

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Agenda for April 30th, 2013

Selection of the Secretary *pro tem*

Circulation of attendance sheet

Minutes of the April 2nd, 2013 meeting, and April 30th 2013 Policy Meeting

Proposals resubmitted for consideration	3
2013-004 Change ECON 5311: Description and Title.....	3
2013-005 Change ECON 5312: Title.....	4
2013-006 Change ECON 6201: Description and Title.....	5
2013-007 Change ECON 6211: Description and Title.....	7
2013-008 Change ECON 6212: Title.....	8
2013-009 Change ECON 6311: Description	9
2013-010 Change ECON 6312: Description and Title.....	10
2013-011 Change ECON 6411: Description and Title.....	11
2013-012 Change ECON 6412: Description and Title.....	12
2013-018 Change Spanish Major	13
2013-019 Change Spanish Minor	16
2013-067 Change Major – Latin American Studies	19
New proposals submitted for consideration.....	30
2013-073 MATH 2784 Change prerequisites.....	30
2013-074 Add PNB 6XXX Physiological Proteomics	31
2013-075 Add PNB 3264, Comparative Endocrinology	33
2013-076 Add MDVL Minor Medieval Studies.....	35
2013-077 Add MARN 1160 Introduction to Scientific Diving.....	38
2013-078 Add MARN 4160 Scientific Diving.....	44
2013-079 Add MARN 4066 River Influences on the Marine Environment.....	49
2013-080 Add MARN 5066 River Influences on the Marine Environment.....	55
2013-081 Add MCB 5XXX. Frontiers in Applied Genomics	60
2013-082 Add MCB 5480. Frontiers in Applied Genomics	64
2013-083 Add MCB 5200 Cell biology of the mammalian secretory apparatus	68
2013-084 URBN Minor - change course options	70
2013-085 Add ECON 6310 Econometrics I	73
2013-086 MATH 1011Q. Change contact hours.....	76
2013-087 MATH 1060Q Change in recommended preparation	77
2013-088 MATH 1071Q Change in prerequisite	78
2013-089 MATH 1131Q Change prerequisite.....	79
2013-090 MATH 1132Q Change prerequisite.....	80
2013-091 MATH 1151Q Change prerequisite.....	81
2013-092 MATH 1152Q Change prerequisite.....	82
2013-093 Add JUDS 3XXX Jewish Magic: from Late Antiquity through the Early Modern Period.....	83
2013-094 Add JUDS 5XXX Jews, Turks, and Moors, in Early Modern Europe.....	87
2013-095 Add ECON 3128 Economic and Social Human Rights	91

2013-096 Add ECON 3313 Elementary Economic Forecasting 96
2013-097 Add ECON 3208 Game Theory..... 99
2013-098 Add ECON 3466 Environmental Economics.....103
2013-099 Change Minor Latino Studies105
2013-100 Change Minor Latin American Studies.....110
2013-101 STAT 3025Q add credit restrictions115
2013-102 Add HIST 3875 Asian Diasporas in the Americas116
2013-103 Add HIST 3542 New England Environmental History118
2013-104 Change HIST 5610 change description.....123
2013-105 Cross list HIST 5610 with LAMS 5100124
2013-106 Cross list HIST 3875 with AASI and LAMS.....126

Old Business 127
Bachelor of Science sub-committee127
Study Abroad sub-committee.....127

New Business..... 127

Adjournment to September 10th, 2013. Room TBA..... 127

Proposals resubmitted for consideration

2013-004 Change ECON 5311: Description and Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 5311

Econometrics I

Construction, estimation, and interpretation of economic behavioral and technical equations using data that are passively generated by a system of simultaneous, dynamic and stochastic relations.

Components: Lecture

Course Equivalents: ARE 5311

5. Proposed Catalog Copy:

ECON 5311

Applied Econometrics I

Statistical Theory and linear regression applied to business and economic problems.

Components: Lecture

Course Equivalents: ARE 5311

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): ARE
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-005 Change ECON 5312: Title

1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change Only

4. Current Catalog Copy:

ECON 5312

Econometrics II

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5311

5. Proposed Catalog Copy:

ECON 5312(3) Course ID:015742

Applied Econometrics II

Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5311

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-006 Change ECON 6201: Description and Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6201

Microeconomics II

Microeconomic theory: contemporary economic analysis of decisions by consumers, producers, and other agents.

Components: Lecture

Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

5. Proposed Catalog Copy:

ECON 6201

Microeconomic Theory I

Neoclassical consumer and producer theory, choice under uncertainty, competitive and monopoly markets, and an introduction to general equilibrium

Components: Lecture

Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.

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- course only offered at Storrs.

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3-2-2012

Department Faculty: 4-6-2012

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

Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-006 Change ECON 6202 Description and Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6202

Macroeconomics II

A rigorous course in macroeconomic modeling with policy applications. Focuses primarily on developments in the current literature, analytical techniques, and macroeconomic models. Includes an introduction to stochastic dynamic models.

Components: Lecture

Requirement Group: Prerequisite: ECON 5202 (RG263).

5. Proposed Catalog Copy:

ECON 6202

Macroeconomic Theory I

A rigorous course in dynamic general equilibrium models. Emphasis on analytical techniques and numerical solution methods.

Components: Lecture

Requirement Group: Prerequisite: ECON 5202

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

Justification

1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-007 Change ECON 6211: Description and Title

1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6211

Microeconomics III

Markets, general equilibrium theory, efficiency, and advanced topics in microeconomics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

5. Proposed Catalog Copy:

ECON 6211

Microeconomic Theory II

Game theory, information, and related topics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-008 Change ECON 6212: Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change

4. Current Catalog Copy:

ECON 6212

Macroeconomics III

Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

5. Proposed Catalog Copy:

ECON 6212

Macroeconomic Theory II

Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-009 Change ECON 6311: Description

1. Date: September, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description

4. Current Catalog Copy:

ECON 6311

Econometrics II

Theoretical underpinnings of standard econometric methods of estimation and testing of single-equation models.

Components: Lecture

Requirement Group: Prerequisite: STAT 5415 (RG261).

5. Proposed Catalog Copy:

ECON 6311

Econometrics II

Large sample linear regression, time series analysis, maximum likelihood, GMM, and qualitative choice models.

Components: Lecture

Requirement Group: Prerequisite: ECON 6310.

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description and prerequisite should be changed to accurately reflect the course content.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-010 Change ECON 6312: Description and Title

1. Date: September , 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6312

Econometrics III

Special topics from single-equation models; simultaneous equations models; full information maximum likelihood methods; and recent advances in econometrics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

5. Proposed Catalog Copy:

ECON 6312

Econometrics II

Special topics from recent advances in econometrics.

Components: Lecture

Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

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 title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.

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- course only offered at Storrs.

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3-2-2012

Department Faculty: 4-6-2012

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

Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-011 Change ECON 6411: Description and Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6411
Advanced Monetary Theory and Policy I
Advanced treatment of material covered in ECON 346.
Components: Lecture
Requirement Group: Prerequisite: ECON 6212 (RG663)

5. Proposed Catalog Copy:

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

ECON 6411
Advanced Macroeconomics I
Advanced treatment of material covered in ECON 6202 and ECON 6212.
Components: Lecture
Requirement Group: Prerequisite: ECON 6212 (RG663)

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 title and description should be changed to accurately reflect the content of the course.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-012 Change ECON 6412: Description and Title

1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:

ECON 6412
Advanced Monetary Theory and Policy II
Advanced treatment of material covered in ECON 347.
Components: Lecture
Requirement Group: Prerequisite: ECON 6411 (RG664).

5. Proposed Catalog Copy:

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

ECON 6412
Advanced Macroeconomics II
Advanced treatment of material covered in ECON 6202 and ECON 6212.
Components: Lecture
Requirement Group: Prerequisite: ECON 6411 (RG664).

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 title and description should be changed to accurately reflect the content of the course.
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- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3-2-2012
Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu

2013-018 Change Spanish Major

1. Date: **March 2013**
2. Department requesting this change: **Literatures, Cultures and Languages**
3. Title of Major: **Spanish**
4. Nature of Change:

The structure of the major will be made clearer and more functional by eliminating the existing two tracks, adjusting the way the study abroad component is described and reducing the required number of credits from 27 to 24. A new course will also be added (Span 3267W, approved by CLAS CC&C on March 5th, 2013).

5. Existing catalog Description of the Major:

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W

Group 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W

The Spanish major requires 27 credits in 3000 and 4000-level Spanish courses and at least one semester of Study Abroad. A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad courses, with advisor's consent. Up to 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 2000-level or above related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor's prior consent.

All majors in Spanish must complete SPAN 3177, 3178, or 3178W and eight more courses from the three main groups.

A student majoring in Spanish can choose between the Literature and Culture track and the Culture and Communication track.

a) Majors pursuing the Literature and Culture track must take SPAN 3230.

The other courses must be distributed as follows: four courses from Group 1 (one of which must be 3231, 3232, 3233 or 3234), two courses from Group 2, and one course from Group 3.

b) Majors pursuing the Culture and Communication track must take SPAN 3242. The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.

Variable topics courses (3204, 3207, 3208, 3261, 3293, 3298, 4200W) may be applied to any of the three groups as determined by course content and with prior consent by the Department.

To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3178W, 3240W, or 4200W.

A minor in Spanish is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3265, 3233, 3234, 3266, 3267W, 3293, 4200W

Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3293, 4200W

Group 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3241, 3240W, 3242, 3267W, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

- A. One composition course (Span 3178, 3240W or 3293).
- B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242).
- C. Two courses from Group 1 (not used to satisfy requirement B).
- D. Two courses from Group 2.
- E. Two courses from Group 3 (not used to satisfy requirements A or B).
- F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor's prior consent.

H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply:

A minimum of 12 of the major credits must consist of Spanish courses taken in residence.

Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits.

AP credits may not be used toward the major.

A single course cannot satisfy more than one requirement.

A minor in Spanish is described in the "Minors" section.

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

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

Justification

1. Why is a change required?

Since the time the Spanish program created its current two-track major the number of students has more than doubled, but the number of faculty members has remained the same. This situation has created constant staffing and over-enrollment problems in the case of mandatory or introductory courses. Sometimes our department has been forced to rely on advanced graduate students to teach additional sections of those courses. By giving more introductory or survey courses options and by creating a list of requirements among our three groups of courses that is more balanced we expect to solve many of these conflicts while meeting the new demands of an increasingly diverse student body that can benefit from academic diversity.

2. What is the impact on students?

They will have more academic options within the field of Spanish studies. Students with

very demanding dual degree requirements or a double major will have more flexibility to finish their studies on time.

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Jacqueline Loss, Spanish Section Chair (6-2529, jacqueline.loss@uconn.edu)

Plan of Study

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3265, 3233, 3234, 3266, 3267W, 3293, 4200W

Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3293, 4200W

Group 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3241, 3240W, 3242, 3267W, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. One composition course (Span 3178, 3240W or 3293): _____

B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242): _____

C. Two courses from Group 1 (not used to satisfy requirement B): _____

D. Two courses from Group 2: _____

E. Two courses from Group 3 (not used to satisfy requirements A or B): _____

F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include:

- Granada Study Abroad: ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993.
- Courses in any modern or classical language.
- Any English, Linguistics, or Philosophy course.
- Any Communication Sciences course that is directly related to second language acquisition or Latino community.
- Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.

2013-019 Change Spanish Minor

1. Date: **March 2013**
2. Department requesting this change: **Literatures, Cultures and Languages**
3. Title of Minor: **Spanish**
4. Nature of Change: **The structure of the minor will be made more functional by modifying the list of requirements and adding the possibility of 3 more study abroad credits. A course approved by CLAS CC&C on March 5th, 2013 will be added (Span 3267W).**

5. Existing catalog Description of the Minor:

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 3000 and 4000-level Spanish courses. Students must earn a C (2.0) or better in each course. The requirements are:

- a) One course in composition: SPAN 3178/W, 3177, or 3240W.
 - b) One introductory course: SPAN 3230 or 3242
 - c) One from each group and one additional from any group:
 - GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.
 - GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W.
 - GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W.
- Variable subject courses (such as 3179, 3204, 3207, 3208, 3261, 3293, 3298, 4200W) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 3293). The minor is offered by the Literatures, Cultures, and Languages Department.

6. Proposed catalog Description of the Minor:

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. The requirements are:

- a) One advanced grammar or writing course from SPAN 3178, 3240W or 3293
- b) One course from each of the following groups:
 - GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3267W, 3293, 4200W.
 - GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W.
 - GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178, 3178W, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3293, 4200W.
- c) Two additional courses from any group.

In addition, the following rules apply:

Students must earn a C (2.0) or better in each course.

A single course cannot satisfy more than one requirement.

AP courses may not be used toward the minor.

A maximum of 3 transfer credits and a maximum of three SPAN 3293 may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two SPAN 3293. In any case, a minimum of 9 credits in residence is required.

Substitutions are not possible for required courses in a minor.

The minor is offered by the Department of Literatures, Cultures and Languages.

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

Justification

1. Why is a change required?

The current major and minor in Spanish share the same mandatory introductory courses and the number of students has doubled in the last ten years. This has created constant staffing and over-enrollment problems. Additionally, increasing number of students from fields such as Nursing, Health Sciences and Business have shown interest in minoring in Spanish, but the current structure of the minor has not allowed them to do so, particularly in the case of students with very demanding practice or service schedules. Several other fields have also been sending their students to study abroad programs and many of these students have become interested in minoring in Spanish. The proposed changes in our minor will add flexibility to our program.

2. What is the impact on students?

They will have more academic options within the field of Spanish studies.

3. What is the impact on regional campuses?

None.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)

(signed) _____ Dept. of (insert name)

Minor Advisor

Plan of Study

Minor in Spanish 2013

College of Liberal Arts and Sciences

Minor Requirements

The Minor in Spanish requires at least 18 credits in upper division Spanish courses. All of the courses below require Spanish 1001, 1002, 1003, 1004 or the equivalent, as prerequisites, but these courses do not count towards the Minor.

During the beginning of the last semester before graduation you should submit one copy of your final plan of studies to the Registrar.

Completion of a minor requires that a student earn a C (2.0) or better in each of the

required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

The requirements for the Minor in Spanish are:

a) One advanced grammar or writing course from SPAN 3178, 3240W or 3293

b) One course from each of the following groups:

GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3267W, 3293, 4200W _____

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W _____

GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178, 3178W, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3293, 4200W _____

c) Two additional courses from any group _____

In addition, the following rules apply:

A single course cannot satisfy more than one requirement.

AP courses may not be used toward the minor.

A maximum of three SPAN 3293 may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two SPAN 3293. In any case, a minimum of 9 credits in residence is required.

Name of the student (please print) _____

Student ID _____

I approve the above program for the B.A. Minor in Spanish

Advisor's signature _____

Dept. of Literatures, Cultures and Languages - Spanish Section

5. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Jacqueline Loss, Spanish Section Chair (6-2529,
jacqueline.loss@uconn.edu)

2013-067 Change Major – Latin American Studies

1. Date: 4/25/2013
2. Department requesting this change: El Instituto: Latina/o, Caribbean, and Latin American Studies Institute
3. Title of Major: *Latin American Studies* to become *Latino and Latin American Studies*
4. Nature of Change: El Instituto's faculty are expanding the major to include Latino Studies, an experiential learning component, and a core-course sequence to strengthen students' writing and research skills.

5. Existing catalog Description of the Major:

Latin American Studies

The interdisciplinary major in Latin American Studies offers an understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States. Completion of the B.A. in Latin American Studies prepares the student for work in government, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching.

The major in Latin American Studies consists of a minimum of 36 credit hours of course work, including five required course selections as specified below (15 credit hours) and additional courses (21 credits) as described below. In addition, intermediate proficiency in Spanish or Portuguese, though not a prerequisite for major study, must be demonstrated for completion of the major; language courses undertaken to satisfy this requirement do not count toward the major's total credit hours.

Five Required Courses (15 credits):

Anthropology/Art History: Select one course from: ANTH 3021, 3029, 3042, 3150; ARTH 3610, 3620, 3630, 3640, or 3645 or appropriate LAMS 3000-level course.

History: Select one course from: HIST 3607, 3608W, 3609, 3660W

Political Science: Select one course from: POLS 3235, 3237

Spanish: Select one course from: SPAN 3201, 3205, 3233, 3234, 3251, 3265, or 3266

Latin American Studies: Select: LAMS 4994W Research Seminar

Additional Courses (21 Credits): These may include additional course elections from among those listed above, and other 3/4000-level elections chosen in consultation with a LAMS major advisor, who will assure that the student's program is coherent and comprehensive.

Language Requirement (credits do not apply to the major's 36 credit minimum)

Intermediate proficiency in Spanish or Portuguese must be demonstrated in one of the following ways (consult Spanish Department for course equivalents for Portuguese):

- ⌚ Select two courses from: SPAN 3178, 3179, 3240W, or 3241.
- ⌚ Pass equivalent language exam in Spanish or Portuguese administered by the Spanish Department.
- ⌚ Requirement waived for native speakers.

Study Abroad While study abroad is not mandatory, we strongly urge all Latin American Studies majors to spend at least a semester in Latin America or the Caribbean. The University sponsors several academic programs in Latin America and the Caribbean. For further information, contact the Center for Latin American and Caribbean Studies or

the Study Abroad Office.

Information literacy and writing in the major competencies will be satisfied by completion of the core course LAMS 4994W.

A minor in Latin American Studies is described in the “Minors” section.

6. Proposed catalog Description of the Major:

Latino and Latin American Studies

The interdisciplinary major in Latino and Latin American Studies offers an understanding of hemispheric relationships between the peoples and cultures of Latin America and the Caribbean, and those of the United States. It explores interconnected histories and contemporary economic, social, and political challenges including migration, transnational communities, and economic development. Completion of the B.A. in Latino and Latin American Studies prepares the student for work in government, community agencies, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching. The major in Latino and Latin American Studies consists of a minimum of 37 credit hours of course work, including a required 2-course sequence in writing, research, and methodology (7 credits); an experiential learning component (6 credits); a capstone project (3 credits); 3 electives in LLAS (9 credits), and 4 related courses (12 credits).

Related courses may include LLAS courses provided that they are cross-listed with another discipline. In addition, intermediate proficiency in a language spoken in Latin America, though not a prerequisite for major study, must be demonstrated for completion of the major for students focusing on Latin America, and proficiency in Spanish is strongly suggested for those focusing on Latinos in the U.S.

Pre-requisite for the major: A 1000 level Intro course on Latino or Latin American Studies.

Required Courses (16 credits)

- 1) Critical Methodology sequence in LLAS (7 credits) LLAS 2011W and LLAS 2012
- 2) Experiential Learning Requirement. Choose 6 credits from:
 - a) Community immersion project (combination of Independent Study LLAS 3999 (formerly LAMS 3999 or PRLS 3290), Field Work LLAS (PRLS) 4212, or service-learning courses that involve Latino American community)
 - b) Urban Semester with Latino Studies focus (INTD 3584 and INTD 3594 or 3590, the internship itself; additional credits can count as related courses, or towards the capstone)
 - c) Study abroad courses or internship in Latin American or Caribbean Studies
Choices: _____
- 3) Capstone project: LLAS 4994W (LAMS 4994W) or comprehensive project through Urban Semester (3 credits)

Elective Courses (9 credits)

Elective courses must have a LLAS designation, and must fall within content area of chosen concentration, either Latino or Latin American Studies.

Related Courses (12 credits)

See list.

Language Requirement

Intermediate proficiency in a language spoken in Latin America is required for students focusing in Latin America, and proficiency in Spanish is strongly suggested for students focusing on Latinos in the US. Proficiency can be demonstrated in one of the ways below:

- Take at least one 3000 level or above course in literature, culture, film or the arts in the target language
- Pass equivalent language exam
- Requirement waived for native speakers.

Study Abroad While study abroad is not mandatory, we strongly encourage all Latino and Latin American Studies majors to spend at least a semester in Latin America or the Caribbean. For further information on academic programs in the region, contact El Instituto or the Study Abroad Office.

Information literacy and writing in the major competencies will be satisfied by completion of the core courses LLAS 2011W and LLAS 4994W.

7. Effective Date (semester, year -- see Note R): Fall 2013

Justification

1. Why is a change required?

The Center for Latin American Studies, established in 1974, and the Institute for Puerto Rican and Latino Studies, established in 1998, were disbanded in July of 2012 in order to establish a new unit, El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies. LAMS (Latin American Studies) courses and PRLS (Puerto Rican and Latino Studies) courses are now managed by El Instituto's joint faculty, currently including: Director Mark Overmyer-Velazquez (History), Samuel Martinez (Anthropology), Marysol Asencio (HDFS), Diana Ríos (Communications), Xaé Alicia Reyes (Education), Charles Robert Venator Santiago (Political Science), Odette Casamayor-Cisneros (LCL), and Anne Gebelein, Associate Director (El Instituto).

This group of 8 faculty will be joined by 2 new joint faculty in the fall of 2013, Daisy Reyes (Sociology) and Jorge Agüero (Economics).

The faculty of El Instituto recognizes the need to update the long-standing major in Latin American Studies to incorporate PRLS courses, and to reflect the expertise of current faculty. In addition, it wishes to acknowledge the increasing interconnectedness of hemispheric research in Latin American and Latino populations, particularly with regard to transnationalism, globalization studies, migration studies, economic development, and human rights. Because of this interconnectedness, it has long had the practice of accepting Latino studies courses as related courses for the major.

The faculty also sees the proposed revisions to the major as an occasion to provide new opportunities for students to strengthen research and writing skills, and to gain valuable experience in the community that may lead to future employment possibilities.

The curriculum committee of El Instituto (Martinez, Venator Santiago, Gebelein) has developed this proposal which was then vetted and approved by all of El Instituto faculty. It has 3 components: A) a prefix change of LAMS and PRLS courses to LLAS courses, to reflect their common home in El Instituto B) a revision of the sequence of courses required for the major C) the addition of 2 new courses.

In the current LAMS major, students are required to select a 3000+ course from 4 different disciplines to ensure that the student's knowledge of Latin America is broadly based and interdisciplinary. They work with their advisor to develop a concentration within the major, such as "migration studies", "economic development", "human rights", etc. and then choose 7 additional 3000+ courses that (at least in part) reflect this concentration. In addition, students must take the capstone course LAMS 4994W, which has traditionally been taught as a thesis course, and they have a language requirement of 2 of the following courses: SPAN 3178, 3179, 3240W, 3241 or their equivalents in Portuguese.

In the revised major, students will participate in what we are calling a “scaled model of skill-building” that adds 2 core courses on a 2000 level to develop research, writing, and community-based learning skills; as well as an experiential learning component, either in the Latino community or as a study abroad experience. In addition, the language requirement will be amended to permit the inclusion of courses on a 3000+ level taught in any language other than English spoken in the Americas for students concentrating in Latin America (not just Spanish or Portuguese), and Spanish competency will be strongly suggested, but not required, for students focusing in Latino Studies.

Students will work with an advisor to select a focus in either Latin American or Latino Studies within the major. In addition, they must choose a core discipline in which to focus their work (history, anthropology, cultural studies, etc.). Students are also encouraged to choose a concentration or theme: migration, economic development, health disparities, human rights, etc. that will inform their course selection, final projects, language study, and community work. Lastly, advisors will help students develop breadth and depth in their coursework, i.e. breadth: study the theme of migration from various disciplines; depth: take a concentration of courses in political science. These choices will emerge over time in working semester after semester with an advisor; but an ultimate goal is to help students develop a narrative of interests, knowledge bases and skills developed from the major that can guide their own personal and intellectual development, as well as pitch to future employers and grad schools.

Note on related courses: As Latin American and Latino Studies are by nature highly interdisciplinary, with faculty and courses in the School of Communications, the Neag School of Education, and within the College of Liberal Arts and Sciences, the departments of Political Science, History, Anthropology, English; Literatures, Cultures, and Languages; Art History, Human Development and Family Studies, Sociology, and Economics; we as a faculty do not feel that the traditional CLAS model of “24 credits inside a home department and 12 credits of related courses outside a home department” is relevant to our program. However, since the registrar sees one prefix as belonging to one home department, and see El Instituto as acting as a department (even though we are not), we are requesting that courses with a LLAS prefix be considered as related courses, provided that they are cross-listed with another discipline. To clarify, courses that are exclusively LLAS (such as LLAS 2000, 2011W, 2012, 4994, independent studies and field work) cannot count as related courses; but courses also offered in other departments but cross-listed with us may count.

