

CLAS Committee on Curricula & Courses

Departmental Course Proposals for the 12 April 2011 Meeting

2011 – 17 Proposal to Add SOCI 3411W

1. Date: 3/28/11
2. Department requesting this course: Sociology
3. Semester and year in which course will be first offered: Summer 2012

Final catalog Listing (see Note A):

SOCI 3411W. Work and Occupations

Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, and on individuals in the labor force.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 3411W
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: Work and Occupations
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): Occupations, jobs, careers, and the professions, and their effects on the division of labor, and on individuals in the labor force.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.
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): Wallace
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L): This is a new W version of an existing course SOCI 3411 "Work and Occupations." This allows students to take a writing-intensive version of this course.
2. Academic Merit (see Note L): Understanding the changing nature of work is both critical for students as they contemplate their careers and also for their role as citizens in a globalized economy.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 19
5. Number and Size of Section: 19
6. Effects on Other Departments (see Note N):None
7. Effects on Regional Campuses: Could be offered if instructors are available.
8. Staffing (see Note P): Wallace
9. Dates approved by (see Note Q):
 Department Curriculum Committee: January 26, 2011
 Department Faculty: February 9, 2011
10. Name, Phone Number, and e-mail address of principal contact person:
 Richard C. Rockwell
 860 486-4422
 Department of Sociology
 344 Mansfield Rd Unit 2068

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SOCI 3411W
WORK AND OCCUPATIONS
Spring 2011

Professor Michael Wallace
 Office: Manchester 130
 Office Hours: MW: 10:00-12:00
 Phone: 486-3343
 E-mail: michael.wallace@uconn.edu

PURPOSE: Work is a central activity in our lives and a vital activity for the continuation of society. It is a major determinant of the quality of life and shapes our perceptions of ourselves and others. This class will help students understand the role that work plays in our society and in the lives of workers and their families. The class will address such questions as: “What are the consequences of the new service economy for the quality of work?” “What types of discrimination exist in the workplace and how do women and minorities fare in the workplace?” “How do American families balance the demands of work and family?” “What are the chances of getting injured or sick on the job?” “What role have unions played historically in the workplace and what role will they play in the future?” “How will workers’ lives be affected by the changing global economy?” “What can we do to make the world of work a better place?”

ORGANIZATION: In order to understand where we are going, we must understand where we have been. Consequently, this course devotes much attention to the historical and sociological underpinnings of the contemporary world of work. For instance, we will emphasize the historical forces shaping the organization of work and the historical processes of labor organization and resistance in the U.S. These are essential for understanding contemporary problems in the workplace such as downsizing, technological change, and the place of the United States in the global economy. In addition, the course will constantly emphasize the connections between macro-structural processes operating at the economic, political, and societal levels and micro-level processes such as face-to-face interaction in the workplace.

FORMAT: The class consists of a combination of lectures, discussion, and in-class exercises, based on the assigned readings. Videos and other materials will be presented in class throughout the semester. Students are responsible for completing the reading assignments

before coming to class. Class participation is vital to the course and is a key component in the grading. On exams, you will be responsible for all assigned readings, all lecture/discussion material, and all videos and other presentations made in class.

BOOKS: There are three *required* books for the course:

Randy Hodson and Teresa A. Sullivan. 2012. *The Social Organization of Work*. (5th edition) New York: Wadsworth. (noted on syllabus as H&S).

Amy S. Wharton (editor). 2006. (3rd edition) *Working in America: Continuity, Conflict, and Change*. New York: McGraw-Hill. (noted on syllabus as W).

Smith, Vicki. 2001. *Crossing the Great Divide: Worker Risk and Opportunity in the New Economy*. Ithaca, NY: Cornell University Press. (noted on syllabus as S).

COURSE REQUIREMENTS: There are five components to the final grade:

– First midterm	20 percent
– Second midterm	20 percent
– Final exam	20 percent
– Term paper	20 percent
– Class participation	20 percent

MIDTERM AND FINAL EXAMS: There will be two midterm exams and one final exam. The midterm exams are scheduled for **Thursday, February 17** and **Tuesday, March 29**. The final exam is on **Tuesday, May 5 at 1:00-3:00 p.m.** Exams will utilize different types of questions, including multiple-choice, fill-in-the-blank, matching, short identification, and essay. All three exams are non-cumulative.

CLASS ATTENDANCE: Class attendance and participation is vital for successful completion of the course. If you are unable to take an exam because of serious illness or death in the family, you must contact me with an acceptable, verifiable explanation of the situation prior to the exam. There will be no incompletes.

WRITING INTENSIVE COURSE: This is a writing intensive course. Effective writing requires exploring ideas, conceptualization, planning, outlining, rough drafts, and final revision. In this class, students will write an original term paper on a topic related to work. The final paper should be at least 15 pages with at least 10 references. The paper should follow the style of the *American Sociological Review*. The term paper may take the form of a theoretical/conceptual paper that discusses the key issues on the specific topic or an analytical paper that collects and analyzes actual data. The topic for the paper should be developed as a process of ongoing consultation with Professor Wallace. The paper is graded on a 100-point scale: the first fifty points are derived by completing certain phases of the paper prior to the final paper; the last 50 points are derived from evaluation of the final paper. Failure to complete the appropriate phase by the assigned deadline will result in loss of half of the point value for that phase. **Please note: According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

TERM PAPER DEADLINES:

Friday, February 4	Preliminary consultation with Prof. Wallace	10 points
Friday, February 18	Statement of research problem due w/5 references	10 points
Friday, March 4	Detailed outline w/8 references	10 points
Friday, March 25	Rough draft w/10 references	10 points
Friday, April 15	Revision Conference	10 points
Friday, April 29	Final paper	50 points

EXTRA CREDIT OPPORTUNITIES: Throughout the semester, there will be numerous opportunities to earn extra credit points which will be added to exam scores. These may involve activities such as internet research projects or attending on-campus events such as lectures, panel discussions, or videos on topics relevant to the course. Students will provide a brief written reaction paper to receive extra credit.

