

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

## COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

### Agenda for the meeting of September 10, 2013

Introductions.....	1
Discussion of procedures, website and forms.....	1
Approvals by the Chair .....	1
2013-107 Offer Special Topics: GEOG 4095 Social Justice .....	1
Proposals for consultation.....	4
2013-114 Offer Special Topics: UNIV 3995 Individualized Study.....	4
Resubmitted Proposals .....	18
2013-077 Add MARN 1160 Introduction to Scientific Diving .....	18
2013-078 Add MARN 4160 Scientific Diving .....	25
2013-079 Add MARN 4066 River Influences on the Marine Environment.....	33
2013-080 Add MARN 5066 River Influences on the Marine Environment.....	38
2013-104 Change History 5610 Empire, Nations, and Migration .....	43
2013-105 Cross-list HIST 5610 and LLAS 5100.....	44
New Proposals .....	45
2013-108 Change ENGL 2409 The Modern Novel.....	46
2013-109 Add ENGL 3207 American Literature... ..	46
2013-110 Change MARN 5064 Ocean Waves.....	52
2013-111 Change HIST Major: include new courses .....	53
2013-112 Change HIST Minor: add new courses.....	57
2013-113 Change HIST 5102 Historical Research and Writing .....	60

### Introductions

Discussion of procedures, website and forms.

### Approvals by the Chair

#### 2013-107 Offer Special Topics: GEOG 4095 Social Justice

1. Date of this proposal: June 25, 2013
2. Semester and year this 4095 course will be offered: Spring 2014
3. Department: Geography
4. Course number and Title proposed: GEOG4095, Social Justice and Sustainability in Water and Community Development

5. Number of Credits: 3
6. Instructor: Dr. Carol Atkinson-Palombo
7. Instructor's position: Assistant Professor, Department of Geography
8. Has this topic been offered before? No      If yes, when?
9. Is this a (X) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-time request to offer this topic?
10. Short description: An overview of social justice and sustainability issues with respect to water and community development with a special emphasis on Africa and the country of Ethiopia.
11. Please attach a sample/draft syllabus to first-time proposals. See below.
12. Comments, if comment is called for:
13. Dates approved by: Department Curriculum Committee: 6/17/2013  
Department Faculty: 6/21/2013
14. Name, Phone Number, and e-mail address of principal contact person:  
Robert Cromley, x-2059

Course Syllabus:

GEOG4095 Special Topics  
Social Justice and Sustainability in Water and Community Development

Spring 2014 (3 credits)

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Eligibility: Open to all undergraduate students (with prior approval of the instructor before enrolling)

Suggested Preparation: SOCI3271 Topics in the Sociology of Culture: Society and Climate Change or GEOG3100 Geography of Economic Development

Instructor: Dr. Carol Atkinson-Palombo, Department of Geography

**Topic 1: Introduction to Social Justice and Sustainable Water Resource Management**

Readings: Creating a North-South Learning Organization to Promote Sustainable Water Resources Management in Ethiopia, Carol Atkinson-Palombo, and Mekonnen Gebremichael, Journal of Sustainability Education, Special Issue: The Geography of Sustainability, Vol. 3, March 2012; Drive, Daniel Pink – a reading on motivation and “The Matrix of Domination”, Patricia Hill Collins – a reading on positionality and white privilege.

**Topic 2: Political History of Ethiopia / Africa**

Topics will include domestic politics, the geo-politics of the Cold War, and the Military Derg (also known as the “Red Terror”) that was in power in Ethiopia from 1977 through 1991.

Readings: Things Fall Apart, Chinua Achebe and selections from The Black Man's Burden: Africa and the Curse of the Nation-State Basil Davidson Three Rivers Press (April 27, 1993) and Encountering Development: The Making and Unmaking of the Third World. A. Escobar, Princeton Press, (1994).

**Topic 3: Physical Geography of Ethiopia**

Topics will include climate, topography, rainfall, rivers and lakes of the country. Special attention will be paid to areas where the population is vulnerable to drought and flooding, where various water-related illnesses (e.g. Malaria) occur, and where populations are vulnerable to climate change.

Readings: Selections from Africa: Diversity & Development, Binns et al, (2012) and Climate Change in Africa (African Arguments) Camilla Toulmin, Zed Books (December 8, 2009)

#### **Topic 4: Gender Dynamics**

Topics will include sex/gender & division of labor, patriarchy, capital accumulation, climate change and climate impacts on women in Africa. Two case studies will be presented of women in Ghana and Kenya.

Readings: Selections from Patriarchy and Accumulation On A World Scale: Women in the International Division of Labour, Maria Mies Zed Books (1999) and “Under Western Eyes: Feminist Scholarship and Colonial Discourses”, Chandra Talpade Mohanty. Also, “Women and Climate Change: A Case-Study from Northeast Ghana”, Glazerbrook, Trish, Hypatia vol. 26, no. 4 (Fall, 2011) or “Climate Change, Globalisation and Changing Social Relations Impact on Senior Women in Small Rural Community Farming in Kenya”, Linda Chebichii, Women & Environments, Fall 2010/Winter 2011.

#### **Topic 5: Race & Class**

Topics will build upon the last class and add an analysis of Race and Class, including specific examples within Ethiopia.

Readings: Selections from Encountering Development: The Making and Unmaking of the Third World. A. Escobar. Princeton Press (1994), Third World Women and the Politics of Feminism, edited by Chandra Talpade Mohanty (1991). Also, “Ethiopia: Revolution, Class and the National Question, Edmond J. Keller”, African Affairs Vol. 80, No. 321 (Oct., 1981), pp. 519-549 to provide some historical/cultural background.

Assignment: Students will begin work on a 10 page individual paper on topics of choice related to class material due last day of class.

#### **Topic 6: Health Issues**

Topics will include health issues as related to poverty, lack of medical facilities, lack of basic resources such as food and water, and climate change.

Readings: “The health impacts of global climate change: A geographic perspective”, Applied Geography, 33 (2012) 1-3. Also, readings from Africa: Diversity & Development, Binns et al, (2012).

#### **Topic 7: Food & Water Security**

Topics will include issues of food and water security as a result of poverty, lack of infrastructure, economic development, war and conflict and climate change.

Readings: Climate change and human health: Spatial modeling of water availability, malnutrition, and livelihoods in Mali, Africa”, Marta M. Jankowska, David Lopez-Carrb, Chris Funk, Gregory J. Husakd, Zoë A. Chafee, Applied Geography, 33 (2012) 4-15. Also, selections from Earth Democracy: Justice, Sustainability and Peace. Vandana Shiva. South End Press, (2005).

#### **Topic 8: Just Sustainability**

Topics will include exploring ‘just sustainabilities’ in relation to gender / race / class and in particular in relation to water / food and development.

Reading: Selections from Just Sustainabilities: Development in an Unequal World, Ed. J. Agyeman, R.D. Bullard & B. Evans. The MIT Press, (2003) and Geographies of Development, Potter et al., (2008).

### **Topic 9: Course Conclusion**

There will be a review of course materials and topics. Students will hand in papers on topics of choice and give in class presentations on their research.

## **Proposals for consultation**

### **2013-114 Offer Special Topics: UNIV 3995 Individualized Study...**

1. Date of this proposal: Sept. 7, 2013
2. Semester and year course will be offered (see Note C): Spring 2014
3. Department(s), Academic Unit(s)/Program(s), University Unit(s) (see Note Li, Lii, O, and W):  
Individualized and Interdisciplinary Studies Program
4. Title of course: (a) Catalog number and title (this will be an existing catalog entry) (see Note B):  
UNIV 3995: Special Topics  
(b) Proposed section sub-title:  
Individualized Study Across Academic Disciplines
5. Number of Credits (see Note D): one credit
6. Instructor (see Note P): Monica van Beusekom, PhD and Michael Cunningham, PhD
7. Instructor's position (see Note P): Monica van Beusekom is the Interim Director and Michael Cunningham is Academic Advisor in the Individualized and Interdisciplinary Studies Program. Both currently advise prospective Individualized Major Program students and work with students preparing a "statement of purpose" as part of their individualized major admissions proposal. Both have interdisciplinary training, in African studies and history of science/European history respectively, and both have extensive teaching experience detailed in the attached curriculum vitae.

**(Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience. Please also attach a copy of the instructor's CV).

### 8. INTD or UNIV Rationale (see [Note Lii](#) and [Liii](#)):

This course is proposed by the Individualized and Interdisciplinary Studies Program, a unit within Enrichment Programs which report to the Provost. The Individualized Major is offered by two of the University's Schools and Colleges, CLAS and CANR.

### 9. History of Development of Course (see [Note Lii](#) and [Liii](#)):

This course was developed by Individualized Major Program staff and faculty, in consultation with the Individualized Major Advisory and Admissions Committee. The Individualized Major Committee approved this course at its meeting on January 20, 2012. Because this is proposed as an online course, the Individualized Major Program has working with an eCampus instructional designer since

Summer 2011 to ensure that it follows best online teaching practices.

This course was developed because students in the Individualized Major Program lack a structured opportunity to explore disciplinarity and interdisciplinarity at the start of their majors. The program currently requires students, at the time of application, to submit a 2-3 page statement of purpose that provides an explanation of and rationale for their interdisciplinary plan of study and has found that students have difficulty articulating the contributions of different disciplinary perspectives to the theme of their major. The content of the statement of purpose (and an associated plan of study) are typically reviewed by academic advisors in the Individualized & Interdisciplinary Studies Program office and by (potential) faculty advisors to the particular students.

The variability in the quality of students' conceptualization of their majors and their personal versions of interdisciplinary study is often related to the different patterns of interaction and discussion with advisors. In general, students who engage in multiple conceptual discussions and prepare multiple drafts of their statements of purpose are those who produce more successful, conceptually complete individualized major proposals. This course is designed to provide a more structured format in which students develop their proposals. Students will be exposed such themes as the rise of disciplines, conceptual and methodological differences among the natural sciences, social sciences, and humanities, and strategies for integration across disciplines. In addition, students are expected to do research on the disciplines specific to their interests and consult with faculty in those disciplines.

The only course specific to individualized majors is the capstone course (UNIV 4600W) and addressing disciplinarity and interdisciplinarity only at the close of the major is inadequate. While there are other interdisciplinary courses offered at the University, to our knowledge, these courses do not focus on the same themes as this proposed course.

This course is being taught for the first time this Fall to 15 students interested in proposing an individualized major. The Program would like to teach this course as a special topics course for an additional semester. Assuming this course is able to meet its objectives, we plan to seek approval of this course as a regular offering.

10. Has this topic been offered before? Yes.

11. If so, how many times, and what dates? (maximum = 3) Once, Fall 2013

12. Short description (see Note K):

Introduction to disciplinarity and interdisciplinarity. Gateway to Individualized Major Program.

13. Please attach a sample/draft syllabus to first-time proposals (see Note X).

14. Comments, if comment is called for:

15. Dates approved by (see Note Q):

Department Curriculum Committee: 1/20/12 first offering;

Department Faculty:

16. Statement of Departmental Support (see Note V):

Include a statement of departmental support that includes the nature of the contract between sponsoring parties and that references staffing and the joint development of the syllabus.

This course will be taught by staff of the Individualized Major Program as part of their regular duties and therefore it will be funded from the existing budget of the Individualized and Interdisciplinary Studies Program.

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

James Dixon, Chair, Individualized Major Advisory and Admissions Committee,  
[james.dixon@uconn.edu](mailto:james.dixon@uconn.edu)

Monica van Beusekom, Interim Director, Individualized and Interdisciplinary Studies Program,  
[monica.vanbeusekom@uconn.edu](mailto:monica.vanbeusekom@uconn.edu)

## **SYLLABUS**

### **UNIV 3995 Special Topics: Individualized Study Across Academic Disciplines**

One credit, graded course. Instructor consent.

Fall 2013

Instructors: Monica van Beusekom & Michael Cunningham

This course introduces students to the ideas of disciplinarity, multidisciplinary, and interdisciplinarity and serves as a gateway to the Individualized Major Program. By exploring the history of disciplinarity, ways of thinking in the disciplines, and debates surrounding interdisciplinarity, it seeks to provide the student with the concepts and tools to design a multidisciplinary or interdisciplinary program of study in his/her area of interest.

This is an online course. Opportunities will be provided at least two times during the semester for students to meet each other face-to-face. The instructor will also be available for face-to-face office hours throughout the semester. Alternative arrangements will be made for students not in residence at the Storrs campus to engage with each other and with the instructor (e.g. Skype and teleconferences). Instructors will encourage students to attend lectures and other events on campus where they will hear and meet faculty members who exemplify approaches to scholarship discussed in class.

#### **Objectives**

Upon completion of this course, a student should be able to:

- Explain the most significant differences between the natural sciences, the social sciences, and the humanities and describe the key features of the disciplines relevant to his/her field of study.
- Explain multidisciplinary and interdisciplinarity
- Develop a plan of study that is multidisciplinary or interdisciplinary in character.
- Analyze the challenges of and formulate strategies for integrating knowledge across disciplines.