[See document below for Major plan of study](#)

2. What is the impact on students?

A) Students will be able to study Latinos in the US within a major plan of study, and be able to study Latinos and Latin Americans comparatively.

B) Students will receive intensive training in research and writing skills in sophomore year, which will improve their opportunities for participating in advanced research in their junior and senior years in our program and in others.

C) Students will have the opportunity to work directly with the Latino community which will enhance their resumes, help focus their studies, and inspire community research projects.

D) Students will be able to see and capitalize on connections between coursework, research, and community in a program that integrates the three.

3. What is the impact on regional campuses? none

4. Dates approved by (see [Note Q](#)): 3/6/2013

Department Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago and Mark Overmyer-Velazquez (ex officio)

Department Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 8/23/13, Daisy Reyes and Jorge Aguero

5. Name, Phone Number, and e-mail address of principal contact person:
Anne Gebelein, anne.gebelein@uconn.edu, 203-464-8910 or 860-486-5508

Plan of Study

**EL INSTITUTO: LATINA/O, CARIBBEAN, AND LATIN AMERICAN STUDIES
INSTITUTE**

Latino and Latin American Studies Major Plan of Study

Date _____ **Name** _____ **Student** **ID#**

Anticipated graduation date (mo/yr) _____

Complete this Plan of Study in consultation with your advisor. A tentative program indicating how you will fulfill the requirements for the major must be filed with your advisor in your 5th semester. A **final plan must be signed** by your advisor and deposited in the Registrar’s office no later than the 4th week of classes of the semester in which you expect to graduate. Once filed with the Registrar, the plan may be changed only with advisor consent.

The interdisciplinary major in Latino and Latin American Studies (LLAS) consists of 37 credit hours of required course work. In addition, intermediate proficiency in a Latin American language is required for students focusing in Latin America and the Caribbean, and Spanish proficiency is strongly advised for those in Latino Studies. Students will work with their advisor to choose a disciplinary focus and/or theme of study within Latino or Latin American Studies that will guide their electives and related course selections.

Choose one: Focus in **LATINO STUDIES** **LATIN AMERICAN STUDIES**

Pre-requisite for the major: A 1000 level Intro course on Latino or Latin American Studies.

Required Courses (15 credits)

- 1) Methodology sequence in LLAS (7 credits) LLAS 2011W and LLAS 2012
- 2) Experiential Learning Requirement. Choose 6 credits from:
 - a) Community immersion project (combination of Independent Study LLAS 3999 (formerly LAMS 3999 or PRLS 3290), Field Work LLAS (PRLS) 4212, or service-learning courses that involve Latino American community)
 - b) Urban Semester with Latino Studies focus (INTD 3584 and INTD 3594 or 3590, the internship itself; additional credits can count as related courses, or towards the capstone)
 - c) Study abroad courses or internship in Latin American or Caribbean Studies

Choices: _____

- 1) Capstone project: LLAS 4994W (LAMS 4994W) or comprehensive project through Urban Semester (3 credits)

Elective Courses (9 credits)

Select 3 elective courses. Elective courses must have a LLAS designation, and must

fall within content area of chosen concentration, either Latino or Latin American Studies.

<u>Course number & title</u>	<u>Credits</u>
LLAS _____	_____
LLAS _____	_____
LLAS _____	_____
Related Courses (12 credits)	
_____	_____
_____	_____
_____	_____

Language Requirement

Students may demonstrate intermediate proficiency in a Latin American language in one of the following ways:

- take at least 1 3000-level or above course in the target language in literature, culture, film, or the arts (which may count towards the major)
- Pass equivalent language exam
- Requirement waived for native speakers

Plan Approved By: _____

(Print Advisor's Name)

(Advisor's Signature)

(Student's Signature)
04/2013

List Of Related Courses For The Major In LLAS

- AASI 3201. Introduction to Asian American Studies.**
- AASI 3212. Asian American Literature.**
- AASI 3220. Asian American Art and Visual Culture.**
- AASI 3221. Sociological Perspectives on Asian American Women.**
- AASI 3222. Asian Indian Women: Activism and Social Change in India and the United States.**
- AASI 3295. Special Topics in Asian American Studies.**
- AASI 3578. Asian-American Experience Since 1850.**
- AASI 3998. Variable Topics.**
- AASI 4999. Independent Study.**
- AFAM 3025. Contemporary Africa.**
- AFAM 3042. Baseball and Society: Politics, Economics, Race and Gender.**
- AFAM 3106. Black Psychology.**
- AFAM 3106W. Black Psychology.**
- AFAM 3131. African-American Theatre.**
- AFAM 3131W. African-American Theatre.**
- AFAM 3152. Race, Ethnicity, and Nationalism 3**
- AFAM 3206. Black Experience in the Americas.**
- AFAM 3211. Introduction to African American Studies.**
- AFAM 3214W. Black American Writers I.**
- AFAM 3216W. Black American Writers II.**

AFAM 3224. History of Pan-Africanism.
AFAM 3252. Politics in Africa.
AFAM 3295. Special Topics.
AFAM 3299. Independent Study.
AFAM 3501. Ethnicity and Race.
AFAM 3505. White Racism.
AFAM 3563. African American History to 1865.
AFAM 3564. African American History Since 1865.
AFAM 3568. Hip-Hop, Politics and Youth Culture in America.
AFAM 3642. African-American Politics.
AFAM 3647. Black Leadership and Civil Rights.
AFAM 3652. Black Feminist Politics.
AFAM 3752. History of Pre-Colonial Africa.
AFAM 3753. History of Modern Africa.
AFAM 3825 African Americans and Social Protest
AFAM 3825. African Americans and Social Protest.
AFAM 4994. Senior Seminar.
AFAM 4994W. Senior Seminar.
ANTH 3021 Contemporary Latin America.
ANTH 3022 Peoples and Cultures of South America.
ANTH 3025. Contemporary Africa.
ANTH 3029 Caribbean Cultures.
ANTH 3042 Contemporary Mexico.
ANTH 3150/3150W Migration.
ANTH 3152 Race, Ethnicity, and Nationalism.
ANTH 3152. Race, Ethnicity, and Nationalism 3
ANTH 3153W Human Rights in Democratizing Countries
ANTH/LLAS 3241 Latin American Minorities in the U.S.
ARTH 3020 Asian American Art and Visual Culture.
ARTH 3610/3610W Art of Mesoamerica.
ARTH 3620/3620W Colonial Mexican Art.
ARTH 3630/3630W Modern Latin American Art.
ARTH 3640/3640W Mexican and Chicano Art.
ARTH 3645Caribbean Art, 19th and 20th Centuries.
CLCS 2201. Intercultural Competency towards Global Perspectives
CLCS 2214. Introduction to World Cinema and Comparative Film Theory
CLCS 3201. Comparative Literary and Cultural Studies
CLCS 3203. Comparative Studies in Cultural History
CLCS 3207. Film Genres
CLCS 3208. Studies in Film History
CLCS 3211. Indigenous Film World Wide
CLCS 3299. Independent Study
CLCS 3888. Variable Topics

COMM 4450W Global Communication.
COMM 4460 Cross-Cultural Communication.
COMM 4802 Culture and Global Diversity in Advertising.
DRAM 3131 African-American Theatre.
DRAM 3131W African-American Theatre.
DRAM 3139 Theatre and Human Rights
ECON 2444 Women and Minorities in the Labor Market.
ECON 2456 Economics of Poverty.
ENGL 3212 Asian American Literature
ENGL 3214W. Black American Writers I
ENGL 3216W. Black American Writers II.
ENGL 3218 Ethnic Literatures in the US.
ENGL 3265W Seminar in American Studies.
ENGL 3318. Literature and Culture of the Third World.
ENGL 3619 . Topics in Literature and Human Rights
ENGL 3631 . Literature, Culture, and Humanitarianism
ENGL 4203W Advanced Study: Ethnic Literature.
GEOG 4710 Geography of Latin America.
GEOG 4710. Geography of Latin America.
HDFS 3042. Baseball and Society: Politics, Economics, Race and Gender.
HDFS 3421 Low Income Families.
HDFS 3421. Low income Families.
HIST 3201 The History of Human Rights
HIST 3202 International Human Rights
HIST 3206. Black Experience in the Americas.
HIST 3530 Asian-American Experience Since 1850.
HIST 3541 The History of Urban America.
HIST 3541W The History of Urban America.
HIST 3554 Immigrants and Shaping American History.
HIST 3563 African American History to 1865.
HIST 3564 African American History Since 1865
HIST 3568 Hip-Hop, Politics and Youth Culture in America
HIST 3610 Latin America and the Great Powers.
HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
HIST 3621 Cuba in Local and Global Perspectives.
HIST 3752 History of Pre-Colonial Africa.
HIST 3753 History of Modern Africa.
HIST/LLAS 3607 Latin America in the Colonial Period.
HIST/LLAS 3608W Hispanic World. Ages of Reason and Revolution.
HIST/LLAS 3609 Latin America in the National Period.
HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
HIST/LLAS 3660W History of Migration in Las Americas.
HRTS 2263 . Women and Violence.

HRTS 3042. The Theory of Human Rights
HRTS 3139. Theatre and Human Rights
HRTS 3149. Human Rights Through Film
HRTS 3153W. Human Rights in Democratizing Countries
HRTS 3201. The History of Human Rights
HRTS 3202. International Human Rights
HRTS 3212. Comparative Perspectives on Human Rights
HRTS 3219. Topics in Philosophy and Human Rights
HRTS 3245. Human Rights Internship and Portfolio
HRTS 3293. Foreign Study
HRTS 3295. Special Topics
HRTS 3298. Variable Topics
HRTS 3299. Independent Study
HRTS 3418. International Organizations and Law
HRTS 3421. Class, Power, and Inequality
HRTS 3428. The Politics of Torture
HRTS 3429. Sociological Perspectives on Poverty
HRTS 3430. Evaluating Human Rights Practices of Countries
HRTS 3505 White Racism
HRTS 3563. African American History to 1865.
HRTS 3571 Sociological Perspectives on Asian American Women
HRTS 3573 Asian Indian Women: Activism and Social Change in India and the United States.
HRTS 3619. Topics in Literature and Human Rights
HRTS 3631. Literature, Culture, and Humanitarianism
HRTS 3801. Political Sociology
HRTS 3807. Constitutional Rights and Liberties
HRTS 3825 African Americans and Social Protest.
HRTS 3825. African Americans and Social Protest
HRTS 3831. Human Rights in the United States
HRTS 3835. Refugees and Humanitarianism
HRTS 3837 Sociology of Global Human Rights
HRTS 4291. Service Learning Seminar/Internship
HRTS 4996W. Senior Thesis
INTD 2245: Introduction to Diversity Studies in American Culture.
INTD 3584. Seminar in Urban Problems.
INTD 3590. Urban Field Studies.
INTD 3594. Urban Semester Field Work Seminar.
INTD 3594W. Urban Semester Field Work Seminar.
LING 3610W. Language and Culture.
PHIL 3219 Topics in Philosophy and Human Rights
PHIL 3241. Language: Meaning and Truth.
POLS 3042 The Theory of Human Rights
POLS 3212 Comparative Perspectives on Human Rights

POLS 3218 Indigenous People, Politics, and Rights.
POLS 3232 Comparative Politics of North America: the NAFTA Countries.
POLS 3235 Latin American Politics.
POLS 3237 Democratic Cultures and Citizenship in Latin America.
POLS 3252. Politics in Africa
POLS 3418 International Organizations and Law
POLS 3428 The Politics of Torture
POLS 3430 Evaluating Human Rights Practices of Countries
POLS 3452 Inter-American Relations.
POLS 3632W Urban Politics
POLS 3642. African-American Politics.
POLS 3647. Black Leadership and Civil Rights.
POLS 3652. Black Feminist Politics
POLS 3807 . Constitutional Rights and Liberties
POLS 3834 /LLAS 3271 Immigration and Trans-border Politics.
PSYC 3106 Black Psychology.
SOCI 3421. Class, Power, and Inequality
SOCI 3429 Sociological Perspectives on Poverty
SOCI 3501. Ethnicity and Race.
SOCI 3503. Prejudice and Discrimination
SOCI 3505 White Racism
SOCI 3801 Political Sociology
SOCI 3825 African Americans and Social Protest
SOCI 3831 Human Rights in the United States
SOCI 3835 Refugees and Humanitarianism
SOCI 3837 Sociology of Global Human Rights
SOCI 3901. Urban Sociology
SOCI 3903. Urban Problems
SOCI 3907. City Life
SOCI 3911. Communities
SPAN 3201Ibero-American Civilization and Culture.
SPAN 3204 Language and Culture of US Hispanics.
SPAN 3205 Contemporary Spanish America.
SPAN 3207 Women's Studies in Spanish.
SPAN 3214 Topics in Hispanic Cultures.
SPAN 3233 Spanish-America: The Formative Years.
SPAN 3234 Great Works of Modern Spanish-American Literature.
SPAN 3250 Film in Spain and Latin America.
SPAN 3251 Latin American Film.
SPAN 3265 Literature of Puerto Rico and the Caribbean.
SPAN 3266 Spanish-American Fiction.
URBN 3541. The History of Urban America.
URBN 3541W. The History of Urban America.
URBN 3632W. Urban Politics.

URBN 3981. Internship in Urban Studies: Seminar.
URBN 3991. Internship in Urban Studies: Field Study.
URBN 3995. Special Topics.
URBN 3998. Variable Topics.
URBN 4000. Understanding Your Community.
URBN 4000W. Understanding Your Community.
WGSS 2250 / 250. Feminisms.
WGSS 2255. Sexualities, Activism, and Globalization.
WGSS 2255W. Sexualities, Activism, and Globalization.
WGSS 2263/263. Women and Violence.
WGSS 2267/267. Women and Poverty.
WGSS 3042. Baseball and Society: Politics, Economics, Race and Gender.
WGSS 3209 Ethnicity, Sexualities, and Modernisms.
WGSS 3217/217. Women and Film.
WGSS 3252/252. Genders and Sexualities.
WGSS 3253. Gender Representations in U.S. Popular Culture.
WGSS 3253W. Gender Representations in U.S. Popular Culture.
WGSS 3255W/255W. Sexual Citizenship.
WGSS 3264/264. Gender in the Workplace.
WGSS 3265W/265W. Research Methodology.
WGSS 3266: Women and Ethnicity: Changing Roles in a Changing Society.
WGSS 3266/266. Women and Ethnicity: Changing Roles in a Changing Society.
WGSS 3267 Women and Poverty.
WGSS 3269/269. Women's Movements.
WGSS 3270. Masculinities.
WGSS 3270W. Masculinities.
WGSS 3652 Black Feminist Politics
WGSS 3891/261. Internship Program.
WGSS 3894/262. Internship Seminar.
WGSS 3993/293. Foreign Study.
WGSS 3995/298. Special Topics.
WGSS 3998/295. Variable Topics.
WGSS 3999/299. Independent Study.
WGSS 4994W/289W. Senior Seminar in Women's Studies.

New proposals submitted for consideration

2013-073 MATH 2784 Change prerequisites

1. Date: 29 Mar 2013
2. Department: MATH
3. Nature of Proposed Change: Adding MATH 2210 as an option in the prerequisites for Math 2784

4. Current Catalog Copy:

2784. Undergraduate Seminar I

(200) Two credits. Prerequisite: Either [MATH 2110](#), [2130](#), or [2143](#); [MATH 2144](#), [2410](#), or [2420](#); [ENGL 1010](#) or [1011](#) or [2011](#) or [3800](#).

The student will attend talks during the semester, and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

5. Proposed Catalog Copy:

2784. Undergraduate Seminar I

(200) Two credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 and either MATH 2144 or one from MATH 2110, 2130, or 2143 and one from MATH 2210, 2410, or 2420.

The student will attend talks during the semester, and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

6. Effective Date (semester, year -- see [Note R](#)): Immediately

Justification

1. Reasons for changing this course: MATH 2210 is sufficient in scope to prepare the students for this course. Additionally, 2410 is not required for the actuarial science majors while 2210 is required. This will enable more actuarial majors to be exposed to various types of math through the seminar.
2. Effect on Department's Curriculum: Allows actuarial majors another potential W. Will likely increase enrollment in the course.
3. Other Departments Consulted (see [Note N](#)): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No change
7. Dates approved by (see [Note Q](#)):
 Department Curriculum Committee: 11/13/2012
 Department Faculty: 12/11/2012
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, david.gross@uconn.edu

2013-074 Add PNB 6XXX Physiological Proteomics

1. Date: 4/9/13
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Fall 2013 (as PNB 5396 Investigation of Special Topics).

Proposed catalog Listing (see Note A):

Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

PNB 6XXX. Physiological Proteomics

3 credits. Lecture.

Current experimental and computational techniques available to study the proteome and its role in cellular and organismal physiology.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O):
PNB
2. Course Number (see Note B): 6XXX
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? ___ Yes
___ No
3. Course Title: Physiological Proteomics
4. Course description (if appropriate -- see Note K): A survey of the current experimental and computational techniques available to study the proteome and its role in cellular and organismal physiology.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
X Lecture; ___ Laboratory; ___ Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

No existing course in the department is devoted to proteomics. Given the vast quantities of biological data currently being generated by a

variety of new DNA and protein sequencing technologies, the importance of understanding and using "omics" scale analyses will become evermore critical to the next generation of research scientists.

2. Academic Merit (see Note L):

The course will be a combination of lectures and discussions of primary literature. The course will cover a variety of topics that can be used to understand the proteomics of physiological systems including, but not limited to, i) high throughput sequencing techniques, ii) protein post-translational modifications, iii) global protein quantification strategies, iv) computational tools/databases for protein analysis, and v) basic script writing and statistical analyses. This course will additionally satisfy the need of the PNB department to make graduate students aware of the computational and experimental tools available for their own research projects, and more fundamentally, will prepare graduate students for the increasingly quantitative and large-scale nature of modern-day biological research.

3. Overlapping Courses (see Note M):

ANSC 6622 – Fundamentals of Proteomics (1 credit) is the only other graduate course at the University which covers the topic of proteomics. However, the course instructor (Dr. Cindy Tian) informed me on 4/5/13 that the course has not been offered in many semesters, and that she does not intend to teach the course in the foreseeable future. She is supportive of my effort to introduce a 3-credit graduate course on the topic of proteomics.

4. Number of Students Expected: 10-15

5. Number and Size of Section: 1 section

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

The course should not affect other departments.

7. Staffing (see Note P):

Daniel Schwartz (Assistant Professor in PNB)

8. Dates approved by (see Note Q):

Department Curriculum Committee: 4/5/13

Department Faculty: 4/5/13

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

Dan Schwartz

6-0496

daniel.schwartz@uconn.edu

Syllabus – no syllabus provided.

2013-075 Add PNB 3264, Comparative Endocrinology

1. **Date:** 3/20/2013
2. **Department requesting this course:** Physiology and Neurobiology
3. **Semester and year in which course will be first offered:** Spring 2014

Proposed Catalog Listing

PNB 3264, Comparative Endocrinology. Spring semester. Three credits. Prerequisites: A 2000 level course in PNB or instructor consent. Open to juniors or higher. *Crivello*

The evolution of hormonal signaling systems in invertebrates and vertebrates.

Items included in catalog listing

1. **Standard abbreviation for Department or Program:** PNB
2. **Course Number:** 3264 I have checked with the registrar and this number is available for use.
3. **Course Title:** Comparative Endocrinology.
4. **Semester offered:** Spring semester.
5. **Number of credits:** 3.
6. **Course description:** An examination of the evolution of hormonal signaling systems in invertebrates and vertebrates.
7. **Number of class periods:** Two days a week, Tu/Th
8. **Prerequisites, if applicable:** A 2000 level course in PNB or instructor consent.
9. **Recommended preparation, if applicable:** N/A
10. **Consent of instructor, if applicable:** N/A
11. **Exclusions, if applicable:** N/A
12. **Repetition for credit, if applicable:** Cannot be repeated for credit.
13. **Instructor(s) names if they appear in the catalog copy:** Crivello.
14. **Open to sophomores:** Open to juniors to higher.
15. **Skill codes:** N/A
16. **S/U grading:** N/A

Justification

1. **Reasons for adding this course:** This is to increase our undergraduate class offerings and to give students additional options to satisfy the PNB undergraduate major requirements.
2. **Academic Merit:** There is no course like this offered at the University of Connecticut and it gives students exposure to an interesting area of biology.
3. **Overlapping Courses:** Minimal overlap with PNB 3262.
4. **Number of Students Expected:** 50
5. **Number and Size of Section:** 1 section with 50 students
6. **Effects on Other Departments:** None
7. **Effects on Regional Campuses:** None
8. **Staffing:** Joseph Crivello, PNB
9. **Dates approved by:**
 Department Curriculum Committee: 03/20/2013
 Department Faculty: 04/05/2013
10. **Name, Phone Number, and e-mail address of principal contact person:**
 Dr. J. Crivello
 6-5415
 joseph.crivello@uconn.edu

Syllabus

This course is designed to give students a better understanding of the evolution of endocrine systems in vertebrates and invertebrates. The class meets Tu/Th, from 12:30 to 1:45 p.m., in room 111, TLS.

Instructor: Dr. J. Crivello, Room 113, TLS, Physiology & Neurobiology Department, U-3156, email:

joseph.crivello@uconn.edu, phone: 860-486-5415

Day	Lecture	Lecture
1/21/14	Introduction	01
1/23/14	Molecular evolution	02
1/28/14	Animal evolution (metazoans)	03
1/30/14	Chemical nature of hormones	04
2/04/14	Hormonal transduction pathways	05
2/06/14	GPCRs	06
2/11/14	Insulin receptors	07
2/13/14	Nuclear receptors	08
2/18/14	Cell and tissue organization of endocrine glands	09
2/20/14	HPA in mammals	10
2/25/14	HPA in vertebrates	11
2/27/14	Hypothalamic hormones - vertebrates/invertebrates	12
3/04/14	Pituitary hormones - vertebrates/invertebrates	13
3/06/14	First exam	
3/11/14	Hormonal regulation of vertebrate reproduction	14
3/13/14	Hormonal regulation of vertebrate reproduction	15
3/18/14	Spring Break	
3/20/14	Spring Break	
3/25/14	Hormonal regulation of invertebrate reproduction	16
3/27/14	Regulation of feeding, digestion and metabolism - vertebrates	17
4/01/14	Regulation of feeding, digestion and metabolism - invertebrates	18
4/03/14	Invertebrate insulin-like peptides	19
4/08/14	Hormonal regulation of stress - mammals	20
4/10/14	Hormonal regulation of stress - vertebrates/invertebrates	21
4/15/14	Calcium & Phosphate homeostasis - vertebrates	22
4/17/14	Calcium & Phosphate homeostasis - invertebrates	23
4/22/14	Invertebrate hormones	24
4/24/14	Invertebrate hormones	25
4/29/14		
5/1/14	Final exam	

2013-076 Add MDVL Minor Medieval Studies.

1. Date: February 22, 2013
2. Department requesting this change: Medieval Studies Program
3. Title of Minor: Medieval Studies Minor
3. Does this Minor have the same name as the Department or a Major within this Department ([see Note S](#))? ___ Yes ___X_ No

(If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).

4. Catalog description of the Minor:

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

- Course Credits and Minimum Grades. Students must complete at least five upper-level courses in Medieval Studies disciplines, for a total of 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 Medieval Studies minor. Students must receive a grade of C or better in each of the five courses.

- Distribution requirement. Coursework must be at the 3000-4000 level, and may also include Variable Topics, Special Topics, Independent Study, Foreign Study, and graduate-level courses, as determined by the course content and consent of one of the Minor Advisors (see below). The five courses must be drawn from at least four of the following categories.

5. Effective Date (semester, year -- [see Note R](#)) :

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

Immediately.

