [2400](#), [3102](#), [3150](#), [3501](#), [3989](#), [4093](#), [4095](#), [4096W](#), [4098](#), [4099](#), [3402](#), [4100](#), [4130](#), [4140](#), [4150](#), [4210](#), [4300](#), [4350](#), or one of [4710](#), [4720](#), [4730](#) or [4740](#).

Track B: Mathematics Emphasis

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

1. Either: (i) [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)) and [2210Q](#) and [2410Q](#) (or [2420Q](#)) [2710](#) (or [2141Q](#) and [2142Q](#)) and [3146](#); or (ii) [MATH 2141Q](#) and [2142Q](#) and [2143Q](#) and [2144Q](#) and [3146](#)
2. All of: [PHYS 2300](#), [2501W](#), [3101](#), [3201](#), [3202](#), [3401](#).
3. Any three credits from: [PHYS 2200](#), [2400](#), [3102](#), [3150](#), [3300](#), [3501](#), [3989](#), [4093](#), [4095](#), [4096W](#), [4098](#), [4099](#), [3402](#), [4100](#), [4130](#), [4140](#), [4150](#), [4210](#), [4300](#), [4350](#), [4710](#), [4720](#), [4730](#), [4740](#), [4900](#).
4. Any four courses from [MATH 3150](#) (or [4110](#)), [3151](#), [3160](#), [3210](#), [3230](#) (or [4210](#)), [3330](#) (or [4310](#)), [3370](#), [3410](#).

Proposed Catalog Description of Major

Bachelor of Science in Mathematics-Physics

The B.S. degree in Mathematics-Physics may be completed by following either Track A, which has a physics emphasis, or Track B, which has a mathematics emphasis. Students in Track A should choose an advisor from the Physics Department, and those in Track B should choose an advisor from the Mathematics Department. The number of credits for 2000-level courses or above in the Track A is 30 in Physics and 19 in Mathematics, and for Track B these numbers are 21 credits in

Physics and 28 in Mathematics. In either Track, the writing in the major and information literacy competencies are met using [PHYS 2501W](#).

Track A: Physics Emphasis

In addition to the general education's requirements of the University and College, the required courses for the Mathematics-Physics Major Track A (Physics Emphasis) are:

4. Either: (i) [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)) and [2210Q](#) and [2410Q](#) (or [2420Q](#)); or (ii) [MATH 2141Q](#) and [2142Q](#) and [2143Q](#) and [2144Q](#).
5. All of: [MATH 3146](#), [3410](#), [3510](#) and [PHYS 2300](#), [2501W](#), [3101](#), [3201](#), [3202](#), [3300](#), [3401](#).
6. Any nine credits from: [PHYS 2200](#), [2400](#), **2701**, **2702**, [3102](#), [3150](#), [3501](#), [3989](#), [4093](#), [4095](#), [4096W](#), [4098](#), [4099](#), [3402](#), [4100](#), [4130](#), [4140](#), [4150](#), [4210](#), [4300](#), [4350](#), or one of [4710](#), [4720](#), [4730](#) or [4740](#).

Track B: Mathematics Emphasis

The required courses for the Mathematics-Physics Major Track B (Mathematics Emphasis) are:

5. Either: (i) [MATH 2110Q](#) (or [2130Q](#) or [2143Q](#)) and [2210Q](#) and [2410Q](#) (or [2420Q](#)) [2710](#) (or [2141Q](#) and [2142Q](#)) and [3146](#); or (ii) [MATH 2141Q](#) and [2142Q](#) and [2143Q](#) and [2144Q](#) and [3146](#)
6. All of: [PHYS 2300](#), [2501W](#), [3101](#), [3201](#), [3202](#), [3401](#).
7. Any three credits from: [PHYS 2200](#), [2400](#), [3102](#), [3150](#), [3300](#), [3501](#), [3989](#), [4093](#), [4095](#), [4096W](#), [4098](#), [4099](#), [3402](#), [4100](#), [4130](#), [4140](#), [4150](#), [4210](#), [4300](#), [4350](#), [4710](#), [4720](#), [4730](#), [4740](#), [4900](#).
8. Any four courses from [MATH 3150](#) (or [4110](#)), [3151](#), [3160](#), [3210](#), [3230](#) (or [4210](#)), [3330](#) (or [4310](#)), [3370](#), [3410](#).

Justification

1. Reasons for changing the major: Astrophysics courses have been added to PHYS department by the hiring of 4 new faculty in astrophysics over the These courses will offer an opportunity to explore to another important subfield of geophysics. This change had already been approved for the other BS programs and tracks in PHYS, but we neglected to include it in the listing for Track A of the Mathematics-Physics BS when we submitted the changes to the other tracks and majors.
2. Effects on students: Additional elective course options
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: 4/23/2021
Department Faculty: 4/23/2021
6. Name, Phone Number, and e-mail address of principal contact person: Vernon Cormier, 6-4437, vernon.cormier@uconn.edu or micki.bellamy@uconn.edu

