

**APPENDIX.**  
**Supplementary Information to selected Proposals**  
**CLAS Committee on Curricula and Courses**  
**September 9, 2003**

**2003-79**

**SYLLABUS: Italian 298 "Cinema Italiano"**

Instructor: Norma Bouchard  
Office: JHA 232  
Tel: office: (860) 486-3292 home: (860) 887-0895  
e-mail: bouchard@uconnvm.uconn.edu

Textbooks:

G.P. Brunetta, Storia del Cinema Italiano (sel.)  
Rondolino, Tomasi, Manuale del Film

**Schedule of Films and Assignments:**

*"Introduction to course and to Fascist Cinema*

Screening: Ossessione Part I (Visconti, 1942)

Discussion of Ossessione I and readings

Screening: Ossessione Part II (Visconti, 1942)

Discussion of Ossessione I and II and readings

*Neorealism: Roberto Rossellini"*

Screening: Roma città aperta, (Rossellini 1945)

Discussion of Roma città aperta and readings

*Neorealism: Vittorio De Sica"*

Screening: Ladri di biciclette (De Sica 1948)

Discussion of Ladri di biciclette and readings

*"The Break with Neorealism: Early Federico Fellini"*

Screening: La strada (Fellini, 1954)

Discussion of La strada and readings

*"The Break with Neo-Realism: Fellini's The Nights of Cabiria"*

Screening: Fellini's Le notti di Cabiria (1956)

Discussion of Fellini's Le notti di Cabiria and readings

*"The Rise of Comedy--Italian Style: Monicelli"*

Screening: La grande guerra (Monicelli, 1959)

Discussion of La grande guerra and readings

*"The Development of Comedy -- Italian Style: Risi"*

Screening: Risi: Profumo di donna (1974)

Discussion of Risi: Profumo di donna and readings

*"Auteurism: Visconti I"*

Screening: Rocco e i suoi fratelli I (Visconti, 1960)

Discussion of Rocco e i suoi fratelli I and readings

*"Auteurism: Visconti I"*

Screening: Rocco e i suoi fratelli II (Visconti, 1960)

Discussion of Rocco e i suoi fratelli I & II and readings

*"Auteurism: Michelangelo Antonioni"*

Screening: Deserto Rosso (Antonioni 1964)

Discussion of Deserto Rosso and readings

*"Politics and Ideology in contemporary Italian cinema: Rosi"*

Screening: Cristo si è fermato a Eboli (1979)

Discussion of Cristo si è fermato a Eboli and readings

*"Politics and Ideology in contemporary Italian cinema: Lina Wertmüller"*

Screening: Wertmüller: Pasqualino Settebellezze(1976)

Discussion of Wertmüller: Pasqualino Settebellezze and readings

*"Politics and Ideology in contemporary Italian cinema: Lina Wertmüller"*

Screening: Travolti da un insolito destino (Wertmüller, 1987)

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**2003-80**

Comparative Politics of North America  
Syllabus

**POLS 296-02** SPRING SEMESTER 2002 T-TH 12:30-1:45 HRM

PROFESSOR Richard VENGROFF Office: 122 Monteith

Telephone 860 486-2615 E-MAIL AT [richard.vengroff@uconn.edu](mailto:richard.vengroff@uconn.edu)

Web Page: <http://www.ucc.uconn.edu/~vengroff/>

Office Hours: T-TH 2-3pm or by appointment, or come by the office anytime

Assistant Instructor: Clemente Quinones: e-mail [req97001@uconnvm.uconn.edu](mailto:req97001@uconnvm.uconn.edu)

Comparative Politics of North America: Description

A focus on the commonalities and differences in the political systems of the NAFTA countries, Canada, Mexico, and the United States. Issues such as political culture and value systems, electoral politics, approaches to federalism and regionalism, public opinion and support for NAFTA and its expansion, migration, political integration, the treatment of indigenous peoples, ethnic and gender representation, decentralization and the role of municipal government in the

Provinces/States will be explored. The format of the course will include lectures, class discussions, small group exercises, debates and two short research papers. If there is sufficient interest, a field trip to Canada during spring break may be included as an optional part of the course.