Justification

1. Identify the core concepts and questions considered integral to the discipline: The minor will take advantage of the large number of faculty, across a dozen disciplines/areas, whose area of interest is the Middle Ages, and who already serve UConn's Medieval Studies graduate program. Undergraduates will be able to pursue a multi-disciplinary approach to the study of this complex and foundational period, through literature, language, history, religion, music, art and philosophy.

2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The courses required for the Minor, from which a student would choose, cover the spectrum of disciplines indicated above

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor ([see Note S](#)).

This minor is being added within a program (Medieval Studies), not a department.

4. Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

- A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)
(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: February 15, 2013

Department Faculty: February 15, 2013; ART & ARTH: March 6, 2013; PHIL: March 11, 2013; LCL: March 22; HEB/JUDS: March 14, 2013; CAMS: March 11, 2013; MUSIC: April 2, 2013; ENG: April 2, 2013

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

Sherri Olson, Department of History: 486-3552; sherri.olson@uconn.edu

Medieval Studies (MDVL) Minor Plan of Study

Date _____ Name _____ Peoplesoft #

Major _____ Anticipated graduation date (mo/yr)

Degree Requirements for Medieval Studies Minors

- Course Credits and Minimum Grades. Students must complete at least five upper-level courses in Medieval Studies disciplines, for a total of 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 MDVL minor. Students must receive a grade of C or better in each of the five courses.

- Distribution requirement. Coursework must be at the 3000-4000 level, and may also include Variable Topics, Special Topics, Independent Study, Foreign Study, and graduate-level courses, as determined by the course content and consent of one of the Minor Advisors (see below). The five courses must be drawn from at least four of the following categories.

A. Art History

ARTH3220/3220W Early Medieval Art

ARTH3230/3230W Romanesque Art

ARTH3240/3240W Gothic Art

ARTH3210/3210W Late Antique and Early Byzantine Art

ARTH3260/3260W The Early Illustrated Book

B. Classical and Ancient Mediterranean Studies

CAMS3213 Ovid & Mythology

CAMS3232* Medieval Latin

CAMS3243/HIST3340 World of Late Antiquity

CAMS3244 Ancient Fictions

C. English

- ENGL3111 Medieval English Literature
- ENGL3301 Celtic and Norse Myth and Legend
- ENGL3501 Chaucer
- ENGL3603 History of the English Language

D. French

- FREN3230 The Middle Ages: Myths and Legends

E. Hebrew & Judaic Studies

- HEB/JUDS3201* Selected Books of the Hebrew Bible
- HEB/JUDS3301/CLCS3201 Jewish Middle Ages
- JUDS 5397/ CLCS 5301* Dying for God: Jewish Martyrdom in the Middle Ages

F. History

- HIST3335/CAMS3250 The Early Christian Church
- HIST3340/CAMS3243 World of Late Antiquity
- HIST3350 Byzantium
- HIST3360 Early Middle Ages
- HIST3361 High and Later Middle Ages
- HIST3420 English History to 1603
- HIST3460 Italy 1250-1600
- HIST3704 Medieval Islamic Civilization to 1700

G. Interdepartmental

- INTD3220* Studies in the Culture of the Middle Ages
- INTD3260 The Bible

H. Italian Literary and Cultural Studies:

- ILCS3253* Dante and His Time
- ILCS3254* Boccaccio and His Time
- ILCS3255W Dante's *Divine Comedy* in English Translation

I. Music

- MUSI3401 Music History and Literature Before 1700

I. Philosophy

- PHIL3261* Medieval Philosophy

J. Spanish

- SPAN3200 Spanish Civilization to the Modern Period
- SPAN3261* Old Spanish Language and Literature

*with consent of the instructor

I approve the above program for the Minor in Medieval Studies
Medieval Studies Minor

Advisor _____ Date: _____

Student _____

Date: _____

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

Medieval Studies Minor Advisors: Professors A. Berthelot, F. Biggs, D. Caner, S. Einbinder, J. Givens, R. Hasenfratz, D. Hershenzon, S. Johnson, F. Masciandaro, S. Miller, S. Olson, E. Rice, F. Somerset

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

Proposed 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

(860) 405-9137

jeffrey.godfrey@uconn.edu

Godfrey Bio

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, 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 30th 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 20010-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

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 Introduction to UConn Diving Program, History of Diving	Equipment section Diving Skills section	Thur. 9:30-12:30 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**Proposal to Add a New Undergraduate Course**

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

Proposed catalog Listing (see Note A):**MARN 4160. Scientific Diving**

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

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. Recommended preparation: MARN 1160.
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 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

(860) 405-9137

jeffrey.godfrey@uconn.edu

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%202006%20revision.pdf>
- NOAA Diving Manual, Diving for Science and Technology, 4th Edition
- AAUS/NOAA self study modules <http://www.aaus.org>

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**

Proposed catalog Listing:**MARN 4066. River Influences on the Marine Environment**

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

Syllabus

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

Week	Date	Topic
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
BREAK	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
		FINAL EXAM 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.

Grading and Absence Policies

Students are expected to return completed homework assignments by 5 PM on the Thursday one week after they were assigned. The following penalties will be assessed for late assignments: 10% penalty within 1 week, 25% penalty within 2 weeks, 100% penalty (no credit) beyond 2 weeks after the due date. No assignments will be accepted for credit after the last day of classes for the semester.

Illnesses and other personal circumstances may be grounds for excused absences and relief from assignment deadlines at the discretion of the instructor. The student is expected to contact the instructor in advance of class in most situations or shortly thereafter in extreme circumstances. Make-up tests should be scheduled and completed within 1 week of the student's return. Deadlines for work missed during absences will be extended by no more than 2 weeks beyond the student's return. Specific arrangements will be determined by the instructor on a case by case basis. The student is responsible for all material covered during the absence and the student is expected to keep up with any work assigned following an absence. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) and the Dean of Students (www.dosa.uconn.edu/students.html) have additional information concerning absences.

The final grade will be calculated as the weighted average of the scores obtained in each of the following categories:

Participation	30%
Assignments	40%
Final Exam	30%

Participation includes attending class, completing assigned presentations, actively participating in class discussions, and completing assigned readings. Assignments are based on materials presented in the lectures and assigned readings. The midterm test is take-home and open-book. The final exam is in-class and closed-book.

The final grade in the course will not be curved based on the highest grade in the class. The final letter grade will be assigned based on each student's final score:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Additional Requirements for MARN 5898

Graduate students enrolled in MARN 5898 attend the same lectures as undergraduate students enrolled in MARN 4898. Graduate students are expected to complete additional questions on assignments and tests and additional group projects. Graduate students who complete the course with exceptional performance and a final course score of 97 or higher will earn an A+ final grade.

Classroom Conduct and Academic Integrity

Students are expected to conduct themselves in a mature and professional manner while in the classroom. It is important to be attentive in class and be respectful of the instructor and other students. Students engaging in disruptive or unsafe behavior will be dealt with through disciplinary actions deemed appropriate by the instructor and the university. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) has additional information concerning proper classroom conduct.

The take-home test and in-class final examination should be carried out individually. Group discussions for better understanding of homework materials are encouraged, however homework assignments should be written individually. The University Student Code (available at www.dosa.uconn.edu) regarding cheating and plagiarism will be followed in this course:

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation;... presenting, as one's own, the ideas or words of another for academic evaluation; [and] doing unauthorized academic work for which another person will receive credit or be evaluated... A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

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**

Proposed catalog Listing:

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

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):

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

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

Week	Date	Topic
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
BREAK	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
		FINAL EXAM 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.

Grading and Absence Policies

Students are expected to return completed homework assignments by 5 PM on the Thursday one week after they were assigned. The following penalties will be assessed for late assignments: 10% penalty within 1 week, 25% penalty within 2 weeks, 100% penalty (no credit) beyond 2 weeks after the due date. No assignments will be accepted for credit after the last day of classes for the semester.

Illnesses and other personal circumstances may be grounds for excused absences and relief from assignment deadlines at the discretion of the instructor. The student is expected to contact the instructor in advance of class in most situations or shortly thereafter in extreme circumstances. Make-up tests should be scheduled and completed within 1 week of the student's return. Deadlines for work missed during absences will be

extended by no more than 2 weeks beyond the student's return. Specific arrangements will be determined by the instructor on a case by case basis. The student is responsible for all material covered during the absence and the student is expected to keep up with any work assigned following an absence. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) and the Dean of Students (www.dosa.uconn.edu/students.html) have additional information concerning absences. The final grade will be calculated as the weighted average of the scores obtained in each of the following categories:

Participation	30%
Assignments	40%
Final Exam	30%

Participation includes attending class, completing assigned presentations, actively participating in class discussions, and completing assigned readings. Assignments are based on materials presented in the lectures and assigned readings. The midterm test is take-home and open-book. The final exam is in-class and closed-book.

The final grade in the course will not be curved based on the highest grade in the class.

Additional Requirements for MARN 5898

Graduate students enrolled in MARN 5898 attend the same lectures as undergraduate students enrolled in MARN 4898. Graduate students are expected to complete additional questions on assignments and tests and additional group projects. Graduate students who complete the course with exceptional performance and a final course score of 97 or higher will earn an A+ final grade.

Classroom Conduct and Academic Integrity

Students are expected to conduct themselves in a mature and professional manner while in the classroom. It is important to be attentive in class and be respectful of the instructor and other students. Students engaging in disruptive or unsafe behavior will be dealt with through disciplinary actions deemed appropriate by the instructor and the university. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) has additional information concerning proper classroom conduct.

The take-home test and in-class final examination should be carried out individually. Group discussions for better understanding of homework materials are encouraged, however homework assignments should be written individually. The University Student Code (available at www.dosa.uconn.edu) regarding cheating and plagiarism will be followed in this course:

2013-081 Add MCB 5XXX. Frontiers in Applied Genomics**Proposed catalog Listing (see Note A):****MCB 5XXX. Frontiers in Applied Genomics**

1 credit. Seminar. Consent of instructor is required. May be repeated for credit.

Current topics in genomics research including ethics, impacts on society, and applications in academic and industrial settings.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program: MCB
2. Course Number (see Note B): 5xxx
3. Course Title: Frontiers in Applied Genomics
4. Course description: Graduate Seminar
5. Number of Credits: 1
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: ___ Lecture; ___ Laboratory; X Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable: Admission to one of the biology Professional Science Master's Programs
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Consent required
10. Exclusions, if applicable (see Note H): Priority seating for students in the biological Professional Science Master's Programs; others on based on availability
11. Repetition for credit, if applicable (see Note I): May be repeated for credit
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: This is a request for formal approval of a course previously offered under the MCB5896 designation.
2. Academic Merit: The intent of this course is to provide an ongoing opportunity for students in the PSM programs to obtain exposure to the wide variety of research topics and career trajectories by attending presentations by guest lecturers, both in person and on-line.
3. Overlapping Courses: None
4. Number of Students Expected: 15
5. Number and Size of Section: 15
6. Effects on Other Departments: Beneficial to several departments by boosting attendance for outside speakers since selected departmental seminars appropriate to genomics are included in the options for students.

7. Staffing: Strausbaugh
8. Dates approved by:
Department Curriculum Committee: April 10, 2013
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
Linda Strausbaugh, 486-8905, linda.strausbaugh@uconn.edu

Syllabus

1. Course information and seminar options
2. Sample seminar report form for portfolio submission

COURSE DESCRIPTION

The goal of this class is to expose you to “Genetics and Genomics”, writ large to include talks on research, ethics and society, and applications, in both academic and industrial settings.

Periodically, I will send you a list of seminars that are appropriate for this class – you will attend 12 of these during the course of the semester, and prepare a portfolio of short reflective reports to turn in at the end of the semester. Attached you will find the seminar report form – fill one out for each presentation you attend.

As you will see from below, the seminars are on many different topics and take place at many different times, so it should not be difficult to find 12 to attend. I’ll also sometimes include webinars that are of interest.

Some of our seminar options will be from the MCB Departmental Seminar series, or Forensic Applications of DNA Science, or the Professional Development Sessions of Communication Skills/Lab Management. **YOU MAY NOT USE THESE SEMINARS FROM A SPECIFIC CLASS IF YOU ARE ENROLLED FOR CREDIT IN THAT COURSE.**

I’ll be following this message with additional seminar announcements from various departments, so be on the lookout for these. If any of you become aware of a genomics-oriented talk on or off campus, please let me know in advance and I’ll post any that are especially relevant.

Partial listing of Presentation Options for Fall 2012

MCB Dept. Series, Tuesdays BPB130

Sept. 4, “Systems Biology in Genomic Medicine”, Dr. Edison Liu, Director, The Jackson Laboratory

Sept. 18, “Algal Genomes clarify the origin of photosynthesis in the eukaryote tree of life”, Dr. Debashish Bhattacharya, Rutgers University

Sept. 25, “The topological basis of chromatin interactions for transcriptional regulation and disease”, Dr. Yijun Ruan, Jackson Laboratory Center for Genomic Medicine

Ecology and Evolutionary Biology Series

Sept. 13, 4:00 pm Konover Auditorium (Teale Lecture Series), “The natural environment and the strategy of firms”, Dr. Forest Reinhardt, Harvard School of Business

Sept. 20, 1:30 pm, BPB 130, “The evolution of floral diversity in Pedicularis (Orobanchaceae)”, Dr. Richard Ree (Field Museum)

Sept. 27, 4:00 pm, BPB 130, “Mitochondrial sex: mitochondrial fusion drives horizontal gene transfer and gene conversion in the devils’ playground”, Dr. Jeffrey Palmer, Indiana

University

Professional Development, Wednesdays 5-5:50 pm, CAGT 209

(you may only use these if you ARE NOT in either Communication Skills or Lab Management)

- Sept. 5 So you want to be an FBI agent or in CSI?
Ranyelle Reid, PhD Candidate
- Sept. 19 Public Scientific Literacy
Matt Fleury, President and CEO, CT Science Center
Hank Gruner, CT Science Center
- Sept. 26 The Art of Scientific Presentations
Caroline Jakuba, Ph D candidate
THIS IS A 2 HOUR SESSION FROM 4-6 PM

Professional Development Seminars, Wednesday 5 pm, CAGT, Beach 209

- Nov. 14 CT Forensic Science Lab
Dan Renstrom, M.S. Applied Genomics
- Dec. 5 John Leamon, Ph.D.
Vice President, Biological R&D, CyVek, Inc.

MCB Dept. Series, Tuesdays BPB130

- 11/13/12 Derek Taylor, Case Western Reserve
“Structural and Biophysical Analysis of Human Telomeres”
- 11/27/12 Sandra Weller, UCHC
“How Herpes Simplex virus navigates a hostile environment to establish a lytic infection”

EEB Seminars

- 11/15/12 Resit Akcakaya, Stony Brook University
“Species Extinction Risks under Climate Change: Interacting effects of demographic and spatial factors”
- 11/29/12 Richard Plum, Yale University
“Chemistry, physics and the evolution of bird plumage colors”
- 12/6/12 Eunsoo Kim (American Museum of Natural History)
“Symbioses in Green Algae”

Professional Development, Wednesdays 5-5:50 pm, CAGT 209

- Oct. 3 Communicating Science in a World of Pre-conceived Notions
Jeffrey Volek, Associate Professor, Kinesiology
Researcher and Author
- Oct. 10 Karen Goodrow, Director, Connecticut Innocence Project
- Oct. 17 The Broad Institute
Niall Lennon, Ph.D., Dir. Technology & Applications Dev.,
Genomics Platform
Alyssa Macbeth, Applied Genomics Graduate, Process
Development Associate II
- Oct. 24 Danbury Hospital Biomedical Research Institute
Dr. Joann Petrini, Director of Clinical Outcomes and Health
Services
Jessika Lobraico, Applied Genomics Graduate

MCB Dept. Series, Tuesdays BPB130

- Oct. 9 James Holden
UMass/Amherst
- Oct. 16 Kim McKim, Rutgers University
“Chromosome alignment and segregation on the acentrosomal
meiotic spindle”

EEB Seminars

- October 4, 2012 (Teale Seminar) 4:00PM in Konover Auditorium, Dodd Center
“*Civilization: Can we Afford it?*”
George M. Woodwell (Woods Hole Research Center)

**Template
Frontiers in Applied Genomics
Seminar Report**

Title of Seminar:

Speaker:

Date:

One paragraph summary of presentation:

One thing I learned that I did not know prior to the talk:

One question I would like to ask the speaker:

2013-082 Add MCB 5480. Frontiers in Applied Genomics

1. Date: March 11, 2013
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing**MCB 5480. Frontiers in Applied Genomics**

1 credit. Seminar. Consent of instructor is required. May be repeated for credit.

Current topics in genomics research including ethics, impacts on society, and applications in academic and industrial settings.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program: MCB
2. Course Number (see Note B): 5480
3. Course Title: Frontiers in Applied Genomics
4. Course description: Graduate Seminar
5. Number of Credits: 1
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: ___Lecture; ___ Laboratory; X Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable: Admission to one of the biology Professional Science Master's Programs
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable: Consent required
10. Exclusions, if applicable (see Note H): Priority seating for students in the biological Professional Science Master's Programs; others on based on availability
11. Repetition for credit, if applicable (see Note I): May be repeated for credit
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: This is a request for formal approval of a course previously offered under the MCB5896 designation.
2. Academic Merit: The intent of this course is to provide an ongoing opportunity for students in the PSM programs to obtain exposure to the wide variety of research topics and career trajectories by attending presentations by guest lecturers, both in person and on-line.
3. Overlapping Courses: None
4. Number of Students Expected: 15
5. Number and Size of Section: 15
6. Effects on Other Departments: Beneficial to several departments by

boosting attendance for outside speakers since selected departmental seminars appropriate to genomics are included in the options for students.

7. Staffing: Strausbaugh

8. Dates approved by:

Department Curriculum Committee: April 10, 2013

Department Faculty:

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

Linda Strausbaugh, 486-8905, linda.strausbaugh@uconn.edu

Syllabus

3. Course information and seminar options

4. Sample seminar report form for portfolio submission

COURSE DESCRIPTION

The goal of this class is to expose you to “Genetics and Genomics”, writ large to include talks on research, ethics and society, and applications, in both academic and industrial settings.

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Some of our seminar options will be from the MCB Departmental Seminar series, or Forensic Applications of DNA Science, or the Professional Development Sessions of Communication Skills/Lab Management. **YOU MAY NOT USE THESE SEMINARS FROM A SPECIFIC CLASS IF YOU ARE ENROLLED FOR CREDIT IN THAT COURSE.**

I’ll be following this message with additional seminar announcements from various departments, so be on the lookout for these. If any of you become aware of a genomics-oriented talk on or off campus, please let me know in advance and I’ll post any that are especially relevant.

Partial listing of Presentation Options for Fall 2012

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(you may only use these if you ARE NOT in either Communication Skills or Lab Management)

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Ranyelle Reid, PhD Candidate

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Matt Fleury, President and CEO, CT Science Center
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“How Herpes Simplex virus navigates a hostile environment to establish a lytic infection”

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11/15/12 Resit Akcakaya, Stony Brook University
“ Species Extinction Risks under Climate Change: Interacting effects of demographic and spatial factors”

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Oct. 10 Karen Goodrow, Director, Connecticut Innocence Project

Oct. 17 The Broad Institute
Niall Lennon, Ph.D., Dir. Technology & Applications Dev.,
Genomics Platform

Alyssa Macbeth, Applied Genomics Graduate, Process
Development Associate II

Oct. 24 Danbury Hospital Biomedical Research Institute
Dr. Joann Petrini, Director of Clinical Outcomes and Health

Services

Jessika Lobraico, Applied Genomics Graduate

MCB Dept. Series, Tuesdays BPB130

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UMass/Amherst

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“Chromosome alignment and segregation on the acentrosomal
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EEB Seminars

October 4, 2012 (Teale Seminar) 4:00PM in Konover Auditorium, Dodd Center

“Civilization: Can we Afford it?”

George M. Woodwell (Woods Hole Research Center)

Template

Frontiers in Applied Genomics

Seminar Report

Title of Seminar:

Speaker:

Date:

One paragraph summary of presentation:

One thing I learned that I did not know prior to the talk:

One question I would like to ask the speaker:

2013-083 Add MCB 5200 Cell biology of the mammalian secretory apparatus.

1. Date: March 11, 2013
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing:

MCB 5200 (3 credits) Cell biology of the mammalian secretory apparatus. Instructor Consent Required.

Critical reading of the primary literature focusing on how eukaryotic cells synthesize and traffic secretory and membrane proteins. An emphasis of the course is on the effectiveness of data presentation in papers, so students gain insight into how to communicate their own findings.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program: MCB
2. Course Number (see Note B): 5200
3. Course Title: Cell biology of the mammalian secretory apparatus
4. Course description: A required course for new MCB graduate students seeking a concentration in Cell Biology. Recent and classic papers focused on trafficking of membranes and secretory proteins are used to introduce students to critical reading of the literature, important techniques in cell biology and examples of both excellent and poor examples of data presentation. The course has been taught three times as a 5896 Special Topics and now is being converted to a regular course.
5. Number of Credits: 3
6. Course type --
Lecture

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation:
9. Consent of Instructor, if applicable: yes
11. Repetition for credit, if applicable (see Note I): no
12. S/U grading, if applicable (see Note X): no

Justification

1. Reasons for adding this course: This course focuses on an important topic that is not covered in any other graduate level course. The material is at the heart of modern cell biology, and merits a treatment that cannot be accommodated in any of our existing courses. The course has been successfully taught three times as a 5896 Special Topics and now is being converted to a regular course.

2. Academic Merit: This course does two important things. It covers core cell biology material, which our students may be required to teach if they pursue an academic career and thus need to be familiar with. Second, it explores the topic by reading primary sources. Unlike many courses, we do not focus necessarily on the most recent papers; instead we read a mix of cutting edge and "classic" papers, and explore the IMRAD format (Introduction, Methods, Results and Discussion), that has emerged as the preferred means of communicating research findings. We discuss whether presentation of results in both written and graphical form is done effectively, and from this derive an understanding of what works and does not work to communicate scientific results. This emphasis on deconstructing scientific papers as a means of communication is unique to this course.

3. Overlapping Courses: None

4. Number of Students Expected: 15

5. Number and Size of Section: 1 section

6. Effects on Other Departments: Some graduate students in other departments may want to take this course

7. Staffing: Dr. Adam Zweifach, MCB.

8. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Adam Zweifach, MCB

adam.zweifach@uconn.edu

860 486-1627

Syllabus – not provided

2013-084 URBN Minor - change course options

1. Date: **3/12/2013**
2. Department requesting this change: **Urban and Community Studies**
3. Title of Minor: **Urban and Community Studies**
4. Nature of Change: **Change course options to Group III**
5. Existing catalog Description of the Minor:

Urban and Community Studies

The minor in Urban and Community Studies is an interdisciplinary minor with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service. While available with any undergraduate major, this minor provides an especially appropriate complement to majors in the social sciences, as well as departments and schools that emphasize human services such as Human Development and Family Studies or Education.

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](#)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): [ECON 2439, 2456](#); [GEOG/URBN 3200](#); [GEOG 4210](#); [HIST/URBN 3541](#); [HIST 3554](#); [HIST/AFAM 3564](#); [HIST 3674/PRLS 3220](#); [POLS 3842](#) or [PP 3031](#); [POLS 3632/W](#) or [URBN 3632W](#); [PP 4034](#); [SOC 3901/URBN 3275](#); [SOC 3425, 3911](#); [URBN 3000](#).
3. Two additional courses selected from group 2 or the following list: [ECON 2328, 2431, 3431](#); [ECON/URBN 3439](#); [ENGL 3235W](#); [GEOG 4200W, 4500](#); [HIST 3102, 3520](#); [HIST 3530/AASI 3578](#); [HIST/AFAM/HRTS 3563](#); [HIST/AFAM 3568](#); [HDFS 2001, 3510, 3530](#); [INTD 3584](#); [POLS 2622](#); [POLS/AFAM 3642](#); [POLS 3662/PRLS 3270](#); [POLS 3847](#); [PP 3001, 3020, 4033](#); [SOC/HRTS 3429](#); [SOC 3459/HDFS 3240](#); [SOC 3521, 3601](#); [SOC/AFAM/HRTS 3825](#); [SOC 3903/URBN 3276](#); [SOC 3907](#); [URBN 3981](#) or [INTD 3594](#); [URBN 3995, 3998, 4000, 4999](#).