DAILY SCHEDULE (Subject to Change):

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Tu Jan 18	Introduction to Course	None
Th Jan 20	Work in Historical Perspective	<u>H&S</u> , Ch. 1; <u>W</u> , #1
Tu Jan 25	Social Structures of Accumulation	Wallace & Brady, "The Next Long Wave;" <u>W</u> , #2, #9
Th Jan 27	The Legacy of Scientific Management Video: "Stopwatch"	<u>W</u> , #8, #6
Tu Feb 1	Studying Work and Occupations	<u>H&S</u> , Ch 2, <u>W</u> , #7
Th Feb 3	How Do Workers Respond to Work?	<u>H&S</u> , Ch 4, <u>W</u> , #4, #10
Fr Feb 4	TERM PAPER *** FIRST CONSULTATION W/PROF. WALLACE DUE	
Tu Feb 8	The Balancing Act: Work and Family	<u>H&S</u> , Ch 3, <u>W</u> , #39, #41
Th Feb 10	The U.S. Labor Movement	<u>H&S</u> , Ch 6, <u>W</u> , #13
Tu Feb 15	The Turbulent Thirties	
Th Feb 17	Video: "With Babies and Banners"	
Th Feb 17	FIRST MIDTERM EXAM	
Fr Feb 18	TERM PAPER *** STATEMENT OF RESEARCH PROBLEM DUE	
Tu Feb 22	Organizational and Technological Change at Work	<u>H&S</u> , Ch 7, <u>W</u> , #5
Th Feb 24	Manufacturing Consent: Life as a Blue-Collar Worker	<u>H&S</u> , Ch 8, #25, #26
Tu Mar 1	The Deindustrialization of America Video: "Living on the Edge"	TBA
Th Mar 3	The Great Skill Debate	<u>H&S</u> , Ch 9, <u>W</u> , #12
Fr Mar 4	TERM PAPER *** DETAILED OUTLINE DUE	
Tu Mar 8:	SPRING BREAK!!! NO CLASS!!!	
Th Mar 10:	SPRING BREAK!!! NO CLASS!!!	
Tu Mar 15	Visions of Utopia? The Postindustrial Society	<u>H&S</u> , Ch 10
Th Mar 17	Flexible Work in the New Economy	<u>S</u> , Ch 1-2, <u>W</u> , #14
Tu Mar 22	Discrimination and Its Discontents	<u>H&S</u> , Ch 5, <u>W</u> , #22, #23, #24
Th Mar 24	Dying for Work: Dangerous Jobs Video: "A Dangerous Business Revisited"	Wallace, "Dying for Coal"
Fr Mar 25	TERM PAPER *** ROUGH DRAFT DUE	
Tu Mar 29	SECOND MIDTERM EXAM	
Th Mar 31	Professions and Deprofessionalization	<u>H&S</u> , Ch. 11, <u>W</u> , #21, #32
Tu Apr 5	What Do Bosses Do? Managerial Work	<u>H&S</u> , Ch. 12, <u>W</u> , #33, #34

Th Apr 7	Clerical and Sales Workers	H&S, Ch. 13, W, #27, #28
Tu Apr 12	Marginal Work: Bad Jobs in the Good Economy	H&S, Ch. 14, W, #19, #35
Th Apr 14	Big Corporations, Large Mergers, Huge Consequences	H&S, Ch 15
Fr Apr 15	TERM PAPER *** REVISION CONFERENCE DUE	
Tu Apr 19	Tales from the New Economy I	S, Ch 3-4
Th Apr 21	Tales from the New Economy II	S, Ch 5-6
Tu Apr 26	Working in a Global Economy	H&S, Ch. 16, W, #17, #18
Th Apr 28	Where Do We Go from Here? The Future of Work Video: "The Deep Dive"	H&S, Ch. 17, W, #11
Fr Apr 29	TERM PAPER *** FINAL PAPER DUE	
Th May 5	FINAL EXAM 1:00-3:00 P.M.	

*******STUDENTS WITH**
DISABILITIES: Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.
UNIVERSITY WRITING CENTER: All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the University. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.
ACADEMIC INTEGRITY: In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty please see UConn's *Responsibilities of Community Life: The Student Code*: http://www.dosa.uconn.edu/student_code.html. Please note that ignorance of prevailing academic conventions or of UConn's policies never excuses a violation. You are encouraged to come see me if you have questions about when and how to cite; you would also be wise to consult a writing handbook.

2011 – 18 Proposal to Add SOCI 1701W

1. Date: 3/28/11
2. Department requesting this course: Sociology
3. Semester and year in which course will be first offered: Summer 2012

Final catalog Listing

SOCI 1701W. Society in Global Perspective
Either semester. Three credits.

Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 1701W
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: Society in Global Perspective
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): Economic, political, social and cultural processes in globalization. The world economy, the autonomy of nation-states, the role of the media, and the social and environmental problems of societies in a world context.

Optional Items

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

Justification

1. Reasons for adding this course: (see Note L): This is a new W version of an existing course SOCI 1701 "Society in Global Perspective." This allows students to take a writing-intensive version of this course.
2. Academic Merit (see Note L): Globalization is a pervasive feature of modern society that will become increasingly important in future years. Understanding its cultural, economic, social, and political impacts on society, communities and individuals is critical for a complete understanding of how modern societies work and the challenges they face.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 19
5. Number and Size of Section: 19

6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses:
8. Staffing (see Note P): Wallace
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: January 26, 2011
 - Department Faculty: February 9, 2011
10. Name, Phone Number, and e-mail address of principal contact person:
Richard Rockwell
Department of Sociology
344 Mansfield Rd Unit 2068

2011 – 19 Proposal to Change LING 1010

1. Date: April 4, 2011
2. Department: Linguistics
3. Nature of Proposed Change: Changing description to better match current state of course.
4. Current Catalog Copy:

LING 1010. Language and Mind

(101) Either semester. Three credits.