#### Required Books:

1. S. M. Lipset, (L) Continental Divide, Routledge
2. Roderic Camp, ( C ) Politics in Mexico, Oxford University Press.
3. Michael Whittington and Glen Williams, (W&W)Canadian Politics in the 21<sup>st</sup> Century, Nelson.
4. Carol Wise, ed. (W)The Post-NAFTA Political Economy: Mexico and the Western Hemisphere, Pennsylvania state University Press, 1998.
5. Other assigned readings will come primarily from the internet.

#### Course Requirements:

1. 1. All reading assignments should be completed before class on the date assigned.
2. 2. Participation in class discussions, analysis of cases in small groups, assigned exercises, reports and analysis will be worth 25% of the course grade.
3. 3. Examinations: Three Exams (essay) 15% each - total 45%
4. 4. Two short research/position papers out of four –15% each - total 30% (5 pages each). The papers must be submitted in final form on the day listed in the syllabus. Students should be ready to make brief oral presentations on their findings in class.\*

\*For university policies regarding academic integrity and honesty see the student code of conduct at <http://vm.uconn.edu/~dosa8/code2.html>

#### Some Useful Websites

<http://www.northamericaninstitute.org/index.htm> North American Institute

<http://www.carleton.ca/nac/resources.htm> Carleton U. Center for North American Studies

<http://www.nafta-sec-alena.org/> NAFTA Secretariat and documents

<http://naid.sppsr.ucla.edu/main.html> NAID Center, UCLA

<http://canada-acsus.plattsburgh.edu/> Links to Canadian Studies and Canadian Websites

[http://canada.gc.ca/depts/major/depind\\_e.html](http://canada.gc.ca/depts/major/depind_e.html) Canadian govt agencies web site

<http://www.politicalresources.net/mx3.htm> Mexican government web sources

<http://www.gksoft.com/govt/en/mx.html> Governments on the Web ...Mexico

<http://www.politicalresources.net/canada/canada3.htm> Canadian Govt web sites

<http://www.gouv.qc.ca/> Government of Quebec web sites

<http://www.citizen.org/trade/nafta/index.cfm> Tradewatch

### **Research/ Papers**

1. Length: 5 pages typewritten (for each of the two papers), double-spaced,  
12 point font

1. Footnotes: Include in the text using the sociological-psychological style.

Consult Comparative Political Studies or Electoral Studies for the format...e.g.  
(Smith, 1987:182), (Jones, 1998), (Vasilinovich and Kresge, 1999)

1. References: References should be listed on a separate page(s) at the end of  
your paper. They should be listed in alphabetical order by author. Where  
more than one article or book is listed by the same author they should be  
listed in chronological order. Consult articles in the journals listed above for  
the exact format.

### **Paper Topics - Individual or Group Projects**

**Paper Topics: (5 pages + references, including books, journal articles and internet sources).**

This is only an illustrative list of some possible topics. You must discuss the topic of each paper  
with the instructor. If you do a group research paper the expected length is 5 X # in group.

1. Choose some aspect of the political culture of the U.S., Canada, and Mexico and:  
show how it either contributes to or inhibits further political integration of these  
three countries.

1. Compare a Canadian Province, a Mexican State and a U.S. State and discuss the impact  
of their nation's system of federalism on each.
2. Compare the relationship between the executive and the legislature in the three countries
3. Compare public Confidence in Institutions between the three countries
4. Compare secessionist movements in Canada and Mexico
5. Compare Immigration policy and its implications in each of the three countries.

6. Compare the foreign policy roles of each country in terms of international conflict and peacekeeping.
7. Compare Health care policies of the three countries.
8. Compare municipal governance and reform in the three countries.
9. Compare the way in which indigenous peoples are/were treated in the three countries.

Date Topic Assignment(s)

1/24 Why Study North America, NAFTA?