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to [GEOG /URBN 1200](#); [ECON 1201](#); [POLS 1602](#); [PP 1001](#); [SOC 1001, 1251](#); [STAT 1000Q/1100Q](#); and [URBN 1300W](#). They should also plan on enrolling in [URBN 2000](#) as soon as possible. The minor is offered by the [Urban and Community Studies Program](#).

6. Proposed catalog Description of the Minor:**Urban and Community Studies**

The minor in Urban and Community Studies is an interdisciplinary minor with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service. While available with any undergraduate major, this minor provides an especially appropriate complement to majors in the social sciences, as well as departments and schools that emphasize human services such as Human Development and Family Studies or Education.

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](#)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): [ECON 2439, 2456](#); [GEOG/URBN 3200](#); [GEOG 4210](#); [HIST/URBN 3541](#); [HIST](#)

[3554](#); [HIST/AFAM 3564](#); [HIST 3674/PRLS 3220](#); [POLS 3842](#) or [PP 3031](#); [POLS 3632/W](#) or [URBN 3632W](#); [PP 4034](#); [SOC 3901/URBN 3275](#); [SOC 3425, 3911](#); [URBN 3000](#).

3. Two additional courses selected from group 2 or the following list: [ECON 2328, 2431, 3431](#); [ECON/URBN 3439](#); [ENGL 3235W](#); [EKIN 3547](#); [GEOG 4200W, 4500](#); [HIST 3102, 3520](#); [HIST 3530/AASI 3578](#); [HIST/AFAM/HRTS 3563](#); [HIST/AFAM 3568](#); [HDFS 2001, 3110, 3510, 3530, 3540](#); [INTD 3584](#); [POLS 2622](#); [POLS/HRTS 3212](#); [POLS/AFAM 3642](#); [POLS 3662/PRLS 3270](#); [POLS 3033, 3617, 3847](#); [PP 3001, 3020, 4033](#); [SOC/HRTS 3429](#); [SOC 3459/HDFS 3240](#); [SOC 2301, 3501, 3521, 3601, 3907](#); [SOC/AFAM/HRTS 3825](#); [SOC 3903/URBN 3276](#); [URBN 3981](#) or [INTD 3594](#); [URBN 3993, 3995, 3998, 4000, 4999](#).

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences that may be which are prerequisites for courses in the Urban and Community Studies minor. These include, but are not limited to [GEOG /URBN 1200](#); [ECON 1201](#); [POLS 1602](#); [PP 1001](#); [SOC 1001, 1251](#); [STAT 1000Q/1100Q](#); and [URBN 1300W](#). They should also plan on enrolling in [URBN 2000](#) as soon as possible.

The minor is offered by the [Urban and Community Studies Program](#).

7. Effective Date (semester, year -- see Note R): Fall 2013

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

Justification

1. Why is a change required? **1) URBN 4000 should be omitted as an option since it will a required capstone available for majors only. 2) Courses added reflect the additional options given to majors.**
2. What is the impact on students? **Students will have more courses to select from to fulfill their Group III requirement.**
3. What is the impact on regional campuses? **The courses added to the major/minor were selected in part because they are more likely to be offered on the regional campuses. Thus, students on the regional campuses will have a better chance of completing the minor as well.**
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
 - A. In information near the top of the form:

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

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in (insert name)
(signed) _____ Dept. of (insert name)

Minor Advisor
5. Dates approved by (see Note Q):

Department Curriculum Committee: March 10, 2013

Department Faculty: March 12, 2013
6. Name, Phone Number, and e-mail address of principal contact person:

Edith J. Barrett, edith.barrett@uconn.edu, 860-570-9029

Plan of Study

The minor requires passing 15 credits at the 2000, 3000, or 4000 levels as follows:

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

Group I Course: Urban 2000* Intro to Urban & Community Studies

Group II - Two of the following with no more than one per department: Cross-listed courses count towards the non-URBN department)

ECON 2439	HIST 3554	PP 4034
ECON 2456	HIST/AFAM 3564	SOCI 3425
GEOG/URBN 3200	HIST 3674/PRLS 3220	SOCI 3901/URBN 3275*
GEOG 4210	POLS 3632/W or URBN 3632W	SOCI 3911
HIST/URBN 3541*	POLS 3842 or PP 3031	URBN 3000

Group III - Two additional courses selected from group II or the following list:

ECON 2328	HDFS 3510	SOCI 2301*
ECON 2431	HDFS 3530	SOCI*/HRTS 3429
ECON 3431*	HDFS 3540	SOCI 3459/HDFS 3240*
ECON/URBN 3439*	INTD 3584	SOCI 3501*
EKIN 3547	POLS 2622	SOCI 3521*
ENGL 3235W	POLS/HRTS 3212	SOCI 3601*
GEOG 4200W	POLS 3617	SOCI/AFAM/HRTS 3825
GEOG 4500C	POLS/AFAM 3642	SOCI 3903/URBN 3276*
HIST 3102	POLS 3662/PRLS 3270	SOCI 3907*
HIST 3520	POLS 3847	URBN 3981 or INTD 3594*
HIST 3530/AASI 3578	PP 3001	URBN 3993
HIST/AFAM/HRTS 3563	PP 3020*	URBN 3995
HIST/AFAM 3568	PP 3033	URBN 3998
HDFS 2001	PP 4033	URBN 4999
HDFS 3110		

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to GEOG/URBN 1200, ECON 1201, POLS 1602*, PP 1001; SOCI 1001*, SOCI 1251*, STAT 1000Q/ STAT 1100Q and URBN 1300W. They should also plan on enrolling in URBN 2000* as soon as possible.

* These course may be taken with or without "W".

This plan is for the requirements of the _____ catalog year.

Group 1 Course (1) _____

Group 2 Courses (2) _____

(3) _____

Group 2 or 3 Courses (4) _____

(5) _____

Student Name _____ Student ID _____ Date _____

I approve the above program for the B.A. Minor in Urban and Community studies

(signed) _____ Urban and Community Studies

Program. Minor Advisor

2013-085 Add ECON 6310 Econometrics I

1. Date: April 12, 2013September 7, 2012
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Spring 2013

Proposed catalog Listing

ECON 6310: Econometrics I

3 credits. Lecture. Open to graduate students in Economics, others with permission.

First advanced course in econometrics methods used in economics. Includes Properties of classical linear regression and. Statistical theories that Overview of fundamental theories of statistics that underpin econometric methods . Introduction to classical linear regression

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): **ECON**
 2. Course Number (see Note B): **6310**
- If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? X_ Yes ___ No
3. Course Title: Econometrics I
 4. Course description (if appropriate -- see Note K):

This is the first course of the three-course PhD-level sequence in econometrics. It provides an review of introduction to fundamental statistical theorytheories for mathematical statistics used in econometrics as well as an introduction to the properties of classical linear regression. Emphasis is on concepts, methods and results as used in economic research. Students will learn basic concepts in statistics that are required to understand building-block methods and well established topics in econometrics taught throughout the sequence. Students also will learn core properties of ordinary least squares (OLS) estimation.

5. Number of Credits: 3
6. Course type Lecture; ___ Laboratory; ___ Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): Open to graduate Economics students, all others with permission.
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): N/A
12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reason for adding this course: This course is intended to replace be *STAT 5415: Advanced Statistical Methods*, as the first course in our Ph.D. econometrics sequence. In the past our PhD students have taken Statistics 5415 as preparation for our 2-course sequence in econometrics. However, wWe wish to offer an additional course, thereby creating a coordinated 3-course sequence, for our PhD students that would be tailored to what is needed to prepare them to do research in economics. With such a course, our own first-course in the

sequence for two reasons: (A) so that we can cover more precisely the statistical theories economists will need and (B) so that we can begin teaching econometrics – specifically the linear regression or ordinary-least-squares (OLS) model -- in the first semester, with a focus on its use in economics. This which will allow us to move on to more sophisticated econometric methods material sooner in the second course of the sequence.

2. **2. Academic Merit (see Note L):** This change will improve/fine-tune our Ph.D.-level econometrics sequence and permit us to deliver more content in a more targeted and more efficient way. Another benefit is that students would learn basic concepts of classical linear regression as used in economics before they enter the 2nd year of their economics training. In their 2nd year, graduate students in economics generally begin taking field courses in economics that make use of this material, reading research papers that have applied the methods, and searching for their own research topics, which might include empirical work. Knowledge of linear regression and its use in economics would be helpful in this process.
3. **Overlapping Courses (see Note M):** None.
4. **Number of Students Expected:** 20
5. **Number and Size of Section:** 001, 20 cap
6. **Effects on Other Departments (see Note N):** Economics PhD students, who have previously taken STAT 5415, will now be required instead to take this class. **None.**
7. **Staffing (see Note P):** See 1 above.
8. **Dates approved by (see Note Q):**
 Department Curriculum Committee: October 5, 2012
 Department Faculty: October 19, 2012
9. **Name, Phone Number, and e-mail address of principal contact person:**
 Dong Jin Lee, dong_jin.lee@uconn.edu 860-486-4859

Syllabus

Spring 2013 Professor: Dong Jin Lee

Classes: to be announced Office: OAK 330

Office hours: to be announced email: dong_jin.lee@uconn.edu

Course Overview:

This is the first course of the econometrics sequence. Students will learn core properties of linear regression. They also learn how linear regression is used in economic analysis through simple empirical projects. This course also introduces fundamental concepts of statistics and matrix algebra that are required to understand methods and topics in econometrics taught throughout the sequence.

Texts:

F. Hayashi (2000), *Econometrics* (H)

W. Greene (2011), *Econometric Analysis* (G)

J. M. Wooldridge (2002), *Econometric Analysis of Cross Section and Panel Data*, 2nd edition (W)

Hayashi (2000) is the main text for linear regression. The appendices of Greene (2011) is used to review statistics and matrix algebra. Students are recommended to read "G.

Casella, and R.L. Berger (2001), *Statistical Inference*, 2nd edition" for deeper understanding of statistics and probability theories. Wooldridge will not be used much in this course. But it will be mostly used in Econometrics III.

Course Resources:

Announcements regarding the course will be made on the HuskyCT. You can also find
1

course assignments, and a copy of the course syllabus there.

Grading and Exams:

Grading weights are as follows

Problem sets and empirical Projects: 20%

Two midterms: 20% each

Final : 40%

The final will stress on the course material taught since the second midterm. All exams must be rectified within a week my returning the work. There will be no regrading of exams written in pencil. Makeup exams will only be given if absence is due to medical reasons (Doctor's certificate required). There will be two to four problem sets and four empirical projects. In each empirical project, students will use actual economic data and replicate simple and popular empirical analysis for various topics in economics. You may need an econometrics software for the empirical projects. Any softwares such as STATA, SHAZAM, Eviews, Matlab, or Gauss would be fine but I strongly recommend Matlab or Gauss in order to help understanding the materials covered in the course. If you have any questions on the problem sets, please feel free to ask me during our office hours. Our office hours are for you.

Topics:

I: Review of Matrix Algebra and Statistics

1) Review of Matrix Algebra (G Appendix A.)

2) Review of Statistics and Probability Theory (G Appendices B-D)

II: Linear Regression

1) Introduction to Linear Regression (H 1.1 -1.2) Empirical Projects 1: understanding how linear regression is used for econometric analysis

2) Finite-Sample Properties of OLS (H 1.3)

3) Hypothesis Testing (H 1.4) Empirical Projects 2: understanding how economic claims can be supported through hypothesis testing

4) GLS (H 1.6) Empirical Projects 3: understanding the importance of GLS set-up in economic data

5) Large Sample Property of OLS (H 2.3) Empirical Projects 4: reviewing economic circumstances under which finite sample properties are not valid while large sample properties are

2013-086 MATH 1011Q. Change contact hours

1. Date: 3/4/2013
2. Department: Mathematics
3. Nature of Proposed Change: change in class contact hours for Math 1011Q

4. Current Catalog Copy:**1011Q. Introductory College Algebra and Mathematical Modeling**

(104Q) Three credits. Five class periods. Not open for credit to students who have passed [MATH 1010](#), or any Q course. Strongly recommended as preparation for Q courses for students whose high school algebra needs reinforcement.

Emphasizes two components necessary for success in 1000-level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in group projects in mathematical modeling.

5. Proposed Catalog Copy:

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

1011Q. Introductory College Algebra and Mathematical Modeling

(104Q) Three credits. Four class periods. Not open for credit to students who have passed [MATH 1010](#), or any Q course. Strongly recommended as preparation for Q courses for students whose high school algebra needs reinforcement.

Emphasizes two components necessary for success in 1000-level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in group projects in mathematical modeling.

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 reasons for the change is to make official a practice towards which this course was heading for a number of years, that of lessening the needed time to deliver the course, with already tested and working changes in syllabus. The initial reason for the change was to keep the cost of teaching this course at a level where more sections can be provided for students who need it.
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: None.
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 3/8/2013
Department Faculty: 3/15/2013
8. Name, Phone Number, and e-mail address of principal contact person:
David Gross, Department of Mathematics,
david.gross@uconn.edu

2013-087 MATH 1060Q Change in recommended preparation

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in recommended preparation.

4. Current Catalog Copy:

1060Q. Precalculus

(109Q) Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040 Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

5. Proposed Catalog Copy:

1060Q. Precalculus

(109Q) Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040 Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

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

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): None as this was just a change to the recommended preparation statement.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/29/2013
 - Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-088 MATH 1071Q Change in prerequisite

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in prerequisite.

4. Current Catalog Copy:

1071Q. Calculus for Business and Economics (106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1010, 1011 or the equivalent and MATH 1070. Not open for credit to students who have passed MATH 1110.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

5. Proposed Catalog Copy:

1071Q. Calculus for Business and Economics (106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1010, 1011 or the equivalent, and MATH 1070, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1110.

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

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

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): None as this was just a change to the recommended preparation statement.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/29/2013
 - Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-089 MATH 1131Q Change prerequisite

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in prerequisite.

4. Current Catalog Copy:

Math 1131Q. Calculus I

(115Q) Four credits. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who have passed MATH 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical and engineering sciences

5. Proposed Catalog Copy:

Math 1131Q. Calculus I

(115Q) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who have passed MATH 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.

Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical and engineering sciences

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

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): The CLAS Dean's Office and CLAS ASC, ACES, The Advising Network, The Business School, The School of Education, The school of Engineering.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q): Department Curriculum Committee: 3/29/2013 Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-090 MATH 1132Q Change prerequisite

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in prerequisite.

4. Current Catalog Copy:

1132Q. Calculus II

(116Q) Four credits. Prerequisite: MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in MATH 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

5. Proposed Catalog Copy:

1132Q. Calculus II

(116Q) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment, and one of MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in MATH 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement.

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): The CLAS Dean's Office and CLAS ASC, ACES, The Advising Network, The Business School, The School of Education, The school of Engineering.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q): Department Curriculum Committee: 3/29/2013
Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-091 MATH 1151Q Change prerequisite

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in prerequisite.
The subject matter of MATH 1131 in greater depth, with emphasis on the underlying mathematical concepts.

4. Current Catalog Copy:

1151Q. Honors Calculus I
(135Q) (Formerly offered as MATH 120Q.) Four credits. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1151 and either MATH 1121, 1131, or 120. May be used in place of MATH 1131 to fulfill any requirement satisfied by MATH 1131.

5. Proposed Catalog Copy:

1151Q. Honors Calculus I
(135Q) (Formerly offered as MATH 120Q.) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment. Students cannot receive credit for MATH 1151 and either MATH 1121, 1131, or 120. May be used in place of MATH 1131 to fulfill any requirement satisfied by MATH 1131.

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

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): The CLAS Dean's Office and CLAS ASC, ACES, The Advising Network, The Business School, The School of Education, The school of Engineering.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/29/2013
Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-092 MATH 1152Q Change prerequisite

1. Date: 3/29/2013
2. Department: Mathematics
3. Nature of Proposed Change: Change in prerequisite.

The subject matter of MATH 1132 in greater depth, with emphasis on the underlying mathematical concepts.

4. Current Catalog Copy:

(136Q) (Formerly offered as MATH 121Q.) Four credits. Prerequisite: MATH 1151 or advanced placement credit for calculus (a score of 4 or 5 on the calculus AB examination or a score of 3 on the Calculus BC examination) or consent of instructor. Students cannot receive credit for MATH 1152 and either MATH 1122, 1132, or 121. May be used in place of MATH 1132 to fulfill any requirement satisfied by MATH 1132.

Proposed Catalog Copy

1152Q. Honors Calculus II

(136Q) (Formerly offered as MATH 121Q.) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment, and MATH 1151 or advanced placement credit for calculus (a score of 4 or 5 on the calculus AB examination or a score of 3 on the Calculus BC examination) or consent of instructor. Students cannot receive credit for MATH 1152 and either MATH 1122, 1132, or 121. May be used in place of MATH 1132 to fulfill any requirement satisfied by MATH 1132.

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): The CLAS Dean's Office and CLAS ASC, ACES, The Advising Network, The Business School, The School of Education, The school of Engineering.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/29/2013
Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu

2013-093 Add JUDS 3XXX Jewish Magic: from Late Antiquity through the Early Modern Period

1. Date: March 31, 2013
2. Department requesting this course: Literatures Cultures & Languages
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing

JUDS 3XXX. Jewish Magic: from Late Antiquity through the Early Modern Period.

Three credits; either semester.

Jewish magical beliefs and practices from the rabbinic period through the early modern period. Texts include spells, kabbalistic lore, magical books, incantations, legends, prayers, medical texts, exempla

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): JUDS

2. Course Number (see Note B): 3XXX

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: Jewish Magic: Late Antiquity to Early Modern

4. Semester offered (see Note C): fall or spring

5. Number of Credits (see Note D):3

6. Course description (second paragraph of catalog entry -- see Note K):

Jewish magical beliefs and practices from the rabbinic period through the early modern period. Texts include spells, kabbalistic lore, magical books, incantations, legends, prayers, medical texts, exempla.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 3 50-minute sessions per week.

8. Prerequisites, if applicable (see Note F): none

9. Recommended Preparation, if applicable (see Note G): none

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): No

13. Instructor(s) names if they will appear in catalog copy (see Note J):

Susan L. Einbinder

14. Open to Sophomores (see Note U): with permission of instructor

15. Skill Codes "W", "Q", or "C" (see Note T): None

16. S/U grading (see Note W): No

Justification

Reasons for adding this course: (see Note L) There is no course offered at UConn that covers this subject. There has been no one covering the medieval and early modern Jewish period until Prof. Shoulson's and my arrival last fall, and there has been no one with an interest in this topic. No comparative or overlapping courses in Medieval Studies or Early Modern Literature that treat magic literature exist, either

2. Academic Merit (see Note L): The addition of a course on premodern magical texts and the legends, sermonic exempla, medical texts that preserve attitudes toward magical practices continues to expand and enrich offerings in Judaic Studies, Medieval Studies,

Religion, Anthropology, and comparative literary studies. The material lends itself to comparative approaches that will serve students interested in other cultural or religious systems. Recent work on Jewish magic has brought this field into the mainstream where it is in lively dialogue with other disciplines and is revising assumptions about premodern Jewish societies, particularly as these assumptions have been guided by disdain for “superstitious” or “popular” practice. On the contrary, magic may be placed on a continuum with other, more conventionally “religious” as well as “scientific” beliefs and practices, and opens the door to lively reconsideration of the boundaries among them.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 20?

5. Number and Size of Section: 25 maximum

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

7. Effects on Regional Campuses: none anticipated

8. Staffing (see Note P): Susan L. Einbinder

9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/31/13

Department Faculty: 3/31/13

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

Susan L. Einbinder

susan.einbinder@uconn.edu

Syllabus

This course is designed to provide some exposure to a wide variety of texts representing magical beliefs and practices found in mainstream and marginal Jewish life from the rabbinic period through the early modern period. It is also designed to acquaint you with some of the kinds of literature (legends, liturgical compositions, chronicles, exempla) that describe magical or miraculous practices. One question we will ask frequently in our discussions is how the literary representations of magic relate to actual magical beliefs and practices in the time of their composition. .

It seemed obvious that this class required a laboratory component. Please have a lab book and lab partner where needed. Your record of your experiments will be collected as part of your evaluation for the course. I may also ask for abstracts of some of your reading assignments. You can insert your summaries into your lab book if you wish. Preparation and attendance: 40%; lab book and summaries: 40%; final project or presentation: 20%.

Texts: Richard Kieckhefer, *Magic in the Middle Ages*.

Bohak, Gideon, *Ancient Jewish Magic: A History*.

J. Chajes, *Between Worlds*.

Readings on HuskyCT

Introduction – Theory and Texts: Defining the Problem.

Rd: Richard Kieckhefer, *Magic in the Middle Ages*.

Swartz, Michael, “Magical Piety in Ancient Medieval Judaism,” in

Meyer & Mirecki, *Ancient Magic and Ritual ...* OR

“Magic and Religion in Ancient Judaism,” in *Envisioning Magic*

(ed. Schafer).

Discussion: What are the problems, what are our texts, and where do we go from here.

A sample text.

Biblical Literature – Moses, Elijah, Elisha, the Witch of Endor. The Bible’s attitude toward “magic” and miracles. Who are the Israelite healers?

Demons and Angels.

A. Encycl. Jud. “Demonology.”

Late Antiquity -- Incantation bowls; Merkavah.

Introd. and excerpt from Dan Levene, *A Corpus of Magic Bowls: Incantation Texts in Jewish Aramaic from Late Antiquity* (London/NY: 2003).

Shaked, G. “Peace Be Upon You, Exalted Angels: on Hekhalot, Liturgy, and Incantation Bowls,” *Jewish Studies Quarterly* 2 (1995): 197-219.

The Medieval Period - Hasidei Ashkenaz .

Mirsky & Stern, ed., “The Tale of the Jerusalemite.”

Schäfer, Peter. “Merkavah Mysticism and Magic,” in Scholem volume

Yassif, Eli, *The Hebrew Folk Tale*, excerpt, demonological tales.

Some simple spells (“practical kabbalah”): *Sefer Raphael haMalakh*, *Mifalot Eloqim*.

Sefer Raphael haMalakh : Title page, author’s introduction.

B. Love spells

Income, injury, illness and health.

Bohak, Gideon, *Ancient Jewish Magic*, excerpt.

Flint, V. , *The Rise of Magic in Early Medieval Europe*, 231-39; 290-300.

LAB #1: FOLLOWING THE INSTRUCTIONS IN THE MIFALOT ELOQIM, MAKE AN AMULET OR SPELL [FOR BENEFICIAL USE ONLY]. TRY FOR ONE WEEK, RECORDING RESULTS.

Shimmush Tehillim – to cause or prevent harm (prophylactic spells)

Primary reading: some excerpts from *Shimmush Tehillim* (“Practical Use of the Psalms,” my translation).

Flint, *Rise of Magic*, 240-53; 301-28;

Seidel, “Charming Criminals: Classification of Magic in the Babylonian Talmud;” in Meyer & Mirecki, *Ancient Magic and Ritual Power*.

LAB #2: SELECT A HEALING OR PROPHYLACTIC FORMULA FROM THE SHIMMUSH TEHILLIM OR SEFER RAPHAEL AND RECITE THE RECOMMENDED PSALMS FOR ONE WEEK. KEEP A LOG OF RESULTS. DO NOT DO ANYTHING TO CAUSE ANYONE HARM! THIS WILL BE GROUNDS FOR FAILURE!

Astrology and medicine.

Excerpts from Caballero-Navas, *The Book of Women’s Love*

Mifalot Eloqim – on premature births. My translation.

Secondary reading:

Caballero-Navas, *The Book of Women’s Love*

Ruderman, *Kabbalah, Magic, and Science*.

Shatzmiller, J. “In search of the ‘Book of Figures’: Medicine and Astrology In Montpellier...” *AJSR* 7-8 (1982-83): 383-407.

Bernie Goldstein and David Pingree, “Horoscopes from the Cairo Genizah.”

Memory and learning spells. *The Sar haTorah*.

Read: M. Swartz, *Scholastic Magic*; Marcus, *Rituals of Childhood*.

