

Committee on Curricula & Courses
Departmental Course Proposals for the 15 March 2011 Meeting
Revised

Some of the following proposals await further information or revision, and are docketed here as placeholders. Their texts are given in italics.

I. Proposals Postponed from an Earlier Meeting:

2010 – 114 Proposal to Change CLCS 5302 [pending subject to revisions not yet agreed by CLCS faculty]

1. *Date: August 13, 2010*
2. *Department: Modern and Classical Languages Department*
3. *Nature of Proposed Change: The description reflects an older paradigm, and it needs to be updated.*

4. *Current Catalog Copy:*

CLCS 5302. Critical Theory

(CLCS 302) 3 credits. Seminar.

Modern literary theories and critical approaches, such as structuralism, semiotics, archetypal, or Marxist criticism.

5. *Proposed Catalog Copy:*

CLCS 5302 Introduction to Literary Theory

Introduction to the most important issues at the core of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology, etc. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences. 3 credits. Seminar.

6. *Effective Date immediately*

Justification

1. *Reasons for changing this course: The course description reflects an outmoded approach to Literary Theory. We want to make the course an introduction to literary theory.*
2. *Effect on Department's Curriculum: It will be beneficial for M.A. students in particular who have never had literary theory.*
3. *Other Departments Consulted (see [Note N](#)): CLCS and English.*
4. *Effects on Other Departments: none*
5. *Effects on Regional Campuses: none*
6. *Staffing:*
Current staff already covers this course from Modern and Classical Languages: Loss, Pardo, Bouchard, Travis, Weidauer, Nanclares, and Wogenstein have taught this class.
7. *Dates approved by (see [Note Q](#)):*
Department Curriculum Committee: Sept. 16, 2010
Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 6-3313

2010 – 116 Proposal to Add LCL 6XYZ [revised proposal 8 November 2010; remains subject to faculty revisions not yet agreed]

1. Date: Nov 8, 2010
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Spring 2012

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

LCL 6XYZ Interdisciplinary Topics in Literatures, Cultures and Languages

Seminar, 3 credits. Prerequisite: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323.

Open only to Ph.D. students, or with permission of instructor. Repeatable with change of topic.

Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in their major field language(s), as appropriate.

Candidates for the Ph.D. in Literatures, Cultures and Languages are required to complete LCL 6xyz at least once before advancing to candidacy.

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): LCL
2. Course Number (see [Note B](#)): 6xyz
3. Course Title: Interdisciplinary Topics in Literatures, Cultures and Languages
4. Course description, if appropriate (see [Note K](#)):
Seminar, 3 credits. Prerequisite: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323.
Open only to Ph.D. students in LCL, or with permission of instructor. Repeatable with change of topic.
Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in their major field language(s), as appropriate.
Candidates for the Ph.D. in Literatures, Cultures and Languages are required to complete LCL 6xyz at least once before advancing to candidacy.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 3
6. Course type (choose one or more 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; _x_ Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students in LCL, or with permission of instructor.
8. Recommended Preparation, if applicable (see [Note G](#)): n/a
9. Consent of Instructor, if applicable (see [Note T](#)): Yes, if not a Ph.D. student in LCL
10. Exclusions, if applicable (see [Note H](#)): n/a
11. Repetition for credit, if applicable (see [Note I](#)): Yes, with change of topic
12. S/U grading, if applicable (see [Note X](#)): n/a

Justification

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

In the present job market, it has become increasingly important that job candidates be able to demonstrate not only excellence in their primary area of specialization, but the ability to work in more than one language and cross disciplinary (language) boundaries. While research in different areas of language specialization may not appear to be as broadly interdisciplinary as, say, ethics and biology, it presents unique challenges which PhD candidates in the modern and ancient languages must be prepared to confront.

As part of the restructuring of the integrated PhD with primary and secondary fields of specialization, we propose to add a requirement that all students take at least one seminar team-taught by two members of the department from different sections. (A seminar team-taught with a faculty member from another department might also be appropriate.)

Unlike most graduate courses currently offered in LCL, this course would be taught in English to facilitate communication across disciplinary and language boundaries. However, students would be expected to make full use of their primary language specialty (or specialties) in their research, employing primary language resources for their research and (if appropriate) writing a final paper in their language of specialization.

The topic will vary depending on the research interests of the faculty teaching the course. The possibilities for interdisciplinary work are broad. A course could be organized around a genre (e.g., a course on the premodern novel comparing novels from the ancient Mediterranean, Heian Japan, and Renaissance Spain), a period (Renaissance Travel Narratives; Comparative Modernisms; International Avant-Garde Movements), a multilingual region (e.g., Islamic Spain, Francophone North Africa, modern Europe), a multilingual ethnic/religious group (e.g., midrashic narratives in Hellenistic and Rabbinic Judaism; the Convivencia movement in medieval Spain), or around disciplinary approaches (e.g., classical civilization and game design; Aesthetics and Literature; Literature and Media Theory; Literature and Other Arts/Interart Studies).

The department emphasizes that the topics and/or titles suggested above are by no means exhaustive, but are meant to serve merely as possible examples. The suggested topics are taken or adapted from courses which are already being planned for submission in the near future.

2. Academic Merit (see [Note L](#)):

As noted above, it is increasingly common in the academic study of modern and classical languages to expect that students have the ability to work across areas of traditional language. Such a course would therefore enable PhD candidates to be better prepared to enter to the job market.

In addition, such a course would take advantage of the interdisciplinary research in which many of the faculty of LCL are already engaged. Faculty will have greater opportunities to refine their interdisciplinary research in the graduate classroom, and students will have greater opportunities to be exposed to the innovative approaches to research which are one of the department's greatest strengths.

The offering of team-taught courses in English would increase opportunities for students from different language specialties to enroll in courses together and to communicate with one another about their work. Students would have greater opportunities to work with faculty outside their immediate discipline.