Key Questions and Issues

<http://www.nafta-sec-alena.org/english/index.htm>

read Article 102 Objectives

/Wise (W) Introduction

1/29 " Camp (C) chapt. 1&2,

Lipset (L) Preface and Chapt. 1

1/31 Cultures and Political Cultures (L) chapters 2&3

of the NAFTA countries (C) chapter 3

2/5 " (C) chapter 4

Whittington and Williams (WW) chapter 12

2/7 Elitism, Pluralism and Democratic Elitism. C chapter 5, L chapt. 6&9

2/12 " W chapt 1, C chapter 6,

WW chapt. 10

2/14 Exam # 1 - questions will be distributed in class on 2/12

2/19-21 Comparative Political Institutions - Canada WW chapters 1&2

2/26-28 Comparative Political Institutions - Mexico C chapt. 7, W chapt. 7

3/5 Comparative Federalism L chapt. 10-11,

WW chapt. 4

3/7-3/12 Challenges to Federalism- Quebec, Chiapas, WW chapt. 15

Puerto Rico? <http://burn.ucsd.edu/~ssady/>

Take a look at the photos and text on this website.

3/14 Exam # 2 (questions will be distributed on 3/12)

3/16- 3/24 NO CLASS SPRING BREAK

3/26 (FIRST PAPER DUE) Electoral Systems C chapt. 8, W chapt. 7

3/28 Political Parties and Elections WW chapt. 6&7

4/2 Gender WW chapt. 13, C pp. 90-93, 113-120

4/4 Race and Ethnicity WW chapt. 5,&14

4/9 Immigration and Border Security Raul Hinojosa Ojeda et al

<http://naid.sppsr.ucla.edu/>

<http://naid.sppsr.ucla.edu/>

L chapt. 10, W chapt.6

4/11 Healthcare L chapt. 7, WW chapt. 9

4/16-18 Key Economic Issues WW chapt 9, C chapt 10, L chapt. 7,  
The Maquiladoras W chapt. 5

4/23 Foreign Policy WW chapt. 11, C chapt. 9, W chapt 2

4/25 (SECOND PAPER DUE) Environmental Issues

<http://www.csa.com/hottopics/ern/00jul/inter-29.html>

<http://www.cec.org/home/index.cfm?varlan=english>

5/2 Exam 3

5/7 Conclusions: The future of NAFTA W chapt 9

### **Richard Vengroff - Abbreviated Resume**

Professor of Political Science (Tenured) and Department Head, University of Connecticut, Box U-24 Storrs, Connecticut 06269, Phone 860 486-2615, Fax 860 486-3347, e-mail

[vengroff@uconnvm.uconn.edu](mailto:vengroff@uconnvm.uconn.edu)

### **KEY QUALIFICATIONS:**

Dr. Richard Vengroff, a political scientist specializing in comparative politics (Canada and Africa), development administration and management, did his graduate work at the Maxwell School of Syracuse University. Dr. Vengroff has lived and worked overseas for over eight of the last 25 years and has conducted field research and been involved in the design, implementation, and evaluation of development projects and numerous exchange and linkage programs around the world. He has recently served a two-year term as vice president of the American Council on Quebec Studies, and program Chair for the 1998 meetings in Charleston, South Carolina. He was the campus project Director for a FIPSE funded North American Mobility Grant, and a participant in a USIS funded NAFTA faculty exchange research program (University of Calgary)

**PUBLICATIONS:** Dr. Vengroff is the author, or editor, of seven books, more than 70 articles in scholarly journals, and a series of training materials in project management. His current research is devoted to issues of Canadian and Quebec politics, development management, democratic governance, decentralization, and privatization. He is the past editor for the American Society for Public Administration (ASPA) Occasional Paper Series on International Administration (SICA). Dr. Vengroff has been conducting research on Canada for the last 7 years. During that time he has been an active participant in the ACSUS conferences and the ACQS conferences. He has published articles on Quebec and Canadian Politics in the Canadian Journal of Political Science, Canadian Public Administration, International Journal of Canadian Studies, American Review of Canadian Studies, Quebec Studies, and several book chapters in edited volumes.

### **EDUCATION:**

Ph.D., Maxwell School, Syracuse University (interdisciplinary-major area in political science/development administration) 1972.

M.S.Sc. Maxwell School, Syracuse University 1970.

B.A., magna cum laude, State University of New York at Stony Brook, 1967.