Gerrit Bos, “Jewish Traditions on Strengthening Memory.”

LAB #3: BRING A HARD-BOILED EGG AND YOUR LAB BOOK TO CLASS.

PLEASE ALSO BRING SOMETHING TO WRITE ON YOUR EGG WITH THAT

YOU DON'T MIND SWALLOWING [VEGETABLE DYE INKS!].
Magic and Martyrdom.

Texts from Meir of Rothenburg; Megillat Amrafel; Rabbi Samson Ostropoler; Ephraim of Bonn (the martyrs of Blois).

Rd: Thomas Head, "Saints, Heretics, and Fire: Finding Meaning through the Ordeal."

Peter Brown, "Society and the Supernatural: A Medieval Change."

LAB #4: [OPTIONAL, REQUIRES A PARTNER] YOU CAN TRY THE MEDITATION TECHNIQUE RECOMMENDED IN THE MEGILLAT AMRAFEL WHILE LETTING YOUR LAB PARTNER PINCH YOU. RECORD RESULTS. SWITCH ROLES AND REPEAT. CAN ALSO BE TRIED WITH AN INTENSIVE GYM WORKOUT.

Exorcism

Texts from the Shivkhot ha-Ari (transl. in Yassif); Sefer Hasidim.

Rd: Bilu, "The Taming of the Deviants and Beyond: An Analysis of Dybbuk Possession and Exorcism in Judaism;"

Chajes, J. "Judgments Sweetened: Possession and Exorcism in Early Modern Jewish Culture;" or, *Between Worlds* (2003)

LAB – SEE BELOW.

The Golem

Rd: M. Idel, *The Golem: Jewish Magical and Mystical Traditions on the Artificial Anthropoid*.

P. Schäfer, "The Magic of the Golem: The Early Development of the Golem Legend."

LAB #5: DON'T EVEN THINK OF IT.

LITERATURE: THE TSADDIQ OR HAKHAM AS MIRACLE-WORKER.

Rd: Eli Yassif, "Rashi Legends and Medieval Popular Culture."

Tamar Alexander, "R. Judah the Pious as a Legendary Figure."

Verman and Adler, "Path-jumping in Jewish tradition."

For discussion: how does the literary representation of magical beliefs and practices reflect or differ from what we have seen in the magical texts themselves.

Dreams – Sefer Hasidim.

Secondary reading:

Kanarfogel, *Peering Through the Lattices*, pages tba.

Harris, M., "Dreams in Sefer Hasidim," *PAAJR* 31 (1963): 51-80.

2013-094 Add JUDS 5XXX Jews, Turks, and Moors, in Early Modern Europe

1. Date: March 25, 2013
2. Department requesting this course: Judaic Studies
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing**JUDS 5XXX. Jews, Turks, and Moors, in Early Modern Europe**

3 credits. Seminar. Open to graduate students in Judaic Studies, Literatures, Cultures, and Languages, English, History, and Medieval Studies, others with permission.

Examination of the varied representations of Jews, Muslims, and Africans in early modern culture through a study of travel narratives, poetry, religious texts, and dramatic literature.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O):

JUDS

2. Course Number (see Note B):

5XXX

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?

Yes No

3. Course Title:

Jews, Turks, and Moors, in Early Modern Europe

4. Course description (if appropriate -- see Note K):

Examination of the varied representations of Jews, Muslims, and Africans in early modern culture through a study of travel narratives, poetry, religious texts, and dramatic literature.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D):

3

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example:

"GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L)
There is currently no course offered at the graduate level in this area of study. It will offer students who have taken courses in the medieval period an opportunity to carry their interests forward into the early modern period.
2. Academic Merit (see Note L):
The sixteenth and seventeenth centuries are a period in European culture and literature marked by the emergence of discourses of race and ethnicity that are more fully recognizable as modern. This course offers students the opportunity to study the origins of these categories and to think critically about how they grow out of --and differ from--earlier notions of religious and political differences.
3. Overlapping Courses (see Note M):
4. Number of Students Expected: 12
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N):
We will be seeking cross-listings in CLCS and ENGL
7. Staffing (see Note P):
Jeffrey Shoulson
8. Dates approved by (see Note Q):
Department Curriculum Committee: 3/31/13
Department Faculty: 3/31/13
9. Name, Phone Number, and e-mail address of principal contact person:
Jeffrey Shoulson
860-486-2271
jeffrey.shoulson@uconn.edu

Syllabus**Jews, Turks, and Moors in Early Modern Europe**

Dr. Jeffrey Shoulson

Office Location: Dodd Center, 405 Babbidge Road, Unit 1205

Office Hours: Mondays, 10:30 am-12:30 pm; Thursdays, 1:00-3:00 pm

Email: Jeffrey.shoulson@uconn.edu

Telephone: 860-486-2271

Course Texts:

Bible—the King James (or Authorized) Version is my preferred translation for a course like this, but you are welcome to use other translations, so long as they are not “amplified” or paraphrases.

Christopher Marlowe, *The Complete Plays*. Frank Romany and Robert Lindsey, eds. (Penguin Edition)

William Shakespeare, *The Merchant of Venice*. Lawrence Danson, ed.
(Longman)

*Piracy, Slavery, and Redemption: Barbary Captivity Narratives from Early
Modern England*. Daniel Vitkus, ed. (Columbia UP)

Three Turk Plays. Daniel Vitkus, ed. (Columbia UP)

Othello and the Tragedy of Mariam. Clare Carroll, ed. (Longman)

In addition, a good deal of the course readings will be available in pdf format
and circulated either via email or through the HuskyCT site.

Secondary Readings:

I have compiled a list of important scholarship on the topics covered in this course.
This list, which will occasionally be updated, is posted on the HuskyCT site.
Students will be expected to do some of their own background reading the
scholarship relevant to the primary texts we will be covering in the course.

Tentative Schedule of Readings

August 27

Some Introductions

September 10

Genesis 12-33

Matthew

John

Romans

Galatians

Hebrews

September 17

John Chrysostom, First Homily Against the Jews

<http://www.fordham.edu/halsall/source/chrysostom-jews6-homily1.asp>

Augustine of Hippo, *Contra Faustum*; Exposition on Psalm 57; Exposition on
Psalm 59; *On the Creed*; from *The City of God*

<http://www.ccrj.us/dialogika-resources/primary-texts-from-the-history-of-the-relationship/250-augustine-hippo#Faustus>

Martin Luther, "On the Jews and their Lies"

<http://www.ccrj.us/dialogika-resources/primary-texts-from-the-history-of-the-relationship/273-luther-1543>

Jean Calvin, *Institutes of the Christian Religion*

Read the following sections: Book II, Chapter 10, Sections 5 and 23; Book II,
Chapter 11, Sections 1, 4, 11, and 12

<http://www.ccel.org/ccel/calvin/institutes/>

September 24

John Foxe, *A Sermon Preached at the Christening of a Certain Jew*

<http://quod.lib.umich.edu/e/eebo/A01136.0001.001/1:5?rgn=div1;view=fulltext>

Excerpts from Andrew Willet, William Perkins, Gregory Martin, Thomas Draxe, Samuel Usque, Raphael Holinshed, and William Camden
All available in pdf document posted on HuskyCT site.

October 1

Marlowe, *The Jew of Malta*

Thomas Coryate, *Crudities*, excerpted in Longman edition of *Merchant of Venice*

Fynes Moryson, *An Itinerary*, excerpted in Longman edition of *Merchant of Venice*

October 8

Shakespeare, *The Merchant of Venice*

October 15

English Travels through the Ottoman Empire (pdf at HuskyCT site)

From Richard Knolles, *The General Historie of the Turkes* (pdf at HuskyCT site)

From Alexander Ross, *The Alcoran of Mahomet, Translated* (pdf at HuskyCT site)

October 22

Marlowe, *Tamburlaine* Parts I and II

October 29

Piracy, Slavery, and Redemption: Barbary Captivity Narratives from Early Modern England, Daniel Vitkus, ed.

November 5

Robert Daborne, *A Christian Turned Turk*

Phillip Massinger, *The Renegado*

November 12

Blackness and Beauty (pdf file in HuskyCT site)

Ethnography in the Literature of Travel and Colonization, Excerpted in Longman edition of *Othello*, pp. 250-273.

Texts on Race in Early Modern England (pdf file in HuskyCT site)

November 26

Heywood, *Fair Maid of the West*, Parts I and II

Tanya Lane, presenter

December 3

Shakespeare, *Othello*

Elizabeth Carey, *The Tragedy of Mariam*

2013-095 Add ECON 3128 Economic and Social Human Rights

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

Proposed catalog Listing:

Econ 3128. Economic and Social Human Rights. Three credits.

Prerequisite: ECON 2201 or 2202. Open to sophomores.

Conceptual bases, types, measurement, and policy applications of economic and social human rights.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 3128
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: Economic and Social Human Rights
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Conceptual bases, types, measurement, and policy applications of economic and social human rights.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201 or 2202
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): Minkler, Prakash, Randolph
14. Open to Sophomores (see Note U): Open to sophomores
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

This course simultaneously expands the range of economic topics offered by the department and contributes to Human rights major and minor. The topic of economic and social rights sits at the intersection of welfare economics and development economics. It is an area where

the department has particular strengths—three economics faculty members have gained international prominence in the area—that are not yet adequately reflected in our undergraduate course offerings. .

2. Academic Merit (see Note L): Economic and social rights are grounded in international law, particularly the Universal Declaration of Human rights and the International Covenant on Economic, Social, and Cultural Rights. As such, they have implications for economic policy. Welfare economists and development economists have made major contributions to defining the conceptual basis of economic and social rights, methodologies for measuring their realization, and exploring and articulating their implications for economic policy.

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

4. Number of Students Expected: 35

5. Number and Size of Section:

6. Effects on Other Departments (see Note N): Expands course offerings available to human rights majors and minors.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Minkler, Prakash, Randolph

9. Dates approved by (see Note Q):

Department Curriculum Committee: April 16, 2013

Department Faculty: April 23, 2013

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

Susan Randolph

(860) 906-8059

Susan.randolph@uconn.edu

Syllabus

Spring 2013

328 Oak Hall (MW 11-12)

MWF 1-0:50 (109 Oak Hall)

Alanson.minkler@uconn.edu; 486-4070

Course description: Economic (and social) human rights include the right to an adequate standard of living, the right to work, and the right to basic income guarantees for those unable to work. These rights are grounded in international law - particularly the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. This class will explore the conceptual bases, measurement, and policy applications of economic and social human rights.

Cell Phones: The classroom is our academic community. In order to maintain mutual respect for each and every one of us, all cell phone use is prohibited. That means no text messaging (please leave the classroom quietly if it's necessary to text).

Required texts:

1. Shareen Hertel and Lanse Minkler, eds. *Economic Rights: Conceptual, Measurement and Policy Issues* (Cambridge University Press, 2007) – hereafter, “H&M”
2. Lanse Minkler, ed., *The State of Economic and Social Human Rights: A Global Overview* (Cambridge University Press, 2013) – hereafter, “Minkler”
3. The other Readings will be placed on HuskyCT

Grading: Homework and film reviews (25 points); March 15 midterm (25 points); final exam (50 points). Exams are open book/notes. Note: homework will be posted on HuskyCT and is due at the beginning of Mondays' classes. To be fair to all students, late homework (after class has started) will not be accepted. Only if necessary, you may e-mail your homework prior to the beginning of class.

INTRODUCTION

Universal Declaration of Human Rights, Appendix 1 in H&M

International Covenant on Economic, Social, and Cultural Rights, Appendix 2 in H&M

SECTION I. THE CONTEXT:

LIVES OF THE POOR

Banerjee, A. and E. Duflo. "The Economic Lives of the Poor," *Journal of Economic Perspectives* 21, 1 (2007): 141-167.

Hertel and Minkler, Chapter 1: "Economic Rights: The Terrain," in H&M

Minkler, Chapter 1: "Introduction: Why Economic and Social Rights?," in Minkler

SECTION II. CURRENT POLICY FRAMEWORK

Besley, Timothy and Robin Burgess, "Halving Global Poverty," *Journal of Economic Perspectives* 17 (2003): 3-22.

Rodrik, Dani. "Goodbye Washington Consensus?" *Journal of Economic Literature* 44 (December 2006): 973-987.

Tarp, Finn, 2006. "Aid and Development," *Swedish Economic Policy Review* 13: 9-61.

World Bank, 2008 WORLD DEVELOPMENT INDICATORS: Poverty Data- A Supplement to World Development Indicators 2008.

SECTION III. CONCEPTUAL ISSUES

A. Introduction

Chapters from: Donnelly, Jack, *Universal Human Rights: In Theory and Practice* (Cornell University Press, 2003) Chapter 1: "The Concept of Human Rights," Chapter 2: "The Universal Declaration Model," Chapter 3: "Equal Concern and Equal Respect"

Reddy, Sanjay, 2011. "Economics and Human Rights: A Non-Conversation," *Journal of Human Development and Capabilities* 12:1, 63-72.

B. Foundations: Needs

Wiktor Osiatynski "Needs-Based Approach to Social and Economic Rights," Chapter 3 in H&M.

C. Foundations: Basic Rights

Shue, Henry. *Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy* (Princeton: Princeton University Press, 2nd Edition, 1996), Chapters 1-2, pages 13-64.

D. Foundations: Freedoms

Amartya Sen, 2004, "Elements of a Theory of Human Rights," *Philosophy and Public Affairs* 32, 315-356.

E. Foreign Policy and International Obligations

Thomas Pogge. "World Poverty and Human Rights" (Introduction to special issue), *Ethics and International Affairs*, 19, 1 (2005): 1-7.

SECTION IV. INDIVIDUAL RIGHTS AND POLICY ISSUES

A. Right to Food

Susan Randolph and Shareen Hertel, Chapter 2: "The Right to Food: A Global Perspective," in Minkler.

B. Right to Health

Audrey Chapman and Salil Benegal, Chapter 3: “Globalization and the Right to Health,” in Minkler.

C. Right to Housing

Cathy Albisa, Brittany Scott, and Kate Tissington, Chapter 4: “Demolishing Housing Rights in the Name of Market Fundamentalism: The Dynamics of Displacement in the United States, India, and South Africa,” in Minkler.

D. Right to Social Security

Lyle Scruggs, Christian Zimmermann, and Christopher Jeffords, Chapter 5: “Implementation of the Human Right to Social Security around the World: A Preliminary Analysis of National Social Protection Laws,” in Minkler

E. Right to Work

Philip Harvey, Chapter 6: “Benchmarking the Right to Work,” in H&M.

Minkler, Lanse 2011. “On the Cost of Economic Rights in the U.S.,” *Journal of Human Rights* 10:1, 34-54.

Philip Harvey, Chapter 6: “Why is the Right to Work So Hard to Secure?,” in Minkler

F. Environmental Rights

Shari Collins-Chobanian, “Beyond Sax and Welfare Interests: A Case for Environmental Rights,” *Environmental Ethics Journal*, vol. 22 (Summer 2000):

Christopher Jeffords, Chapter 13: “Constitutional Environmental Human Rights: A Descriptive Analysis of 142 National Constitutions,” in Minkler

G. Article 28 of the UDHR

Mark Gibney, Chapter 10: “Establishing a Social and International Order for the Realization of Human Rights,” in Minkler

Gillian MacNaughton, Chapter 11: “Beyond a Minimum Threshold: The Right to Social Equality,” in Minkler

H. Instantiation and Constitutionalization of Economic Rights

Minkler, Lanse. “Economic Rights and Political Decision-making,” *Human Rights Quarterly* 31, 2 (May 2009): 368-393.

I. The Case for Liberalization

Susan Dichlitch and Rhoda Howard-Hassmann, Chapter 15: “Public Policy and Economic Rights in Ghana and Uganda,” in H&M.

J. Economic Rights in the USA

David Finger and Rachel E. Luft, 2011. “No Shelter: Disaster Politics in Louisiana and the Struggle for Human Rights.” In Hertel and Libal (Eds) *Human Rights in the United States: Beyond Exceptionalism*, Cambridge: Cambridge University Press.

SECTION V. MEASUREMENT

Audrey R. Chapman, Chapter 7: “The Status of Efforts to Monitor Economic, Social and Cultural Rights,” in H&M.

Mwangi S. Kimenyi, Chapter 9: “Economic Rights, Human Development Effort, and Institutions,” in H&M.

David L. Cingranelli and David L. Richards, Chapter 10: “Measuring Government Effort to Respect Economic and Social Human Rights: A Peer Benchmark,” in H&M.

Fukuda-Parr, Sakiko, Terra Lawson-Remer and Susan Randolph. “An Index of Economic and Social Rights Fulfillment: Concept and Methodology,” *Journal of Human Rights* 8, 1 (2009): 195-221.

Susan Randolph, Fukuda-Parr, Sakiko, and Terra Lawson-Remer. “Economic and Social

Rights Fulfillment Index: Country Scores and Rankings,” *Journal of Human Rights* 9, 3 (2010): 230-261.

Shawna E. Sweeney, Chapter 11: “Government Respect for Women’s Economic Rights: A Cross-National Analysis, 1981-2003,” in H&M.

Lanse Minkler and Shawna Sweeney, 2011. “On the Indivisibility and Interdependence of Basic Rights in Developing Countries,” *Human Rights Quarterly* 33(2): 351-396.

2013-096 Add ECON 3313 Elementary Economic Forecasting

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

Proposed catalog Listing (see Note A):**Econ 3313. Elementary Economic Forecasting**

Three credits. Prerequisites: Econ 2202 and Stat 1000Q or Stat 1100Q. Recommended preparation: Econ 2311. Not open to sophomores.

Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): Econ
2. Course Number (see Note B): 3313
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: Elementary Economic Forecasting
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): Econ 2202 and Stat 1000Q or Stat 1100Q
9. Recommended Preparation, if applicable (see Note G): Econ 2311
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): No
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: (see Note L)
Econometrics is one of the major fields in economics. It is widely used for estimating economic relations, testing economic

- arguments, and forecasting future dynamics of economic variables. The first two is covered by Econ 2311 and Econ 2312. However, forecasting has not been covered by permanent courses. Thus it is crucial to open a course that can cover various methods of economic forecasting.
2. Academic Merit (see Note L):
Students will gain an understanding of the distinctive properties of forecasting, study practical issues that generally occur in empirical studies, and simulate empirical analysis using real data and statistical software. Upon completing the course, students will be skilled users of basic forecasting methods and critical interpreters of empirical studies.
 3. Overlapping Courses (see Note M): None
 4. Number of Students Expected: 35
 5. Number and Size of Section: 1
 6. Effects on Other Departments (see Note N): None
 7. Effects on Regional Campuses: None
 9. Dates approved by (see Note Q):
Department Curriculum Committee: April 16, 2013
Department Faculty: April 23, 2013
 10. Name, Phone Number, and e-mail address of principal contact person:
Susan Randolph
(860) 906-8059
Susan.randolph@uconn.edu

Syllabus

ECON 2XXX: ELEMENTARY ECONOMIC FORECASTING

Spring 2014 Professor: Dong Jin Lee

Required text: F. Diebold (2006), Elements of Forecasting, fourth edition (D.)

Other useful texts:

Wonnacott, and R.J. Wonnacott (2007), Introductory Statistics for Business and Economics, fourth edition. (W&W.)

M. Wooldridge (2002), Introductory Econometrics, second edition

Software: Eviews. Students will learn how to use it in the class. Unfortunately, it is not available in the computer laboratory. Students can purchase an individual copy at www.eviews.com (\$39.95 for student version).

Course Resources:

Announcements regarding the course will be made on the HuskyCT. You can also find course assignments, data and a copy of the course syllabus there.

Grading and Exams:

Grading weights are as follows.

Problem sets: 20%

Midterms: 20% each (non-cumulative)

Final : 40% (cumulative)

The final will stress on the course material taught since the second midterm. The midterms will be held on February 21 and April 4 in class during lecture hours, respectively. The final exam schedule will be announced later. You may use a calculator, a simple one is enough. All exams must be rectified within a week my returning the work. There will be no regrading of exams written in pencil. Makeup exams will only be given if absence is due to medical reasons (Doctors certificate required). There will be around eight problem sets. The assignments will involve both theoretical and empirical work. Group study and free discussion are encouraged. But you should submit your own answers. If you have any questions on the problem sets, please feel free to ask me during our office hours. Our office hours are for you.

Course Overview:

This course introduces students to the basic techniques for forecasting in macroeconomics and finance. They will gain an understanding of the distinctive properties of forecasting, and the theory of the building-block methods as well as newly developed ones. In addition to theory, students will study practical issues that generally occur in empirical studies, and will simulate empirical analysis using real data and statistical software, particularly Eviews. By the end of the course, you should be skilled users of basic forecasting methods and critical interpreters of empirical studies.

Successful completion of introductory statistics (STAT 1000Q or its equivalent) and Intermediate Macroeconomic Theory (Econ 2202) are required. Empirical Methods in Economics (Econ 2311) is recommended. .

Topics: Week 1 -Review of Basic Statistics (W&W. Ch 3 to 7)

Week 2 -Review of linear regression Week 3 -Introduction to Time Series (D. Ch 7)

Week 4-5 -AR, MA, and ARMA Models (D. Ch 8) Week 6 -Deterministic trend, and seasonality (D. Ch 5 and 6) Week 7-8 -Forecasting with ARMA models (D. Ch 9 and 10)

Week 9 -spring recess Week 10 -Evaluating forecasts (D. Ch 12) Week 11-13 -Time series models with multiple regressors, and vector autoregression (D. Ch 11) Week 14 - Stochastic trend (D. Ch 13) Week 15 -Measuring volatility (D. Ch 14)

2013-097 Add ECON 3208 Game Theory

1. Date: April 23, 2013
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing

Econ 3208. Game Theory Three credits.

Prerequisite: ECON 2201. Not open to Sophomores

Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 3208
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: Game Theory
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Analysis of real-world situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201.
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): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): .
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L)
Game theory is an important and growing area in economics that is

not covered in existing courses. The course also touches on behavioral economics, another growing area in economics that is not covered in existing courses.

2. Academic Merit (see Note L): Game theorists study strategic decision making using mathematical models recognizing the potential for conflict and cooperation between individuals. It is a widely used tool in economics, political science, and psychology to understand behavior.

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

4. Number of Students Expected: 35

5. Number and Size of Section:

6. Effects on Other Departments (see Note N): None beyond expanding course offerings available to students.

7. Effects on Regional Campuses: None

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: April 18, 2013

Department Faculty: April 23, 2013

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

Susan Randolph

(860) 906-8059

Susan.randolph@uconn.edu

Syllabus

Game Theory

ECON 3498 (Variable Topics, sec. 2) TuTh 2:00 pm, Oak 104

COURSE WEB SITE

<http://www.mikeshor.com/courses/gametheory/>

COURSE DESCRIPTION

People rarely make decisions in a vacuum. The right choice for us may depend upon the choices made by others. In turn, the profits and happiness of these other individuals depends on the actions that we will take. Game theory offers a systematic way of analyzing strategic decision-making in interactive situations. This course develops a conceptual framework for understanding these environments and introduces analytical tools for solving games.

As it is a course in “theory,” we take an analytical and often quantitative approach. We will use equilibrium analysis to study topics including the use of credible threats and promises, strategic use of information, negotiation and bargaining, and bidding in and designing auctions.

Game theory is the science of strategic interaction. The ultimate goal of this course is to enhance the student's ability to think strategically in complex, interactive situations. The simple examples presented in class are intended to isolate and illuminate aspects of strategic interaction that arise in real situations. For a broader understanding, it is necessary for the student to recognize the similarities between these simple games and

real situations.

Students will participate in games against classmates each week. Both fun and simple, the games illustrate general principles of behavior. Required course readings will sometimes delve further into the theory. Often, these readings will demonstrate the application of game theoretic principles not only to economics, but to sports, movies, popular culture, nature, etc.

GRADING

Midterm Exam 20%

Final Exam 35%

Most of the exam questions will be a straightforward review of the material, closely paralleling in-class problems, sample problems provided on the web site, and quizzes. A few questions unlike those you have seen in the examples may test your critical understanding of the material. The final exam is cumulative. No make-up or early exams will be given except with written permission from the Office of Student Services & Advocacy.