The special properties of human language and of the human mind that make verbal communication possible. Basic topics in the psychology of language.

CA 1.

5. Proposed Catalog Copy:

LING 1010. Language and Mind

(101) Either semester. Three credits.

Discussion of nature-nurture debate with specific reference to language acquisition.

Pros and cons of Chomsky's Innateness Hypothesis. CA1.

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

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

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

Justification

1. Reasons for changing this course: New description gives a better sense of what is covered in the course, specifically language acquisition and Chomsky's ideas on the matter.
2. Effect on Department's Curriculum: More accurate information for students.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
8. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 – 20 Proposal to Change LING 1020

1. Date: April 4, 2011
2. Department: Linguistics
3. Nature of Proposed Change: Changing description to better match current state of course.
4. Current Catalog Copy:

LING 1020. Language and Environment

(102) Second semester. Three credits. *Anderson*

The birth, spread, and death of languages. A basic survey of the effects of geography, society, and politics on language families. CA 2. CA 4-INT.

5. Proposed Catalog Copy:

LING 1020. Language and Environment

(102) Second semester. Three credits.

A basic survey of the effects of geography, society, and politics on language use and variation (sociolinguistics). The geographical spread, growth and death of languages (language ecology). CA 2. CA 4-INT.

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

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

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

Justification

1. Reasons for changing this course: New description gives a better sense of what is covered in the course, specifically sociolinguistics - hence 'use and variation' rather than 'families'. Also helps to differentiate 1020 from 1030.
2. Effect on Department's Curriculum: More accurate information for students.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
8. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 – 21 Proposal to Change LING 1030

1. Date: April 4, 2011
2. Department: Linguistics
3. Nature of Proposed Change: Changing description to better match current state of course.
4. Current Catalog Copy:

LING 1030. The Diversity of Languages

(103) Either semester. Three credits. *Calabrese, van der Hulst*

An overview of the languages of the world. Language families. Typological classifications of linguistic properties: what can we expect in a structure of a language? Unity and diversity in language systems. Mechanisms of language change and variation. Language myths and realities. CA 2. CA 4.

5. Proposed Catalog Copy:

LING 1030. The Diversity of Languages

(103) Either semester. Three credits. *Calabrese, van der Hulst*

An overview of the languages of the world. Language families. Typological classifications of linguistic properties: what can we expect in the structure of a language? Unity and diversity of language systems. Mechanisms of language change and variation. CA 2. CA 4.

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 change is the deletion of 'language myths and realities.' New description gives a better sense of what is covered in the course, specifically relations among languages. Also helps to differentiate 1030 from 1020.
2. Effect on Department's Curriculum: More accurate information for students.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
8. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 – 22 Proposal to Change LING 2010Q

1. Date: April 4, 2011
2. Department: Linguistics
3. Nature of Proposed Change: Changing description to better match current state of course.
4. Current Catalog Copy:

LING 2010Q. The Science of Linguistics

(110Q) Either semester. Three credits.

An introduction to linguistics as a science. Methods, findings and theory of linguistic research on the sound system and the structures of human language. The relation between structure and meaning. The basics of linguistic analysis. Applied linguistics. CA 3.

5. Proposed Catalog Copy:

LING 2010Q. The Science of Linguistics

(110Q) Either semester. Three credits.

An introduction to the methods and major findings of linguistic research as applied to the sound systems of languages and the structure and meaning of words and sentences.
CA 3.

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: New description gives a better sense of what is covered in the course; most important is the removal of applied linguistics.
2. Effect on Department's Curriculum: More accurate information for students.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
8. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 – 23 Proposal to Change Linguistics Major

1. Date: 8/27/10
2. Department requesting this change: Linguistics
3. Title of Major: Linguistics and Philosophy
4. Nature of Change: Increase the number of classes that can be used to satisfy the writing in the major requirement.
5. Existing catalog Description of the Major:

For the **Linguistics and Philosophy** joint major, specifically required courses are [LING 3110](#), [LING 3510Q](#), and [PHIL 3241](#). For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing [LING 3110](#). The exit requirement for writing in the major will be satisfied by passing either [LING 3610W](#) or [PHIL 3225W](#).

6. Proposed catalog Description of the Major:

For the **Linguistics and Philosophy** joint major, specifically required courses are [LING 3110](#), [LING 3510Q](#), and [PHIL 3241](#). For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing [LING 3110](#). **The exit requirement for writing in the major will be satisfied by passing any W course in LING or PHIL at the 2000 level or above that has been approved by the student's advisor for inclusion in the plan of study.**

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? There are several W courses that can be used to satisfy other requirements of the major that are not currently approved to satisfy the writing in the major requirement. We wish to allow students maximal flexibility in meeting this requirement.
2. What is the impact on students? Advisors in our departments have overridden this requirement numerous times by approving substitutions. The change will streamline the process for students.
3. What is the impact on regional campuses? None.
4. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
Philosophy Curriculum Committee: 1/26/10
5. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 – 24 Proposal to Add ANTH 5706

1. Date: **17 March 2011**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2012**

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

ANTH 5706. Archaeobotany

3 credits. Lecture and Laboratory.

Method and theory of studying archaeological plant remains in the laboratory, including sampling, identification, and interpretation of data.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5706**
If requesting 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: **Archaeobotany**
4. Course description, if appropriate (see [Note K](#)):
Method and theory of studying archaeological plant remains in the laboratory, including sampling, identification, and interpretation of data.
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."): **One 3-hour laboratory/lecture period**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**
8. Recommended Preparation, if applicable (see [Note G](#)): **None**
9. Consent of Instructor, if applicable (see [Note T](#)): **No**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **Not applicable**
12. S/U grading, if applicable (see [Note X](#)): **Not applicable**

Justification

1. Reasons for adding this course: (see [Note L](#))
None of the courses currently offered teach archaeobotanical method and theory. This course adds an important facet to the new suite of method-based courses being offered through the Department of Anthropology's Old World Archaeology Program. These include Human Osteology, Lithic Analysis, Zooarchaeology, Quantitative Zooarchaeology. As a new tenure-track faculty member, I was hired to teach this course.