### **EXPERIENCE-POSITIONS HELD**

1996- Present, Professor of Political Science (tenured), University of Connecticut

1996 Visiting Scholar, McGill University, Department of Political Science

1990-1996, Dean of International Affairs and Professor of Political Science (tenured), University of Connecticut.

1986 - 1989, Director of International Programs, and Professor of Political Science (tenured), California State Polytechnic University, Pomona.

1980-1986, Director, Center for Applied International Development Studies (C.A.I.D.S.) Texas Tech University

1972-1986, Assistant, Associate and Full Professor, (tenured) Department of Political Science, Texas Tech University.

### **FOREIGN LANGUAGES**

French, Fluent (written and oral FSI rating 4, 4+), Dr. Vengroff is fluent in French and regularly offers workshops and lectures in French. He also has a French Language Across the Curriculum section attached to his comparative politics course.

Also Studied Kiswahili, Setswana, and Wolof.

### **SELECTED RECENT NORTH AMERICA RELATED PUBLICATIONS AND PAPERS**

>"The 1994 Quebec Provincial Elections: Party Realignment, Independence Referendum, or More of the Same," Quebec Studies (1995), coauthor Samuel Fisher

>"Canadian Public Opinion on Free Trade," in Subash Jain and David Ralston, eds., Proceedings of the colloquium on the North American Free Trade Agreement (1996), CIBER, Storrs, CT.

>"Representative Bureaucracy, Tokenism, and the Glass Ceiling: The Case of Women in Quebec Municipal Administration," Canadian Public Administration (1997), co-author Elisabeth Gidingel

>"Representational Gains or Token Growth? The Case of Women in Quebec Municipal Politics," co-author Elisabeth Gidingel, Canadian Journal of Political Science (1997)

>Guest Editor, Post Referendum Special Volume of Quebec Studies, "Two Years After the Referendum: Whither Quebec?" Fall 1997

- > “Decentralization, Policy Outputs and Government Efficiency in Canadian Provinces,” co-author Zaira Reveron, International Journal of Canadian Studies.v.16 1997.
- “In the Service of Peace”: Reflexive Multilateralism and the Canadian Experience in Bosnia,” (forthcoming as a chapter in a book on public opinion and foreign policy, in press) also presented at MANECCS conference in Vermont November , 1998 and at the International Studies Association, Wash. D.C., February, 1999
- >“The Impact of Canadian Municipal Reform in an Age of Neoliberalism,” International Journal of Public Administration, 2000 co-author Robert Whelan.
- >"The Election Everybody Won?The Impact of Party System Change, Voter Turnout and Strategic Voting in the 1998 Québec Election," American Review of Canadian Studies, 2001, also paper presented at the 1999 meeting of ACSUS and the 1999 Meeting of the New England Political Science Association, co-authors James P. Allan, Marc J. O'Reilly
- >“Regional Perspectives on Canada’s Charter of Rights: A Reexamination of Democratic Elitism,”Canadian Journal of Political Science , v.33, no. 2 : 359-382, co-author, Ted Morton. Canadian Political Science Association, Ottawa, June 2, 1998,, also ACQS, 1998 co-author, Ted Morton.
- >"The Theory of Democratic Elitism Revisited Again," Canadian Journal of Political Science, v. 34, no. 1, 2001, co-author F. L. Morton.
- >"The Impact of Meso Level Electoral Systems on Gender Representation", (includes the Canadian Provinces among the comparative cases) International Political Science Association, August 2000, Quebec City., co-author Melissa Fugiero and Zsolt Nyiri , Political Research Quarterly, June, 2003.
- >Conference on Regionalism and Party Politics in Canada, discussant, Calgary, Canada, March 1999
- >Visioning North America Conference invited participant - Ottawa, October 2001.
- > “Electoral System and Gender representation in Sub-National Legislatures: Is there a National—Sub-National Gender Gap?” Political Research Quarterly, (forthcoming), co-author Zsolt Nyiri and Melissa Fugiero.
- >"Decentralization, Democratic Governance and Service Delivery in Mexico's Municipalities" International Journal of Public Administration, forthcoming 2003. co-author Lesley Denardis.
- >“All Politics are Local: The Impact of Municipal Reform on Voting Behavior in Quebec,” New England Political Science Association, Portland, May, 2002
- “The Changing Party system in Quebec: The 2003 elections and Beyond”, paper presented at the Annual meeting of the American Political Science Association, Philadelphia, August 2003 and at the ACSUS meetings in Portland, November, 2003.