Courses of this type would better enable both faculty and students to engage directly with conference panels and research colloquia organized along similarly interdisciplinary lines. To take only one example, "Interart Studies/Literature and Other Arts" is currently recognized as a formal division at the MLA (Modern Languages Association) annual conference.

3. Overlapping Courses (see [Note M](#)): No such team-taught courses currently exist, but there is widespread interest in developing new courses along these lines.

4. Number of Students Expected: 10-15

5. Number and Size of Section: 1 section, limited to 15 students

6. Effects on Other Departments (see [Note N](#)): none, except to the degree that faculty from other departments might express interest in team-teaching a course

7. Staffing (see [Note P](#)): The course will be team-taught by at least two faculty from LCL or a related discipline (History, English, Art History, etc.)

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

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu 860-486-3313

II. New Departmental Proposals:

2011 – 9 Proposal to Change WS 3252

1. Date: 2-25-11
2. Department: Women's Studies
3. Nature of Proposed Change: change to catalog copy of this course in order to bring it in line w/the actual teaching of the course over the past several years.
4. Current Catalog Copy:

3252. Genders and Sexualities

(252) First semester. Three credits.

Overview of lesbian, gay, bisexual, and transgender issues.

5. Proposed Catalog Copy:

3252. Genders and Sexualities

(252). Three credits.

Examination of lesbian, gay, bisexual, and transgender issues. Focused exploration of three to four topics.

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

Fall 2012

Justification

1. Reasons for changing this course: This change to catalog copy brings the course description in line with actual teaching practices over the past several years.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): English: "the change is fine"; Sociology: ; Psychology:
4. Effects on Other Departments: none.
5. Effects on Regional Campuses: may be taught a regionals.
6. Staffing: WS faculty
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/2/11
Department Faculty: 3/2/11
8. Name, Phone Number, and e-mail address of principal contact person: Nancy Naples, Nancy.Naples@uconn.edu ; 6-1134.

2011 – 10 Proposal to Add GEOG 3210

1. Date: October 9, 2011
2. Department requesting this course: **Geography**
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 3210. Medical and Health Care Geography
Either semester. Three credits. Introduction to the geography of disease and health care services.

Items included in catalog Listing

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 3210
3. Course Title: Medical and Health Care Geography
4. Semester offered: Either semester
5. Number of Credits: Three credits.
6. Course description:
Introduction to the geography of disease and health care services. Students will analyze health related relationships between people and their environments from a number of different perspectives.

Optional Items

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: None
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Ghosh
14. Open to Sophomores: Junior or Senior status preferred
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

Justification

1. Reasons for adding this course:

Medical and health care geography, over the last several decades, has emerged as a significant subfield of geography integrating both human and physical geography. The three major approaches to medical geographic research: ecological approaches, which systematically analyze relationships between people and their environments; social approaches, including political economy and socio-behavioral approaches; and spatial approaches, which employ maps and spatial statistics to identify patterns of single and associated variables give an unique opportunity to address today's public health challenges. Medical Geography, which is interdisciplinary, also has the potential to draw students from other disciplines such as public health, nursing, and medicine. In overall, this field serves, or can serve, both a professional and a general educational function.

2. Academic Merit

The proposed course it is more than a discussion of the spatial distribution of diseases or access to health care services. Medical geography links aspects of the geography of disease and health care services to demographic trends, environmental factors, the history of institutional change, social change, and public policy. The main goal of this course is to explore medical geography within this broader perspective. At the specific level, a second goal of the course is to discuss several approaches to conduct medical geography research including ecological, social, and spatial approaches. Students are encouraged to view these approaches as complementary. The third goal of the course is to develop in students, critical thinking, communication, and analytical skills.

3. Overlapping Courses: None expected
4. Number of Students Expected: 20-40
5. Number and Size of Section: 1 section with 20-40 students
6. Effects on Other Departments: An additional health related interdisciplinary offering
7. Effects on Regional Campuses: None.
8. Staffing: Debarchana Ghosh
9. Dates approved by:
 Department Curriculum Committee: 2/28/2011
 Department Faculty: 3/2/2011
10. Name, Phone Number, and e-mail address of principal contact person:
 Robert Cromley, 860-486-2059, robert.cromley@uconn.edu

Proposed Syllabus

Text: Gatrell, A. C. and Susan Elliot, (2009). *Geographies of Health: An Introduction*. Second Edition, Wiley-Blackwell Publishing.

Grading will be base on a midterm, class assignments and a final exam

Course Outline:

Week	Topic
1	Course Introduction and Introduction to Medical and Health Geography
2	Medical and Health Geography
3	Disease Ecology. Landscape Epidemiology, and Transitions
4	Emerging and Re-emerging Diseases
5	Emerging and Re-emerging Diseases: Air Quality and Health, Water and Health, and Climate and Health
6	Health Data, Ratio, Rates
7	Methods and Techniques in Medical and Health Geography
8	Health and GIS (In-class Lab Exercise)
9	Health and GIS (In-class Lab Exercise)
10	Neighborhood and Health – Field Exercise
11	Neighborhood and Health – Field Exercise
12	Neighborhood and Health – Field Exercise, Class Presentation
13	Comparison of Health Care System (Groups Discussion and Presentation)
14	Globalization and Health: Special Topic: Food and Health

2011 – 11 Proposal to Add GEOG 5530

1. Date: 3/2/2011
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 5530. GIS Applications in Health Research

3 credits. Lecture.