- Participation in Games 10%

You will be required to participate in online games each week. Performance in the games is not

graded, but participation is required and failure to participate reduces one's grade.

- Quizzes & Assignments 25%

There will be six quizzes, but only the best five will count. Additionally, a student may do an assignment that can replace a lower-scoring or missed quiz. An assignment is substantially more labor-intensive than studying for the quiz and will ask you to analyze a specific situation that requires game-theoretical analysis. Assignments will be posted to the course web site. Write a short, concise response of under 750 words, not including figures or equations.

- Extra Credit up to 5%

Game theory is everywhere! If you find a newspaper article, movie, novel, song, etc., with a game-theoretic theme, fill out an extra-credit sheet and email it to me. These are worth up to 10 points each added to your quiz grades, for a maximum of 100 points (100 points=5% added to your course average). Information on extra credit will be posted to the course web site.

READINGS

Readings are available online on the course web site. Ranging from the whimsical to the serious, readings allow you to examine the material more deeply or readings may cover important concepts not covered in class directly. All readings are required. Quiz and exam questions may be based directly on these readings.

Further, an optional text is:

Games of Strategy. Avinash Dixit and Susan Skeath. New York: WW Norton.

We will not be referencing this text, but it may be valuable for reviewing course concepts. There are three editions available, and any will work.

ONLINE GAMES

Students will find a link to online games each week on the course web site. Participation in these games is mandatory, but performance in the games does not impact the grade.

Games will generally become available Thursday evening and must be played by midnight on Sunday. No make-ups for missed or late games are possible. Additionally,

there will be a game due by Wednesday night of the first and last week of class. No studying or preparation is necessary prior to participating. Games generally will not require more than ten to fifteen minutes to complete.

EXAMS & QUIZZES are closed-book, closed-note, individual efforts.

ASSIGNMENTS must be done individually, without consultation with others. Both assignments and extra-credit write-ups must be original work, and any outside sources used must be properly cited and documented. Plagiarism includes any use of previous years' materials, and is prohibited.

ONLINE GAMES: The educational value of the online games is diminished with prior knowledge of the game. Therefore, it is a breach of academic integrity to discuss the content of an experimental game with another student in the course who has not yet participated or to gain information in any manner about an experimental game in which one has not yet participated.

Ambiguity in academic integrity policies is not an excuse for a violation. If you have any questions about how the policy applies to specific scenarios, please discuss them with me.

1	Aug 28 Aug 30	T R	1. Introduction	1. What is a game	
2	Sep 4 Sep 6	T R	2. Simultaneous games	2. Simultaneous games	
3	Sep 11 Sep 13	T R	2. Simultaneous games	3. Sequential games	Quiz 1
4	Sep 18 Sep 20	T R	3. Sequential games	3. Sequential games	Quiz 2
5	Sep 25 Sep 27	T R	4. Games review	4. Mixed strategies	
6	Oct 2 Oct 4	T R	4. Mixed strategies	4. Mixed strategies	Quiz 3
7	Oct 9 Oct 11	T R	5. Repeated games	5. Repeated games	
8	Oct 16 Oct 18	T R	6. Strategic moves		Midterm Exam
9	Oct 23 Oct 25	T R	6. Strategic moves	7. Information	
10	Oct 30 Nov 1	T R	7. Information	7. Information	Quiz 4
11	Nov 6 Nov 8	T R	7. Information	8. Bargaining	Quiz 5
12	Nov 13 Nov 15	T R	8. Bargaining	8. Auctions	
	Nov 22		Thanksgiving Recess		
13	Nov 27 Nov 29	T R	8. Auctions	8. Auctions	
14	Dec 4 Dec 6	T R	8. Auctions	Course Review	Quiz 6
			Final Exam		

2013-098 Add ECON 3466 Environmental Economics

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

Proposed catalog Listing

Econ 3466: Environmental Economics

Three credits. Prerequisite: ECON 2201. Open to sophomores.

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ECON
 2. Course Number (see Note B): 3466
- 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: Topics in Environmental Economics
 4. Semester offered (see Note C): Either
 5. Number of Credits (see Note D): 3

6. Course description (second paragraph of catalog entry -- see Note K):

Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201
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): Yes.
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

UConn is currently aiming at building environmental sustainability as one of its strength areas through strategic expansion and curriculum improvement. An equivalent course is required at many good economics programs in universities in North America. Thus, we need to offer this class to our undergraduate students.

2. Academic Merit (see Note L):

Environmental Economics is a very important component of environmental sustainability; it exposes the students to a wide range of environmental issues and analyzes them from an economic perspective.

3. Overlapping Courses (see Note M): None. While ARE 3434 also focuses on environmental and resource economics, it is intended for students from a wide range of disciplines. The proposed course in economics is designed for students with a strong background in microeconomic theory.

4. Number of Students Expected: 35

5. Number and Size of Section: 1 (35)

6. Effects on Other Departments (see Note N): This course will be accessible to students in the Agricultural and Natural Resource Economics Department and complements the courses their course offerings.

7. Effects on Regional Campuses: One of the faculty members who will teach this course, Prof. Baggio, is located at the Avery Point campus. This course will expand their upper division course offerings in economics and complements their interdisciplinary focus on environmental economics.

8. Staffing (see Note P): Huang, Segerson, Baggio.

9. Dates approved by (see Note Q):

Department Curriculum Committee: April 16, 2013

Department Faculty: April 23, 2013

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

Susan Randolph
(860) 906-8059
susan.randolph@uconn.edu

Syllabus

The syllabus was provided in pdf, which is attached at the end of the pdf version of this agenda.

2013-099 Change Minor Latino Studies

1. Date: 4/25/13
2. Department requesting this change: El Instituto: Latino/a, Caribbean, and Latin American Studies Institute
3. Title of Minor: Latino Studies
4. Nature of Change: Adding courses to the minor. (New courses highlighted in plan of study below)

5. Existing catalog Description of the Minor:**Latino Studies**

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

Requirements: The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with PRLS: [PRLS 3210](#); [SPAN 3204](#), [PRLS 3211](#), [PRLS 3220/HIST 3674](#), [PRLS/HRTS 3221/HIST 3575](#), [PRLS 3230/WGSS 3258](#), [PRLS 3231/WGSS 3259](#), [PRLS 3232/ENGL 3605](#), [PRLS 3233/ENGL 3607](#), [PRLS 3241/ANTH 3041](#), [PRLS 3250/HDFS 3442](#), [PRLS 3251/HDFS 3268](#), [PRLS 3264/WGSS 3260/COMM 3321](#), [PRLS 3265/SPAN 3265](#), [PRLS 3270/POLS 3662](#), [PRLS 3271/POLS 3834](#), [PRLS 3295](#), [3298](#), [3299](#), [4212](#), [PRLS/HIST/LAMS 3660W](#), [PRLS/COMM 4320](#).

Additional courses elected from the following list may be counted toward the six non-PRLS credits permitted toward satisfaction of the required total of fifteen: [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#); [COMM 4450W](#), [4460](#), [4802](#); [ECON 2456](#); [ENGL 3218](#), [3265W](#), [4203W](#); [HDFS 3421](#); [HIST 3554](#), [3608W](#), [3609](#), [3610](#), [3620](#), [3621](#), [4994W](#); [HIST/LAMS 3635](#), [POLS 3218](#), [3232](#), [3235](#), [3237](#), [3452](#); [SOCI 3421/W](#), [3501](#), [3503](#), [3505](#), [3429](#), [3831](#), [3901](#), [3903](#), [3907](#), [3911](#), [3971](#); [WGSS 2267](#).

The [Institute of Puerto Rican/Latino Studies](#) offers this minor. For more information, contact the Institute at (860) 486-3997.

6. Proposed catalog Description of the Minor:**Latino Studies**

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

Requirements: The Latino Studies minor requires a minimum of 15 credits of

coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS. (Note: Below LLAS courses previously used the prefix of PRLS)

LLAS 2000, LLAS 2011W, LLAS 2012, LLAS 3210,, LLAS 3211, LLAS 3220/HIST 3674, LLAS/HRTS 3221/HIST 3575, LLAS 3230/WGSS 3258 , LLAS 3231/WGSS 3259, LLAS 3232/ENGL 3605, LLAS 3233/ENGL 3607, LLAS 3241/ANTH 3041, LLAS 3250/HDFS 3442, LLAS 3251/HDFS 3268, LLAS 3264/WGSS 3260/COMM 3321, LLAS 3265/SPAN 3265, LLAS 3270/POLS 3662, LLAS 3271/POLS 3834, LLAS 3999, LLAS 2998, LLAS 3998, LLAS 4212, LLAS/HIST 3660W, LLAS/COMM 4320.

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen. (Note: LLAS courses below used the previous prefix of LAMS.) ANTH 3021, 3029, 3042, 3150, 3152; ARTH 3640, COMM 4450W, 4460, 4802; ECON 2444, 2456; ENGL 3218, 3265W, 4203W; HDFS 3421; HIST 3554, HIST/LLAS 3608W, HIST/LLAS 3609, HIST 3610, 3620, 3621; HIST/LLAS 3635, INTD 2245, POLS 3218, 3232, 3235, 3237, 3452; SOCI/HRTS 3421/W, SOCI 3429, 3501, 3503, 3505, SOCI/HRTS 3831, SOCI 3901, 3903, 3907, 3911, 3971; SPAN 3204, SPAN 3214, SPAN 3266, WGSS 2266 WGSS 3267.

The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein. Anne.gebelein@uconn.edu or call 860-486-5508.

7. Effective Date (semester, year -- see Note R): Fall 2013

Justification

1. Why is a change required? These changes reflect new courses recently approved by the C & C Committee that we would like to add to our minor, or are courses from other departments that fit within the scope of the minor. Increasing the variety of courses makes it a more flexible minor.
2. What is the impact on students? Students will have an easier time minoring in Latino Studies and will benefit from the greater variety of perspectives.
3. What is the impact on regional campuses? It will make it easier for students to minor in Latino Studies on our regional campuses.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

Note: highlighted courses are the new additions.

EL INSTITUTO: LATINO/A, CARIBBEAN AND LATIN AMERICAN STUDIES INSTITUTE

Plan of Study

Latino Studies Minor Plan of Study

Date_____	Name_____	Peoplesoft	#

Anticipated graduation date (mo/yr) _____

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

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

Complete this Plan of Study in consultation with your advisor. A final plan must be signed by your advisor and submitted to El Instituto who will deposit it with the Registrar's office no later than the 4th week of classes of the semester in which you expect to graduate. Once filed with the Registrar, the plan may be changed only with the consent of your advisor.

Students must complete a minimum of fifteen 2000 level credits. At least nine credits must be listed as LLAS or cross-listed with LLAS. (Note: Below LLAS courses previously used the prefix of PRLS)

At least three LLAS courses from the following list:

- **LLAS 2000 Latinos, Mentoring and Leadership (METAS)**
- **LLAS 2011W Introduction to Latino American Writing and Research**
- **LLAS 2012 Latinos in CT: Writing for the Community**
- LLAS 3210 Contemporary Issues in Latino Studies
- LLAS 3211 Puerto Rican/Latino Studies Research
- LLAS 3220 History of Latinos/as in the US (Also offered as HIST 3674)
- LLAS 3221 Latinos and Human Rights (Also offered as HIST 3575)
- LLAS 3230 Latina Narrative (Also offered as WS 3258)
- LLAS 3231 Fictions of Latino Masculinity (Also offered as WS 3259)
- LLAS 3232 Latina/o Literature (Also offered as ENGL 3605)
- LLAS 3233 Studies in Latina/o Literature (Also offered as ENGL 3607)
- LLAS 3241 Latin American Minorities in the US (Also offered as ANTH 3041)
- LLAS 3250 Latino Health (Also offered as HDFS 3442)
- LLAS 3251 Latino Sexuality and Gender (Also offered as HDFS 3268)
- LLAS 3264 Latinas and Media (Also offered as WS3260 & COMM3321)
- LLAS 3265 Literature of Puerto Rico & the Spanish Caribbean (Also offered as SPAN 3265)
- LLAS 3270 Latino Political Behavior (Also offered as POLS 3662)
- LLAS 3271 Immigration and Transborder Politics (also offered as POLS 3834)
- LLAS 2998 Special Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.

- LLAS 3998 Variable Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.
- LLAS 3999 Independent Study in Puerto Rican and Latino Studies. With a change in content, this course may be repeated for credit.
- LLAS 3660W History of Migration in Las Americas (Also offered as HIST3660W)
- LLAS 4212 Field Internship in Latino Studies.
- LLAS 4320 Media and Special Audiences (Also offered as COMM 4320)

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen. (Note: LLAS courses below used the previous prefix of LAMS.)

- ANTH 3021 Contemporary Latin America.
- ANTH 3022 Peoples and Cultures of South America.
- ANTH 3029 Caribbean Cultures.
- ANTH 3042 Contemporary Mexico.
- ANTH 3150 Migration.
- ANTH 3152 Race, Ethnicity, and Nationalism.
- **ARTH 3640: Mexican and Chicano Art, 19th Century-Present.**
- COMM 4450W Global Communication.
- COMM 4460 Cross-Cultural Communication.
- COMM 4802 Culture and Global Diversity in Advertising.
- **ECON 2444 Women and Minorities in the Labor Market**
- ECON 2456 Economics of Poverty.
- ENGL 3218 Ethnic Literatures in the US.
- ENGL 3265W Seminar in American Studies.
- ENGL 4203W Advanced Study: Ethnic Literature.
- HDFS 3421 Low Income Families
- HIST 3554 Immigrants and Shaping American History.
- HIST/LLAS 3608W Hispanic World: Age of Reason and Revolution.
- HIST/LLAS 3609 Latin America in the National Period.
- HIST 3610 Latin America and the Great Powers.
- HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
- HIST 3621 Cuba in Local and Global Perspectives.
- HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
- **INTD 2245: Introduction to Diversity Studies in American Culture**
- POLS 3218 Indigenous People, Politics, and Rights.
- POLS 3232 Comparative Politics of North America: the NAFTA Countries.
- POLS 3235 Latin American Politics
- POLS 3237 Democratic Cultures and Citizenship in Latin America

- POLS 3452 Inter-American Relations
- SOCI/HRTS 3421, SOCI 3501, SOCI 3503, SOCI 3429, SOCI/HRTS 3831, SOCI 3901, SOCI 3903, SOCI 3907, SOCI 3911, SOCI 3971
- SPAN 3204 Language and Culture of US Hispanics
- SPAN 3214 Topics in Hispanic Cultures
- SPAN 3266 Spanish American Fiction
- WGSS 3209 Ethnicity, Sexualities, and Modernisms
- WGSS 3266: Women and Ethnicity: Changing Roles in a Changing Society
- WGSS 3267 Women and Poverty

Please circle above the 5 courses you have taken to complete the requirements for the minor in Latino Studies.

Student signature: _____

I approve the above program for the B.A. Minor in Latin American Studies
(signed) _____ El Instituto
Minor Advisor

The minor is offered by El Instituto. For more information, contact the main office at (860) 486-5508 or email elinstituto@uconn.edu.

2013-100 Change Minor Latin American Studies

1. Date: 4/24/13
2. Department requesting this change: El Instituto: Latin@, Caribbean, and Latin American Studies Institute
3. Title of Minor: Latin American Studies
4. Nature of Change: Eliminate capstone course as requirement for minor; simplification of selection process for choosing courses in 3 different disciplines; expansion of course offerings, including our 2 new courses; expansion of language requirement to allow elementary proficiency in Latin American languages other than Spanish or Portuguese.

5. Existing catalog Description of the Minor:

Latin American Studies:

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

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed in groups A, B, and C as follows:

Group A (6 credits): Select two courses from different disciplines from the following: ANTH 3021, 3029, 3042, 3150; ARTH 3610, 3620, 3630, 3640 or 3645; HIST 3608W; LAMS/HIST/PRLS 3660W; LAMS/HIST 3607, 3609; POLS 3235, 3237; SPAN 3201, 3205, 3233, 3234, 3251, 3266; or SPAN/PRLS 3265

Group B (6 additional credits) Two courses chosen in consultation with advisor. One or both may be chosen from the courses listed in Group A, but one must be in a discipline not chosen above.

Group C (3 credits): LAMS 4994W

Language Requirement (credits do not apply to minor's 15 credit minimum)

Elementary proficiency in Spanish or Portuguese must be demonstrated in one of the following ways (consult Spanish Department for course equivalents for Portuguese):

- One 2000-level or above language course in Spanish or Portuguese
- Pass equivalent language exam in Spanish or Portuguese administered by the Spanish Department
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in a study abroad program in Latin America or the Caribbean.

The minor is offered by the Latin American Studies Program. For information, Mark Overmyer-Velazquez; mark.velazquez@uconn.edu.

6. Proposed catalog Description of the Minor:

Latin American Studies:

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

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines from the courses below. (Note: LLAS courses previously used the prefix of LAMS; courses that are exclusively LLAS are considered one discipline. Those that are cross-listed may count as a second.)

LLAS 2011W, LLAS 2012, LLAS 2998, LLAS 3998, LLAS 3999, LLAS 4994W, ANTH 3021, ANTH 3022, ANTH 3029, ANTH/LLAS 3241, ANTH 3042, ANTH 3150, ANTH 3152, ARTH 3610, ARTH 3620, ARTH 3630, ARTH 3640, ARTH 3645, GEOG 4710, HIST/LLAS 3607, HIST/LLAS 3608W, HIST/LLAS 3609, HIST 3610, HIST 3620, HIST 3621, HIST/LLAS 3635, HIST/LLAS 3660W, HIST 4994W, POLS 3218, POLS 3232, POLS 3235, POLS 3237, POLS 3452, POLS 3834/LLAS 3271, SPAN 3201, SPAN 3205, SPAN 3214, SPAN 3233, SPAN 3234, SPAN 3250, SPAN 3251, SPAN/LLAS 3265, SPAN 3266

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

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

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

The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein. Anne.gebelein@uconn.edu or call 860-486-5508.

Effective Date (semester, year -- see Note R): fall 2013

Justification

1. Why is a change required? The faculty of El Instituto has decided to eliminate the capstone course from the Latin American Studies minor. This is in part because we do not require it for the Latino Studies minor. A second reason for its elimination is that we have decided to offer a course in research and writing earlier on in the undergraduate trajectory (recently approved LLAS 2011W, targeted at sophomores) and do not believe that a capstone experience involving a significant research project is necessary for minors.

In addition, we are changing the wording of the minor regarding the selection process because we believe it to be too confusing. Rather than choosing 2 disciplines from group A and additional courses from group B that might actually be within group A as long as there is a third discipline involved; students will choose 3 disciplines from one list.

Regarding the language requirement, we have chosen to expand language study to include other languages spoken in Latin American in addition to Spanish and Portuguese, in line with the changes we have made to our revised major. This acknowledges the worth of indigenous languages spoken by millions in the hemisphere; and the value of speaking French when studying the Caribbean.

Lastly, we have added more courses to the list to reflect current offerings and faculty expertise.

2. What is the impact on students? Students will find it easier to minor with a greater range of course offerings, and have an easier time choosing courses in different disciplines. The senior capstone will remain an optional course for those wanting to complete a significant research project; but will not be required.
3. What is the impact on regional campuses? It remains very difficult to minor in Latin American Studies at regional campuses because of limited course offerings; however, this expansion of course offerings and more flexible model will make it easier.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework.

Plan of Study

EL INSTITUTO: LATINA/O, CARIBBEAN, AND LATIN AMERICAN STUDIES INSTITUTE

Latin American Studies Minor Plan of Study

Date _____ Name _____ Peoplesoft # _____

Anticipated graduation date (mo/yr) _____

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

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. **Substitutions are not possible for required courses in a minor.** However, study abroad courses that are equivalents to the courses below may be counted with advisor approval.

Complete this Plan of Study in consultation with your advisor. A final plan must be signed by your advisor and submitted to El Instituto who will deposit it with the Registrar's office no later than the 4th week of classes of the semester in which you expect to graduate. Once filed with the Registrar, the plan may be changed only with the consent of your advisor.

The interdisciplinary minor in Latin American Studies consists of a minimum of 15 credit hours of course work selected from at least three disciplines from the courses below, and has a language requirement of elementary proficiency. (Note: LLAS courses previously used the prefix of LAMS)

- LLAS 2011W Introduction to Latino American Writing and Research
- LLAS 2012 Latinos in CT: Writing for the Community
- LLAS 2998 Variable Topics in Latin American Studies

- LLAS 3998 Special Topics in Latin American Studies
- LLAS 3999 Independent Study
- LLAS 4994W Senior Seminar in Latin American Studies
- ANTH 3021 Contemporary Latin America.
- ANTH 3022 Peoples and Cultures of South America.
- ANTH 3029 Caribbean Cultures.
- ANTH/LLAS 3241 Latin American Minorities in the U.S.
- ANTH 3042 Contemporary Mexico.
- ANTH 3150 Migration.
- ANTH 3152 Race, Ethnicity, and Nationalism.
- ARTH 3610/3610 W Art of Mesoamerica
- ARTH 3620/3620 W Colonial Mexican Art
- ARTH 3630/3630 W Modern Latin American Art
- ARTH 3640/3640W Mexican and Chicano Art
- ARTH 3645Caribbean Art, 19th and 20th Centuries
- GEOG 4710 Geography of Latin America
- HIST/LLAS 3607 Latin America in the Colonial Period
- HIST/LLAS 3608W Hispanic World. Ages of Reason and Revolution
- HIST/LLAS 3609 Latin America in the National Period.
- HIST 3610 Latin America and the Great Powers.
- HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
- HIST 3621 Cuba in Local and Global Perspectives.
- HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
- HIST/LLAS 3660W History of Migration in Las Americas
- HIST 4994W Senior Seminar: Human Rights in Latin America
- POLS 3218 Indigenous People, Politics, and Rights.
- POLS 3232 Comparative Politics of North America: the NAFTA Countries.
- POLS 3235 Latin American Politics
- POLS 3237 Democratic Cultures and Citizenship in Latin America
- POLS 3452 Inter-American Relations
- POLS 3834 /LLAS 3271 Immigration and Transborder Politics
- SPAN 3201Ibero-American Civilization and Culture
- SPAN 3205 Contemporary Spanish America
- SPAN 3214/LLAS 3999 Race, Identity, Culture in Latin America and its Global Diaspora
- SPAN 3233 Spanish-America: The Formative Years
- SPAN 3234 Great Works of Modern Spanish-American Literature
- SPAN 3250 Film in Spain and Latin America
- SPAN 3251 Latin American Film
- SPAN 3265 Literature of Puerto Rico and the Caribbean

- SPAN 3266 Spanish-American Fiction

Language Requirement (credits do not apply to minor's 15 credit minimum)

Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

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

Please circle above the 5 courses you have taken, and then explain how you have met the language requirement:

Student signature: _____

I approve the above program for the B.A. Minor in Latin American Studies

(signed) _____ El Instituto

Minor Advisor

The minor is offered by El Instituto. For more information, contact the main office at (860) 486-5508 or email elinstituto@uconn.edu.

5. Dates approved by (see Note Q): April 24, 2013

6. Department Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago and Mark Overmyer-Velazquez (ex officio)

Department Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 8/23/13, Daisy Reyes and Jorge Aguero

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

Anne Gebelein, anne.gebelein@uconn.edu, 203-464-8910 or 860-486-5508

2013-101 STAT 3025Q add credit restrictions

1. Date: 4/24/2013

2. Department: Statistics

3. Nature of Proposed Change:

Include Credit Restrictions so a student cannot take this course after taking one of three courses that address similar content at a higher level.

4. Current Catalog Copy:**3025Q (220). Statistical Methods (Calculus Level I)**

Either semester. Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 (220) and STAT 3345 (224).