#### **Requirements**

Reading:

- Selected TED talks and University podcasts
- Joe Moran, "The Rise of Disciplines," pp. 1-16 in Joe Moran, *Interdisciplinarity (Second Edition)*, London: Routledge, 2010.
- Jerome Kagan, "Characterizing the Three Cultures," pp. 1-5 in Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21<sup>st</sup> Century*, Cambridge: Cambridge University Press, 2009.
- Matthew Miller and Veronica Boix-Mansilla, "Thinking Across Perspectives and Disciplines," GoodWork Project Report Series, No. 27, Harvard University, Project Zero, 2004.
- Information from academic disciplinary associations regarding the disciplines as well as other overviews of disciplines
- Adaptation of Salem's Secrets- Case study from National Center for Case Study Teaching in Science <http://sciencecases.lib.buffalo.edu/cs/>

Participation in discussion board

Because this is an online course, participation in the HuskyCT discussion board is the key way that you will engage with the reading and the ideas of your fellow students and the instructor.

- Six substantive contributions in response to instructor questions (200-400 words)
- Responses to other students' contributions at least once per module.

### Writing assignments

- Intellectual autobiography – 750 words (3 pages)
- Reflection on relevant disciplines – 750 words (3 pages)
- Statement of Purpose – 750-1000 words (3-4 pages) & Plan of Study

### Peer review

Each student will be paired with another student in the class and offer peer reviews for each of the three key writing assignments. Guidelines for peer reviews will be provided. Peer reviews will be shared with your partner and submitted to the instructor.

### Grading

Participation (includes discussion board postings and peer reviews): 20%

#### Writing assignments

- Intellectual autobiography: 20%
- Reflection on relevant disciplines: 20%
- Statement of purpose and plan of study: 20%

Integration exercise (case study): 20%

### Late Policy

Late assignments will be downgraded one-third of a grade for each day (i.e. A- to B+). Late peer reviews or contributions to the discussion board will lower your overall participation grade by a third.

### Academic Integrity:

Students should familiarize themselves with the Student Code of Conduct and abide by it. You can find the Student Code of Conduct, and in particular the section on academic integrity:

[http://www.community.uconn.edu/student\\_code\\_appendixa.html](http://www.community.uconn.edu/student_code_appendixa.html).

## **Course Outline**

### **Week of Aug. 26**

#### **1. Introductions/Course Goals**

Expectations, peer review

Readings/Viewings:

Peer Review video:

<http://video.mit.edu/watch/no-one-writes-alone-peer-review-in-the-classroom-a-guide-for-students-8336/>

Due:

- Introduction: Thurs. Aug. 29, 11:59 pm
- Peer review reflection: Thurs., Aug 29, 11:59 pm



## **Week of Sept. 2**

### **2. Multi-/Interdisciplinarity as a way to address complex public issues: TED Talks**

How do different disciplines contribute to the analysis of key public issues, such as HIV-AIDS or poverty?

Readings/Viewings:

Elizabeth Pisani, "Sex, Drugs and HIV: Let's Get Rational" TED Talk, Feb. 2010  
Josette Sheeran, "Ending Hunger Now," TED Talk, July 2011  
David Keith "David Keith's Unusual Climate Change Idea," TED Talk, Sept. 2007  
Jamie Oliver, "Teach Every Child about Food," TED Talk, Feb. 2010

Due:

- Discussion Board Contribution: Thurs. Sept. 5, 11:59 pm

## **Week of Sept. 9**

### **3. Student reflections on their intellectual interests**

Due:

- Intellectual autobiography (2-3 pg): First draft: Tues. Sept. 10, 11:59 pm; Final version: Sun. Sept. 15, 11:59 pm
- Peer review of your partner's intellectual autobiography: Thurs. Sept. 12, 11:59 pm

## **Week of Sept. 16**

### **4. The natural sciences, the social sciences and the humanities: the emergence of disciplines**

Lecture available on HuskyCT

Readings/Viewings:

Joe Moran, "The Rise of Disciplines," pp. 1-16 in *Interdisciplinarity*, London: Routledge, 2002.  
Jerome Kagan, "Characterizing the Three Cultures," pp. 1-5 in Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21<sup>st</sup> Century*, Cambridge: Cambridge University Press, 2009.  
UConn Faculty Podcasts: Kathleen Segerson (Economics), Jonathan Bobaljik (Linguistics)

Due:

- Discussion Board Contribution on Moran: Tues. Sept. 17, 11:59 pm.
- Discussion Board contribution on UConn faculty podcast: Thurs. Sept. 19, 11:59 pm.

## **Week of Sept. 23**

### **5. Overview of research methodologies**

Both among and within disciplines there are often deep divisions regarding research methodologies. In this section of the course, students examine these debates surrounding experimental, quantitative, and qualitative methods.

Lecture available on HuskyCT

Due:

- Discussion board contribution: Tues. Sept. 24, 11:59 pm

Note: Begin work on the next module

### **Week of Sept. 30**

#### **6. Ways of thinking and practicing in the disciplines relevant to your interests**

Each student will identify two or three disciplines that are central to his/her academic interests and explore these in greater depth, using a range of sources as well as consultation with UConn faculty with relevant expertise in these disciplines and the student's specific interests.

Readings:

Disciplinary associations and other resources. Suggested online and print resources available on HuskyCT

Due:

- Disciplines Paper (3 pages): First draft: Tues. Oct. 1, 11:59 pm; Final Version Sun. Oct. 6, 11:59 pm.
- Peer review of your partner's Disciplines paper: Thurs. Oct. 3, 11:59 pm.

### **Week of Oct. 7**

#### **7. Interdisciplinarity**

What does it mean to take a multidisciplinary or interdisciplinary approach? What are some of the strategies one can adopt when thinking across disciplines?

Reading:

Matthew Miller and Veronica Boix-Mansilla, "Thinking Across Perspectives and Disciplines," GoodWork Project Report Series, No. 27, Harvard University, Project Zero, 2004.

Due:

- Discussion board contribution: Tues. Oct. 8, 11:59 pm.

NOTE: Begin work on Module 8: Conceptualizing an interdisciplinary plan of study

### **Week of Oct. 14**

#### **8. Conceptualizing an interdisciplinary plan of study**

Drawing on the intellectual autobiography and the disciplines paper prepared earlier in the semester, each student will select the courses most relevant to her/his area of interest and write a statement that explains why s/he has chosen this focus and why the courses/disciplines selected will best permit an exploration of this focus.

Due:

- Statement of purpose (3-4 pages) & plan of study: First draft: Tues. Oct. 15, 11:59; Final version: Sun. Oct. 20, 11:59 pm.
- Peer review of your partner's statement of purpose and plan of study: Thurs. Oct. 17, 11:59.

### **Week of Oct. 21**

## **9. Integrating knowledge across disciplines**

Case Study: "Salem: Interdisciplinary Perspectives" adapted from Susan M.Nava-Whitehead and Joan-Beth Gow, "Salem's Secrets," National Center for Case Study Teaching in Science.

As a final exercise in this course, students will apply a multidisciplinary or interdisciplinary lens to interpreting data relating to a complex case study. Students will examine a variety of data related to Salem during the era of the witch trials, consider different disciplinary interpretations of the event, and evaluate whether integration of different interpretations is possible and desirable.

## **INSTRUCTOR CVs**

Monica M. van Beusekom  
Individualized and Interdisciplinary Studies Program  
University of Connecticut  
368 Fairfield Way U-4151  
Storrs, CT 06269  
Tel: 860-486-0324  
E-mail: monica.vanbeusekom@uconn.edu

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## **EDUCATION**

Ph.D. in African History, Johns Hopkins University, Baltimore, Maryland in May 1990.

Master of Arts in African History, Johns Hopkins University, Baltimore, Maryland in May 1986.

Bachelor of Arts in History, *summa cum laude*, Tufts University, Medford, Massachusetts in May 1982.

## **EMPLOYMENT**

### **University Experience:**

Interim Director, (Dec. 2012-present), Individualized and Interdisciplinary Studies Program and Coordinator of the University Scholar Program

Plan and implement the Individualized Major Program, the University Scholar Program and the interdisciplinary minors in criminal justice and international studies. Coordinate relations with program oversight committees, deans, departments, and faculty advisors. Advise and supervise the advising of prospective and current individualized majors, criminal justice and international studies minors, and University Scholars. Coordinate the development of informational materials and outreach.

Assistant Director, (2009-2012) and Academic Advisor (2006-09) Individualized and Interdisciplinary Studies Program, University of Connecticut

Directed the day-to-day operation of the Individualized Major Program. Advised and supervised the advising of prospective and current individualized major and criminal justice minor students. Coordinated the development of informational materials and outreach for the Individualized Major Program and criminal justice minor. Coordinated advising by and communication with individualized major and criminal justice minor faculty advisors.

Assistant Professor (2001-06) and Visiting Assistant Professor (2000-01), Department of History and International Studies Program, Trinity College, Hartford, CT.

Taught first-year seminars, introductory courses and junior and senior research seminars in African history. Supervised independent senior research projects and theses. Advised first-year students and history majors. Served as coordinator of African Studies

(2003-06) and faculty sponsor of Trinity's Cape Town study abroad program (2002-05).

Visiting Scholar, Department of History, University of Connecticut, 1997-2000 and Instructor, Women's Studies Program.

Taught course on African women's history.

Assistant Professor, Department of History, State University of New York-Plattsburgh, 1994-1998.

Taught introductory and advanced courses in African and World History, including a senior research seminar. Advised history majors and minors.

### **International Development Experience:**

Country Representative in Chad (Aug. 1991 to Sept. 1993) and Deputy Country Representative in Chad (Sept. 1989 to July 1991), Oxfam-Great Britain, an international development agency.

As the head of a team of 11 program and administrative staff, funded, monitored and evaluated the programs of Chadian nongovernmental associations working in pastoralism, food security, and urban development. Prepared strategic plans, budgets and annual reports. Was elected head of the consortium of non-governmental organizations in Chad.

Consultant in International Development.

Monitored and evaluated community development programs:

\*In Mozambique for Oxfam-Great Britain, Aug. 1994.

\*In Guinea-Bissau for the American Friends Service Committee, Jan.-May 1989.

\*In Guinea-Bissau and the Cape Verde Islands for Oxfam America, in Aug. 1984, May 1985, and Feb. and May 1986.

Desk Officer for West Africa, Oxfam America, Boston, Massachusetts, 1982-1983.

Together with the manager of the West Africa program, provided home office support for Oxfam America's grants program. Travelled to Guinea-Bissau and Cape Verde to monitor projects funded by Oxfam America in July 1983.

### **PUBLICATIONS**

#### **Book:**

*Negotiating Development: African Farmers and Colonial Experts at the Office du Niger, 1920-1960*, Social History of Africa Series, Portsmouth, NH: Heinemann, 2002.

#### **Special Issue:**

With Dorothy Hodgson edited special issue of the *Journal of African History* 41, 1 (2000) on "Lessons Learned? Development Experiences in the Late Colonial Period"

#### **Articles:**

"Individualism, Community and Cooperatives in the Development Thinking of the Union Soudanaise-RDA, 1950s-1960s," *African Studies Review* 51, 2 (2008): 1-25.

“Disjunctures in Theory and Practice: Making Sense of Change in Agricultural Development at the Office du Niger, 1920-1960,” *Journal of African History* 41 (2000): 79-99.

"From Underpopulation to Overpopulation: French Perceptions of Population, Environment, and Agricultural Development in French Soudan (Mali), 1900-1960," *Environmental History* 4 (1999): 198-219.

“Office du Niger au Soudan Français (Mali): le développement rural au temps colonial,” *Historiens-Géographes du Sénégal*, no. 7 (1999): 23-27.

"Colonisation Indigène: French Rural Development Ideology at the Office du Niger, 1920-1940," *International Journal of African Historical Studies* 30 (1997): 299-323.

### **Introductions:**

with Dorothy Hodgson, "Lessons Learned? Development Experiences in the Late Colonial Period," *Journal of African History* 41 (2000): 29-33.

with François Ngolet, "Africans and the Roots of Early American Culture: Introduction," *Radical History Review* 75 (Fall 1999): 109-110 and 77 (Spring 2000): 104-105.

with Ian Christopher Fletcher, "Empires and Encounters III: Introduction," *Radical History Review* 71 (Spring 1998): 133-136.

with Ian Christopher Fletcher, "Empires and Encounters II: Introduction," *Radical History Review* 70 (Winter 1998): 102-105.

### **Book Reviews:**

Numerous book reviews in *Journal of African History*, *African Studies Review*, *International Journal of African Historical Studies*, and *American Historical Review*.

### **Conference Presentations:**

Numerous conference presentations including the Individualized Major Programs Conference (2013, 2012, 2011, 2010, 2009), Association of American Colleges and Universities (2013), Innovative Pedagogy and Course Redesign, Fairfield University (2011), African Studies Association (2005, 1997, 1995, 1994), Fifth International Conference on Mande Studies (2002), American Society for Environmental History (1999, 1997), Canadian Association of African Studies (1996), Society for French Historical Studies (1994).

## **LANGUAGE SKILLS**

Fluent in French, Portuguese, and Dutch.

## **HONORS AND FELLOWSHIPS**

One-Year Research Expense Grant, Trinity College, 2003-04.  
Individual Development Award, SUNY-Plattsburgh, 1998 (declined).  
Johns Hopkins University Fellowships, 1983-89.  
Kenan Fellowship, Johns Hopkins University, Spring 1988.  
Summer Travel Grant, The Program in Atlantic History, Culture and Society, Johns  
Hopkins University, 1984.  
Grant-in-Aid of Research, Sigma Xi, the Scientific Research Society, 1984.  
The Mary Grant Charles Prize, Tufts University, 1982.  
Phi Beta Kappa, 1981.