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### **2003-83**

#### **Syllabus for MCB 225. Advanced Cell Biology Laboratory**

Fall 2003 Instructor: Dr. David Knecht Ph: 486-2200

**TA: to be announced**

**TLS 253/263 Tu Thu 1:00-4:30p**

1. **Week 1:** Cell Culture and Sterile technique



- Cell titering-Hemocytometer-Growth Curve
- Goals- learn to handle plates, sterile technique, media, antibiotics, titer cells, plot growth curve
- 2. **Week 2:** Microscopes and video microscopy
  - Brightfield/phase contrast/DIC
  - Fluorescence/confocal
- 3. **Week 3:** Observation and recording of Multicellular development
  - Cell number vs. timing
  - Volume agar
- 4. **Week 4:** Cell adhesion
  - Shaking in suspension
  - Attachment to surface
  - Glucose inhibition
  - H15 components
- 5. **Week 5:** Chemotaxis
  - Video recording of directional cell movement
  - Image processing to determine cell speed
- 6. **Week 6:** Transformation of Cells with DNA
  - Electroporation with vector DNA
  - Drug selection
  - Localization of GFP probe in cells
- 7. **Week 7:** Fluorescence Microscopy
  - Fixation and Immunostaining
  - Live Cell GFP expression
- 8. **Week 8:** Myosin dependent ATP contraction of the cytoskeleton
- 9. **Week 9:** Endocytosis
- 10. **Week 10:** Phagocytosis

In the last month of the course each student will work on an independent project of his/her choosing. The results of this project will be presented at a poster session at the end of the semester.

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**2003-86**

**PROPOSAL FOR PROCESS OF APPROVAL OF STRUCTURED  
INDIVIDUALIZED MAJOR PLANS OF STUDY**

Aug. 1, 2003

The number of individualized major plans of study being presented to the IMJR Committee has increased during the past two years from 87 in 00-01 to 108 in 01-02. Currently 102 plans of study have been submitted for approval and there is one more committee meeting in May. The Individualized Major Committee includes faculty members and administrators from each school/college that offers individualized majors. They have requested that faculty who are advisors for major titles that are very popular with students, develop some structure to that

individualized major for students to follow. They have also requested that students who are proposing individualized majors in major titles such as European Studies that have been developed by faculty members but has not yet been approved as traditional majors not meet with the committee. This year they asked that a format be developed for faculty members to follow to provide structure that would be approved by the Associate Deans' Council.

The framework for structured Individualized Major is as follows:

- It involves at least two departments. The participating departments may, but need not, be within the same school or college.
- It includes at least 36 credits at the 200 level.
- It involves a minimum of 9 credits of required coursework from at least two departments.
- It includes a INTD 295/296 Writing course or a capstone writing course from a department and at least 3 credits of research, internship, 200 level language courses or study away (Applied Courses)
- At least 50% of the coursework in the Major will be from one school or college.

**Curricular Process:** Specific titles and curricular requirements within the general framework should be developed by faculty members from at least two departments. They will write a statement of purpose that gives the academic focus of the major and a justification of having it as a faculty developed individualized major. Their departments would approve the curriculum. The Associate Deans Council will be the final approving body for each specific title. The school or college where at least 50% of the coursework is located will determine the general education requirements. Enclosed is the form that faculty who complete for the framework of the individualized major.

Students wanting to earn a B.A. or B.S. in a faculty developed individualized major would have three advisors to approve their proposed plan of study that follows the approved curriculum and write a statement of purpose. The Director of the Individualized Major Program will make the final approval based on their plan of study, statement of purpose and academic achievement. They will not meet with the Individualized Major Committee.