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

5. Proposed Catalog Copy:**3025Q (220). Statistical Methods (Calculus Level I)**

Either semester. Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 (220) and STAT 3345 (224). *Students may not receive credit from STAT 3025 after they have passed STAT 3375 (230), or STAT 3445 (231) or MATH 3160 (231).*

Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

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 credit restriction will prevent students from taking the lower level STAT3025 (with prerequisite M1132) after completing the higher-level STAT3375 or STAT3445 or MATH 3160 (with prerequisite M2110).
2. Effect on Department's Curriculum: It will eliminate an instance of inappropriate sequencing of courses.
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No additional staffing is required.
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: 4/25/2013
 - Department Faculty: 4/25/2013
8. Name, Phone Number, and e-mail address of principal contact person: Richard Vitale, 860-486-2008, r.vitale@uconn.edu

2013-102 Add HIST 3875 Asian Diasporas in the Americas

1. 2/25/2013
2. History Department
3. Spring 2014

Proposed Catalog Listing

HIST 3875 Asian Diasporas in the Americas

Either Semester. Three credits. Prerequisite: Open to sophomores or higher.

Recommended preparation: HIST 3607, 3609, 3610, 3635, 3660W, or 3674. *Chang* Transnational history of migration and settlement of Chinese, Japanese, Korean, and South Asian diasporas across South, Central, and North America and the Caribbean, colonial through national period. Emphasis on political economy, racial formations, and constructions of national identity.

Items Included in Catalog Listing**Obligatory Items**

1. Standard Abbreviation for Department - HIST
2. Course Number: 3875
3. Course Title: Asian Diasporas in the Americas
4. Either Semester
5. Number of Credits: 3
6. Course Description: Transnational history of migration and settlement of Chinese, Japanese, Transnational history of migration and settlement of Chinese, Japanese, Korean, and South Asian diasporas across South, Central, and North America and the Caribbean, colonial through national period. Emphasis on political economy, comparative racial formations, and constructions of national identity.

Optional Items

7. Number of class periods: NA
8. Prerequisites: NA
9. Recommended Preparation: HIST 3607, 3609, 3610, 3635, 3660W, or 3674
10. No consent required
11. No Exclusions
12. No repetitions for credit
13. Instructor's name: Chang
14. Open to Sophomores
15. No Skill Code
16. No S/U grading

Justification

1. Reason for adding: This course teaches new theories, methods, and knowledge of Latin American, North American, and Caribbean History by focusing on the migrations, settlements, and patterns of integration of Asian peoples across the Western Hemisphere. This course organizes, synthesizes, and questions new research across the fields of Latin American Studies, Asian American Studies, U.S. History, and Asian Studies. It presents a new way to understand Asian diasporas as well as colonial and national histories across the Americas.

2. Academic Merit: This course examines the transnational history of multiple Asian diasporas across North, Central, and South America, in addition to the Caribbean from

the 1500s to the present. The study of Asian diasporas in the western hemisphere has focused almost exclusively on the U.S. and Canada. These countries represent the largest populations of Asians in the two American continents, but less attention has been paid to the presence and connections to Asians in Latin America and the Caribbean. Through a framework that conceives of diaspora as a transnational identity and social process grounded in material and cultural systems of exchange that transcend national boundaries, students will learn the histories of different Asian populations (Chinese, Japanese, Korean, Indian, Filipino, among others) and the migration and settlement patterns that often link multiple destinations (Mexico, Cuba, Peru, Haiti, the U.S., Canada, Brazil, and many others) across several generations. They will also gain an understanding of the reasons for migration, the worldview of those migrants, and their living conditions. Ultimately, students will question the terms of belonging, incorporation, and integration to analyze the differences and similarities among Asian ethnic groups, as well as, between different colonial and national contexts. In this examination, the course contributes to a multi-racial/multi-ethnic understanding of identity formation in which Asians occupy shifting and dynamic relations to indigenous, white, black, and mestizo populations, for example. Through this subject matter, students will be evaluated on their analysis of historical knowledge and application of critical thinking skills to consider how social structures (e.g. states, economies, institutions) and ideologies (e.g. race, gender, sexuality, and nationality) have shaped the experiences of Asian migration and settlement and conditioned their choices. In written assignments and classroom discussion, students will gain an appreciation for the long history of contact that weaves the Pacific region together along with the different articulations of power that are revealed by focusing on Asian diasporas across the Americas.

3. Overlapping Courses: None

4. Number of Students Expected: 40

5. Number and size of section: NA

6. Seeking cross lists with AASI and LAMS

7. No effect on regional campuses

8. No additional staffing required

9. Dates Approved by

Department Curriculum Committee: April 22, 2013

Department Faculty: April 26, 2013

10. Principle Contact Person

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

Syllabus

Syllabus is posted at the end of pdf version of the agenda, due to format problems.

2013-103 Add HIST 3542 New England Environmental History

1. Date: 15 April 2013
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing:

HIST 3542. New England Environmental History

Either semester. Three credits. Recommended Preparation: ENGL 1010 or 1011 or 2011 or 3800. Open to sophomores. *McKenzie*

Interdisciplinary history of New England's terrestrial and marine environmental change. Links between land, sea, and human natural resource use and management, including pre-contact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program: HIST
2. Course Number: 3542
3. Course Title: New England Environmental History
4. Semester offered: Either
5. Number of Credits: 3
6. Course description:

Interdisciplinary history of New England's terrestrial and marine environmental change. Links between land, sea, and human natural resource use and management, including pre-contact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.

Optional Items

7. Number of Class Periods, if not standard: n/a
8. Prerequisites, if applicable: n/a
9. Recommended Preparation, if applicable: ENGL 1010 or 1011 or 2011 or 3800
10. Consent of Instructor, if applicable: n/a
11. Exclusions, if applicable: n/a
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: McKenzie
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": n/a
16. S/U grading: No

Justification

1. Reasons for adding this course:

This course furthers UConn's growing emphasis on environmental studies by focusing on how our particular region has adapted to its changing, unique, and interrelated maritime and terrestrial environments. Despite the broad range of environmental history expertise working within the History Department, currently, UConn offers only one course dedicated to the growing field of Environmental History (HIST 3540: American Environmental History). HIST 3542 will serve as a complement to this course.

2. Academic Merit:

This course draws upon a growing field of New England Environmental History literature

that highlights this region's differences from American Environmental History writ large. This course places at its core humans' interactive relationship with their changing marine and terrestrial environments. To assess this relationship, students will integrate History and Historical Ecology to allow a more sophisticated, interdisciplinary, and in-depth examination of the interconnectedness of New England's human communities to both marine and terrestrial resources.

3. Overlapping Courses: None

4. Number of Students Expected: 40

5. Number and Size of Section: n/a

6. Effects on Other Departments: None

7. Effects on Regional Campuses:

To be first offered at Avery Point in support of American Studies, Maritime Studies, and Marine Sciences programs. Adaptation to Storrs programs possible with other faculty.

8. Staffing: Matthew McKenzie

9. Dates approved by:

Department Curriculum Committee: April 22, 2013

Department Faculty: April 26, 2013

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

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

Syllabus

HIST 3542
New England Environmental History
Course Syllabus
Matthew McKenzie
History Department, University of Connecticut

Introduction

Environmental history has emerged in the past decade as one of the most dynamic fields in History itself. Linking human and non-human systems across space and time, the field brings new perspectives to social history, gender history, labor history, and the agency of the non-human world in shaping human historical change. Doing so has required the field to look to other disciplines—history of science, literary studies, history of technology, and including those in the natural sciences and ecology—to present its conclusions. This course, like the field from which it emerges, invites students to look beyond disciplinary boundaries to see their immediate world in new ways.

This course also seeks to translate the field to New England's particular circumstances. Environmental history came out of studies of the American west that focused on stories of natural resource use, abuse, and degradation. While those trends are readily apparent in the New England case, our region's reliance upon both marine and terrestrial resources, and its longer integration into global market systems also compel us to move beyond the field's established patterns. Unlike the US West, New England has a longer history using marine resources than terrestrial resources. Furthermore, this region's ability to integrate those different non-human worlds created opportunities for local people to not only change their societies, but also change societies far away. Finally, as a region where industrialization came early, and left sooner, New England's environmental history must also consider questions of natural "recovery," definitions of recovery, and stories of shifting loci of natural resource exploitation. In short, we have

different stories to tell here, and those stories force us to consider our assumptions about the line—if there is one—between human and non-human; exploited and recovered, land and sea, and management and mismanagement.

Over the semester, we will analyze the history of New England’s relationship to both land and sea—mountains and maritime—from before contact to the present day. In doing so, we will focus on four overarching themes that, I think, unite the course’s far-reaching material.

- 1.) The interconnectedness of terrestrial and marine environments. Modern analyses tend to separate these two realm largely because of the different tools need to examine each. People in New England, however, saw the region differently, and to their advantage. How that perspective shaped human relationships to their region forms one core theme.
- 2.) The shared fates of non-human environments and the people working among them. In New England, subsistence and market production have not always stood together. As this course will explore, how lands and seas are worked carries a direct relationship to how hard the people working those lands and seas are also worked. Over time, an awareness of environmental health and social “health” has changed in New England.
- 3.) Visual evidence and environmental awareness. Not surprisingly, people respond most to change they can see. In New England, however, changes to marine resources have remained hidden to human sight, and are only visible—still—through the intermediaries of science and technology. Thus, a history environmental awareness in New England must also consider how the role that opacity, and the filters through which that opacity is reduced, affect awareness.
- 4.) Recreational vs. working visions of the environment. New England’s land- and seascapes have hosted both work and play over the past four centuries. How each activity shapes visions of the nonhuman world plays an important component of the region’s history.

Student Expectations and Grading

Assignments are expected to be handed-in on the date listed as being due. Late work will be accepted only under extenuating circumstances and through prior agreement established one week prior to the due date.

Final grades will be determined based on the following rubric and break-down of assignments:

Paper I:	10%
Midterm I:	20%
Paper II:	20%
Midterm II:	20%
Final:	20%
Participation:	10%

Assigned Readings

Books:

Richard Judd, *Common Lands, Common People* (Cambridge, 1997).

David Preble, *The Fishes of the Sea* (Dobbs Ferry, 2001).

Articles:

W. Jeffrey Bolster, "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800," *American Historical Review* 113,1 (February, 2008): 19-47.

Gary Kulick, "Dams, Fish, and Farmers: Defense of Public Rights in Eighteenth Century Rhode Island." In Stephen Hahn and Jonathan Prude (eds.), *The Countryside in the Age of Capitalist Transformation: Essays in the Social History of Rural America* (Chapel Hill, 1985): 25-50.

George Perkins Marsh, *Man and Nature* (1864), selections.

Michael Rawson, "The Nature of Water: Reform and the Antebellum Crusade for Municipal Water in Boston," *Environmental History* 9, 3 (July 2004): 411-435.

Peter A. Thomas, "The Fur Trade, Indian Land and the Need to Define Adequate 'Environmental' Parameters," *Ethnohistory* 28, 4 (Autumn, 1981): 359-379.

Henry David Thoreau, *Cape Cod* (1867), selections.

Daniel Vickers, *Farmers and Fishermen: Two Centuries of Work and Labor in Essex County, Massachusetts, 1630-1850* (Chapel Hill, 1994), Chapter 3.

Course Outline

Week I:

I.1: Introductions; Thinking Historically, Thinking Ecologically

I.2: Forests, Plains, Estuaries, and Oceans: Ecosystem Processes and Trophic Webs

Discussion:

- W. Jeffrey Bolster, "Putting the Ocean in Atlantic History: Maritime Communities and Marine Ecology in the Northwest Atlantic, 1500-1800," *The American Historical Review* 113, 1 (February 2008): 19-47.

Week II:

II.1: The *Ninnimissinuwock* and Algonquian Living Patterns in New England's Late Woodland Ecosystem.

II.2: Diseases From Another World: Algonquian Peoples' Changing World on the Eve of Contact

Week III:

III.1: The Contingencies of Contact: Newfoundland Fisheries, Seasonal Settlement, and Atlantic Markets

III.2: The Tendrils of European Markets: New England's Maritime-Oriented Forest Economy

Week IV:

IV.1: Framing Out a Shipping Niche: New England's Forest-Based Maritime Economy

IV.2: Discussion:

- Peter A. Thomas, "The Fur Trade, Indian Land and the Need to Define Adequate 'Environmental' Parameters," *Ethnohistory* 28, 4 (Autumn, 1981): 359-379.
- Daniel Vickers, *Farmers & Fishermen*, Chapter 3, "Fishermen, 1630-1675."

Week V:

V.1: Fisheries, Shipping, and the Triumph over Malthusian Frontiers in New England and the Caribbean

V.2: Farms, Fisheries, and Factories: The Ecological challenge of early industrial development.

Week VI:

VI.1: Discussion:

- Gary Kulick, "Dams, Fish, and Farmers: Defense of Public Rights in Eighteenth Century Rhode Island."

VI.2: Mid Term

Week VII:

VII.1: Industrialization's Ecological Revolution: Pollution, Population Density, and Social Stratification

VII.2: Natural Science and the Birth of Ecological Thinking

Discussion:

- George Perkins Marsh, *Man and Nature* (selections)
- Henry David Thoreau, *Cape Cod* (selections)

Week VIII:

VIII.1: Mountain Waters, Harbor Wastes, and Urban Health

VIII.2: Discussion: Michael Rawson, "The Nature of Water: Reform and the Antebellum Crusade for Municipal Water in Boston."

Week IX: Spring Break

Week X:

X.1: Farmers and Fishermen, or Middle Class Recreationalists: Where Lay the Origins of New England Conservationism?

Discussion:

- Richard Judd, *Common Lands, Common People* (1997).

X.2: Sentimentality and the Criminalization of Subsistence Production: Recreation-Based Conservation Efforts in the Adirondacks and Cape Cod.

Week XI:

XI.1: Opening Pandora's Box: Fisheries Science and the "Discovery" of the Gulf of Maine

XI.2: Trophic Cascades: Fishing and Lumbering in the Gulf of Maine, 1880-1930.

Week XII:

XII.1: Suburbanization, Terrestrial Environmental Recovery, and Marine Resource Degradation

XII.2: Dam Removal, Nutrient Loading and the Ecological Effects of Re-Forestation on Gulf of Maine Fisheries

Week XIII:

XIII.1: Recreation and Resource Degradation.

Discussion:

- David Preble, *The Fishes of the Sea* (2001).

XIII.2: Tourists' Visions and Industrial Realities: The Iconic Fishermen in Contemporary Fisheries Debates

Week XIV:

XIV.1: Maritime New England and the North Woods: Spatial Planning and the "Urbanization" of "Wild" Space in New England.

XIV.2: Conclusions

2013-104 Change HIST 5610 change description

1. Date: March 18, 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

The seminar examines the history of the diverse Latina/o populations in the United States from a comparative and transnational perspective. Organized thematically, the course explores critical issues in U.S. Latina/o history and analyzes the forces that contributed to the displacement, departure, expansion, arrival, and integration of people of Latin American and Caribbean heritage and origin in the United States from the nineteenth century to the present. Through a hemispheric perspective of the Latin(a/o) American experience, seminar participants will analyze topics such as the epistemological origins and historiographic traditions of the broad, inter/trans-national and -disciplinary fields of Latino and Latin American studies; the history of U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization. Components: Seminar

6. Effective Date (semester, year -- see Note R): Fall 2013

Justification

1. Reasons for changing this course: Course has always been taught from a hemispheric and comparative perspective. Title and catalog copy change better reflects the intersecting fields of US Latino and Latin American history.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): LAMS
4. Effects on Other Departments: Will be requesting a cross-list with LAMS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LAMS faculty
7. Dates approved by Dept. C&C: April 2, 2013 Dept. Faculty: April 26, 2013
8. contact person: Micki McElya, 6-2085, micki.mcelya@uconn.edu

2013-105 Cross list HIST 5610 with LAMS 5100

1. Date: March 18, 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/LAMS 5100 (3 Credits) Instructor Consent Required**Comparative Transnational Latin(o) American History**

The seminar examines the history of the diverse Latina/o populations in the United States from a comparative and transnational perspective. Organized thematically, the course explores critical issues in U.S. Latina/o history and analyzes the forces that contributed to the displacement, departure, expansion, arrival, and integration of people of Latin American and Caribbean heritage and origin in the United States from the nineteenth century to the present. Through a hemispheric perspective of the Latin(a/o) American experience, seminar participants will analyze topics such as the epistemological origins and historiographic traditions of the broad, inter/trans-national and -disciplinary fields of Latino and Latin American studies; the history of U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization.

Components: Seminar

5. Effective Date (semester, year -- see Note R): 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 LAMS 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 (see Note N): LAMS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LAMS faculty

Approvals

All changes in course catalog copy except editorial changes must go through each

department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

HIST and LAMS

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

HIST

Department or Program Curriculum Committee: April 2, 2013

Department or Program Faculty: April 26, 2013

Department or Program Head: April 26, 2013

LAMS

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

2013-106 Cross list HIST 3875 with AASI and LAMS

1. Date: April 18, 2012
2. Department initiating this proposal: History

3. Proposed Catalog Copy/Copies:

HIST AASI LAMS 3875 Asian Diasporas in the Americas

Either Semester. Three credits. Prerequisite: Open to sophomores or higher.

Recommended preparation: HIST 3607, 3609, 3610, 3635, 3660W, or 3674. *Chang* Transnational history of migration and settlement of Chinese, Japanese, Korean, and South Asian diasporas across South, Central, and North America and the Caribbean, colonial through national period. Emphasis on political economy, racial formations, and constructions of national identity.

4. Effective Date: Spring 2014

Justification

1. Reasons for adding this course if it is a new course: This course teaches new theories, methods, and knowledge of Latin American, North American, and Caribbean History by focusing on the migrations, settlements, and patterns of integration of Asian peoples across the Western Hemisphere. This course organizes, synthesizes, and questions new research across the fields of Latin American Studies, Asian American Studies, U.S. History, and Asian Studies. It presents a new way to understand Asian diasporas as well as colonial and national histories across the Americas.
2. Reasons for cross listing this course: This course represents innovations in the fields of History, Asian American Studies, and Latino/a & Latin American Studies, and is thus important to the educations of students in all of those areas.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes
4. Other Departments Consulted: Asian American Studies Institute & El Instituto
5. Effects on Regional Campuses: None
6. Staffing: Chang

Approvals

1. List the name of each department or program which will be involved in the cross-listing. History, Asian American Studies Institute, and El Instituto
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 22, 2013

Department or Program Faculty: April 26, 2013

Department or Program Head: April 26, 2013

AASI

Department or Program Curriculum Committee: April 18, 2013

Department or Program Faculty: April 18, 2013

Department or Program Head: April 18, 2013

LAMS

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

3. contact person: Micki McElya, micki.mcelya@uconn.edu

Old Business

Bachelor of Science sub-committee

The B.S. sub-committee discussed a proposed B.S. ECON degree, and it was thought that it did not meet the general education science requirements of the College. ECON is engaged in further work to identify suitable substitutions for courses, or course sequences, in the present requirements. The sub-committee did not reach agreement on whether or not the general education science requirements should be broadened to include choices amongst a wider variety of disciplines. This lack of agreement does not preclude future work on broadening the requirements.

Study Abroad sub-committee

Report TBA

New Business

Adjournment to September 10th, 2013. Room TBA

Econ 3495 Special Topics: Environmental Economics Fall 2012

Class time and Location: Tuesday and Thursday 2:00-3:15pm, Oak 109

Instructor: Ling Huang
Office: Oak 329
Email: ling.huang@uconn.edu
Phone: 860-486-3272
Office Hours: Wednesday 2:00-4:00pm

Course Description:

The purpose of this course is to expose you to a wide range of environmental issues and analyze them from an economic perspective. The course is divided into two parts. The first part will cover market failure, cost benefit analyses, air and water pollution, environmental valuation methods and the use of regulation and market-based mechanisms to control pollution. The second part of the course will focus on issues related to natural resources exploitation and problems on environmental justice. After completing this course, you are expected to be able to understand the basic environmental policy instruments and use economic tools to analyze real-world environmental problems and policies.

Prerequisites:

Course prerequisites include both ECON 2201 and 2202. We will have a review on the microeconomics. However, the review will be very brief. You need to have a strong micro-background to finish economic analysis projects.

Text Book and Readings:

[1] Tom Tietenberg and Lynne Lewis, *Environmental & Natural Resource Economics* (9th Edition), Pearson, Addison-Wesley, 2011. **(Required)**

For reference purposes, other books for additional reading include:

[2] Ward, Frank A. *Environmental and Natural Resource Economics*. Pearson Prentice Hall, 2006.

[3] Robert N. Stavins (Editor). *Economics of the Environment: Selected Readings*. Harvard University Press, 2005

I will also post additional materials to the Huskyct. Please check your Huskyct regularly.

Projects, Exams and Grading

Class attendance is important to keep a record of your lecture notes and understand the materials. One of the best things to master this material is to read lots of case studies. You are encouraged to read journals and newspapers. There will be an economic analysis project (see guideline at the end of this syllabus). You will work in groups on the projects. As shown in the following course outline, there will be one mid-term exam and one comprehensive final exam. I will provide exercise problems for you to prepare for the exam. You can study in groups on the exercises, but keep in mind that your own *unassisted* exam performance will determine your grade with the highest weight. The weights of your grade are allocated as the following:

Class participation	5%
Mid-term exam	25%
Project	30%
Final exam	40%

Questions and Appointments

If you have any questions, either stop by during my office hours (**W 2-4 pm**), or contact me by email (ling.huang@uconn.edu) to arrange an appointment. My office is in **Oak 329**.

Course Outline (subject to change)

Date	Topics
<u>Week 1:</u>	Week of Aug 27, 2012 Syllabus; Microeconomics review
<u>Week 2:</u>	Week of Sep. 3, 2012 Microeconomics review continued Externalities and market failure
<u>Week 3:</u>	Week of Sep. 10, 2012 Cost benefit analysis and static efficiency Policy instruments for pollution control
<u>Week 4:</u>	Week of Sep. 17, 2012 Air pollution Water pollution
<u>Week 5:</u>	Week of Sep. 24, 2012 Environmental valuation: Revealed Preference Environmental valuation: Stated Preference
<u>Week 6:</u>	Week of Oct. 1, 2012 Case studies for Contingent Valuation Exam review and exercises (Oct. 4)
<u>Week 7:</u>	Week of Oct. 8, 2012 Mid-term Exam Exam comment
<u>Week 8:</u>	Week of Oct. 15, 2012 Cost estimation Discounting and dynamic efficiency
<u>Week 9:</u>	Week of Oct. 22, 2012 Tragedy of the commons Resource rents: agricultural and water market

- Week 10:** Week of Oct. 29, 2012
Renewable resources: Fisheries
- Week 11:** Week of Nov. 5, 2012
Renewable resources: Forest
Non-renewable resources
- Week 12:** Week of Nov 12, 2012
Land use and environmental amenity
Environmental justice
- Week 13:** Week of Nov 19, 2012
Thanksgiving break
- Week 14:** Week of Nov. 26, 2012
Project Presentation
- Week 15:** Week of Dec. 3, 2012
Project Presentation
- Week 16:** Week of Dec 10, 2012
COMPREHENSIVE FINAL EXAM (Time: TBA)

Guidelines for Economic Analysis Project

Due: Tuesday, November 27th

This project includes 1) a brief report analyzing the economics of the policy question, and 2) project presentation at the end of the semester. There are about 35 students in the class, and you will form groups to complete the project as teams. Each team contains about 3-4 students. However, you are welcomed to finish the project by your own. The team formation date is Oct. 16th.

Imagine now you are a team of consulting analysts to evaluate the environmental policies. For the topic, you can either select one of the following policies or decide your own. Keep in mind that the purpose of the project is to provide the ECONOMIC evaluation of environmental policies using the tools we learned from the course. The report should be no more than 15 double spaced pages. You may want to have an executive summary that lays out your key findings.

The potential topics include:

1. In 2003, EPA launched the NOx Budget Trading Program that is similar in spirit to the successful sulfur dioxide emissions trading program. Analyze the economics of this program.

<http://www.epa.gov/airmarkt/progsregs/nox/sip.html>

2. Since 2005, Bering Sea and Aleutian Islands (BSAI) crab fisheries have been managed under the Crab Rationalization Program with a core component of Individual fishing quota system. Evaluate the success of the rationalization program in restoring economic efficiency to Alaskan crab fisheries.

<http://www.fakr.noaa.gov/sustainablefisheries/crab/crfaq.htm>

3. Analyze the economics of the Bush administration proposal to allow drilling in the Alaskan National Wildlife Refuge (ANWR).