2013.09.10

41 Liska Road  
Willington, CT 06279

860.477.0127  
mdcunningham42@gmail.com

## MICHAEL D. CUNNINGHAM

### QUALIFICATION SUMMARY

Twelve years working at Connecticut colleges and universities in both administrative and teaching roles. Five years of professional experience in a corporate setting.

### EDUCATION

University of Connecticut  
Ph.D., History, May 2005

*Seashells on the Mountains: Antonio Vallisneri, Natural History, and the Republic of Letters*

- Early Modern Europe, Nineteenth-Century Europe, History of Science  
M.A., History, December 1993

*Lehigh University*

***B.S., Mechanical Engineering, June 1986***

### PROFESSIONAL EXPERIENCE

University of Connecticut  
Individualized and Interdisciplinary Studies Program  
Academic Advisor, 2013 - present

The Travelers Insurance Company  
**Safety Engineer and Account Manager, 1987 - 1992**

### TEACHING EXPERIENCE

*University of Connecticut*  
Adjunct Professor, 2005 – 2009  
Instructor, 1998 – 2005

*Wesleyan University*  
Visiting Instructor, Spring 2005 and Spring 2006



2013.09.10

*Manchester Community College*  
Adjunct Professor, 2010, 2005-2006, Spring 2002

*Eastern Connecticut State University*  
Adjunct Professor, 1999 - 2000

## GRANTS & AWARDS

Gladys Kriebel Delmas Foundation  
Dissertation research grant in the Veneto, Italy, 1999

Fulbright Foundation  
Grant for dissertation research in Italy, 1997-1998

University of Connecticut, Department of History  
▪ Graduate Student Teaching Award, 2002

## PUBLICATIONS

“The Holy Laws of Nature: Antonio Vallisneri, Antediluvian Men, and the Flood,” in *The Origins of Scientific Learning: Essays on Culture and Knowledge in Early Modern Europe* (Mellen Press, 2007).

Review of *Viaggi e scienza: Le istruzioni scientifiche per i viaggiatori nei secoli XVII-XIX*, edited by Maurizio Bossi and Claudio Greppi, *Journal of Modern Italian Studies* 11, no. 4 (December 2006): 563 – 565.

## PRESENTATIONS

“Antonio Vallisneri and the Republic of Letters”  
Conference of the *Edizione Nazionale delle opere di Antonio Vallisneri*, Milan, 2006

“Letters, Fossils, and the Flood: Antonio Vallisneri’s *Of marine Bodies found on Mountaintops*”  
Center for Medieval and Renaissance Studies (CEMERS), Binghamton University, 2004

“Antonio Vallisneri, the Republic of Letters, and the Origin of Fossils”  
History of Science Society Annual Meeting, Milwaukee, 2002

2013.09.10

“An exploration of Antonio Vallisneri’s natural philosophy”  
International Center for the History of Universities and Science (CIS), Bologna,  
1998

## Resubmitted Proposals

### 2013-077 Add MARN 1160 Introduction to Scientific Diving

1. Date: **3/18/2013**
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: **Fall 2013**

### Final catalog Listing (see Note A):

#### **MARN 1160. Introduction to Scientific Diving**

First Semester. Two credits. *Godfrey*. Introduction to scuba diving history, physics and physiology of diving, dive planning, open-circuit diving equipment, and marine environments. Open-water diving certification possible with successful completion of course. Approved medical questionnaire and liability waver required. Course fee \$75.

#### Items included in catalog Listing:

##### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **MARN**
2. Course Number (see Note B): **1160**  
If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use?  Yes  No
3. Course Title: **Introduction to Scientific Diving**
4. Semester offered (see Note C): **First Semester**
5. Number of Credits (see Note D): **2**
6. Course description (second paragraph of catalog entry -- see Note K):  
**Introduction to diving history, marine environments, physics and physiology of diving, dive planning, operation and use of open-circuit diving equipment.**

##### Optional Items

7. Number of Class Periods, if not standard (see Note E): **Seven 1.6 hour class periods, six 3-hour pool sessions, three 4-hour field trips.**
8. Prerequisites, if applicable (see Note F): **NA**
9. Recommended Preparation, if applicable (see Note G): **NA**
10. Consent of Instructor, if applicable (see Note T): **NA**
11. Exclusions, if applicable (see Note H): **NA**
12. Repetition for credit, if applicable (see Note I): **NA**
13. Instructor(s) names if they will appear in catalog copy (see Note J): **Godfrey**
14. Open to Sophomores (see Note U): **NA**
15. Skill Codes "W", "Q", or "C" (see Note T): **NA**
16. S/U grading (see Note W): **NA**

### Justification

1. *Reasons for adding this course: (see Note L)*

**This course has been taught consecutively for seven years using the EKIN 1160 special topics designation, but should be taught as a regular course under the Department of Marine Sciences. The course, instructor, and equipment are all supported with funds from the Department of Marine Sciences and the course content is important for the educational experience of the Department's undergraduate and graduate students. Scientific diving is a required component of many research projects within Marine Sciences and this course allows students to earn the prerequisite knowledge for taking the scientific diving course.**

2. *Academic Merit (see Note L):*

**Students learn basic physics and physiological principles as they apply to diving, as well as gain knowledge and experience with using diving equipment. The course also presents an overview of marine environments to be encountered and in an experiential learning environment. Example syllabus attached.**

3. *Overlapping Courses (see Note M):* None

4. *Number of Students Expected:* 8 maximum per Teaching Assistant

**Due to the logistics of safely monitoring participants, this course has been capped at eight student for every teaching assistant. It can be expanded to include more students with additional assistants.**

5. *Number and Size of Section:* 1 section

6. *Effects on Other Departments (see Note N):*

**This would replace EKIN 1160 on the Avery Point campus.**

7. *Effects on Regional Campuses:* **This course will be taught on the Avery Point campus.**

8. *Staffing (see Note P):* **Jeff M. Godfrey, the UConn Dive Safety Officer, and one teaching assistant**

9. *Dates approved by (see Note Q):*  
Department Curriculum Committee: 4/5/2013  
Department Faculty: 4/5/2013

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

**Jeffrey Godfrey (CV attached)  
(860) 405-9137  
jeffrey.godfrey@uconn.edu**

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**JEFF M. GODFREY**

176 Meridian Street  
Groton, Connecticut 06340  
jeff.godfrey@uconn.edu

Phone (860) 389-6104  
E-mail

**Education** Bachelor of Science in Applied Biology, Utah State University 1997,  
Logan, Utah

## **Experience**

During my 25 years of working in the marine sciences, I have acquired expert knowledge of underwater scientific methods and techniques and developed unique methods to address research questions. As a scientific diver and Diving Officer, I have developed the ability to communicate complex technical diving concepts and data, both orally and in writing, through presentations, published papers, articles and reports. During my tenure as the University of Connecticut (UCONN) Diving Officer and as President of the American Academy of Underwater Sciences (AAUS) and the 2005 AAUS symposium host, I have gain extensive experience at budgeting and budget implementation.

I have expert knowledge of safe scientific diving techniques including advance scientific diving techniques. At the University of Connecticut, I developed the curricula for the scientific diver training course and a portion of my time is spent training faculty, staff and students in safe and effective scientific diving procedures. I have also developed courses for advance methods in scientific dive including decompression diving, mixed gas diving and closed circuit rebreather diving.

As President of the American Academy of Underwater Sciences, I have participated in several high-level meetings and conference calls that included representatives from NOAA, the University-National Oceanographic Laboratory System (UNOLS), and other institutions, to address current issues in scientific diving. As the UCONN diving Officer I represent UCONN at meetings were issues pertaining to scientific diving are involved. Following is a brief synopsis of my professional experience.

***Diving Safety Officer***, University of Connecticut, Marine Sciences and Technology Center, (MSTC), 1999 to present.

*Primary Duties*, I am responsible for the Marine Sciences Diving Program budgeting, reviewing and approving dive plans, training and supervision of scientific divers, maintaining records related to the operation of the scientific diving program and authoring reports. I also teach the openwater scuba course, scientific diving courses, CPR, first aid and DAN oxygen administration courses and run advanced dive training workshops (i.e. decompression diving, mixed-gas diving, closed circuit rebreather diving).

Other duties include direct supervisory responsibilities for dive program employees and instructional staff, maintaining and supervising use of the dive locker, diving equipment, compressors and gas blending systems and hyperbaric chamber.

My supplemental duties have included; management of the small boat fleet and supervision and training of boat operators, crewing aboard the R/V Connecticut and management of the UConn seawater laboratory facility.

### *Accomplishments:*

- Budgeting, design and installation of a mixed gas blending system and hyperbaric chamber
- Introduction of standards and procedures for nitrox and mixed-gas diving,

2013.09.10

- decompression diving and rebreather diving to the UCONN diving program
- Participated in National Geographic/Waite Foundation TOTO deep fore-reef survey including mixed gas rebreather dives to 435 feet.
- President of the American Academy of Underwater Sciences
- Instructing scientific rebreather diving workshops that included scientific divers from multiple institutions
- Participated in NOAA 2003 Monitor Expedition and NOAA 2005 Thunder Bay Deep Water Shipwreck Survey
- Diving Supervisor for Antarctic bluewater diving operations during 2005 WHOI/UCONN salp project and other WHOI/UCONN bluewater diving cruises
- Hosted 2005 symposium of the American Academy of Underwater Sciences
- Community outreach including, annual work with the National Ocean Science Bowl, speaking at local and regional dive club meetings and schools, hosting cross training exercises with local police and fire departments and arranging volunteer opportunities for UCONN scientific divers.

**Interim Diving Safety Officer**, University of Rhode Island, 11/10 to 5/11.

*Primary Duties*, Scientific Diving Program Manager during program transition and strategic planning initiative. I was responsible for returning the program to compliance with AAUS standards and the initial phase of a strategic planning initiative that restructured the DSO position and allowed the hire a full time Diving Officer. I was also responsible for budgeting, purchasing, record keeping, training, dive-locker and equipment maintenance and interacting with other AAUS institutions on reciprocity issues.

**Marine Ecology Instructor**, Marine Resources Development Foundation, 2/98 to 5/99.

*Primary Duties*: Classroom, lab and fieldtrip instruction in seagrass, mangrove and coral reef ecology.

Supplemental duties: Instruction, operation and maintenance of the diving bell/saturation system used for the Scott Carpenter Man in the Sea Program, SCUBA instruction and standby mission director for Jules Vern Undersea Lodge, divemaster duties for program scuba groups, boat maintenance and repair.

**Technician/ Research Diver**, Utah Cooperative Fish and Wildlife Research Unit, Utah State University, Logan UT, 10/1989 to 10/1997.

The research unit carried out population surveys, researched food web dynamics and performed bioenergetics modeling at several western lakes and reservoirs. I was responsible for all dive training, diving operations and field logistics. Diving operations included high-altitude diving in rivers, ice diving in extreme weather and decompression diving. My duties also included maintenance, operation and repair of the small boat fleet and snowmobiles. This included teaching safe operation of boats and snowmobiles and supervision of students in the field.

### **Certifications:**

Openwater (NAUI 1979)  
SCUBA Instructor, (PDIC 1989)  
Red Cross CRP for the Professional Rescuer and First Aid Instructor 1990  
Certified Complete Nitrox User, (ANDI 1992)  
DAN Oxygen Provider Instructor 1999  
Recompression Therapy of Diving Accidents (Hyperbarics International 2000)  
Nitrox Instructor, (IANTD 2000)  
Nitrox Gas Blender and Equipment Service Technician (TDI 2000)  
Extended Range and Entry Level Trimix (TDI 2001)  
Inspiration CCR (IANTD 2006)  
Inspiration Advanced Mixed Gas Diluent Rebreather (TDI 2007)  
SCUBA Instructor, (SDI 2008)  
Advanced Nitrox and Decompression Diving Procedures Instructor (TDI 2008)  
Inspiration/Evolution Closed Circuit Rebreather Instructor (2009)  
Inspiration/Evolution Air Diluent Decompression Rebreather Instructor (2010)  
Prism 2 Air Diluent Decompression Closed Circuit Rebreather Instructor (2012 pending)

### **Publications**

Lombardi M, Godfrey JM. In-Water Strategies for Diver-Based Examination of the Vertical Mesophotic Coral Ecosystem (vMCE) from 50 to 100 meters. Proceedings of the American Academy of Underwater Sciences 30<sup>th</sup> Scientific Symposium. Dauphin Island, AL: AAUS, 2011, 13-19.

Auster PJ, Godfrey JM, Watson A, Paquette A, McFall G. 2009. Behavior of Prey Links of Midwater and Demersal Piscivorous Reef Fishes. *Neotropical Ichthyology* 7:109-112

Balcom PH, Godfrey JM, Bennett DC, Grenier GA, Cooper CG, Cohen DR, Arbige DA,, Fitzgerald WF. Deploying Benthic Chambers to Measure Sediment Oxygen Demand in Long Island Sound. *Diving for Science 2007*. Proceedings of the American Academy of Underwater Sciences 26th Symposium. Dauphin Island, AL: AAUS; 2007, 135-141.

Pollock NW, Godfrey JM, eds. *Diving for Science 2007*. Proceedings of the American Academy of Underwater Sciences 26th Symposium, Dauphin Island, AL: AAUS; 2007. Connecticut Sea Grant, University of Connecticut, publication # CTSG-07-14.

Godfrey JM, Pollock NM, eds. *Diving for Science 2006*, Proceedings of the American Academy of Underwater Sciences 25th Symposium, Dauphin Island, AL: AAUS;2007. Connecticut Sea Grant, University of Connecticut, publication # CTSG-07-08.