Survey of GIS methods for health research, health care policy making, and planning.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5530
3. Course Title: GIS Applications in Health Research
4. Course description: Survey of GIS methods for health research, health care policy making, and planning
5. Number of Credits: 3
6. Course type: Lecture

Optional Items

7. Prerequisites, if applicable: Graduate status
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: None
10. Exclusions, if applicable: Graduate status only
11. Repetition for credit: No
12. S/U grading: Not applicable

Justification

1. Reasons for adding this course: Managing health care costs by efficiently meeting patient needs with available resources is an activity that is central to every health care organization. GIS provides an effective way to visualize, organize and manage a wide variety of information including administrative and medical data, social services, and patient data. Public health and medical research agencies are also using GIS to map health-related events, identify disease clusters, investigate environmental health problems, and understand the spread of communicable and infectious disease.

2. Academic Merit: The course will integrate the visual and spatial analytical methods of GIS with health related issues for understanding the many distinctive advantages (as well as limitations) of using GIS for health research, health care policy making, and planning

3. Overlapping Courses: GEOG 5510 Application Issues in GIS
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section of 15 students
6. Effects on Other Departments: Additional offering in health studies
7. Staffing: D. Ghosh
8. Dates approved by:
Department Curriculum Committee: 2/28/11

Department Faculty: 3/2/11

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

x-2059

robert.cromley@uconn.edu

Preliminary Syllabus

Texts: GIS Tutorial for Health (Updated for ArcGIS 10.0), Third Edition.

Authors: Kristen S Kurland and Wilpen L Gorr. ESRI Production.

GIS and Public Health. Author: Ellen K. Cromley and Sara McLafferty

Introduction to Geographic Information Systems in Public Health.

Author: Alan L. Melnick. An Aspen Publication.

Course Learning Objectives: By the end of the semester students should be able to:

1. Critically understand the application of GIS tools and functions in health studies
2. Master the use of GIS software packages to store, retrieve and analyze health related data.
3. Create maps for research, professional reports, community outreach, and personal use.
4. Gather and analyze data from disparate sources
5. Improve their communication skills.

Grading: based on a midterm, final exam, and weekly assignments

Topics covered include:

1. World or National Health Care Project (Public Health) – WHO or CDC example
2. Obesity Study (Medical Research)
3. Childhood Lead Poison Study (Public Health)
4. Hospital Clinic Location Study (Hospital Administration)
5. Environmental Justice Institute Health Risk Factors - Neighborhood Study
6. Advanced Analysis for Comparing Disease Patterns and Demographic Data - (Public Health/ Health Policy/ Medical Research)
7. Terrorism/Disaster Management/Emergency Preparedness in Public Health

Class Calendar (Preliminary)

Week	Topics	Assign	Due
1	Introducing GIS and Health Applications	Ex 1	
2	Visualizing Health Data	Ex 2	Ex 1
3	Designing Maps for Health Study	Ex 3	Ex 2
4	Projecting and Using Spatial Data	Ex 4	Ex 3
5	Downloading and Preparing Spatial Data	Ex 5	Ex 4
6	Geocoding Tabular Data	Ex 6	Ex 5
7	Case Study 1 - Obesity	Ex 7	Ex 6
8	Case Study 2 – Lead Poisoning	Ex 8	Ex 7
9	Preparing and Analyzing	Ex 9	Ex 8

10	Spatial Data Transforming Data using Approximate Methods	Ex 10	Ex 9
11	Using Spatial Analyst for Demand Estimation	Ex 11	Ex 10
12	Case Study 3 – Food Borne Disease Outbreaks	Ex 12	Ex 11
13	Case Study 4 – Clinic Location	Ex 13	Ex 12
14	Limitations of GIS in Health Research	Ex 14	Ex 13

2011 – 12 Proposal to Cross List MCB/BME/CSE 1401 with PNB

1. Date: 2/25/11
2. Department initiating this proposal: MCB
3. Current Catalog Copy/Copies:

MCB 1401. Honors Core: Computational Molecular Biology (120) (Also offered as BME 1401 and CSE 1401.) Either semester. Three credits.
Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

BME 1401. Honors Core: Computational Molecular Biology (120) (Also offered as CSE 1401 and MCB 1401.) Either semester. Three credits. *Mandoiu, Nelson*
Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

CSE 1401. Honors Core: Computational Molecular Biology (120) (Also offered as BME 1401 and MCB 1401.) Either semester. Three credits.
Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

4. Proposed Catalog Copy/Copies (changes are underlined):

PNB 1401. Honors Core: Computational Molecular Biology (120) (Also offered as BME 1401, CSE 1401, and MCB 1401.) Either semester. Three credits.
Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

MCB 1401. Honors Core: Computational Molecular Biology (120) (Also offered as BME 1401, CSE 1401, and PNB 1401.) Either semester. Three credits.
Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

BME 1401. Honors Core: Computational Molecular Biology (120) (Also offered as CSE 1401, MCB 1401, and PNB 1401.) Either semester. Three credits. *Mandoiu, Nelson*

Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

CSE 1401. Honors Core: Computational Molecular Biology (120) (Also offered as BME 1401, MCB 1401, and PNB 1401.) Either semester. Three credits.

Introduction to research in computational biology through lectures, computer lab exercises, and mentored research projects. Topics include gene and genome structure, gene regulation, mechanisms of inheritance, biological databases, sequence alignment, motif finding, human genetics, forensic genetics, stem cell development, comparative genomics, early evolution, and modeling complex systems. CA 3.

5. Effective Date (semester, year -- see Note R): Fall, 2011

Justification

2. Reasons for cross listing this course: i) Provides greater visibility for the course, ii) exposes PNB students to the field of computational biology (an area of research within the department), and iii) makes the course more sustainable by allowing Dan Schwartz, a new PNB faculty member in computational biology, to participate in teaching it.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
4. Other Departments Consulted (see Note N): Other relevant departments (CSE and BME) have been consulted via Dr. Mandiou (a current instructor of the course in the CSE department).
5. Effects on Regional Campuses: None anticipated.
6. Staffing: Mandiou (CSE/BME), Nelson (MCB), and/or Schwartz (PNB).