Individualized Major Committee will recommend a maximum number of students to the appropriate Dean's office when a structured individualized major becomes popular with students. The Dean's office will determine a maximum number based on their recommendation and other conditions. If more students want that structured major title as an individualized major then one of two options will occur. If the appropriate Dean's office wants that major title as a traditional major, then the faculty members who developed the framework will proceed with the process to have the major approved by the Department of Higher Education. If they do not want to proceed with Department of Higher Education approval, then that major title would be discontinued as an individualized major.

Discontinuing an individualized major would be determined so that the Individualized Major Program does not become a backdoor mechanism to offer programs that exist at other

institutions, but not at UConn. A form will be developed to verify that a structured individualized major plan of study is no longer available. It would be approved by the participating departments and school/college(s) and the Vice Chancellor for UEI/Associate Dean's Council. This signed form will go to the Director of the Individualized Major Program.

There are examples of both options in the past few years. Cognitive Science has been approved by the Department of Higher Education (and American Studies is in the approval process) after several students graduated with those major titles through the Individualized Major Program. An extremely popular major title, Visual Communications, was discontinued when the Art and Art History department could no longer offer the required art courses needed for that major title. Current popular major titles that faculty members have developed a framework for a structured curriculum are international relations, criminal justice and consumer behavior. After students graduate in December, 2003, there will be 10 students with individualized majors in criminal justice; 7 in international relations and 2 in consumer behavior.

### **COMMON COURSES FOR INTERNATIONAL RELATIONS**

#### **ANTH**

221 Contemporary Latin America  
222 Peoples and Cultures of So. America  
225 Contemporary Africa  
229 Caribbean Cultures  
230 Peoples of Pacific Islands  
258 Archeology of Eastern Asia  
275 Race, Ethnicity & Nationalism

#### **COMM**

272 Inter Cultural Communications

#### **ECON**

201 Economic History of Europe  
204 Economic History of the Middle East  
208 Political Economy of Nationalism  
228 Transitional Economies of Russia and Eastern Europe  
\*242 International Trade  
\*247 Economic Development  
298 European Economic Union

#### **FREN**

210 Aspects of French History and Geog  
211 Contemporary France  
217 Business French  
218 Francophone Studies  
224 Issues in Cultural Studies, the Media and Social Science

268 French Language and Culture II

**GEOG**

200 Economic Geography  
\*204 Global Issues in Human Geography  
234 Geog. Of Economic Development  
253 Geog. Of Russia and Eastern Europe  
254 Contemporary Europe: A Geog  
255 Geog. Of Latin America  
258 Geog. Of Africa

**GERM**

231-232 Commercial German  
233-234 Advanced Language Skills  
251 German Culture and Civilization

**HIST**

205 Modern Middle East from 1770 to present  
221 History of Modern China  
222 Hist. Of Pre Colonial Africa  
223 Hist of Modern Africa  
226 International Human Rights  
229 European History of the 20th Century  
**\*249 Rise of US Global Power**  
275 Latin Am. & the Great Powers  
277 History of India  
279 History of France since 1715  
281 Latin America in the Colonial Period  
282 Latin America in the National Period  
285 Cuba, Puerto Rico and Spanish Caribbean  
287 E. Asia to Mid 19 th Century  
288 E. Asia since Mid 19th Century  
290 The Middle East Crucible

**INTD**

222 Linkage Through Language Courses  
250 Global Militarism and Human Survival

**LAMS**

270 Latin American Popular Culture  
295 Variable Topics

**LING**

244 Language and Culture

**POLS**

203W Women in Political Development  
211 Contemporary International Politics  
\*212 Global Interdependence and the Crisis of World Order  
215 American Diplomacy  
\*216 International Political Economy  
\*217 Recent American Diplomacy  
218 Inter-American Relations  
\*219 Politics of American Foreign Policy  
\*220 Simulation and Gaming in Foreign Policy  
\*221 National and International Security  
222 Foreign Policy of Russia and USSR  
224 American Diplomacy in the Mid-East  
\*225 International Organ. And Law  
226 International Relations in the Mid-East  
230 Politics in Eastern Europe  
231 Political Institutions & Behavior in W. Europe  
235 Latin American Politics  
239 Politics of Africa  
244 Politics of So. Africa  
279 South Asia in World Politics  
296 Political Issues