Godfrey JM, Shumway SE, eds. *Diving for Science 2005*, Proceedings of the American Academy of Underwater Sciences. Dauphin Island, AL: AAUS;2006. Connecticut Sea Grant, University of Connecticut, publication # CTSG-06-03.

Jeric RJ, Modde T, Godfrey JM 1995. Evaluation of a method for measuring intragravel dissolved oxygen concentrations and embryo survival in shore-spawning salmonids.

2013.09.10

North American Journal of Fisheries Management 15:185-192, 1995.

Beauchamp DA, Budy PE, Allen BC, Godfrey JM. 1994. Timing, distribution, and abundance of Kokanees spawning in a Lake Tahoe tributary. Great Basin Naturalist 54:130-141.

**Professional Associations**

AAUS Nominations Committee Chair 2010-present

President, American Academy of Underwater Sciences 2008-09

President Elect, American Academy of Underwater Sciences 2006-07

Board of Directors, Standards Chair, American Academy of Underwater Sciences 2005

Board of Directors, Standards Co-Chair, American Academy of Underwater Sciences  
2004

Mystic Aquarium and Institute for Exploration, Diving Control Board Member 2009-  
present

St. Mary's Collage Dive Control Board 2011-present

Perry Institute for Marine Science, Diving Control Board Member 2009-2011

University of Rhode Island Diving Control Board Member 2010-2011

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# Introduction to Scientific Diving

## Course Syllabus

Six Lecture Sessions: T, 9:30-10:45 am  
Six Pool Sessions: Th, 9:30-12:30 pm, dive-locker  
Two Field Trips: Th, 9:30-1:00 pm, dive-locker  
Instructor: Jeff Godfrey  
Office: MSB 2223  
Office Hours: by appointment  
Office Phone: 860-405-9137  
Cell Phone: 860-389-6104  
E-Mail: jeff.godfrey@uconn.edu

### Course Description

This course teaches the safe use of open-circuit scuba gear commonly used by scientific divers. Satisfactory completion of the course and allows students to apply for an openwater scuba certification, which is a prerequisite for taking the Scientific Diving course. The training received during this course exceeds the minimum standards of Scuba Diving International and The World Recreational Scuba Training Council. These additional training requirement will better prepare student for success when taking the Scientific Diving course.

### Prerequisites: Medical Questioner, Liability Waver

Depending on the results of the medical questionnaire students may need to get approval from a physician before using scuba gear.

**Course Fee:** \$50.00

**Text:** SDI Student Kit, available at the Avery Point Bookstore

### Learning Objectives

Student will learn:

- ♣ History of diving with an emphasis on scientific diving
- ♣ Marine environment as it relates to diving
- ♣ Diving Physics
- ♣ Diving Physiology
- ♣ Diving Equipment
- ♣ Dive Planning

### Introduction to Scientific Diving Course Schedule

Week	Reading / Assignments		
One	Tues.9:30-10:45	Equipment section	Thur. 9:30-12:30



	Introduction to UConn Diving Program, History of Diving	Diving Skills section	Pool
Two	Review of Equipment and Diving Skill Knowledge IQs	Science section	Thur. 9:30-12:30 Pool
Three	Review of Science Knowledge IQs	Environment section	Thur. 9:30-12:30 Pool
Four	Review of Environment Knowledge IQs	Dive Planning Section	Thur. 9:30-12:30 Pool
Five	Review of Dive Planning Knowledge IQs Decompression Tables	Handouts	Thur. 9:30-12:30 Pool
six	9:30-11:15 Review		Thur. 9:30-1:00 Openwater Snorkel
Seven	Final Exam		Thur. 9:30-1:00 Openwater dives 1 and 2
Eight	Review Exam		Thur. 9:30-1:00 Openwater dives 3 and 4
Nine	Complete certification applications by appointment		

### Course Requirements

Successful completion requires attendance and participation in class and pool sessions, completion of assigned reading and homework and passing of the final exam.

### Grading

Students are not required to participate in openwater dives or earn an openwater certification to receive a grade. Students are only graded on participation in class and pool sessions, homework and the final exam. The final exam accounts for 40% of the final grade.

## 2013-078 Add MARN 4160 Scientific Diving

1. Date: **4/2/2013**
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: **Fall 2013**

### Final catalog Listing (see Note A):

#### **MARN 4160. Scientific Diving**

First Semester. Two credits. Recommended preparation: MARN 1160. *Godfrey*.

Federal regulation, consensus standards, and physics and physiology of diving, dive planning, dive accident management and emergency planning, scientific diving methods, diving modes. Scientific diver certification possible with successful completion of course and CPR, First Aid and Emergency Oxygen certification. Course fee \$70. Scuba certification and approved diving physical required.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): **MARN**
2. Course Number (see Note B): **4160**  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_\_ Yes \_\_ No
3. Course Title: **Scientific Diving**
4. Semester offered (see Note C): **First Semester**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):  
Federal regulation, consensus standards, and physics and physiology of diving, dive planning, dive accident management and emergency planning, scientific diving methods, diving modes. Scientific diver certification possible. Approved medical questionnaire required.

**Optional Items**

7. Number of Class Periods, if not standard (see Note E): **Weekly 1.25 hour lecture and 4.5 hour fieldtrip (pool or boat) for 12 weeks**
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): **MARN 1160, Introduction to Scientific Diving**
10. Consent of Instructor, if applicable (see Note T): NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): **Godfrey**
14. Open to Sophomores (see Note U): NA
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): NA

**Justification**

1. *Reasons for adding this course: (see Note L)*

**This course has been taught consecutively for seven years as a special topics course MARN 4898 and should have a regular course number and listing.**

2. *Academic Merit (see Note L):*

**Topics to be covered include:**

- Federal and state regulation of scientific diving**
- Consensual standards for scientific diving as promulgated by the American Academy of Underwater Sciences**
- An advanced review of physics and physiology principles that apply to diving**
- Dive planning, emergency planning will be covered with an experiential learning emphases on dive accident management.**
- Review of basic scientific diving methods.**
- Diving Modes, e.g. decompression diving, mixed gas diving, rebreather diving etc.**

**Example syllabus attached below.**

3. *Overlapping Courses (see Note M):* None

4. *Number of Students Expected:* **8 maximum per Teaching Assistant**

**Due to the logistics of safely monitoring participants, this course has been capped at eight student for every teaching assistant. It can be expanded to include more students with**

2013.09.10

**additional assistants.**

5. *Number and Size of Section: 1 section*

6. *Effects on Other Departments (see Note N):*

**This course has had a positive effect on other departments in the university. This course is required before students can access dive locker equipment and boats and earn certification as scientific divers by the Marine Sciences and Technology Center. Student from other departments and universities have taken the course in the past and it has enabled them to be awarded internships, receive summer employment and work on university research projects.**

7. *Effects on Regional Campuses: This course will be taught on the Avery Point campus.*

8. *Staffing (see Note P):* **Jeff M. Godfrey, the UConn Dive Safety Officer, and one teaching assistant**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 4/5/2013

Department Faculty: 4/5/2013

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

**Jeffrey Godfrey (CV attached)**

**(860) 405-9137**

**jeffrey.godfrey@uconn.edu**

**JEFF M. GODFREY**

176 Meridian Street  
Groton, Connecticut 06340  
jeff.godfrey@uconn.edu

Phone (860) 389-6104  
E-mail

**Education** Bachelor of Science in Applied Biology, Utah State University 1997, Logan, Utah

**Experience**

During my 25 years of working in the marine sciences, I have acquired expert knowledge of underwater scientific methods and techniques and developed unique methods to address research questions. As a scientific diver and Diving Officer, I have developed the ability to communicate complex technical diving concepts and data, both orally and in writing, through presentations, published papers, articles and reports. During my tenure as the University of Connecticut (UConn) Diving Officer and as President of the American Academy of Underwater Sciences (AAUS) and the 2005 AAUS symposium host, I have gain extensive experience at budgeting and budget implementation.

I have expert knowledge of safe scientific diving techniques including advance scientific diving techniques. At the University of Connecticut, I developed the curricula for the scientific diver training course and a portion of my time is spent training faculty, staff and students in safe and effective scientific diving procedures. I have also developed courses for advance methods in scientific dive including decompression diving, mixed gas diving and closed circuit rebreather diving.

2013.09.10

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*Primary Duties*, I am responsible for the Marine Sciences Diving Program budgeting, reviewing and approving dive plans, training and supervision of scientific divers, maintaining records related to the operation of the scientific diving program and authoring reports. I also teach the openwater scuba course, scientific diving courses, CPR, first aid and DAN oxygen administration courses and run advanced dive training workshops (i.e. decompression diving, mixed-gas diving, closed circuit rebreather diving).

Other duties include direct supervisory responsibilities for dive program employees and instructional staff, maintaining and supervising use of the dive locker, diving equipment, compressors and gas blending systems and hyperbaric chamber.

My supplemental duties have included; management of the small boat fleet and supervision and training of boat operators, crewing aboard the R/V Connecticut and management of the UConn seawater laboratory facility.

*Accomplishments:*

- Budgeting, design and installation of a mixed gas blending system and hyperbaric chamber
- Introduction of standards and procedures for nitrox and mixed-gas diving, decompression diving and rebreather diving to the UCONN diving program
- Participated in National Geographic/Waitt Foundation TOTO deep fore-reef survey including mixed gas rebreather dives to 435 feet.
- President of the American Academy of Underwater Sciences
- Instructing scientific rebreather diving workshops that included scientific divers from multiple institutions
- Participated in NOAA 2003 Monitor Expedition and NOAA 2005 Thunder Bay Deep Water Shipwreck Survey
- Diving Supervisor for Antarctic bluewater diving operations during 2005 WHOI/UCONN salp project and other WHOI/UCONN bluewater diving cruises
- Hosted 2005 symposium of the American Academy of Underwater Sciences
- Community outreach including, annual work with the National Ocean Science Bowl, speaking at local and regional dive club meetings and schools, hosting cross training exercises with local police and fire departments and arranging volunteer opportunities for UCONN scientific divers.

2013.09.10

**Interim Diving Safety Officer**, University of Rhode Island, 11/10 to 5/11.

*Primary Duties*, Scientific Diving Program Manager during program transition and strategic planning initiative. I was responsible for returning the program to compliance with AAUS standards and the initial phase of a strategic planning initiative that restructured the DSO position and allowed the hire a full time Diving Officer. I was also responsible for budgeting, purchasing, record keeping, training, dive-locker and equipment maintenance and interacting with other AAUS institutions on reciprocity issues.

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*Primary Duties*: Classroom, lab and fieldtrip instruction in seagrass, mangrove and coral reef ecology.

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**Certifications:**

Openwater (NAUI 1979)

SCUBA Instructor, (PDIC 1989)

Red Cross CRP for the Professional Rescuer and First Aid Instructor 1990

Certified Complete Nitrox User, (ANDI 1992)

DAN Oxygen Provider Instructor 1999

Recompression Therapy of Diving Accidents (Hyperbarics International 2000)

Nitrox Instructor, (IANTD 2000)

Nitrox Gas Blender and Equipment Service Technician (TDI 2000)

Extended Range and Entry Level Trimix (TDI 2001)

Inspiration CCR (IANTD 2006)

Inspiration Advanced Mixed Gas Diluent Rebreather (TDI 2007)

SCUBA Instructor, (SDI 2008)

Advanced Nitrox and Decompression Diving Procedures Instructor (TDI 2008)

Inspiration/Evolution Closed Circuit Rebreather Instructor (2009)

Inspiration/Evolution Air Diluent Decompression Rebreather Instructor (2010)

Prism 2 Air Diluent Decompression Closed Circuit Rebreather Instructor (2012 pending)

## **Publications**

Lombardi M, Godfrey JM. In-Water Strategies for Diver-Based Examination of the Vertical Mesophotic Coral Ecosystem (vMCE) from 50 to 100 meters. Proceedings of the American Academy of Underwater Sciences 30<sup>th</sup> Scientific Symposium. Dauphin Island, AL: AAUS, 2011, 13-19.

Auster PJ, Godfrey JM, Watson A, Paquette A, McFall G. 2009. Behavior of Prey Links of Midwater and Demersal Piscivorous Reef Fishes. *Neotropical Ichthyology* 7:109-112

Balcom PH, Godfrey JM, Bennett DC, Grenier GA, Cooper CG, Cohen DR, Arbige DA,, Fitzgerald WF. Deploying Benthic Chambers to Measure Sediment Oxygen Demand in Long Island Sound. *Diving for Science 2007*. Proceedings of the American Academy of Underwater Sciences 26th Symposium. Dauphin Island, AL: AAUS; 2007, 135-141.

Pollock NW, Godfrey JM, eds. *Diving for Science 2007*. Proceedings of the American Academy of Underwater Sciences 26th Symposium, Dauphin Island, AL: AAUS; 2007. Connecticut Sea Grant, University of Connecticut, publication # CTSG-07-14.

Godfrey JM, Pollock NM, eds. *Diving for Science 2006*, Proceedings of the American Academy of Underwater Sciences 25th Symposium, Dauphin Island, AL: AAUS;2007. Connecticut Sea Grant, University of Connecticut, publication # CTSG-07-08.

Godfrey JM, Shumway SE, eds. *Diving for Science 2005*, Proceedings of the American Academy of Underwater Sciences. Dauphin Island, AL: AAUS;2006. Connecticut Sea Grant, University of Connecticut, publication # CTSG-06-03.