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. CSE, MCB, BME, and PNB
2. For each department or program, list the dates of approval by the appropriate departmental or program review process:

CSE

Department or Program Curriculum Committee: 2/16/11

Department or Program Faculty: 2/16/11 Department or Program Head: 2/16/11

BME

Department or Program Curriculum Committee: 2/28/11

Department or Program Faculty: 3/1/11 Department or Program Head: 3/1/11

MCB

Department or Program Curriculum Committee: 2/25/11

Department or Program Faculty: 2/25/11 Department or Program Head: 2/25/11

PNB

Department or Program Curriculum Committee: 3/3/11

Department or Program Faculty: 3/4/11 Department or Program Head: 3/4/11

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

David Knecht, 486-2200, david.knecht@uconn.edu

2011 – 13 Proposal to Add MCB 3xx

1. Date: November 15, 2010
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing

MCB 3xxx Cancer Cell Biology and Genetics

Genetics and epigenetics of cancer cells; Cellular signaling and growth control; The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death; DNA damage and repair mechanisms; Carcinogen activation and detoxification; General and targeted approaches to cancer therapy

Prerequisite: MCB 2210; Recommended preparation: MCB 2410

Items included in catalog Listing:

1. Standard abbreviation for Department or Program: MCB

2. Course Number: 3xxx

Course Title: Cancer Cell Biology and Genetics

4. Semester offered: Spring

5. Number of Credits: 3

6. Course description: Genetics and epigenetics of cancer cells; Cellular signaling and growth control; The role of oncogenes and tumor suppressor genes in regulating cancer cell proliferation and death; DNA damage and repair mechanisms; Carcinogen activation and detoxification; General and targeted approaches to cancer therapy

Optional Items

7. Number of Class Periods, if not standard: Standard

8. Prerequisites: MCB 2210

9. Recommended Preparation: MCB 2410

10. Consent of Instructor: not required

12. Repetition for credit: not allowed

13. Instructor(s) names if they will appear in catalog copy: Charles Giardina

14. Open to Sophomores: yes

Justification

1. Reasons for adding this course: This class covers a broad range of topics relevant to molecular and cell biology, from the viewpoint of carcinogenesis. The students will learn how a strong background in fundamental principles of biology can be used to understand the complex process of cancer development.

The course has been taught twice already as a special topics course (to approximately 50 students each semester). The course was generally well-received and obtained good student evaluations.

4. Number of Students Expected: 50

5. Number and Size of Section: 1 section/50 students

8. Staffing: By MCB Department

9. Dates approved by:

Department Curriculum Committee: February 17, 2011

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Charles Giardina, 860-486-0089, charles.giardina@uconn.edu

Sample syllabus

MCB 3xxx

Cancer Cell Biology and Genetics

Instructor:

Dr. Charles Giardina
Associate Professor, Molecular & Cell Biology
e-mail: charles.giardina@uconn.edu
Office hours: By arrangement

Textbook:

The Biology of Cancer
Robert Weinberg

Chapters 1-12 and 16 will be covered in the course. Approximately one chapter will be completed each week.

This is a required textbook for the class. All material for the exams will be drawn from this book.

Class meetings:

Monday, Wednesday, Fridays
11:00AM - 11:50AM, Arjona 403

Lectures will be given on Mondays & Wednesdays to introduce students to concepts presented in the textbook. Discussion sections will be held on Fridays to discuss the assigned textbook sections.

Students will be supplied with periodic up-dates indicating the sections of the text from which exam questions will be drawn. Review question lists will be prepared throughout the course (approximately weekly), which are intended to serve as a study guide for exams. Review questions will be available in hard-copy, and will be e-mailed to all students registered for the class.

Exams:

There will be three exams based on the material in the textbook. These will be mixed format and include multiple choice and short answer questions. All three exams will be non-cumulative, and will be held on the following dates:

Exam 1: February 23

Exam 2: March 30

Exam 3: During Final Exam Week (as scheduled by the Registrar's Office)

2011 – 14 Proposal to change HDFS 4181 to HDFS 4181W

1. Date: *March 3, 2011*

2. Department: *HDFS*

3. Nature of Proposed Changes:

- *Change HDFS 4181 to HDFS 4181W (the non-W version will no longer be offered)*
- *Change course description*
- *Make appropriate changes to requirements for the major.*

A.

Current Catalog Copy: *HDFS 4181. Early Childhood Development and Education: Supervised Teaching Practicum. (227) Either semester. Nine credits. Two class periods and laboratory by arrangement. Prerequisites: [HDFS 2100](#), [3101](#), [3102](#), [3120](#), [3122](#), [3123](#), [3183](#), and either [3181](#) or [3182](#); GPA of 2.7 in HDFS courses, and instructor consent. Supervised teaching experience within the Child Development Labs or approved early education center.*

Proposed Catalog Copy:

HDFS 4181W. Early Childhood Development and Education: Supervised Teaching Practicum. Either semester. Nine credits. Two class periods and laboratory by arrangement. Prerequisites: [HDFS 2100](#), [3101](#), [3102](#), [3120](#), [3122](#), [3123](#), [3183](#), and either [3181](#) or [3182](#); GPA of 2.7 in HDFS courses, and instructor consent. Supervised teaching experience within the Child Development Labs or approved early education center. Development of advanced written and oral communication skills required for early childhood educators with emphasis on appropriate presentation and writing styles for diverse audiences.

Justification

1. Reasons for changing this group of courses. Provide general justification for the group of courses, as well as specific comments about any proposals where extra information will be helpful in understanding the reasons for the proposed change:

HDFS 4181 is a capstone course for students in Early Childhood Development and Education. As such, there is an emphasis on written work related to curriculum and assessment, communication with families and colleagues and professional development. The way the course is currently taught includes various writing assignments, only a few revisions were needed to meet current W course requirements. Please refer to syllabus for information regarding writing components of the class and other course information.