### **SOCI**

226 Sociology of Africa  
227 Revolutionary Movements  
243 or 240  
268 Class, Power, & Inequality  
269 Political Sociology

### **SPAN**

201 Ibero-American Civil & Culture  
270 Business Spanish  
278 Conversational Spanish: Cultural Topics

\* 12 credits from the \* courses

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**2003-97**

**SYLLABUS FOR MARN 298**

**MARN 290 Plankton Ecology (3 credits) Fall 2003**

**CLASS HOURS AND LOCATION**

Monday, Wednesday: 1100-11:50, Marine Sciences Bldg. 124, Avery Point Campus  
Mon: 2:30-5:30, Marine Sciences Bldg. 107, Avery Point Campus

**Instructor:** Hans Dam: 405-9098, [hans.dam@uconn.edu](mailto:hans.dam@uconn.edu)

**Office hours:** Wed. 1:30-3 pm or by appointment

**Guest lectures/demonstrations by:**

Senjie Lin (phytoplankton)

George McManus (protista)

Pat Kremer (gelatinous zooplankton)

## **COURSE INFORMATION**

This is a new course, for advanced undergraduate students, focused on the ecology of planktonic (bacteria, protista and metazoa) organisms. Topics include: Framework (evolutionary ecology, methods of research), special features of aquatic habitats (e.g., gradients in physical properties, life at low Reynolds numbers), the individual in its habitat (e.g., requirements of the individual, resources, energy utilization), populations (e.g., features and control of populations), interactions (e.g., competition, grazing, predation, evolution of life histories), communities (e.g., food webs, bottom-up and top-down regulation, stability), and ecosystems (e.g., flow of energy, cycling of matter, comparison of biomes).

## **COURSE FORMAT**

Two lectures per week plus one lab/recitation period. The latter includes an introduction to the major planktonic taxa (from bacteria to metazoa), a cruise to Long Island Sound, experiments on live plankton, work on review questions from the lecture material, and discussion of assigned reading. Besides the information in lectures, there are homework assignments and supplemental readings from the textbooks and the primary literature. The lecturers employ the Socratic method. Hence, students are expected to be fully prepared to answer questions in class and to have a scientific dialogue.

## **GRADING**

Midterm (30%), final examination (40%), lab/recitation (30%).

## **TEXTBOOK**

Lampert, Winfried and Ulrich Sommer. 1997. Limnoecology: The ecology of lakes and streams. Oxford University Press.

<b>Date</b>	<b>Lecture</b>	<b>Topic Lab/recitation</b>
<b>Aug. 25</b>	1	Framework (evolutionary ecology) Organizational meeting
Aug. 27	2	Framework (methods of plankton research
<b>Sept. 1</b>		Labor day/No Class
Sept. 3	3	Special features of aquatic habitats
Sept. 8	4	Special features of aquatic habitats Intro. to phytoplankton
Sept. 10	5	The individual in its habitat
Sept. 15	6	The individual in its habitat Intro. to protozooplankton
Sept. 17	7	The individual in its habitat
Sept. 22	8	The individual in its habitat Intro. to metazooplankton
Sept. 24	9	Populations
Sept. 29	10	Populations Phytoplankton/bacterial growth
<b>Oct. 1</b>	11	Populations
Oct. 6	12	Populations Phytoplankton/bacterial growth
<b>Oct. 8</b>	<b>13</b>	<b>Exam 1</b>
Oct. 13	14	Interactions Grazing/egg production
Oct. 15	15	Interactions
Oct. 20	16	Interactions Grazing/egg production

Oct. 22	17	Interactions
Oct. 27	18	Interactions No lab; Cruise to LIS (Sat. Oct 25)
Oct. 29	19	Communities
Nov. 3	20	Communities LIS cruise results
Nov. 5	21	Communities
Nov. 10	22	Communities Food web simulations
Nov. 12	23	Ecosystems
Nov. 17	24	Ecosystems Carbon budgets
Nov. 19	25	Ecosystems
Nov. 24		Thanksgiving/No class
Nov. 26		Thanksgiving/No class
Dec. 1	26	Ecosystems Eutrophication
Dec. 3	27	Ecosystems
TBA		Final Exam