Jeric RJ, Modde T, Godfrey JM 1995. Evaluation of a method for measuring intragravel dissolved oxygen concentrations and embryo survival in shore-spawning salmonids. *North American Journal of Fisheries Management* 15:185-192, 1995.

Beauchamp DA, Budy PE, Allen BC, Godfrey JM. 1994. Timing, distribution, and abundance of Kokanees spawning in a Lake Tahoe tributary. *Great Basin Naturalist* 54:130-141.

## **Professional Associations**

AAUS Nominations Committee Chair 2010-present

President, American Academy of Underwater Sciences 2008-09

President Elect, American Academy of Underwater Sciences 2006-07

Board of Directors, Standards Chair, American Academy of Underwater Sciences 2005

Board of Directors, Standards Co-Chair, American Academy of Underwater Sciences  
2004

Mystic Aquarium and Institute for Exploration, Diving Control Board Member 2009-  
present

St. Mary's Collage Dive Control Board 2011-present

Perry Institute for Marine Science, Diving Control Board Member 2009-2011

University of Rhode Island Diving Control Board Member 2010-2011

# Scientific Diving

## Course Syllabus

Instructor: Jeff Godfrey  
Office: MSB 2223  
Office Hours: by appointment  
Office Phone: 860-405-9137  
Cell Phone: 860-389-6104  
E-Mail: jeff.godfrey@uconn.edu

### Course Description

This course contributes to the training requirements for scientific divers defined in the Standards for Scientific Diving as promulgated by the American Academy of Underwater Sciences. Students who complete the checkout components of this course will be eligible for Diver-in Training status with the Marine Sciences Diving Program and may participate in approved scientific diving projects. Students are eligible for Scientific Diver certification by the Diving Control Board upon successful completion of the course and providing proof of CPR, First Aid and Emergency Oxygen certification.

**Prerequisites:** Scuba certification and an approved diving physical by a physician (forms provided)

**Course Fee:** \$50.00

### Text:

- ★ Marine Sciences Diving Program Diving Safety Manual,  
<http://www.marinesciences.uconn.edu/MSTC/MSDP%20manual%2006%20revision.pdf>
- ★ NOAA Diving Manual, Diving for Science and Technology, 4th Edition
- ★ AAUS/NOAA self study modules [Error! Hyperlink reference not valid.](#)

### Learning Objectives

Student will learn:

- ♣ The history of scientific diving and the American Academy of Underwater Sciences
- ♣ The OSHA exemption for scientific diving and requirements for a OSHA compliant scientific diving program.
- ♣ Advanced Diving Physics
- ♣ Advanced Diving Physiology
- ♣ Advanced Dive Planning
- ♣ Dive Accident Management And Emergency Procedures
- ♣ Basic Scientific Diving Methods, e.g. site selection, navigation, proper use and

- care of tools
- ♣ Identification of common local organisms
- ♣ Introduction to advanced diving modes, e.g. mixed gas diving, rebreathers, blue-water diving.

### MARN 4898 Scientific Diving Course Schedule

Diving in the field is subject to weather. If we can not go out in the field, we will substitute Rescue training in the pool or at the Dock and attempt to make up the dives at a later date. Scheduled scientific diving activities are subject to change to accommodate class participation in ongoing research. .

Week Assignments	Class	Water	Reading /
One	9:30-11:15 Introduction to Diving Program & Scientific Diving Course History of Scientific Diving	12:30-3:30 Dive Locker Orientation Swim Test/pool SCUBA Skills Check-out	AAUS/NOAA self study modules Diving Physics Diving Physiology Decompression Profiling
Two	Dive Program Management and Record Keeping; Dive Planning	12:30-3:30 Dive 1 - Openwater skills checkout  Dive 2 – Skill remediation	AAUS/NOAA self study modules Accident Management And Emergency Procedures Other Reading NOAA - Chap. 20: Emergency Medical Care UCONN Diving Manual (Sec 1-3)
Three	9:30-11:15 Advanced Dive Planning and Computer Decompression Modeling	12:30-3:30 Dive 1 – Site location and navigation Dive 2 - Reel and surface marker buoy use.	AAUS/NOAA self study modules Hazardous Aquatic Life Dive Planning Diving Under Special Conditions
Four	9:30-11:15 Underwater site marking and locating Underwater record keeping Knots and Rigging	12:30-3:30 Dive 1 – Site location and navigation Dive 2 - Reel and surface marker buoy use.	Handouts
Five	9:30-11:15 Site mapping (trilateration)	12:30-3:30 Dives 1 and 2 - Trilateration on wreck site. 12:30-3:30 and pinger receiver use	AAUS/NOAA self study modules Diver and Diving Support Equipment Procedures for Scientific Dives UCONN Manual (Sec. 3-6)
six	9:30-11:15 Basic sampling Methods	12:30-3:30 Use of Transects Quadrates	AAUS/NOAA self study modules Nitrox Diving UCONN Manual -



			Volume 2: Section 7.00 NITROX DIVING GUIDELINES
Seven	Nitrox dive planning	Two Nitrox Dives	Handouts
Eight	Blue-water Diving	Blue Water Dives	
Nine	9:30-11:15 Dive Accident Management and Emergency Procedures	12:30-3:30 Pool training	
Ten	Dive Accident Management and Emergency Procedures	Dive 1 - Rescue training Dive 2 - Rescue training	NOAA - Chap. 14: Rebreather Diving
Eleven	Intro to advanced Mixed Gas Diving and Rebreathers		12:30-3:30 Rebreather Diving (pool).
Twelve	Review Exam Make up dives and or rescue scenarios	6:00 Optional Night Dive	

### Course Requirements

Successful completion requires attendance and participation in class and field sessions, completion of assigned reading and homework and passing of the final exam. The final exam will be a take home open book exam.

### Grading

Students will be graded on participation, homework and the final exam. The final exam accounts for 50% of the final grade.

## 2013-079 Add MARN 4066 River Influences on the Marine Environment

1. Date: 04/04/2013
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: Spring 2014

### Final catalog Listing (see Note A):

#### **MARN 4066. River Influences on the Marine Environment**

Second semester. Three credits. *Whitney*. Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, human alterations and climate

change. Recommended preparation: calculus and general physics.

## **Items included in catalog Listing:**

### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 4066  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes \_\_\_  
No
3. Course Title: River Influences on the Marine Environment
4. Semester offered (see Note C): Second Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):  
Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of sediment and pollutants and variability from storms, seasons, and climate change. Recommended preparation: calculus and general physics.

### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): courses in calculus and general physics
10. Consent of Instructor, if applicable (see Note T): N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):  
Whitney
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

### **Justification**

1. Reasons for adding this course: (see Note L)

This course follows the journey of river water from the watershed out to the open ocean. It begins with hydrologic budgets and river processes, then covers global riverine freshwater inputs to coastal waters and the subsequent mixing and transport through estuaries, continental shelves, and out to the deep ocean. The course teaches students how rivers make vital connections between the terrestrial and marine environments.

This course has been taught twice as MARN 5898 Special Topics during Spring 2012 and Spring 2013. For its first offering, it was taught

concurrently with an undergraduate MARN 4898 Special Topics section.

2. Academic Merit (see Note L):

The intended lecture schedule will address the following topics: hydrologic budget, global distribution of riverine fresh water, sediment and dissolved solid inputs, temporal variability from storm-time scales to decadal climate change, human effects on rivers, nutrient and toxic riverine inputs, estuary stratification and mixing, buoyancy-driven currents on the continental shelf, and ecosystem effects such as contributions to eutrophication and hypoxia. Syllabus is attached.

Student performance will be assessed via biweekly individual assignments, in-class presentations, a take-home midterm examination, and a take-home or in-class final examination.

This course will be taught concurrently with a graduate section of the same course (see related proposal MARN 5066) and provides an interdisciplinary course for biological, chemical, and geological oceanography students in Marine Sciences, Environmental Science and other programs.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 7

5. Number and Size of Section: 1 section of 7 students

6. Effects on Other Departments (see Note N):

This course will be available to undergraduate students from other Departments.

7. Effects on Regional Campuses:

This course will be taught using distance-learning between Storrs and Avery Point, with the instructor alternating teaching locations between campuses. It will increase course offerings at Avery Point.

8. Staffing (see Note P): Michael Whitney, Associate Professor, Marine Sciences

9. Dates approved by (see Note Q):

Department Curriculum Committee: 4/5/2013

Department Faculty: 4/5/2013

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

Michael M. Whitney

860-405-9157

Michael.Whitney@uconn.edu

2013.09.10

**Syllabus**  
**MARN 4898/5898**  
**Riverine Influences in the Marine Environment**  
**Spring 2012**

**Course Information**

Meeting time: Tuesdays and Thursdays 2:00 to 3:15 PM  
Classrooms (connected via ITV): MAR123 (Avery Point) and CUE 321 (Storrs)  
Credits: 3 credit hours

Instructor: Dr. Michael Whitney  
Office: MAR 185, Phone: 860-405-9157, Email: Michael.Whitney@uconn.edu  
Office hours: By appointment

**Course Description**

Describe influences of large and small rivers on estuaries, coastal waters, and open ocean. Discuss variability from storms, annual cycles, interannual patterns, and climate change. Study river inputs of buoyant fresh waters, sediments, nutrients, and anthropogenic substances and how they modify water densities, currents, energies, nutrient and carbon budgets, and ecosystems.

**Course Objectives**

Upon successful completion of this course, students will be able to:

- □ Describe the distribution and types of rivers around the world.
- □ Apply equations describing the hydrologic budgets.
- □ Discuss river inputs of sediments, dissolved solids, and chemical pollutants.
- □ Quantitatively describe estuarine and river plume dynamics.
- □ Discuss exchange between rivers, estuaries, and the ocean.
- □ Discuss river effects on coastal and ocean ecosystems.

**Course Materials**

Milliman, J. D. and K. L. Farnsworth. (2011) River Discharge to the Coastal Ocean. Cambridge University Press, New York. 384 p.

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	1/17	Introduction
	1/19	River discharge and runoff
2	1/24	River discharge and runoff
	1/26	Sediment and dissolved inputs
3	1/31	Sediment and dissolved inputs

	2/2	Sediment and dissolved inputs
4	2/7	Sediment and dissolved inputs
	2/9	Temporal variations
5	2/14	Temporal variations
	2/16	Temporal variations
6	2/21	NO CLASS
	2/23	NO CLASS
7	2/28	Human activities
	3/1	Human activities
8	3/6	Human activities
	3/8	Chemical Pollution
BREA	3/13	NO CLASS
	3/15	NO CLASS
9	3/20	Chemical Pollution
	3/22	Transport through Estuaries
10	3/27	Transport through Estuaries
	3/29	Transport through Estuaries
11	4/3	Transport through Estuaries
	4/5	River plumes on the shelf
12	4/10	River plumes on the shelf
	4/12	River plumes on the shelf
13	4/17	River plumes on the shelf
	4/19	Exchange with open ocean
14	4/24	Exchange with open ocean
	4/26	General Concepts Review
		<b>FINAL EXAM</b> Avery Point: TBD Storrs: TBD

### Course Requirements

Successful completion of this course requires attending and actively participating in class, promptly reading assigned chapters in the text, and completing homework assignments, in-class presentations and final examination.

### 2013-080 Add MARN 5066 River Influences on the Marine Environment

1. Date: 04/04/2013
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: Spring 2014

**Final catalog Listing** (see [Note A](#)):

## **MARN 5066 (3 credits). River Influences on the Marine Environment**

Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, human alterations and climate change. Components: Lecture.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 5066  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes \_\_\_  
No
3. Course Title: River Influences on the Marine Environment
4. Semester offered (see Note C): Spring Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):  
Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, and climate change. Components: Lecture.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): courses in calculus and general physics
10. Consent of Instructor, if applicable (see Note T): N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J):  
Whitney
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

#### **Justification**

1. Reasons for adding this course: (see Note L)

This course follows the journey of river water from the watershed out to the open ocean. It begins with hydrologic budgets and river processes, then covers global riverine freshwater inputs to coastal waters and the subsequent mixing and transport through estuaries, continental shelves, and

out to the deep ocean. The course teaches students how rivers make vital connections between the terrestrial and marine environments.

This course has been taught twice as MARN 5898 Special Topics during Spring 2012 and Spring 2013. For its first offering, it was taught concurrently with an undergraduate MARN 4898 Special Topics section.

2. Academic Merit (see Note L):

The intended lecture schedule will address the following topics: hydrologic budget, global distribution of riverine fresh water, sediment and dissolved solid inputs, temporal variability from storm-time scales to decadal climate change, human effects on rivers, nutrient and toxic riverine inputs, estuary stratification and mixing, buoyancy-driven currents on the continental shelf, and ecosystem effects such as contributions to eutrophication and hypoxia.

Student performance will be assessed via biweekly individual assignments, in-class presentations, a take-home midterm examination, and a take-home or in-class final examination.

This course will be taught concurrently with an undergraduate section of the same course (see related proposal MARN 4066). Students enrolled in the graduate section will have additional questions on assignments and exams that require more quantitative methods, data analysis, and sophisticated scientific theory. This course will help satisfy the programmatic need for more graduate physical oceanography courses for the Marine Sciences major.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 7

5. Number and Size of Section: 1 section of 7 students

6. Effects on Other Departments (see Note N):

This course will be available to graduate students in related areas from other Departments.

7. Effects on Regional Campuses:

This course will be taught using distance-learning between Storrs and Avery Point, with the instructor alternating teaching locations between campuses. It will increase course offerings at Avery Point.