2. Effect on Department's Curriculum: *This class will be a capstone class for advanced students in Early Childhood Development and Education.*

Currently all HDFS majors are required to take HDFS 4007W (or 4087 for Honors students) as their 2nd writing intensive and capstone course. HDFS 4181W, which will offer students the opportunity to develop writing and communication skills that are specific to the teaching field, will provide a more targeted capstone course for students who are completing the Early Childhood Development and Education sequence of courses. Students will take this class in lieu of 4007W.

B. Proposal to add HDFS 4181 as option for second WI course

Changes to catalog copy: Change all references to major requirements from "HDFS 4007W or 4087W" to "HDFS 4007W, 4087W or 4181W." Please see second proposal in regards to proposed change to major.

3. Other Departments Consulted (see [Note N](#)): *None - does not apply*

4. Effects on Other Departments: *None-does not apply*

5. Effects on Regional Campuses: *None. The class is taught only at Storrs*

6. Staffing, if different than current (otherwise list "same"): *Same*

7. Dates approved by:

Department Curriculum Committee: November 17, 2010

Department Faculty: November 17, 2010

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

Shannon Weaver, 6-4684, Shannon.weaver@uconn.edu

2011 – 15 Proposal to Change an existing Major

1. Date: March 3, 2011

2. Department requesting this change: Human Development and Family Studies

3. Title of Major: Human Development and Family Studies

4. Nature of Change: Proposal to add HDFS 4181 as option for second WI course. If revision approved then students must complete HDFS 4007W, 4181W, or 4087W

5. Existing catalog Description of the Major:

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOC 1001](#); and [STAT 1000](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and either [HDFS 4007W](#) or [HDFS 4087W](#).

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services, and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and either [4007W](#) or [4087W](#).

This major must include the completion of one of the following courses: [HDFS 3520](#), [3530](#), [3540](#), [3550](#)

This major also must include at least 12 credits from the following courses.

[HDFS 3083](#), [3087](#), [3092](#), [3098](#), [3101](#), [3102](#), [3103](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3252](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3342](#), [3420](#), [3421](#), [3423](#), [3430](#), [3431](#), [3432](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#). These 12 credits may include elections from among the four courses listed above ([HDFS 3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing requirement.

6. Proposed catalog Description of the Major:

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOC 1001](#); and [STAT 1000](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and one of the following [HDFS 4007W](#), [HDFS 4087W](#) or HDFS 4181W.

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in

Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and one of the following [4007W](#), [4087W](#) or 4181W.

This major must include the completion of one of the following courses: [HDFS 3520](#), [3530](#), [3540](#), [3550](#).

This major also must include at least 12 credits from the following courses:

[HDFS 3083](#), [3087](#), [3092](#), [3098](#), [3101](#), [3102](#), [3103](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3252](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3342](#), [3420](#), [3421](#), [3423](#), [3430](#), [3431](#), [3432](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#). These 12 credits may include elections from among the four courses listed above ([HDFS 3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing requirement.

7. Effective Date: Immediately

Justification

1. Why is a change required?

HDFS 4181 is a capstone course for students in Early Childhood Development and Education. As such, there is an emphasis on written work related to curriculum and assessment, communication with families and colleagues and professional development. The way the course is currently taught includes various writing assignments similar to 4007W, only a few revisions were needed to meet current W course requirements. Currently all HDFS majors are required to take HDFS 4007W (or 4087W for Honors students) as their 2nd writing intensive and capstone course. HDFS 4181W, which will offer students the opportunity to develop writing and communication skills that are specific to the teaching field, will provide a more targeted capstone course for students who are completing the Early Childhood Development and Education sequence of courses. Students will take this class in lieu of 4007W.

2. What is the impact on students?

The impact on students is minimal. Students who have chosen an emphasis in Early Childhood Development and Education already take this course in their sequence of classes.

3. What is the impact on regional campuses?

None, course is only offered on the Storrs campus

4. Dates approved by:

Department Curriculum Committee: November 17, 2010

Department Faculty: November 17, 2010

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

Shannon Weaver, 6-4684, Shannon.weaver@uconn.edu

2011 – 16 Proposal to Change JUDS 1101

1. Date: March 4, 2011
2. Department: Modern and Classical Languages
3. Nature of Proposed Change: a) Re-instate HEB 1101 rubric to catalogue; b) cross-list HEB 1101 with JUDS 1101 c) add HEB 1101/JUDS 1101 to General Education Requirements, Content Area One-Arts and Humanities and Content Area Four- International

4. Current Catalog Copy:

JUDS 1101 – The Land of Israel from Biblical Times to the Present – (101) Either semester. Three credits. Offered in alternate years. Taught in English. May not be used to meet the foreign language requirement. *Miller*.

An in-depth look at the history, culture and civilizations of the land of Israel. The importance of the land in Judaism and its significance for Christianity and Islam will be discussed. Lectures and discussion will be enhanced by slide presentations.

5. Proposed Catalog Copy:

a)

JUDS 1101 – The Land of Israel from Biblical Times to the Present (101) (Also offered as HEB 1101) Either semester. Three credits. Offered in alternate years. Taught in English. May not be used to meet the foreign language requirement.

An in-depth look at the history, culture and civilizations of the land of Israel. The importance of the land in Judaism and its significance for Christianity and Islam will be discussed. Lectures and discussion will be enhanced by slide presentations and films. CA 1. CA 4.

b)

HEB 1101 – The Land of Israel from Biblical Times to the Present- (101) (Also offered as JUDS 1101) Either semester. Three credits. Offered in alternate years. Taught in English. May not be used to meet the foreign language requirement.