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

Plant remains form one of the major classes of remains recovered from archaeological sites. As a rapidly growing sub-discipline of archaeology, there is a great demand for trained archaeobotanists. This course teaches students: 1) how to sample, collect, and process plant remains in the field; 2) methods for identifying remains in the laboratory; and 3) methods/theory for analyzing and interpreting data.

3. Overlapping Courses (see [Note M](#)): **Can run concurrently with the undergraduate equivalent Anth 3706 Archaeobotany**

4. Number of Students Expected: **12**

5. Number and Size of Section: **1 section, no greater than 12 (limited by lab space and number of microscopes)**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Staffing (see [Note P](#)): **Alexia Smith**

8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **29 March 2011**
Department Faculty: **1 April 2011**

9. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

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12. Interpreting Archaeobotanical Data: Case studies III (Ecological and Environmental Studies) (14 Apr)

Lab: Analysis of archaeobotanical sample

Required reading:

Behre, K.-E., and S. Jacomet (1991) "The Ecological Interpretation of Archaeobotanical Data," in W. van Zeist, K. Wasylikowa and K.-E. Behre, eds., *Progress in Old World Palaeoethnobotany*. Rotterdam, A.A. Balkema, 81–108.

van der Veen, Marijke (1992) "Weed Ecology," in *Crop Husbandry Regimes. An Archaeobotanical Study of Farming in Northern England. 1000 BC–AD 500*. Sheffield Archaeological Monographs 3. Sheffield: Department of Archaeology and Prehistory, University of Sheffield, 101–109.

Additional Reading:

Cappers, R. T. J. (1995) "A Palaeoecological Model for the Interpretation of Wild Plant Species," *Vegetation History and Archaeobotany* 4 (4): 249–257.

Riehl, Simone, Reid Bryson, and Konstantin Pustovoytov (2008) "Changing Growing Conditions for Crops during the Near Eastern Bronze Age (3000–1200 BC): the Stable Carbon Isotope Evidence," *Journal of Archaeological Science* 35: 1011–1022.

13. Integrating Archaeobotanical and Zooarchaeological Data (21 Apr)

Lab: Analysis of archaeobotanical sample

Required reading:

Smith, Alexia and Natalie Munro (2009) "A Holistic Approach to Examining Ancient Agriculture: A Case Study from the Bronze and Iron Age Near East," *Current Anthropology* 50 (6): 925–936.

Twiss, Katheryn C., Amy Bogaard, Michael Charles, Jennifer Kenecke, Nerissa Russell, Louise Martin, and Glynis Jones (2009) "Plant and Animals Together: Interpreting Organic Remains from Building 52 at Çatalhöyük," *Current Anthropology* 50 (6): 885–895.

Miller, Naomi F. (1997) "Farming and Herding Along the Euphrates: Environmental Constraint and Cultural Choice (Fourth to Second Millennia B.C.)," in *Subsistence and Settlement in a Marginal Environment: Tell Es-Sweyhat, 1989–1995. Preliminary Report. MASCA Research Papers in Science and Archaeology Vol. 14*. Philadelphia: Museum Applied Science Center for Archaeology, University of Pennsylvania Museum of Archaeology and Anthropology, 123–132.

Additional Reading:

Miller, Naomi F., Melinda A. Zeder, and Susan R. Arter (2009) "From Food and Fuel to Farms and Flocks: The Study of the Agropastoral Economy at Gordion, Turkey," *Current Anthropology* 50 (6): 915–924.

Whitcher Kansa, Sarah, Amanda Kennedy, Stuart Campbell, Elizabeth Carter (2009) "Resource Exploitation at Late Neolithic Domuztepe: Faunal and Botanical Evidence," *Current Anthropology* 50 (6): 897–914.

14. Course overview: Presentation of sample results (Final report due) (28 Apr)

Group discussion of results

15. Final exam: 3:30–5:30 pm, Wed 5 May (Time and date to be confirmed by the Registrar's office!)

2011 – 25 Proposal to Add ANTH 3706

1. Date: **17 March 2011**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2012**

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

ANTH 3706. Archaeobotany

Three credits. Lecture and Laboratory.

Method and theory of studying archaeological plant remains in the laboratory, including sampling, identification, and interpretation of data.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **3706**
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? __ Yes __ No

3. Course Title: **Archaeobotany**

4. Semester offered (see [Note C](#)): **Either**
5. Number of Credits (see [Note D](#)): **Three credits**
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Method and theory of studying archaeological plant remains in the laboratory, including sampling, identification, and interpretation of data.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): **One 3-hour laboratory/lecture period**
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](#)): **No**
11. Exclusions, if applicable (see [Note H](#)): **None**
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](#)): **N/A**
14. Open to Sophomores (see [Note U](#)): **Yes**
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](#))

There is a need for undergraduates with an interest in archaeology to gain laboratory experience in handling archaeological remains. This course adds an important facet to the suite of method-based courses being offered such as Human Osteology, Lithic Analysis, Zooarchaeology, Quantitative Zooarchaeology. As a new tenure-track faculty member, I was hired to teach this course.

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

Plant remains are one of the major classes of remains recovered from archaeological sites. This course covers methods and theory related to sample collection and processing in the field, methods for identifying remains in the laboratory, and analyzing and interpreting data and provides students with valuable hands-on experience.

3. Overlapping Courses (see [Note M](#)): **Can run concurrently with the graduate equivalent Anth 5706 Archaeobotany**

4. Number of Students Expected: **12**

5. Number and Size of Section: **1 section with a maximum of 12 (limit due to lab space and number of microscopes)**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Effects on Regional Campuses: **None**

8. Staffing (see [Note P](#)): **Alexia Smith**

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

Department Curriculum Committee: **29 March 2011**

Department Faculty: **1 April 2011**

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

Alexia Smith, 486-4264, alexia.smith@uconn.edu

2011 – 26 Proposal to Add ANTH 3515

1. Date: **17 March 2011**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2012**

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

ANTH 3515. Ancient Civilizations of the Old World

Three credits.