8. Staffing (see Note P): Michael Whitney, Associate Professor, Marine Sciences

9. Dates approved by (see Note Q):



2013.09.10

Department Curriculum Committee: 4/5/2013  
Department Faculty: 4/5/2013

10. Name, Phone Number, and e-mail address of principal contact person:  
Michael M. Whitney  
860-405-9157  
Michael.Whitney@uconn.edu

## **Syllabus**

### **MARN 4898/5898 Riverine Influences in the Marine Environment Spring 2012**

#### **Course Information**

Meeting time: Tuesdays and Thursdays 2:00 to 3:15 PM  
Classrooms (connected via ITV): MAR123 (Avery Point) and CUE 321 (Storrs)  
Credits: 3 credit hours

Instructor: Dr. Michael Whitney  
Office: MAR 185, Phone: 860-405-9157, Email: Michael.Whitney@uconn.edu  
Office hours: By appointment

#### **Course Description**

Describe influences of large and small rivers on estuaries, coastal waters, and open ocean. Discuss variability from storms, annual cycles, interannual patterns, and climate change. Study river inputs of buoyant fresh waters, sediments, nutrients, and anthropogenic substances and how they modify water densities, currents, energies, nutrient and carbon budgets, and ecosystems.

#### **Course Objectives**

Upon successful completion of this course, students will be able to:

- Describe the distribution and types of rivers around the world.
- Apply equations describing the hydrologic budgets.
- Discuss river inputs of sediments, dissolved solids, and chemical pollutants.
- Quantitatively describe estuarine and river plume dynamics.
- Discuss exchange between rivers, estuaries, and the ocean.
- Discuss river effects on coastal and ocean ecosystems.

#### **Course Materials**

Milliman, J. D. and K. L. Farnsworth. (2011) River Discharge to the Coastal Ocean. Cambridge University Press, New York. 384 p.

### Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	1/17	Introduction
	1/19	River discharge and runoff
2	1/24	River discharge and runoff
	1/26	Sediment and dissolved inputs
3	1/31	Sediment and dissolved inputs
	2/2	Sediment and dissolved inputs
4	2/7	Sediment and dissolved inputs
	2/9	Temporal variations
5	2/14	Temporal variations
	2/16	Temporal variations
6	2/21	NO CLASS
	2/23	NO CLASS
7	2/28	Human activities
	3/1	Human activities
8	3/6	Human activities
	3/8	Chemical Pollution
BREA	3/13	NO CLASS
	3/15	NO CLASS
9	3/20	Chemical Pollution
	3/22	Transport through Estuaries
10	3/27	Transport through Estuaries
	3/29	Transport through Estuaries
11	4/3	Transport through Estuaries
	4/5	River plumes on the shelf
12	4/10	River plumes on the shelf
	4/12	River plumes on the shelf
13	4/17	River plumes on the shelf
	4/19	Exchange with open ocean
14	4/24	Exchange with open ocean
	4/26	General Concepts Review
		<b>FINAL EXAM</b> Avery Point: TBD Storrs: TBD

### Course Requirements

Successful completion of this course requires attending and actively participating in class, promptly reading assigned chapters in the text, and completing homework assignments, in-class presentations and final examination.

## **2013-104 Change History 5610 Empire, Nations, and Migration**

1. Date: September 2, 2013
2. Department: HIST
3. Nature of Proposed Change:  
Rename existing graduate course, update catalog copy. Course content remains the same.
4. Current Catalog Copy:

### **HIST 5610 (3 Credits) Instructor Consent Required**

#### **Empire, Nations, and Migration: History of Latino/as in the United States**

The seminar explores the history of these diverse Latino/a populations in the United States, beginning with the nineteenth century wars that brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. The course is divided into two sections, each with its own internal logic and progression. The first examines the historical origins of the broad, inter/trans-national and -disciplinary field of Latino studies and its relationship to its historiography. The second section examines political, economic, social, and cultural themes that transcend national and intercultural boundaries.

Components: Seminar

5. Proposed Catalog Copy:

### **HIST 5610 (3 Credits) Instructor Consent Required**

#### **Comparative Transnational Latin(o) American History.**

Critical issues in diverse U.S. Latina/o histories and forces that contributed to the arrival of people of Latin American and Caribbean heritage to the United States. Topics include: the epistemological origins and historiographical traditions of the field; U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization.

Components: Seminar

6. Effective Date: Fall 2013

### **Justification**

1. Reasons for changing this course:  
Course has always been taught from a hemispheric and comparative perspective. Title and catalog copy changes better reflect the intersecting fields of US Latino and Latin American history.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): LLAS

4. Effects on Other Departments: Will be requesting a cross-list with LLAS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LLAS faculty
7. Dates approved by (see Note Q):  
Department Curriculum Committee: April 2, 2013  
Department Faculty: April 26, 2013
8. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, 6-2085, micki.mcelya@uconn.edu

### **2013-105 Cross-list HIST 5610 and LLAS 5100**

1. Date: September 2, 2013
2. Department initiating this proposal: HIST
3. Current Catalog Copy/Copies:

#### **HIST 5610 (3 Credits) Instructor Consent Required**

##### **Empire, Nations, and Migration: History of Latino/as in the United States**

The seminar explores the history of these diverse Latino/a populations in the United States, beginning with the nineteenth century wars that brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. The course is divided into two sections, each with its own internal logic and progression. The first examines the historical origins of the broad, inter/trans-national

and -disciplinary field of Latino studies and its relationship to its historiography. The second section examines political, economic, social, and cultural themes that transcend national and intercultural boundaries.

Components: Seminar

4. Proposed Catalog Copy/Copies:  
[note: Course change form also submitted for title change and catalog copy update]

#### **HIST 5610 (3 Credits) Instructor Consent Required**

##### **Comparative Transnational Latin(o) American History.**

**Also offered as LLAS 5100.** Critical issues in diverse U.S. Latina/o histories and forces that contributed to the arrival of people of Latin American and Caribbean heritage to the United States. Topics include: the epistemological origins and historiographical traditions of the field; U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization.

Components: Seminar

#### **LLAS 5100 (3 Credits) Instructor Consent Required**

**Comparative Transnational Latin(o) American History.**

**Also offered as HIST 5610.** Critical issues in diverse U.S. Latina/o histories and forces that contributed to the arrival of people of Latin American and Caribbean heritage to the United States. Topics include: the epistemological origins and historiographical traditions of the field; U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization.

Components: Seminar

5. Effective Date: Fall 2013

**Justification**

1. Reasons for adding this course if it is a new course: NA, Existing course
2. Reasons for cross listing this course:  
Satisfies graduate course options for students in the MA program in International Studies (Concentration in Latin American Studies). Taught by faculty in the LLAS program (El Instituto)
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  X  Yes   No
4. Other Departments Consulted: LLAS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LLAS faculty

**Approvals**

1. List the name of each department or program which will be involved in the cross-listing.  
HIST and LLAS
2. For each department or program, list the dates of approval by the appropriate departmental or program review process:

**HIST**

Department or Program Curriculum Committee: April 2, 2013  
Department or Program Faculty: April 26, 2013  
Department or Program Head: April 26, 2013

**LLAS**

Department or Program Curriculum Committee: Feb 13, 2013  
Department or Program Faculty: Feb 13, 2013  
Department or Program Head: Feb 18, 2013

3. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, 6-2085, micki.mcelya@uconn.edu

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**New Proposals**

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### **2013-108 Change ENGL 2409 The Modern Novel**

1. Date: August 24 , 2013
2. Department: English
3. Nature of Proposed Change: Change course title
4. Current Catalog Copy:

#### **2409. The Modern Novel**

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Major twentieth-century novels. CA 1.

5. Proposed Catalog Copy:

#### **2409. The Modern Novel**

(212) (Formerly offered as ENGL 3409.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800.

Major novels since 1900. CA 1.

6. Effective Date (semester, year -- see Note R):  
(Note that changes will be effective immediately unless a specific date is requested.)

#### **Justification**

1. Reasons for changing this course: The English Department wishes the course to allow the inclusion of novels written in the twenty-first century as well as the twentieth.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Unchanged
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/12/12  
Department Faculty:10/10/12
8. Name, Phone Number, and e-mail address of principal contact person:  
A. Harris Fairbanks, 486-2376, albert.fairbanks@uconn.edu

### **2013-109 Add ENGL 3207 American Literature...**

1. Date: February 2, 2013
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2014

#### **Final catalog Listing** (see Note A):

ENGL 3207. American Literature since the Mid-Twentieth Century

Either Semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to sophomores or higher.

Formal and thematic developments in American literature since the mid-twentieth century and its engagement with cultural shifts in this period.

ENGL 3207W. American Literature since the Mid-Twentieth Century  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open to sophomores or higher.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 3207  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X  
Yes \_\_\_ No
3. Course Title: American Literature since the Mid-Twentieth Century
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K): Formal and thematic developments in American literature since the mid-twentieth century and its engagement with cultural shifts in this period.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 2011 or 3800
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see Note T): W and non-W
16. S/U grading (see Note W):

#### **Justification**

1. Reasons for adding this course: (see Note L) This course corresponds with British literature offerings that concentrate on a specific period. Currently, we offer two American Literature survey

courses—ENGL 2201, Am. Lit to 1880 and ENGL 2203, Am. Lit Since 1880. This course will provide a more advanced examination of the abundant literature that responds to the cultural shifts ushered in by the postwar era.

2. Academic Merit (see Note L): This course will address the formal and thematic evolution of American literature from the mid-twentieth century to the present with representative works from the Beat movement of the 1950s; the metafictional and confessional impulses of the 1960s; magical and dirty realism of the 1970s and 1980s; the rise of multiculturalism in the 1990s; and the full range of postmodern experimentation throughout the period, whether in poetry, drama, the novel, or film. Further, this literature will be read in the context of broad social changes, ranging from but not limited to postwar suburbanization and cold war anxiety in the 1950s, the various civil rights movements and the Vietnam War of the 1960s and 1970s, the rise of neoliberalism and feminist backlash in the 1980s, the identity politics of the 1990s, and the events of 9/11 and its aftermath, to name a few.

3. Overlapping Courses (see Note M): Besides the overlap with ENGL 2303 described in # 1 above, there could be negligible overlap with courses such as Ethnic Literature of the United States; Black American Writers II; and Women in Twentieth Century American Literature. This course would offer a broader context and a more focused time frame for works considered.

4. Number of Students Expected: 35-50 students per year at Storrs

5. Number and Size of Section: one or two sections per year at Storrs; 19 for W, 35 for non-W.

6. Effects on Other Departments (see Note N): None

7. Effects on Regional Campuses: Several faculty members at regional campuses can teach this course.

8. Staffing (see Note P): Readily available.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 2/20/13

Department Faculty:

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

A. Harris Fairbanks, 486-2376, [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@uconn.edu)

## **SYLLABUS**

Kathy Knapp

Sample Syllabus

English 3207: American Literature Since the Mid-Twentieth Century



This course will address the formal and thematic evolution of American literature from the mid-twentieth century to the present. We will develop a broad sense of the cultural, philosophical, social, economic and aesthetic concerns that arose in the wake of World War II, the return of American prosperity, and the expansion of the middle class by beginning with representative works of the 1950s. We'll read fiction and poetry by members of the countercultural Beat movement; mainstream fiction epitomized by the short stories published by *The New Yorker*; and work by writers who speak for those who barely subsist at the margins of this newly prosperous society. This body of literature will lay a foundation for reading and interpreting works that follow: the metafictional and confessional impulses of the 1960s and '70s as well as politically engaged nonfiction of the era; the magical and dirty realism of the 1970s and 1980s; as well as the rise of multiculturalism and the full range of postmodern experimentation that characterize the period, whether in poetry, short fiction, nonfiction, or the novel. Further, this literature will be read in the context of broad social changes, ranging from but not limited to postwar prosperity and suburbanization and cold war anxiety in the 1950s, the various civil rights movements and the Vietnam War of the 1960s and 1970s, the rise of neoliberalism and feminist backlash in the 1980s, the identity politics of the 1990s, and the events of 9/11 and its aftermath, to name a few.

**Texts:**

*The Heath Anthology of American Literature, Volume E (Contemporary Period: 1945-Present)*. Seventh Edition. Paul Lauter, ed. Boston: Wadsworth Cengage Learning, 2012.

Kerouac, Jack. *On the Road*. 1957.

Morrison, Toni. *The Song of Solomon*. (1977).

Roth, Philip. *American Pastoral*. 1997.

In addition, you will find several stories and essays on our HuskyCT site. I reserve the right to add to these throughout the semester.

**Requirements:**

Class attendance and participation is essential: I expect you to be fully present in body and mind. Therefore, to insure your undivided attention to our classroom activities, **I ask you to please refrain from using any electronic devices, including but not limited to laptops, cell phones, and ipods.** Since the success of this course depends on the group's willingness to thoroughly engage the texts and the issues they raise, you will prepare yourself for class by participating the night before in an online conversation for each of our readings. If I find you are not taking these discussions seriously, I will revert to 1-page response papers that will be graded. Your thoughtful responses generate concrete, developed ideas for our class discussions and provide the seeds for your longer papers, of which there will be two, each 4 to 6 pages. I consider

2013.09.10

Online discussion and class participation to be part of the crucial *prevision* process that will help you write thoughtful, substantive, and polished papers. I take your efforts at prevision seriously and you should, too, since it will have a serious impact on your final grade. In addition, because we are concerned with the way that history and culture have shaped this body of literature and vice versa, **I will ask each of you to “read around” in the various reviews of these works and present to the class an overview of their critical reception.** There is also a midterm and a final.