An in-depth look at the history, culture and civilizations of the land of Israel. The importance of the land in Judaism and its significance for Christianity and Islam will be discussed. Lectures and discussion will be enhanced by slide presentations and films. CA 1. CA 4.

6. Effective Date (semester, year -- see Note R): Fall 2012

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

Justification

1. Reasons for changing this course:

This course should not have been removed from the catalogue as HEB 1101. It remains as a Judaic Studies offering but its sponsoring department is MCL. Stuart Miller (Storrs) plans to teach it in the future, and Joy Land (JS adjunct) is planning on offering it in Stamford.

This is a vital course to our programs in Judaic and Hebrew Studies—and to the university as a whole.

This is the only survey course devoted to the Land of Israel and its peoples “through the ages” at UConn. Such a course will resonate with Jewish, Christian, and Muslim students and will allow them and others to learn about the historical connections of each of these religious traditions to the “Land.” The course will be taught chronologically, so that biblical peoples (Canaanites, Moabites, and other polytheistic peoples) will be studied and the various eastern denominations, of Judaism and Christianity and the distinctive forms of Islam relevant to the study of Israel will be explored. Moreover, sessions devoted to the Druze, Bahai, Samaritans, Bedouin and others will substantially expand our students’ intellectual horizons and provide them with a more nuanced appreciation of the role the “Land of Israel” has played in Middle Eastern history and in molding and defining the three great monotheistic traditions. The archaeological, historical, and geo-political aspects certainly place this course solidly within the parameters of Humanities/Arts and Diversity and Multicultural interests.

2. Effect on Department's Curriculum: More choice in HEB, CAMS offerings.
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: Course becomes available elsewhere.
6. Staffing: Miller
7. Dates approved by (see Note Q):
Department Curriculum Committee: MCL 3/1/2011
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, 3314, roger.travis@uconn.edu

JUDAIC STUDIES (JUDS) 1101(to be cross-listed with the Department of Modern and Classical Languages, and to be offered as Hebrew and/or Classics and Mediterranean Studies)

THE LAND OF ISRAEL FROM BIBLICAL TIMES TO THE PRESENT

SYLLABUS

UNIVERSITY OF CONNECTICUT, STAMFORD

Sponsored by the Center for Judaic and Middle Eastern Studies

Instructor: Dr. Joy A. Land

joy.land@uconn.edu

Course Description

This course is a comprehensive survey of the history, culture and civilizations of the Land of Israel. The territory between the Eastern Mediterranean shore and the Jordan River is of central importance to Middle Eastern and world history. This relatively small geographical entity has assumed major significance for the three monotheistic religions, Judaism, Christianity and Islam. The Land of Israel, often engulfed in political and military conflict, yet a formative region for religious thought and practice, will be examined from the Biblical era to the present.

The course will be organized both thematically and chronologically. A unifying theme will be the historical significance of the Land of Israel and the Holy City of Jerusalem (both earthly and heavenly) to the three monotheistic traditions. Several related fields underscore the multidisciplinary nature of this course. They include archaeology, art, history, politics, demography, geography, anthropology, and religion.

The three course topics, broadly drawn, are the ancient, medieval, and modern periods. An introduction will propose the framework for the course. The first unit, on antiquity, will cover the period from Biblical times through the Byzantine era. This section will discuss the following: the Canaanite and Biblical periods (3200-332 BCE), where tribal society is transformed into a

monarchy under Saul, David and Solomon; the split in the kingdom after Solomon's death into Judah (capital: Jerusalem) in the south and Israel (capital: Samaria) in the north; the fall of the kingdom of Israel to Assyria (722 BCE) and of Judah to the Babylonians (586 BCE); the destruction of the Temple in Jerusalem and the exile of Jewish leadership to Babylon; Babylonian rule of the Land of Israel; the Persian conquest of Babylonia under Cyrus the Great (539 BCE), which allowed the Jews to return from exile to the Land of Israel but also pitted them against the hostility of the neighboring Samaritans; and the rebuilding of the Temple in Jerusalem. The unit on antiquity will also investigate the period of the Second Temple (322 BCE-70 CE), and will cover: the conquest of the region by Alexander the Great and the Hellenization of the Levant; resistance to Hellenization, rebellion in the Land of Israel (the Hasmonean revolt) and Maccabean victory (165 BCE); the rise of the independent Hasmonean kingdom, and growing rifts between the pietists who supported the Hasmonean revolt versus the Hellenizers. In addition, this unit on the ancient period will delve into the complex relationship between Jews, Romans, and Byzantines (70-633). Topics include: the Romans and Herod; Herod's Kingdom (divisions between the Saduccee High Priests and their rivals, the Pharisees, who strove to interpret and update the Law and eventually contributed to the formation of normative Judaism); religious and political ferment on the eve of the Christian era (Messianic movements, the Essenes at Qumran), early Christianity, Judea under the Romans and the destruction of the Second Temple (70 CE); From here, the course will discuss the role of the holy land and the world. Questions include: What on earth makes a place holy? What is the sanctity of Jerusalem in Judaism and Christianity? How is it expressed? The second unit, on the medieval period, will discuss the Holy Land from the Arab conquest until the Ottoman era. It includes the first period of Arab rule (633-1099), the Crusades and establishment of Crusader kingdoms (1099-1291), and the return to Islamic rule until the Ottoman conquest of 1516. It is in this unit that the sanctity of Jerusalem in Islam will be addressed. Furthermore, narratives of warriors, travelers, pilgrims and residents will be introduced.

The third unit, on the modern period, will cover the late Ottoman era to the present. The following questions arise: How did the Ottomans, who ruled the Fertile Crescent for 400 years, maintain their empire with its multi-linguistic, multi-religious, and multi-ethnic populations? How did Ottoman institutions, such as the *millet* system, provide social, political, and religious definition for Muslims and their non-Muslim (primarily Christian and Jewish) minorities? To what extent do such communal divisions persist today? This unit will also address issues pertaining to World War I and its aftermath, the inauguration of the British mandate, the continuing problem of conflicting nationalisms, World War II, and the establishment of the State of Israel.