Examination of early civilizations in Mesopotamia, Egypt, the Indus Valley, and sub-Saharan Africa. Theories explaining the development and collapse of early state-level societies are critically considered.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): **3515**
If requesting a specific number (e.g. “254” instead of “2XX”), have you verified with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: **Ancient Civilizations of the Old World**
4. Semester offered (see [Note C](#)): **Either**
5. Number of Credits (see [Note D](#)): **Three credits**
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Examination of early civilizations in Mesopotamia, Egypt, the Indus Valley, and sub-Saharan Africa. Theories explaining the development and collapse of early state-level societies are critically considered.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): **Standard**
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](#)): **No**
11. Exclusions, if applicable (see [Note H](#)): **None**
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](#)): **Smith**

14. Open to Sophomores (see [Note U](#)): **Yes**
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 fills a gap in the undergraduate course listing, particularly within the Old World Archaeology program. Many of the archaeology courses currently offered span the Palaeolithic and Neolithic time periods. This course extends the temporal scope of courses offered within the department into the Chalcolithic and Bronze Age. As a new tenure-track faculty member, I was hired to teach courses such as this. This course will be of interest to upper-level undergraduates in History, Classics and Ancient Mediterranean Studies, Middle East Studies, and possibly Geography.

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

The development and collapse of early state-level societies marked a radical shift in the way people interacted with one another and with their environment. This course closely examines the archaeological evidence for early civilizations in the Old World, including Mesopotamia, the Indus Valley, Egypt, and sub-Saharan Africa. It encourages students to consider cross-cultural similarities and differences between these areas and to critically examine the broad range of theories proffered to explain the cultural shifts.

3. Overlapping Courses (see [Note M](#)): **None**
4. Number of Students Expected: **50+**
5. Number and Size of Section: **No sections**
6. Effects on Other Departments (see [Note N](#)): **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see [Note P](#)): **Alexia Smith**
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **29 March 2011**
Department Faculty: **1 April 2011**
10. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

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ANTH 3095 (Special Topics): Ancient Civilizations of the Old World

Fall 2009

Class hours: Tue, Thur 9:30–10:45am

Place: Art Building 106

Instructor: Dr. Alexia Smith

Office: Beach Hall 406

Tel: (860) 486-4264

e-mail: alexia.smith@uconn.edu

Office hours: Wednesday 10:00–11:00 am or by appointment

Course Description:

The development and collapse of early state-level societies marked a radical shift in the way people interacted with one another and with their environment. In this class you will critically consider the broad range of theories proffered to explain the enormous cultural shifts witnessed with increasing social complexity in the Old World. We will focus heavily upon archaeological data from Mesopotamia; readings from Egypt and sub-Saharan Africa, the Indus Valley, and China are included to encourage you to consider cross-cultural similarities and differences between these areas.

Readings and Discussion:

The readings have been chosen from wide range of sources and include books, edited volumes, and journal articles. The readings can be accessed through HuskyCT. You will need your NetID and password to access HuskyCT. The material presented in class and the assigned readings are designed to complement one another. During lectures it is important that you take your own notes. You are strongly encouraged to ask questions.

Course requirements, deadlines, and grade breakdown:

This class meets twice per week. One meeting each week will be devoted to lecture and the other to discussion. For this reason, it is essential that you complete assigned readings before class and attend all class meetings so that you can contribute meaningfully in discussions. Study guidelines for the tests and guidelines for the paper will be provided in class.

Assignment	Date	% of final grade
Participation in discussion	Once per week	25
Midterm	6 October	15
8-page research paper on a topic of your choosing relating to any civilization of the Old World.	Topic approved: 15 Oct Paper due: 10 Nov	25
Presentation of Research (dates and times for each individual will be arranged in advance)	Presentations will take place on 1, 3, 8, 10 December	10
Final examination (date and time to be confirmed!)	8:00–10:00 am, Thur 17 December	25

Grading

Grades will be based on a 100-point score and will be converted to letter grades as follows:

Letter grade	Total score (%)	Grade point
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3

Letter grade	Total score (%)	Grade point
C	73–76	2.0
C-	70–72	1.7
D+	67–69	1.3
D	63–66	1.0
D-	60–62	0.7
F	0–59	0

Please note that extreme care is taken in grading your work. Occasionally, instructors make an error when grading exams or assignments. If you feel that an error has been made, please bring this to my attention. In order to ensure fairness and equity in grading, the entire assignment will be re-graded and any errors (including those that may have falsely elevated your score) will be corrected.

A Note on Ethics and Academic Integrity:

All students are expected to adhere to the student code for academic integrity in undergraduate education and research (for further details see http://www.dosa.uconn.edu/student_code.html). Plagiarism or cheating will not be tolerated and will result in an **F grade for the class**. In brief, the Student Code states that:

“A fundamental tenet of all educational institutions is academic honesty...
Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.”

Copying from a book, article, website, or another student without proper citation of the source is not acceptable. Exams will be invigilated by a proctor who will answer any questions regarding the test and will ensure fairness in the examination room. No notes, electronic devices, consultation of another person’s work, or talking will be allowed during exams or quizzes. Violators will be brought to the attention of the dean of the college for a hearing on academic misconduct.