I also expect papers and response papers to be typed in 12-pt. Times New Roman font, double-spaced, and in the MLA format. **I do not accept late or emailed papers, except under extreme circumstances and when arranged with me ahead of time.**

**Academic Integrity:**

Needless to say, your work should be *your* work. If you want to use outside sources, you must cite them. Academic dishonesty or plagiarism is a serious offense. Any instance of academic dishonesty on your part will result in a failure for the course and a report to your dean.

**Student Services:**

Take note of my office hours and please, please use them. If these are not convenient for you, schedule an appointment. I am here to help. You should also take advantage of the Writing Center. All writing benefits from an extra pair of eyes, and you will find the tutors in the Writing Center helpful in all phases of the writing process, from brainstorming ideas to crafting solid arguments, to helping you revise your draft. Come see for yourself.

**Course Schedule (subject to change):**

Week of Tuesday, August 27

Introduction to course and Postwar American literature in context. Read “Contemporary Period: 1945-Present” and “The Late 1940s and 1950s: Victory Culture” in *Heath* (pp. 2674-2688).

**For week of Tuesday, Sept. 3**

**Prosperity and its Discontents:**

“The Enormous Radio,” John Cheever (*Heath*).

“The A&P.” John Updike. (HUSKY CT).

“A Supermarket in California,” Allen Ginsberg. (*Heath*).

**Presentation**

**For week of Sept. 10**

2013.09.10

Jack Kerouac, *On the Road*.

**Presentation**

**For week of September 17**

*On the Road* continued.

“Sonny’s Blues,” James Baldwin (Heath).

“We Real Cool,” “The Last Quatrain of the Ballad of Emmett Till,” “Ulysses,”  
Gwendolyn Brooks (Heath).

**Presentation**

**For week of September 24:**

**Change in the Air:**

“Letter from a Birmingham Jail.” Martin Luther King (Heath).

Excerpt, *The Autobiography of Malcolm X*. Malcolm X (Heath).

**Presentation**

**For week of Oct. 1:**

Tuesday: “Her Kind,” “Housewife,” Anne Sexton.

“Daddy,” “Lady Lazarus,” Sylvia Plath.

Thursday: **MIDTERM**

**For week of October 8:**

Excerpt, *Dispatches*, Michael Herr (Heath)

“In the Field,” Tim O’Brien. (Heath)

**Presentation**

For Week of October 15:

Read “The 1960s: Postmodernism and Other Violent Changes” in *Heath*.

“Entropy.” Thomas Pynchon (Heath).

**Presentation**

**FIRST PAPER DUE.**

For Week of October 22:

**The 1970s and ‘80s: An Era of Experimentation/An Era of Backlash**

“Rock Springs,” Richard Ford (Heath).

“Tenderhearted Men: Lonesome, Sad, and Blue.” Vivian Gornick. *New York Times* September 16, 1990. (HUSKYCT).

Excerpt from *Borderlands/La Frontera*. Gloria Anzaldua (Heath).

**Presentation**

**For Week of October 29:**

*Song of Solomon*, Toni Morrison.

**For Week of November 5:**

2013.09.10

*Song of Solomon* continued.  
**Presentation.**

**For Week of November 12:**

**Looking Back and Ahead:**

*American Pastoral*, Philip Roth.

"After the Fall: Roth and the 1960s," in *After the End of History* by Samuel Cohen. (HUSKYCT).

**For Week of November 19:**

*American Pastoral*, Philip Roth.

**Presentation**

**THANKSGIVING RECESS**

**For Week of December 3:**

**Negotiating a New Landscape in the 21<sup>st</sup> Century:**

Jhumpa Lahiri, "Unaccustomed Earth." (HUSKYCT).

"Twilight of the Superheroes." Deborah Eisenberg. (HUSKYCT.)

**FINAL PAPER DUE.**

**TAKE HOME FINAL**

## **2013-110 Change MARN 5064 Ocean Waves**

1. Date: 04/18/2013

2. Department: Marine Sciences

3. Nature of Proposed Change: Modify title and description

4. Current Catalog Copy:

MARN5064(3 Credits) Ocean Waves

General methods of wave analysis; surface gravity waves; tidal wave dynamics; internal waves and tides; planetary, edge and topographic Rossby waves.

Components:Lecture Requirement

Group:Prerequisite: MARN 5060 (RG373)

5. Proposed Catalog Copy:

**MARN 5064(3 Credits) Air-Sea Interaction**

Processes controlling the exchange of momentum, heat and mass across the air-sea interface including atmospheric and oceanic stratification, wind-wave-current interaction, and wave breaking. Topics include boundary layer structure, turbulence and surface fluxes, heat budgets, similarity theory, flux parameterizations, surface waves, wave-breaking and bubble generation, sea-spray production, and flux instrumentation, measurement and analysis techniques. Components: Lecture and in-class lab exercises.

(see information in the "add a course" form if you have any questions regarding

specific items.)

6. Effective Date (semester, year -- see Note R):

(Note that changes will be effective immediately unless a specific date is requested.)

Even years, second semester

## Justification

1. Reasons for changing this course: The course title and description will be changed to cover air-sea interactions more broadly and to follow the expertise of full-time faculty member James Edson who will be teaching the course. The course will still cover topics from the original course (i.e., general methods of wave analysis; surface gravity waves) that are not covered in other graduate courses in the Department, but will add content covering heat and mass exchange across the air-sea interface.

2. Effect on Department's Curriculum: Additional marine meteorology/physical oceanography graduate course offerings. Provides lectures on surface gravity waves and other topics not covered in the regularly taught PO courses.

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments: N/A

5. Effects on Regional Campuses: Course to be taught at Avery Point

6. Staffing: James Edson, faculty

7. Dates approved by (see Note Q):

Department Curriculum Committee: 4/23/13

Department Faculty: 4/26/13

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

James Edson,

860-405-9165

james.edson@uconn.edu

## 2013-111 Change HIST Major: include new courses

1. Date: September 2, 2013

2. Department requesting this change: History

3. Title of Major: History

4. Nature of Change:

Add three courses, HIST 3542, HIST [WGSS] 3560, and HIST [AASI & LLAS] 3875

5. Existing catalog Description of the Major:

**Requirements for the Major in History:** Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4999 and 4997W. Under certain circumstances and with advisor approval, honors majors may substitute 4994W for 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major

requirements.

**Group A - Ancient, Medieval, and Early Modern:** HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256, HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3460, 3470, 3704

**Group B - Modern Europe :** HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207) 3412, 3413, 3416 (WGSS 3416), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471

**Group C - United States:** HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the major.

**Group D - Africa, Asia, Latin America, and Middle East:** AFAM 3224; HIST 3201 (HRTS 3201), 3202 (HRTS 3202), 3206, 3607, 3608W, 3609, 3610, 3620 (AFAM 3620), 3621, 3635, 3640, 3643, 3660W (LAMS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3760, 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863

**Variable Topics Courses** (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent. No more than six credits of HIST 3991 will count toward the major requirements.

#### 6. Proposed catalog Description of the Major:

**Requirements for the Major in History:** Undergraduate majors are required to take at least 27 credits at the 2000-level or above , which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 2100 in the semester following their declaration as majors, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4999 and 4997W. Under certain circumstances and with advisor approval, honors majors may substitute 4994W for 4999. With the consent of the undergraduate major's advisor, graduate level courses may be used to fulfill the distribution requirement. HIST 2100 and 4994W satisfy the information literacy competency. HIST 4994W or 4997W satisfy the writing in the major requirements.

**Group A - Ancient, Medieval, and Early Modern:** HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256, HEB 3218, JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3460, 3470, 3704

**Group B - Modern Europe :** HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207) 3412, 3413, 3416 (WGSS 3416), 3418 (HEB 3203, JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471

**Group C - United States:** HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204W, 3206, 3502,

3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3542, 3544, 3550, 3551, 3554, 3555, 3560 (WGSS 3560), 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221, HRTS 3221), 3660W (LAMS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the major.

**Group D - Africa, Asia, Latin America, and Middle East:** AFAM 3224; HIST 3201(HRTS 3201), 3202 (HRTS 3202), 3206, , 3607, 3608W, 3609, 3610, 3620 (AFAM 3620), 3621, 3635, 3640, 3643, 3660W (LAMS 3660W), 3674(PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3760, 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863, 3875 (AASI 3875, LLAS 3875).

**Variable Topics Courses** (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor consent. No more than six credits of HIST 3991 will count toward the major requirements.

7. Effective Date: Fall 2013

**Justification**

1. Why is a change required?

These are new courses added to our roster of regular offerings. They are appropriate for the major.

2. What is the impact on students?

Makes new courses clearly available for History majors.

3. What is the impact on regional campuses? None

4. Dates approved by (see Note Q):

Department Curriculum Committee: April 22, 2013

Department Faculty: April 22, 2013

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

Micki McElya, 6-2085, [micki.mcelya@uconn.edu](mailto:micki.mcelya@uconn.edu)

**Plan of study**

Name: \_\_\_\_\_ PPSFT # \_\_\_\_\_

Anticipated  
graduation  
date (mo/yr): \_\_\_\_\_

**Degree Requirements for History Majors**

**Course Credits and GPA.** History majors need at least 27 credits of upper-level History courses, including HIST 2100 and HIST 4994W. They must maintain a cumulative GPA of 2.0 in the 27 credits counting towards the History major. History majors also need 12 related upper-level credits in the Humanities and Social Sciences.

**Distribution requirement.** The 27 credits in History must include one 3-credit course from each of Groups A, B, and C, and two 3-credit courses from Group D. Any "Variable Topics" courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or graduate-level course) may be applied as determined by course content and Advisor consent. The same course may not be counted in two different distribution groups. Either HIST 3520 or HIST 3522, *but not both*, may be counted for credit toward the major.

**Required Courses: HIST 2100 & HIST 4994W.** All majors must take HIST 2100 in the semester after

declaring the major, and all majors except Honors students must take HIST 4994W in their senior year. Honors students should take in sequence 4999 and 4997W. (In some cases, honors students may substitute 4994W for 4999).

	<b>HISTORY 2100: The Historian's Craft</b> (May not be repeated for credit)
	<b>GROUP A - Ancient, Medieval, and Early Modern</b> <b>HIST 3300</b> [or ANTH 3513]; <b>HIST 3301</b> [or CAMS 3253]; <b>HIST 3320</b> [or CAMS 3254]; <b>HIST 3325</b> [or CAMS 3255]; <b>HIST 3330</b> [or CAMS 3256, HEB 3218, JUDS 3218]; <b>HIST 3335</b> [or CAMS 3250]; <b>HIST 3340</b> [or CAMS 3243]; <b>HIST 3350</b> ; <b>HIST 3360</b> ; <b>HIST 3361</b> ; <b>HIST 3370</b> ; <b>HIST 3371</b> ; <b>HIST 3400</b> ; <b>HIST 3401</b> ; <b>HIST 3420</b> ; <b>HIST 3450</b> ; <b>HIST 3460</b> ; <b>HIST 3470</b> ; <b>HIST 3704</b> . <i>VARIABLE TOPICS (Give course number and title):</i>
	<b>GROUP B- Modern Europe</b> <b>HIST 2206</b> [or SCI 2206]; <b>HIST 2240</b> ; <b>HIST 2401</b> ; <b>HIST 2402</b> ; <b>HIST 3201</b> [or HRTS 3201]; <b>HIST 3203</b> [or HDFS 3423]; <b>HIST 3205</b> ; <b>HIST 3207</b> [or HRTS 3207]; <b>HIST 3412</b> ; <b>HIST 3413</b> ; <b>HIST 3416</b> [or WGSS 3416]; <b>HIST 3418</b> [or HEB 3203, JUDS 3203]; <b>HIST 3421</b> ; <b>HIST 3426</b> ; <b>HIST 3430</b> ; <b>HIST 3440</b> ; <b>HIST 3451</b> ; <b>HIST 3456</b> ; <b>HIST 3463</b> ; <b>HIST 3471</b> . <i>VARIABLE TOPICS (Give course number and title):</i>
	<b>GROUP C- United States</b> <b>HIST 2206</b> [or SCI 2206]; <b>HIST 3201</b> [or HRTS 3201]; <b>HIST 3204/W</b> ; <b>HIST 3206</b> ; <b>HIST 3502</b> ; <b>HIST 3504</b> ; <b>HIST 3510</b> ; <b>HIST 3516</b> ; <b>HIST 3520</b> ; <b>HIST 3522</b> ; <b>HIST 3530</b> [or AASI 3578]; <b>HIST 3531</b> [or AASI 3531]; <b>HIST 3540</b> ; <b>HIST 3541</b> [or URBN 3541]; <b>HIST 3542</b> ; <b>HIST 3544</b> ; <b>HIST 3550</b> ; <b>HIST 3551</b> ; <b>HIST 3554</b> ; <b>HIST 3555</b> ; <b>HIST 3556</b> ; <b>HIST 3560</b> [or WGSS 3560]; <b>HIST 3561</b> [or WGSS 3561]; <b>HIST 3562</b> [or WGSS 3562]; <b>HIST 3563</b> [or AFAM 3563, HRTS 3563]; <b>HIST 3564</b> [or AFAM 3564]; <b>HIST 3568</b> [or AFAM 3568]; <b>HIST 3570</b> ; <b>HIST 3575</b> [or HRTS 3221, PRLS 3221]; <b>HIST 3660W</b> [or LAMS 3660W, PRLS 3660W]; <b>HIST 3674</b> [or PRLS 3220]. <i>VARIABLE TOPICS (Give course number and title):</i>
	<b>GROUP D- Africa, Asia, Latin America and Middle East</b> <b>AFAM 3224</b> ; <b>HIST 3201</b> [or HRTS 3201]; <b>HIST 3202</b> [or HRTS 3202]; <b>HIST 3206</b> [or AFAM 3206]; <b>HIST 3575</b> [or HRTS 3221, PRLS 3221]; <b>HIST 3607</b> [also LAMS 3607]; <b>HIST 3608W</b> ; <b>HIST 3609</b> [or LAMS 3609]; <b>HIST 3610</b> ; <b>HIST 3620</b> [or AFAM 3620]; <b>HIST 3621</b> ; <b>HIST 3635</b> ; <b>HIST 3640</b> ; <b>HIST 3643</b> ; <b>HIST 3660W</b> [or LAMS 3660W]; <b>HIST 3674</b> [or PRLS 3220]; <b>HIST 3704</b> ; <b>HIST 3705</b> ; <b>HIST 3712</b> ; <b>HIST 3752</b> [or AFAM 3752]; <b>HIST 3753</b> [or AFAM 3753]; <b>HIST 3760</b> ; <b>HIST 3770</b> ; <b>HIST 3808</b> [or AASI 3808]; <b>HIST 3809</b> [or AASI 3809]; <b>HIST 3812</b> [or AASI 3812]; <b>HIST 3822</b> ; <b>HIST 3832</b> ; <b>HIST 3863</b> ; <b>HIST 3875</b> [or AASI 3875, LLAS 3875]. <i>VARIABLE TOPICS (Give course number and title):</i>
	<b>HISTORY 4994W: Senior Seminar</b> (for honors students, see the two-course requirement described above).
9	TOTAL OF NINE COURSES, <b>MINIMUM</b>