Methods of Instruction

A variety of methods and materials will be used. They include cooperative learning, lecture, informed discussion, map study, film, documents, texts, and writing assignments.

Course Mechanics

The instructor is available during office hours and/or by appointment for conferences and review of students' progress. Students are urged to consult with the instructor at any time, but especially whenever a problem concerning their progress arises. It is expected that each student will confer at least once with the instructor during the term.

Course Readings (tentative)

1. Required Texts

The reading requirements for this course consist of primary and secondary sources.

Michael Avi-Yonah, *A History of Israel and the Holy Land* (New York: Continuum, 2003)

Amy Dockser Marcus, *Jerusalem 1913: The Origins of the Arab-Israeli Conflict* (Penguin, 2008)-
family stories of Albert Antébi, Arthur Ruppin, and Ruhi Khalidi

F.E. Peters, *Jerusalem: The Holy City in the Eyes of Chroniclers, Visitors, Pilgrims, and Prophets from the Days of Abraham to the Beginnings of Modern Times* (Princeton: Princeton University Press, 1985) – Source Book

Documents, articles and book chapters will be available on-line at a course website.

2. Supplementary Readings

Yehoshua Ben-Arieh, "Jerusalem as a Religious City," Discussion Paper No. 21 (1975)

Haim Gerber, *Ottoman Rule in Jerusalem, 1880-1914* (Berlin: Klaus Schwarz Verlag, 1985)

S.D. Goitein, "The Sanctity of Jerusalem and Palestine in Early Islam," *Studies in Islamic History and Institutions* (Leiden: Brill, 1966), 135-48.

L.I. Levine (ed.), *Jerusalem: Its Sanctity and Centrality in Judaism, Christianity and Islam* (New York: Continuum, 1999)

Nitza Rosovsky (ed.), *City of the Great King: Jerusalem from David to the Present* (Cambridge: Harvard U Press, 1996)

Avigdor Shinan (ed.), *Israel - People, Land, State: A Nation and Its Homeland* (Jerusalem: Yad Yitzhak Ben-Zvi, 2005)

Robert L. Wilken, *The Land Called Holy: Palestine in Christian History and Thought* (New Haven: Yale U Press, 1992)

Selected entries from the *Encyclopedia of Religion*, available online through HOMER, UCONN Library catalogue

3. On-line supplementary resources

"The Bible's Buried Secrets," two hour program, divided into thirteen segments (2008) -

<http://www.pbs.org/wgbh/nova/bible/program.html>

Select Quick Time or Windows Media Player to view the video

For documents – Internet History Sourcebooks Project (to be used selectively) –

www.fordham.edu/halsall

Course Requirements

Regular attendance is highly recommended and is crucial for success in this course. Attendance will be taken daily.

Tardiness and absences inevitably have an impact on academic performance. If a student enters class more than ten minutes after it has started the student will be considered late. If a student is late twice (2x), it will count as one (1) absence.

In the case of excessive absences which are not documented as due to serious illness or a real emergency, the student may be encouraged to drop the class.

Incidents of leaving class early are disruptive. They should be avoided.

For delay or cancellation of class due to inclement weather or an emergency: Listen to radio station WSTC 1400 AM for information.

If class is cancelled we will make up the session at a later date. Upon our return to class we will proceed with the same schedule as indicated in the syllabus, unless notified otherwise.

Do not schedule any activity which will conflict with class. This includes, but is not confined to, the following: medical appointments, car servicing, or vacations. They still count as absences, even if you notify the instructor in advance of these engagements.

Completion of readings and Study Questions (Study Guide) to be answered in writing (and collected occasionally). Grades: $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$, $\frac{1}{2}$, 0, or NG (No Grade; Re-do assignment).

One missed homework assignment is allowed. All other missed assignments will be averaged into the student's grade as zero.

Preparation of work **in advance** of class. Unless instructed otherwise, students should hand in their written assignments at the beginning of class. No papers should be submitted by e-mail. Penalties will be applied for late papers. Make-up assignments or make-up tests will not be given without documentation of mitigating circumstances.

Participation in class discussion. The class participation grade includes: punctual attendance, materials in order, homework prepared or reading read, and voluntary and eager co-operation in class discussion and /or group activities. If you are not in class, it will affect your class participation grade.

Completion of a non-graded “one-minute paper” at the end of each session. The one minute evaluation paper will assist the instructor in providing better focus to the class. Students will write it anonymously, using notebook paper.

Have two (2) buddies in class on whom you can rely for class notes, instructions, and handouts.

First name, tel. no., and e-mail address of buddies:

(1) _____

(2) _____

Map quiz

2 Midterm Exams –in class

Final Exam

Exams will include both objective and essay questions.

Tentative Grading Policy

Written homework assignments	10%
Class participation	10%
Map Quiz	10%
Midterm Exam I	20%
Midterm Exam II	20 %
Final Exam	30%

All requirements must be met to achieve a passing grade. Incompletes are given when arranged with the instructor in advance. If a student drops the course after _____ the student will receive a “W,” for withdrawal.

The University provides services for students with disabilities.

Materials

A pen

A three ring (loose leaf) binder with a supply of composition paper for class-notes and homework. Homework may also be typed, using 12 point font, double-spaced, with one inch margins.

A folder for handouts or a folder in cover of binder.

Academic Conduct

According to the University’s *Responsibilities of Community Life: The Student Code* (2005), A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and the ideas of others.

Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and will not be condoned. (p. 17)

Academic misconduct includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, plagiarism on the Internet, and having someone else do your academic work. Depending on the act, a student could receive a grade of “F” on the test or assignment, a grade of “F” for the course, and could be expelled from the University. Please see the Student Code at: <http://www.dosa.uconn.edu/code2.html> for more details.

Plagiarism is the intentional or accidental use of another’s words or ideas for which you do not attribute a source. It is not acceptable.

Classroom Guidelines

Classroom goals include the maintenance of a supportive environment to foster critical inquiry and the exchange of ideas. This involves training to think, write, and speak in a scholarly manner. Discussion must be backed up by solid argumentation, and where possible, by reference to scholarly sources. All class contributions should be relevant to the course material. Students are encouraged to question each other and the instructor to contribute insightful questions and answers to the issues under discussion.

Classroom Conduct

Remember to respect others and use common sense.

The rules of civility should be maintained in the classroom. Here are some examples: Asking a brief question at the end of a lecture presentation is encouraged, whereas snickering or interrupting the instructor by blurting out a nasty editorial comment is not. Politely disagreeing with or raising questions about points raised by the instructor or another student during discussion is acceptable, but denigrating others through personal remarks is not. Inflammatory language will not be tolerated. There will be penalties for those who do not adhere to these policies.

Please! No beepers, pagers, or cell phones. These devices should be turned off before class.

No recordings of class are allowed.

Extra Credit

Participation in the following activities may help to increase your final grade:

Attend a lecture on the history of the Land of Israel –

The Center for Judaic and Middle Eastern Studies, UCONN, Stamford, holds a Lunch and Learn Series, at no charge to students. For further information, see:

<http://web.uconn.edu/judaic/>

- The Archaeology Associates of Greenwich holds monthly lectures at the Bruce Museum (off I-95, Exit 3), on Thursday nights at 8 PM. Lectures are free to those who show their UCONN student identification cards. Otherwise the fee is \$10. For more information see: <http://people.brandeis.edu/~jbernard/brucemuseum/lectures.html>

Assignment: Write a response paragraph discussing the lecture. Your paragraph should answer the following questions: What was the topic of the lecture? What were the main themes of the lecture? Why is this subject important? What did you learn that was new? Would you recommend this event to other students in the class? Why or why not?

TENTATIVE COURSE OUTLINE

Week 1

1. Introduction to course
2. Landscape of Israel and the Holy Land; Languages, Religions, and Ethnicities.
Reading: Avi-Yonah, pp. 36-43

Week 2

3. Key Concepts: Holy Places, Sacred Spaces. **MAP QUIZ.**
4. Ancient Israel's Background –From the Age of the Patriarchs to the Era of The United Monarchy. Avi-Yonah-pp. 43-69; Peters, pp. 3-7.

Week 3

5. The United Monarchy (Capital: Jerusalem, the City of David) - David and Solomon; Reading: Avi-Yonah- 69-78; Peters, 7-18. (View PBS video, Chapter 7, "House of David")
6. The Divided Monarchy (Israel in the North, capital: Samaria); (Judah in the South, capital: Jerusalem); The fall of the kingdom in the north to Assyria (722BCE) and of the kingdom in the south to Babylonia (586 BCE); Destruction of the First Temple. Film.
Reading: Avi-Yonah- pp.78-109. See Peters

Week 4

7. Babylonian and Persian Rule of the Holy Land; Babylonian Exile of the Jews, Longing for Zion, and Return to the Holy Land. Building The Second Temple; Ezra and Nehemiah. Reading: Avi-Yonah, 109-113. See Peters

8. The Spread of Greek Culture - From Alexander the Great to the Fall of His Successor State; The Hasmonean Kingdom. Reading: Avi –Yonah, 114-143. See Peters

Week 5

9. The Holy Land and the Roman Empire; The Romans and Herod; Film. Reading: Avi-Yonah 143-149. See Peters

10. MIDTERM I

Week 6

11. The Rise of Christianity and normative Judaism. Reading: Avi-Yonah, 149-160

12. Christianity: The Earthly and Heavenly Jerusalem; Pilgrimage

Week 7

13. Jews, Romans, Persians, and Byzantines (70 BCE -633 CE)

14. The Sanctity of Jerusalem in Judaism and Christianity

Week 8

15. The First Period of Arab Rule (633-1099); The Typology of the Holy City in Islam (Mecca and Jerusalem); The Sanctity of Jerusalem in Islam

16. Islam -Obligations of Muslims: The Five Pillars of Islam and the unofficial sixth pillar, Holy War (Jihad); Defining Non-Muslims in the Islamic World: *Dhimma* (“protected” People of the Book), *Jizya* (head tax), Pact of Umar

Week 9

17. Holy Wars: The Crusades and Crusader Kingdoms (1099-1291)

18. The Return to Islamic Rule (The Mamluk Period, 1291-1517)

Week 10

19. MIDTERM II

20. Jews, Christians, and Muslims in the Ottoman Empire to c. 1800 – the *millet* system, Capitulations

Week 11

21. A Multi-Ethnic Society: Jews in the Land of Israel in the Ottoman Era (1517-1917)- Indigenous Arabic-speaking Jews, Exiles from Spain (Sephardim), Northern and Eastern European Jews (Ashkenazim)

22. The Late Ottoman Empire and the Western Advance; Ottoman Turks, Arabs and Jews

Week 12

23. *Jerusalem 1913*

24. World War I and the Balfour Declaration (1917); British Military Rule and the Mandate (1917-1947)

Week 13

25. World War II; The State of Israel – establishment and development (1948-present)

26. Film

Week 14

27. Protection of the Holy Places: The Kingdom of Jordan (1948-1967) and The State of Israel (1967-present)

28. Assessing “The Holy Land” –concept and implications; Evaluations

Week 15 FINAL EXAM

Note: This course outline is subject to change at the discretion of the instructor.