Class schedule and readings

Wk	Dates	Topic and readings
1	1, 3 Sep	Course introduction
2	8, 10 Sep	The Urban Revolution What is a city? Classic conceptions, Childe, V. Gordon (1950) “The Urban Revolution,” <i>Town Planning Review</i> 21: 3–17. Caneiro, Robert L. (1970) “A Theory on the Origin of the State,” <i>Science</i> 169:733–738. Redman, Charles L. (1978) “The Origins of Urban Society. In Search of Utopia,” in <i>The Rise of Civilization. From Early Farmers to Urban Society in the Ancient Near East</i> . San Francisco: W. H. Freeman, 214–243.
3	15, 17 Sep	Cities, City States, Territorial States, and the Hinterland Topics: Defining city-states and territorial states, core-periphery relationships Trigger (2003) “States: City and Territorial,” in <i>Understanding Early Civilizations</i> . Cambridge: Cambridge University Press, 92–119. Stein, Gil J. (2001) “Understanding Ancient State Societies in the Old World,” in Gary M. Feinman and T. Douglas Price, eds., <i>Archaeology at the Millennium. A Source Book</i> . New York: Kluwer Academic/Plenum Publishers, 353–379.
4	22, 24 Sep	Emerging Social Complexity in the Levant and Turkey Topics: Archaeological evidence for social complexity during the Neolithic in the Levant and Turkey Crabtree, Pam J. and Douglas V. Campana (2006) “The Consequences of the Agricultural Revolution,” in <i>Exploring Prehistory. How Archaeology Reveals our Past</i> . Boston: McGraw Hill, 249–265. Joukowsky, Martha Sharp (1996) “The Neolithic,” in <i>Early Turkey. Anatolian Archaeology from Prehistory through the Lydian Period</i> . Dubuque: Kendall/Hunt Publishing Company: 92–113. [section on Ceramic Neolithic Sites]
5	29 Sep, 1 Oct	Mesopotamia: Early Social Complexity Topics: Archaeological evidence for social complexity in Mesopotamia Crabtree, Pam J. and Douglas V. Campana (2006) “The Development of Cities and States: Mesopotamia and the Urban Revolution,” in <i>Exploring Prehistory. How Archaeology Reveals our Past</i> . Boston: McGraw Hill, 270–291. Matthews, Roger (2003) <i>The Archaeology of Mesopotamia</i> . London: Routledge, 93–126.
6	6, 8 Oct	Mesopotamia: Early Social Complexity Midterm (on 6 Oct) Topics: Archaeology of empires Matthews, Roger (2003) <i>The Archaeology of Mesopotamia</i> . London: Routledge,

		127–154.
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Wk	Dates	Topic and readings
7	13, 15 Oct	<p>Egypt and Sub-Saharan Africa Topics: Archaeological evidence for social complexity in Egypt and sub-Saharan Africa; contrasting pathways to complexity Crabtree, Pam J. and Douglas V. Campana (2006) “The Rise of Complex Societies in Egypt and Sub-Saharan Africa,” in <i>Exploring Prehistory. How Archaeology Reveals our Past</i>. Boston: McGraw Hill, 306–326. McIntosh, S. K., and R. J. McIntosh (1993) “Cities without Citadels: Understanding Urban Origins along the Middle Niger,” in T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, eds., <i>The Archaeology of Africa: Foods, Metals, and Towns</i>. London: Routledge, 622–641.</p>
8	20, 22 Oct	<p>The Indus Civilization 15 Oct: Deadline for approval of paper topic Topics: Archaeological evidence for social complexity in the Indus Valley Crabtree, Pam J. and Douglas V. Campana (2006) “The Indus Age: The Origins of Urbanism in South Asia,” in <i>Exploring Prehistory. How Archaeology Reveals our Past</i>. Boston: McGraw Hill, 292–305. Possehl, Gregory (1990) “Revolution in the Urban Revolution: The Emergence of Indus Urbanization,” <i>Annual Review of Anthropology</i> 19: 261–282.</p>
9	27, 29 Oct	<p>China Topics: Archaeological evidence for social complexity in China Crabtree, Pam J. and Douglas V. Campana (2006) “Early Cities and States in China,” in <i>Exploring Prehistory. How Archaeology Reveals our Past</i>. Boston: McGraw Hill, 327–338. TBA</p>
10	3, 5 Nov	<p>Urban Identity Topics: Gender, ethnicity, and identity Emberling, Geoff (1997) “Ethnicity in Complex Societies: Archaeological Perspectives,” <i>Journal of Archaeological Research</i> 5(4): 295–344.</p>
11	10, 12 Nov	<p>Cycles of Urban Development and Collapse 10 Nov: Deadline for paper Topics: Defining collapse, exploring reasons for collapse, evidence for collapse Tainter, Joseph A. (1988) “The Study of Collapse,” in <i>The Collapse of Complex Societies</i>. Cambridge: Cambridge University Press, 39–90. [skim] Butzer, Karl W. (1980) “Civilizations: Organisms or Systems?” <i>American Scientist</i> 68: 517–521. Weiss, H., and R. S. Bradley. (2001) What Drives Societal Collapse? <i>Science</i> 291:609–610. Rosen, Arlene Miller (2007) “Early Complex Societies: Climate Change and Collapse of Early Bronze Age Societies,” in <i>Civilizing Climate. Social Response to Climate Change in the Ancient Near East</i>. New York: Altamira Press, 128–149.</p>

Wk	Dates	Topic and readings
12	17, 19 Nov	<p>Identifying Urbanism in the Archaeological Record 19 Nov: No class Topics: Population estimates, archaeobotany, remote sensing, household analyses, controlled surface collections, micro-archaeology, spatial-functional analyses Postgate, J. N. (1994) “How Many Sumerians per Hectare? Probing the Anatomy of an Early City,” <i>Cambridge Archaeological Journal</i> 4: 47–65. Matney, Timothy (2000) “Urban Planning and the Archaeology of Society at Early Bronze Age Titris Höyük,” in D. Hopkins, ed., <i>Across the Anatolian Plateau. Readings in the Archaeology of Ancient Turkey</i>. Boston: American Schools of Oriental Research, 19–34. Rosen, Arlene Miller (1989) “Ancient Town and City Sites: A View from the Microscope,” <i>American Antiquity</i> 54(3): 564–578.</p>

-	23-27 Nov	Thanksgiving Break
13	1, 3 Dec	Class Presentations
14	8, 10 Dec	Class Presentations
-	Final	Thur 17 December, 8:00-10:00 am (date and time to be confirmed!)