<http://edition.cnn.com/2008/POLITICS/07/14/bush.offshore/index.html>

4. In February 2003, London began charging a 10 £ congestion toll for most motor vehicles traveling in central London. Analyze the economics of this congestion toll. You may want to compare the economic properties of this toll to other alternative congestion policies.

5. Follow the example in the class to design a contingent valuation.

You are expected to co-present the project. The presentation can include, but not restricted to, the main objective of your project, the model you use, and the main findings. You can and should use subsections, bullets, and other tools to make the key points immediately clear to your audience.

University of Connecticut, Spring 2012
HIST 3995 Asian Diasporas in the Americas
Instructor: Dr. Jason Oliver Chang
Office: Wood Hall 331
Office Hours: 11-1

Course Description

This course examines the transnational history of multiple Asian diasporas across North, Central, and South America, in addition to the Caribbean from the 1500s to the present. The study of Asian diasporas in the western hemisphere has focused almost exclusively on the U.S. and Canada. These countries represent the largest populations of Asians in the two American continents, but less attention has been paid to the presence and connections to Asians in Latin America and the Caribbean. Through a framework that conceives of diaspora as a transnational identity and social process grounded in material and cultural systems of exchange that transcend national boundaries, students will learn the histories of different Asian populations (Chinese, Japanese, Korean, Indian, Filipino, among others) and the migration and settlement patterns that often link multiple destinations (Mexico, Cuba, Peru, Haiti, the U.S., Canada, Brazil, and many others) across several generations. They will also gain an understanding of the reasons for migration, the worldview of those migrants, and their living conditions. Ultimately, students will question the terms of belonging, incorporation, and integration to analyze the differences and similarities among Asian ethnic groups, as well as, between different colonial and national contexts. In this examination, the course contributes to a multi-racial/multi-ethnic understanding of identity formation in which Asians occupy shifting and dynamic relations to indigenous, white, black, and mestizo populations, for example. Through this subject matter, students will be evaluated on their analysis of historical knowledge and application of critical thinking skills to consider how social structures (e.g. states, economies, institutions) and ideologies (e.g. race, gender, sexuality, and nationality) have shaped the experiences of Asian migration and settlement and conditioned their choices. In written assignments and classroom discussion, students will gain an appreciation for the long history of contact that weaves the Pacific region together along with the different articulations of power that are revealed by focusing on Asian diasporas across the Americas.

Class Policies

Class Conduct: Respectful behavior is expected from everyone in the classroom. This includes raising your hand and waiting when you want to speak, turning *off* cell phones and other electronic devices and showing up to class on time. Texting in class and surfing the web is not allowed.

Email: All electronic communications for the course will take place through HuskyCT.

Participation / Attendance: Daily attendance will be taken. Attendance is mandatory and is included in your participation grade; if you are absent, you cannot participate. Medical and Athletic absences will be excused with the appropriate paperwork from the health services or coach. Outside of these exceptions, I do not accept late assignments or missed exams. In order to participate in class you must come to class prepared, having completed the assigned readings by the day they are listed on the schedule below.

Academic Integrity and Assistance: There is a zero-tolerance policy for any form of cheating and plagiarism on this campus and in this class. You must familiarize yourself with the definitions and consequences of plagiarism at UConn by working through the Plagarism Module linked below.

http://irc.uconn.edu/PlagiarismModule/intro_m.htm

There are many resources on campus to help you avoid plagiarism and strive for academic excellence. Please consult with the Writing Center should you need additional help with writing assignments in this course.

<http://www.writingcenter.uconn.edu/index.php>

Students with Disabilities: I will do all in my power to make the appropriate accommodations for students enrolled in the course. This requires clear communication so I urge you to consult with The Center for Students with Disabilities to acquire the necessary paperwork. Please see the following website for more information. <http://www.csd.uconn.edu/>

Grading

1. [20%] Library Research Assignments
2. [20%] Midterm
3. [30%] Research Portfolio
4. [15%] Attendance
5. [15%] Participation

All assignments and exams will be graded according to structured rubrics. The rubric method of grading is designed to create consistency between individuals and to communicate clear learning objectives.

Library Research Assignments and Research Portfolio expectations will be discussed in class.

Schedule

Week	Class	Date	Topic	Reading
1	1	1/18	Introduction	
	2	1/20	Overview	
2	3	1/23	Trans-Pacific Empires and Diasporas	Frank: Ch. 1
	4	1/25	Empire: People and Processes	
	5	1/27	The Hispanic Pacific	Mignolo: 1
3	6	1/30	What is Latin America?	
	7	2/1	Settler-Colonialism	Veracini: Intro & 1
	8	2/3	Comparative Colonialisms	
4	9	2/6	Relational Identities	
	10	2/8	Colonial Worlds, National Problems	
	11	2/10	Emergence of U.S. Empire	
5	12	2/13	The Chinese Diaspora	Ma & Cartier: 1 & 5
	13	2/15	The South Asian Diaspora	Lal
	14	2/17	The Japanese Diaspora	Endoh: 1 & 2
6	15	2/20	Comparative Diasporas	
	16	2/22	Between Diasporas	
	17	2/24	Among Destinations	
7	18	2/27	Among Others in Destinations	
	19	2/29		
	20	3/2		
8	21	3/5	Individual Research Projects - Problem Definition	
	22	3/7	Library Research	
	23	3/9	Defining the Historical Context	
BREA K	X	3/12		
	X	3/14		
	X	3/16		
9	24	3/19	Nationalist Paradigms - Race / Gender	Annotated References
	25	3/21	continued	
	26	3/23	continued	
10	27	3/26	Political Economy - Labor & Markets	
	28	3/28	continued	
	29	3/30	continued	
11	30	4/2	Inter-Group relations	Scholar Profile
	31	4/4	continued	
	32	4/6	continued	
12	33	4/9		

	34	4/11		
	35	4/13	Comparative Diaspora	
13	36	4/16	continued	
	37	4/18	continued	
	38	4/20		
14	39	4/23		
	40	4/25		
	41	4/27		
15	42	4/30		

College of Liberal Arts and Sciences, Committee on Curricula and Courses, Addendum: Agenda for April 30th, 2013

Additional Proposals submitted for re-consideration	2
2013-062 Add CHIN 3282 Women in Chinese Literature and Film.....	2
2013-063 Add CHIN 3250W Advanced Chinese	6
2013-071 Add CHIN 3220 Business Chinese.....	11
2013-072 Add CHIN 3240 Contemporary Chinese Film	15

Additional Proposals submitted for re-consideration

2013-062 Add CHIN 3282 Women in Chinese Literature and Film

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

3282: Women in Chinese Literature and Film

Three credits. Recommended preparation: CHIN1121 and CHIN 1122 or equivalent
Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminism movements in China and gender issues. Taught in Chinese. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
CHIN
2. Course Number (see Note B): 3282
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: Women in Chinese Literature and Film
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminism movements in China and gender issues. Taught in Chinese. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F)
9. Recommended Preparation, if applicable (see Note G): CHIN 1121 or 1122
10. Consent of Instructor, if applicable (see Note T) N
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): Liansu Meng
14. Open to Sophomores (see Note U): y
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) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus

3282: Gender in Chinese Literature and Film

Three credits. Recommended preparation for Chinese Majors: CHIN3210 or equivalent
 A critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China.
 Taught in English. Chinese majors are expected to read extra materials and write extra assignments in Chinese.

Course Description:

This course is a critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. The goal is to cast a new light on issues of gender in modern Chinese history. We will examine how the early Chinese feminists articulated their relationship to the modern state, political economy, ideology, and cultural authority. The class will mainly focus on the close reading and appreciation of primary texts and films. Secondary materials are included to offer theoretical and historical underpinnings. Readings will be in English for non-Chinese majors. Chinese majors are expected to read primary texts in both English and Chinese and write extra assignments in Chinese. All films are with English subtitles.

Required Texts:

Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko, eds. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. NYC: Columbia University Press, 2013.

Zhang Zhen. *The Amorous History of the Silver Screen*. Chicago: U of Chicago Press, 2005.

John Stuart Mill, *The Subjection of Women*. 1869.

Ding Ling. *Miss Sophia's Dairy and Other Stories*. Beijing: Panda, 1985.

Eileen Chang (Zhang Ailing), *Love in a Fallen City*, trans. Karen S. Kingsbury. NYRB, 2006.

Requirements:

- Regular attendance and active participation in class discussion; presence at film screenings is obligatory.
- Weekly response papers to set questions and facilitate class discussions, 1 page each.
- Presentation: Each student will have the opportunity to present on the course materials at least once during the semester.
- Mid-term paper (5-6 pages). Chinese majors are expected to incorporate a significant amount of Chinese materials in the paper and provide the English version of the Chinese materials.
- Final Exam. Chinese majors are expected to answer some questions in Chinese.

Grading:

- Class participation: 15%
- Weekly Response Papers: 30%
- Presentation: 10%
- Mid-term paper: 15%
- Final Exam: 30%

Course Schedule:

Week 1: Introduction

Week 2: Liberty, Gender, and the Modern State

Readings: 1. Jin Tianhe, "A Bell to Warn Women's World" (selections, tr. Michael Hill)

2. Zhang, Zhen. *Amorous History*. Chapter 1

Film Screening: *The Goddess* (dir. Wu Yonggang, 1934, 85 mins)

Week 3: Feminist Theories of the State

Readings: He Zhen, "On Liberation" (tr. Lydia Liu)

John Stuart Mill, "On the Subjection of Women" (Chapters I & III)

Film Screening: *The New Woman* (Cai Chusheng, 1934, 106 min)

Week 4: Feminism, Anarchism, and Labor

Readings: He Zhen, "On the Question of Labor" (tr. R. Karl)

Film Screening: *Daybreak* (Sun Yu, 1933, 116 min)

Week 5: Feminist Critiques of Ideology: Scholarly Practices

Readings: 1. He Zhen, “The Revenge of Women” (tr. D. Ko)
2. John Stuart Mill, “On the Subjection of Women” (Chapter II)
Film Screening: *Crossroads* (Shen Xiling, 1937, 110 mins)

Week 6: Feminist Critiques of Ideology: Social Practices

Readings: 1. Mao Zedong, Commentary on Miss Zhao’s Suicide
2. Rou Shi, “Slave Mother”

Film Screening: *The Air Hostess* (Yi Wen, 1959, 102 mins)

Week 7: Bodies, Practices, Agency

Readings: D. Ko, *Cinderella’s Sisters: A Revisionist History of Footbinding*, pp. 1-68; 227-229

Film Screening: *Diary of a Nurse* (Tao Jin, 1957, 95 mins)

Week 8: Race, Gender, and Hygiene

Readings: 1. Xiao Hong, “Hands”
2. Lydia Liu, “Life as Form,” *Journal of Asian Studies*

Film Screening: *Troubleshooters* (Mi Jiashan, 1988, 110 mins)

Week 9: Labor Revisited

Readings: 1. He Zhen, “On the Question of Labor”
2. Hershatter, *Dangerous pleasures: prostitution and modernity in twentieth- century Shanghai* [selections]

Film Screening: *The Terrorizer* (Edward Young, 1986, 110 mins)

Week 10: Interiority, the Feminist Self, and Writing

Readings: 1. Ding Ling, “Miss Sophie’s Diary”
2. Xie Bingying, *A Woman Soldier’s Own Story* [selections]
3. Theorizing Woman: Funu, Guojia, Jiating”

Film Screening: *Woman Being* (Wen-Jie Qin, 1997)

Week 11: War, Nationalism, Revolution

Readings: 1. Xiao Hong, *Field of Life and Death* [Selections]
2. Ding Ling, “Shanghai, Spring 1930”

Film Screening: *Through Chinese Women’s Eyes* (Mayfair Yang, 1997)

Week 12: Theories of the State Revisited

Readings: 1. He Zhen, “On Liberation”
2. J. Butler, *The Psychic Life of Power* [Selections]

Film Screening: *Suzhou River* (Lou Ye, 2001)

Week 13: Critiques of Ideology Revisited

Readings: 1. He Zhen, “The Revenge of Women”
2. de Beauvoir, , *The Long March*, Chapter 3 (“On Family”)

Film Screening: *Out of Phoenix Bridge* (Li Hong, 1997)

Week 14: Thanksgiving Break

Week 15: Final Presentations

2013-063 Add CHIN 3250W Advanced Chinese

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

Final catalog Listing:

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

CHIN 3250W: Advanced Chinese

Three credits. Recommended preparation: CHIN 3210

Development of advanced reading, speaking and writing competency in Chinese through modern and contemporary Chinese literature. Taught in Chinese.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
CHIN
2. Course Number (see Note B): 3250W
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: Advanced Chinese
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Development of advanced reading, speaking and writing competency in Chinese through modern and contemporary Chinese literature. Taught in Chinese.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210
10. Consent of Instructor, if applicable (see Note T): N
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): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses.
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus**Objectives**

This course introduces unique angles of self-understanding suggested by Chinese writers and intellectuals who have participated in the making of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Our readings will cover a wide selection of modern Chinese fiction, poetry and autobiographical writing with emphasis on the interplays of art/literature, history, and politics. We will pay close attention to the role of storytelling, the mediating powers of technology, and the emergence of critical consciousness in response to global modernity. Our goal is to develop critical reading skills, improve the ability to write Chinese texts with appropriate vocabulary, punctuation and grammatical structures, and gain in-depth understanding of modern China. Topics of discussion include gender, class, history, exile, migration, social bonding, identity, capitalism, nationalism, and globalization.

Requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Course Texts:

Required:

Bei Dao, *Lan Fangzi* (Blue House)
Ding Ling, *Suofei de Riji* (Miss Sophie's Diary)
Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)
Han Shaogong, *Maqiao Cidian* (A Dictionary of Maqiao)
Yu Hua, *Shige Ci Li de Zhongguo* (China in Ten Words)
Mo Yan, *Hong Gaoliang* (Red Sorghum)

Course Reserves.

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Grade Breakdown

1. Participation (15%)
2. Weekly Writing Assignments (30%)
3. Presentations (15%)
6. Final Paper (40%)

Course Requirements:

Weekly Writings: Write down one "quote" either from the lecture notes you took or from the text that you read for Tuesday or Thursday. Follow the quote with one corresponding "note": Why do you think it struck you? Is it confusing, inspiring, controversial or else? What do you think it means? You can write about this in terms of thoughts and ideas (related to either this or other courses). Simple comments such as "I like / don't like..." and "I agree with ..." don't count unless followed with substantial elaborations. The weekly writing posts should be about **200 characters** long excluding the quote. Post your writing under the weekly topic by **Thursday midnight each week**. You will earn 3 points for each weekly writing post submitted on time. Unexcused late post will receive partial grade (2 points) if posted by **Sunday** midnight that week. Please don't post on Facebook after Sunday midnight. No submission will be accepted on Facebook after that time.

If you miss the deadlines due to unexpected situations, email me as soon as possible. After Sunday midnight, please **email** your quotes and notes to me for partial or full credit if you are excused.

Participation: you are strongly encouraged to respond to your classmates' post on the Facebook group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for

each comment and 15 points maximum for the semester. You have about **one week** to post your comments on each week's quotes and notes. You may start posting comments as soon as someone posts their quotes and notes under the weekly topic on Tuesday, but please stop posting any comments on Facebook after Sunday midnight. No posts will be accepted on Facebook after that time.

Presentations: Each student is expected to prepare discussion questions or points and lead the discussion at least once during the semester. Thorough preparation and sustained engagement with the issues raised by assigned readings are necessary to the success of your presentation. You are strongly encouraged to discuss with the instructor about your presentation beforehand.

W Class Requirement: Final Research Paper: The final paper is a research paper of at least 2000 Chinese characters excluding notes, bibliography, etc. You should have decided on a general topic or area toward a research topic and submit a short proposal delineating the goals of your research as well as the central questions you wish to explore in your paper by Nov 1. By November 12 you should have completed a bibliography and the first draft of your paper. We will workshop your first draft in small groups in class on November 12 so that you not only receive feedbacks from me but also from at least two of your classmates. Please submit the second draft of your paper by November 22. The final version of the paper should be submitted by Friday, December 13.

The final grade of your paper will be based on the quality of your writing, the clarity of your analysis as well as the improvements you make on each revised draft after receiving feedbacks from your classmates and me.

Weekly Schedule:

Week 1: Introduction/Modern China and the May 4th Movement

Week 2: Alienation, National Character and Modernity

Readings: Lu Xun, *Kuangren Rizi* ("A Madman's Diary")

Week 3: Women Writers in China

Readings: Lesson 3 of *Learn Chinese from Modern Writers*

Week 4: Gender, Class and Politics

Readings: Ding Ling, *Miss Sophie's Dairy*

Week 5: Love, Marriage and War

Readings: Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)

<p>Week 6: Language, Gender, and Local Knowledge Readings: Han Shaogong, <i>A Dictionary of Maoqiao</i></p> <p>Week 7: Global Capitalism and the Chinese Revolution Readings: Yu Hua, <i>China in Ten Words</i></p> <p>Week 8: Social Protest, Cultural Critique, and the Power of language Readings: Poems by Bei Dao, Zhai Yongming, etc; Selections from Bei Dao's <i>Blue House</i></p> <p>Week 9: Industrial Ruins and Post-socialist Memory Readings: Can Xue, <i>Dialogues in Paradise</i></p> <p>Week 10: Pollution, Ecology and Industrial Progress Readings: Poems by Wen Yiduo, Guo Moruo, Xi Chuan and Wang Xiaoni</p> <p>Week 11: Migration, Exile and Globalization Readings, Essays by Zha Jianying</p> <p>Week 12: Workshop First Draft of Research Paper in Class</p> <p>Week 13: Fantasy, Violence, and the Limits of Representation in Contemporary Chinese Fiction Readings: Mo Yan, <i>Red Sorghum</i></p> <p>Week 14: Thanksgiving Break – No Class</p> <p>Week 15: Final Presentations</p> <p>d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.</p> <p>n/a</p>

2013-071 Add CHIN 3220 Business Chinese

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:**CHIN 3220. Business Chinese**

Either semester. Three credits. Prerequisite: CHIN 3210

Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3220
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: Business Chinese
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Either semester. Three credits. Prerequisite: CHIN 3210
Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210 or the equivalent of third year Chinese
10. Consent of Instructor, if applicable (see Note T) N
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): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
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) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.

2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March .22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus

CHIN 3220. Business Chinese

Either semester. Three credits. Prerequisite: CHIN 3210

Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Required Textbook:

Jane Kuo, *Open For Business: Lessons in Chinese Commerce for the New Millenium 1: Textbook and Exercise Book*, Cheng & Tsui; 2nd edition (2003)

Jane C. M. Kuo, *Open For Business: Lessons in Chinese Commerce for the New Millenium 1: Audio CD Set*, Cheng & Tsui; 2nd edition (2002)

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor's or academic advisor's note afterwards. Excuses such as coursework or sleeping late will not be accepted.
- As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
- Cell phones or laptops in class are not allowed except for taking notes.

- Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
- No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Writing Assignments: Please post your writing on our online discussion forum. You are strongly encouraged to comment on one another's writings.

- Use characters only.
- Use at least 200 characters in total.
- Write every other line and leave space for corrections.
- Use punctuation marks.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:

1. Participation: 15%
2. Homework: 15%
3. Speaking Exercises: 10%
4. Quizzes: 15%
5. Mid-term Exam: 15%
6. Final Presentation: 10%
7. Final Exam: 20%

GRADING SYSTEM

According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:

Week 1: Introduction/ Lesson 1: 中国的☒☒体制改革 The Reform of China's Economic System

Week2: Lesson 2: 私有企☒的☒展 The Development of Private Enterprises
Quiz 1 (vocabulary and grammar)

Week 3: Lesson 3: ☒☒特区 Special Economic Zones
Quiz 2 (vocabulary and grammar); Speaking Exercise 1

Week 4: Lesson 4: 三☒企☒ Three Capital Enterprises
Quiz 3 (vocabulary and grammar)

Week 5: Lesson 5: 中国☒行☒的改革 China's Banking Reforms
Quiz 4 (vocabulary and grammar); Speaking Exercise 2

Week 6: Lesson 6: 利率与汇率的影响 The Influence of Interest Rates & Foreign Exchange Rates on the Economy

Quiz 5 (vocabulary and grammar)

Week 7: review and midterm exam for Lesson 1-6

Week 8: Lesson 7: 中国股票市场的展 The Development of the Chinese Stock Market

Quiz 6 (vocabulary and grammar); Speaking Exercise 3

Week 9: Lesson 8: 将上海建成国际金融贸易中心 Turning Shanghai into an International Financial and Trade Center

Quiz 7 (vocabulary and grammar)

Week 10: Lesson 9: 市场调研在中国 Market Research in China

Quiz 8 (vocabulary and grammar); Speaking Exercise 4

Week 11: Lesson 10: 市场的变革及趋势 Transformation and Trends in Marketing

Quiz 9 (vocabulary and grammar)

Week 12: Lesson 11: 品牌意识 Brand Consciousness

Week 13: Lesson 12: 中国商品的国际竞争力 International Competitiveness of Chinese Products

Week 14: Thanksgiving Break. No Class.

Week 15: Final Presentation

2013-072 Add CHIN 3240 Contemporary Chinese Film

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:**CHIN 3240. Contemporary Chinese Film**

Three credits. Prerequisite: CHIN1111-1114 or equivalent

Study of language and culture through contemporary Chinese films. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.

Items included in catalog Listing:**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3240
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: Contemporary Chinese Film
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Study of language and culture through contemporary Chinese films. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in Chinese.
- Optional Items**
7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F): CHIN 1114
9. Recommended Preparation, if applicable (see Note G): CHIN 1114
10. Consent of Instructor, if applicable (see Note T) N
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): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
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) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
 Department Curriculum Committee: March 22, 2013
 Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
 Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus**CHIN 3240. Contemporary Chinese Film**

Three credits. Prerequisite: CHIN1114 or equivalent

Study of language and culture through contemporary Chinese films.

In-depth development of listening and speaking skills. Films in Chinese with English subtitles.

Taught in Chinese.

Required Textbook:

Zhao Yunhui & Liu Xiaoyu, eds., *Learning Chinese Through Movies* 看电影学影学, Vol 1. (Beijing: World Book Press, 2010)

Recommended:

Pocket Oxford Chinese Dictionary. 4 edition. Oxford University Press, USA, 2009.

Requirements:

- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor's or academic advisor's note afterwards. Excuses such as coursework or sleeping late will not be accepted.

- As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
- Cell phones or laptops in class are not allowed except for taking notes.
- Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor's or academic advisor's note.
- No make-up quizzes or exams unless a doctor's or academic advisor's note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:

- Participation: 15%
- Homework: 15%
- Speaking Exercises: 10%
- Quizzes: 15%
- Mid-term Exam: 15%
- Final Presentation: 10%
- Final Exam: 20%

GRADING SYSTEM

According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:

Week 1: Introduction/ Lesson 1: 和你在一起 (*Together*)

Week2: Lesson 1 continued

Quiz 1 (vocabulary and grammar)

Week 3: Lesson 2: 无道3 (*Infernal Affairs*)

Quiz 2 (vocabulary and grammar); Speaking Exercise 1

Week 4: Lesson 2 continued

Quiz 3 (vocabulary and grammar)

Week 5: Lesson 3: 姨的后代生活 (*The Postmodern Life of My Aunt*)

Quiz 4 (vocabulary and grammar); Speaking Exercise 2

Week 6: Lesson 3 continued

Quiz 5 (vocabulary and grammar)

Week 7: review and midterm exam for Lesson 1-3

Week 8: Lesson 4: 开往春天的地铁 (*Spring Subway*)

Quiz 6 (vocabulary and grammar); Speaking Exercise 3

Week 9: Lesson 4 continued

Quiz 7 (vocabulary and grammar);

Week 10: Lesson 5: 保持通畅 (*Connected*)

Quiz 8 (vocabulary and grammar); Speaking Exercise 4

Week 11: Lesson 5 continued

Quiz 9 (vocabulary and grammar)

Week 12: Lesson 6: 美人草 (*Years Without Epidemic*)

Week 13: Lesson 6 continued

Week 14: Thanksgiving Break. No Class.

Week 15: Final Project presentation