**RELATED COURSES.** History will accept as "related" any upper-level course in the humanities or social sciences (courses with the designation ANTH, ARTH, AASI, CAMS, COMM, CLCS, DRAM, ECON, ENGL, FREN, GEOG, GERM, HEB, HDFS, INTD, ILCS, JOUR, JUDS, LAMS, LING, PHIL, POLS, PSYC, PRLS, SOCI, SPAN, URBN, or WGSS). Other courses need advisor approval. Related courses may be taken from a single department or from a variety of departments. Courses cross-listed as History courses cannot be counted as "Related Courses."

Course Number	Course Title	# Credit	Course Number	Course Title	# Credits
1.			2.		
3.			4.		

I approve this plan (signed) \_\_\_\_\_ Date \_\_\_\_\_  
 Student \_\_\_\_\_ Major Advisor \_\_\_\_\_ Date \_\_\_\_\_

*In the first four weeks of their final semester, students should fill out this form and take it to their advisor for approval. The student should then submit the completed form to the Degree Auditors in the Registrar's Office, Wilbur Cross Hall.*



## 2013-112 Change HIST Minor: include new courses

1. Date: September 2, 2013
2. Department requesting this change: History
3. Title of Minor: History
4. Nature of Change:  
Add three courses, HIST 3542, HIST [WGSS] 3560, and HIST [AASI & LLAS] 3875
5. Existing catalog Description of the Minor:  
Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) HIST 2100 and four courses across at least three distribution groups.

### *List of Courses*

**Group A - Ancient, Medieval, and Early Modern:** HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256/ HEB 3218/ JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3460, 3470, 3704

**Group B - Modern Europe:** HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WGSS 3416), 3418 (HEB 3203/JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.

**Group C - United States:** HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204/W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), 3544, 3550, 3551, 3554, 3555, 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221/ HRTS 3221), 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the minor.

**Group D - Africa, Asia, Latin America, and Middle East:** AFAM 3224; HIST 3201 (HRTS 3201), 3202 (HRTS 3202), 3206 (AFAM 3206), 3607 (LAMS 3607), 3608W, 3609 (LAMS 3609), 3610, 3620 (AFAM 3620), 3621, 3635 (LAMS 3635), 3640, 3643, 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3760, 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863.

**Variable Topics Courses** (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor's consent. No more than six credits of HIST 3991 will count toward the minor requirements.

6. Proposed catalog Description of the Minor:  
Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) HIST 2100 and four courses across at least three distribution groups.

### **List of Courses**

**Group A - Ancient, Medieval, and Early Modern:** HIST 3300 (ANTH 3513), 3301 (CAMS 3253), 3320 (CAMS 3254), 3325 (CAMS 3255), 3330 (CAMS 3256/ HEB 3218/ JUDS 3218), 3335 (CAMS 3250), 3340 (CAMS 3243), 3350, 3360, 3361, 3370, 3371, 3400, 3401, 3420, 3460, 3470, 3704

**Group B - Modern Europe:** HIST 2206 (SCI 2206), 2240, 2401, 2402, 3201 (HRTS 3201), 3203 (HDFS 3423), 3205, 3207 (HRTS 3207), 3412, 3413, 3416 (WGSS 3416), 3418 (HEB 3203/JUDS 3203), 3421, 3426, 3430, 3440, 3451, 3456, 3463, 3471.

**Group C - United States:** HIST 2206 (SCI 2206), 3201 (HRTS 3201), 3204/W, 3206, 3502, 3504, 3510, 3516, 3520, 3522, 3530 (AASI 3578), 3531 (AASI 3531), 3540, 3541 (URBN 3541), **3542**, 3544, 3550, 3551, 3554, 3555, **3560 (WGSS 3560)**, 3561 (WGSS 3561), 3562 (WGSS 3562), 3563 (AFAM 3563, HRTS 3563), 3564 (AFAM 3564), 3568 (AFAM 3568), 3570, 3575 (PRLS 3221/ HRTS 3221), 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220). Either HIST 3520 or 3522, but not both, may be counted for credit toward the minor.

**Group D - Africa, Asia, Latin America, and Middle East:** AFAM 3224; HIST 3201 (HRTS 3201), 3202 (HRTS 3202), 3206 (AFAM 3206), 3607 (LAMS 3607), 3608W, 3609 (LAMS 3609), 3610, 3620 (AFAM 3620), 3621, 3635 (LAMS 3635), 3640, 3643, 3660W (LAMS 3660W/PRLS 3660W), 3674 (PRLS 3220), 3704, 3705, 3712, 3752 (AFAM 3752), 3753 (AFAM 3753), 3760, 3808 (AASI 3808), 3809 (AASI 3809), 3812 (AASI 3812), 3822, 3832, 3863, **3875 (AASI 3875, LLAS 3875)**.

**Variable Topics Courses** (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or a graduate level History course) may be applied to any of the four distribution groups as determined by course content and with Advisor's consent. No more than six credits of HIST 3991 will count toward the minor requirements.

7. Effective Date: Fall 2013

### **Justification**

1. Why is a change required?

These are new courses added to our roster of regular offerings. They are appropriate for the minor.

2. What is the impact on students?

Makes new courses clearly available for History minors.

3. What is the impact on regional campuses? None

4. Attach a revised "Minor Plan of Study" form to this proposal: attached

5. Dates approved by:

Department Curriculum Committee: April 22, 2013

Department Faculty: April 22, 2013

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

Micki McElya, 6-2085, micki.mcelya@uconn.edu

**Plan of Study**

Name: \_\_\_\_\_ PPSFT # \_\_\_\_\_ Anticipated graduation date (mo/yr): \_\_\_\_\_

**Degree Requirements for History Minors**

**Course Credits and Minimum Grades.** Students must complete at least five upper-level History courses (15 credits). No more than three of these credits may be transferred from another college or university. Substitutions are not allowed for courses in the History Minor. Courses in which the student received a C- or below do not count toward the minor.

**Distribution requirement.** The 15 credits must be distributed across at least three of the department's four distribution groups A, B, C, and D, (below). Any "Variable Topics" courses (HIST 3100W, 3101W, 3102, 3991, 3993, 3995, 3998, 4989, 4994W, 4997W, 4999, or graduate-level course) may be applied as determined by course content and Advisor consent. The same course may not be counted in two different distribution groups. Students who take HIST 2100 must take the remaining four courses across at least three of the distribution groups.

Circle all the courses you have taken. Indicate the total number of courses in each group in the box to the left.

	<b>HISTORY 2100: The Historian's Craft</b>
	<b>GROUP A - Ancient, Medieval, and Early Modern</b>
	HIST 3300 [or ANTH 3513]; HIST 3301 [or CAMS 3253]; HIST 3320 [or CAMS 3254]; HIST 3325[or CAMS 3255]; HIST 3330 [or CAMS 3256, HEB 3218, JUDES 3218]; HIST 3335 [or CAMS 3250]; HIST 3340 [or CAMS 3243]; HIST 3350; HIST 3360; HIST 3361; HIST 3370; HIST 3371; HIST 3400; HIST 3401; HIST 3420; HIST 3450; HIST 3460; HIST 3470; HIST 3704. VARIABLE TOPICS (Give course number and title):
	<b>GROUP B- Modern Europe</b>
	HIST 2206 [or SCI 2206]; HIST 2240; HIST 2401; HIST 2402; HIST 3201 [or HRTS 3201]; HIST 3203 [or HDFS 3423]; HIST 3205; HIST 3207 [or HRTS 3207]; HIST 3412; HIST 3413; HIST 3416 [or WGSS 3416]; HIST 3418 [or HEB 3203, JUDES 3203]; HIST 3421; HIST 3426; HIST 3430; HIST 3440; HIST 3451; HIST 3456; HIST 3463; HIST 3471. VARIABLE TOPICS (Give course number and title):
	<b>GROUP C- United States</b>
	HIST 2206 [or SCI 2206]; HIST 3201 [or HRTS 3201]; HIST 3204/W; HIST 3206; HIST 3502; HIST 3504; HIST 3510; HIST 3516; HIST 3520; HIST 3522; HIST 3530 [or AASI 3578]; HIST 3531 [or AASI 3531]; HIST 3540; HIST 3541 [or URBN 3541]; HIST 3542; HIST 3544; HIST 3550; HIST 3551; HIST 3554; HIST 3555; HIST 3556; HIST 3560 [or WGSS 3560]; HIST 3561 [or WGSS 3561]; HIST 3562 [or WGSS 3562]; HIST 3563 [or AFAM 3563, HRTS 3563]; HIST 3564 [or AFAM 3564]; HIST 3568 [or AFAM 3568]; HIST 3570; HIST 3575 [or HRTS 3221, PRLS 3221]; HIST 3660W [or LAMS 3660W, PRLS 3660W]; HIST 3674 [or PRLS 3220]. VARIABLE TOPICS (Give course number and title):
	<b>GROUP D- Africa, Asia, Latin America and Middle East</b>
	AFAM 3224; HIST 3201 [or HRTS 3201]; HIST 3202 [or HRTS 3202]; HIST 3206 [or AFAM 3206]; HIST 3575 [or HRTS 3221, PRLS 3221]; HIST 3607 [also LAMS 3607]; HIST 3608W; HIST 3609 [or LAMS 3609]; HIST 3610; HIST 3620 [or AFAM 3620]; HIST 3621; HIST 3635; HIST 3640; HIST 3643; HIST 3660W [or LAMS 3660W]; HIST 3674 [or PRLS 3220]; HIST 3704; HIST 3705; HIST 3712; HIST 3752 [or AFAM 3752]; HIST 3753 [or AFAM 3753]; HIST 3760; HIST 3770; HIST 3808 [or AASI 3808]; HIST 3809 [or AASI 3809]; HIST 3812 [or AASI 3812]; HIST 3822; HIST 3832; HIST 3863; HIST 3875 [or AASI 3875, LLAS 3875]. VARIABLE TOPICS (Give course number and title):
	<b>HISTORY 4994W: Senior Seminar</b>
	TOTAL (FIVE Courses Minimum)

2013.09.10

I approve this plan (signed) \_\_\_\_\_ Date \_\_\_\_\_  
*Dept. Undergraduate Advisor*

Student \_\_\_\_\_ Date \_\_\_\_\_

*In the first four weeks of their final semester, students should fill out this form and take it to the UndergradAdvisor for approval. The student should then submit the completed form to the Degree Auditors in the Registrar's Office, Wilbur Cross Hall.*

## **2013-113 Change HIST 5102 Historical Research and Writing**

1. Date: 5/12/13
2. Department: History
3. Nature of Proposed Change: change course component from Independent Study to Seminar
4. Current Catalog Copy:

### **HIST 5102 - Historical Research and Writing**

A research seminar for students in the M.A. and Ph.D. programs in history.

5. Proposed Catalog Copy: No change
6. Effective Date: Fall 2013

### **Justification**

1. Reasons for changing this course:

At one time this course was an independent study, with each first-year graduate student enrolling separately with whoever was advising their research paper. Several years ago, we changed the course to meet as a group seminar, but the "course component" was not revised at that time. The problem with leaving the course as an independent study is that there are no formal student evaluations, in addition to the seminar designation being more accurate.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted: NA
4. Effects on Other Departments: NA
5. Effects on Regional Campuses: NA
6. Staffing: Rotates among department faculty
7. Dates approved by:  
Department Curriculum Committee: 5/12/13  
Department Faculty: 5/12/13

2013.09.10

8. Name, Phone Number, and e-mail address of principal contact person:  
Micki McElya, 6-2085, micki.mcelya@uconn.edu