2011 – 27 Proposal to Add ANTH 5515

1. Date: **17 March 2011**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2012**

Final catalog Listing (see Note A):

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

ANTH 5515. Ancient Civilizations of the Old World

3 credits. Seminar.

Examination of early civilizations in Mesopotamia, Egypt, the Indus Valley, and sub-Saharan Africa. Theories explaining the development and collapse of early state-level societies are critically considered.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **5515**
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: **Ancient Civilizations of the Old World**
4. Course description (if appropriate -- see Note K):
Examination of early civilizations in Mesopotamia, Egypt, the Indus Valley, and sub-Saharan Africa. Theories explaining the development and collapse of early state-level societies are critically considered.
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; **X** **Seminar**; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): **None**
8. Recommended Preparation, if applicable (see Note G): **None**
9. Consent of Instructor, if applicable (see Note T): **No**
10. Exclusions, if applicable (see Note H): **None**
11. Repetition for credit, if applicable (see Note I): **Not applicable**
12. S/U grading, if applicable (see Note X): **Not applicable**

Justification

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

This course fills a gap in the graduate course listing, particularly within the Old World Archaeology program. Many of the archaeology courses currently offered span the Palaeolithic and Neolithic time periods. This course extends the temporal scope of courses offered within the department into the Chalcolithic and Bronze Age. As a new tenure-track faculty member, I was hired to teach courses such as this.

2. Academic Merit (see Note L):

The development and collapse of early state-level societies marked a radical shift in the way people interacted with one another and with their environment. This course closely examines the archaeological evidence for early civilizations in the Old World, including Mesopotamia, the Indus Valley, Egypt, and sub-Saharan Africa. It encourages students to consider cross-cultural similarities and differences between these areas and to critically examine the broad range of theories proffered to explain the cultural shifts. This course will be of interest to graduate/upper-level undergraduates in History, Classics and Ancient Mediterranean Studies, Middle East Studies, and possibly Geography .

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

4. Number of Students Expected: **12**

5. Number and Size of Section: **1 section no greater than 15**

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

7. Staffing (see Note P): **Alexia Smith**

8. Dates approved by (see Note Q):

Department Curriculum Committee: **29 March 2011**

Department Faculty: **1 April 2011**

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

Alexia Smith, 486-4264, alexia.smith@uconn.edu

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ANTH 5305 (Special Topics) (015): Ancient Civilizations of the Old World

Spring 2009

Class hours: Mon, 2:00–5:00 pm

Place: Beach 452

Instructor: Dr. Alexia Smith

Office: Beach Hall 406

Tel: (860) 486-4264

e-mail: alexia.smith@uconn.edu

Office hours: by appointment

Course Description:

The development and collapse of early state-level societies marked a radical shift in the way people interacted with one another and with their environment. In this seminar you will critically consider the broad range of theories proffered to explain the enormous cultural shifts witnessed with increasing social complexity in the Old World. We will focus heavily upon archaeological data from Mesopotamia; readings from the Indus Valley, Egypt, and sub-Saharan Africa are included to encourage you to consider cross-cultural similarities and differences between these areas.

Readings:

The readings have been chosen from wide range of sources and include books, edited volumes, and journal articles. The readings may be accessed either in the library or as pdfs through HuskyCT. You will need your NetID and password to access HuskyCT.

Course requirements:

1. Class discussions: Since this course follows a seminar format, it is essential that that you have completed the assigned readings prior to class and are able to discuss them in an informed manner.
2. Précis: You are required to write a précis of the readings each week (no longer than 1 double-spaced page) summarizing the main arguments of each text. Please hand your précis in at the beginning of each meeting and bring 1 extra copy for review in class. In writing the précis, you should focus on the overall conclusions, perspective and/or theoretical approach rather than the detail discussed in the readings.
3. In-class summary of assigned articles: You will be required to read 2 articles in excess of the assigned reading and provide a summary and critical analysis of the paper to the class. During the weeks that you are presenting an article, you will not be required to write a précis.
4. Term paper and presentation: You are required to write a 15-page paper on a topic of your choosing that relates to the topics discussed in class. The topic needs to be approved by me no later than 16 March 2009. The paper should be formatted according to *Current Anthropology* guidelines. During the last class meeting, you will be asked to formally present your findings to the class. The presentations are limited to 15 minutes and should use slides, PowerPoint, or any media appropriate to your topic.

Course Website:

Information regarding the course, including syllabus, course assignments, readings etc., will be posted on HuskyCT. You are encouraged to check this frequently: You will need your NetID and password to access HuskyCT.

Grade breakdown and deadlines:

Deadlines should be strictly adhered to. If you are experiencing any difficulties with an assignment, make sure to talk to me as early as possible.

Paper topic approved:	16 March 2009
Outline of paper (1–2 pages):	30 March 2009
Paper:	27 April 2009
Presentation of research:	27 April 2009 (during class time)

Grade breakdown:

Participation in discussions	30%	Term paper	25%
Précis	30%	Presentation of term paper	5%
Article analysis and presentation	10%		

A Note on Ethics and Academic Integrity:

All students are expected to follow the student code for academic integrity in graduate education and research (for further details see <http://www.dosa.uconn.edu/> (Judicial affairs, Student code). In brief, the Student Code states that:

“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.”

Anyone found violating these rules will be reported to Dean of Students and will receive an F grade for the class.

Seminar schedule and readings

1. Course introduction (26 Jan)

Stein, Gil J. (2001) "Understanding Ancient State Societies in the Old World," in Gary M. Feinman and T. Douglas Price, eds., *Archaeology at the Millennium. A Source Book*. New York: Kluwer Academic/Plenum Publishers, 353–379.

Guidelines for preparing a manuscript for *Current Anthropology*:

<http://www.journals.uchicago.edu/page/ca/instruct.html>

2. The Urban Revolution (2 February)

Topics: What is a city? Classic conceptions

Childe, V. Gordon (1950) "The Urban Revolution," *Town Planning Review* 21: 3–17.

Caneiro, Robert L. (1970) "A Theory on the Origin of the State," *Science* 169:733–738.

Smith, M. G. (1972) "Complexity, Size, and Urbanism," in P. J. Ucko, R. Tringham, and G. W. Dimpleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 567–574.

Earle, Timothy, (1991) "The Evolution of Chiefdoms," in T. Earle, ed., *Chiefdoms: Power, Economy, and Ideology*. Cambridge: Cambridge University Press, 1–15.

Ibn Khaldûn (1989) "Human Civilization in General (1st and 2nd Prefatory Discussions," in *The Muqaddimah. An Introduction to History*. Princeton, N.J.: Princeton University Press, 49–57.

Presentation readings:

Sjoberg, Gideon (1955) "The Preindustrial City," *American Journal of Sociology* 60: 438–445.

Wheatley, Paul (1972) "The Concept of Urbanism," in P. J. Ucko, R. Tringham, and G. W. Dimpleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 601–637.

3. Theories of Urbanization (9 February)

Topics: Theories of urbanization, top-down and bottom-up approaches

Trigger, Bruce (1972) "Determinants of Urban Growth in Preindustrial Societies," in P. J. Ucko, R. Tringham, and G. W. Dimpleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 575–599.

Redman, Charles L. (1978) "The Origins of Urban Society. In Search of Utopia," in *The Rise of Civilization. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W. H. Freeman, 214–243.

McIntosh, S. K., and R. J. McIntosh (1993) "Cities without Citadels: Understanding Urban Origins along the Middle Niger," in T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, eds., *The Archaeology of Africa: Foods, Metals, and Towns*. London: Routledge, 622–641.

Joffe, Alexander H. (1998) "Alcohol and Social Complexity in Ancient Western Asia," *Current Anthropology* 39(3): 297–322.

Presentation readings:

Flannery, Kent V. (1999) "Process and Agency in Early State Formation," *Cambridge Archaeological Journal* 9(1): 3–21.

McIntosh, R. (1991) "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18: 199–212.

4. Cities, City States, Territorial States, and the Hinterland (16 February)

Topics: Defining city-states and territorial states, core-periphery relationships

- Charlton, Thomas and Deborah Nichols (1997) "The City-State Concept: Development and Applications," in D. Nichols and T. Charlton, eds., *The Archaeology of City-States, Cross-Cultural Approaches*. Washington, D.C.: Smithsonian Institution Press, 1–14.
- Hansen, Mogens (2000) "Introduction: The Concepts of City-State and City-State Culture," in M. Hansen, ed., *A Comparative Study of Thirty City-State Cultures*. Copenhagen: Royal Danish Academy of Sciences and Letters, 11–34.
- Yoffee, Norman (1997) "Obvious and the Chimerical: City States in Archaeological Perspective," in D. Nichols and T. Charlton, eds., *The Archaeology of City States. Cross-Cultural Approaches*. Washington D.C.: Smithsonian Institution Press, 255–263.
- Adams, Robert McC. (1978) "Strategies of Maximization, Stability, and Resilience in Mesopotamian Society, Settlement, and Agriculture," *Proceeding of the American Philosophical Society* 122(5): 329–335.
- Wilkinson, T. J., Jason Ur, and Jesse Casana (2003) "From Nucleation to Dispersal: Trends in Settlement Pattern in the Northern Fertile Crescent," in J. Cherry and S. Alcock, eds., *Side-by-Side Survey: Comparative Regional Studies in the Mediterranean World*. Oxford: Oxbow Press, 189–205.

Presentation readings:

- Wilkinson, T. J. (1994) "The Structure and Dynamics of Dry Farming States in Upper Mesopotamia," *Current Anthropology* 35(5): 483–520.
- Trigger (2003) "States: City and Territorial," in *Understanding Early Civilizations*. Cambridge: Cambridge University Press, 92–119.

5. Mesopotamia: Early Social Complexity (23 February)

Topics: Archaeological evidence for social complexity in Mesopotamia, archaeology of empires

- Adams, Robert McC. (1981) *Heartland of Cities*. Chicago: University of Chicago Press, 52–94.
- Matthews, Roger (2003) *The Archaeology of Mesopotamia*. London: Routledge, 93–154.

Presentation readings:

- Algaze, Guillermo (2001) "Initial Social Complexity in Southwestern Asia," *Current Anthropology* 42(2): 199–233.
- Weiss, Harvey (1986) "The Origins of Tell Leilan and the Conquest of Space in Third Millennium Mesopotamia," in H. Weiss, ed., *The Origins of Cities in Dry Farming Syria and Mesopotamia in the Third Millennium B.C.* Guildford, CT: Four Quarters Publishing Company, 71–108.

6. Egypt and Sub-Saharan Africa (2 March)

Topics: Archaeological evidence for social complexity in Egypt and sub-Saharan Africa, contrasting pathways to complexity

- Bard, Kathryn A. (2000) "The Emergence of the Egyptian State (c. 3200–2686 BC)," in I. Shaw, ed., *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press, 61–88.
- McIntosh Susan Keech (1999) "Pathways to Complexity: An African Perspective," in S. K. McIntosh, ed., *Beyond Chiefdoms. Pathways to Complexity in Africa*. Cambridge: Cambridge University Press, 1–30.
- McIntosh, Roderick J. (1999) "Western Representations of Urbanism and Invisible African Towns," in S. K. McIntosh, ed., *Beyond Chiefdoms. Pathways to Complexity in Africa*. Cambridge: Cambridge University Press, 56–65.

Presentation readings:

- Wengrow, David (2006) "The Evolution of Simplicity: Naqada I–II," in *The Archaeology of Early Egypt. Social Transformations in North-East Africa, 10,000 to 2650 BC*. Cambridge: Cambridge University Press, 151–175.
- Wenke, Robert J. (1997) "City-States, Nation States, and Territorial States: The Problem of Egypt," in D. Nichols and T. Charlton, eds., *The Archaeology of City-States, Cross-Cultural Approaches*. Washington, D.C.: Smithsonian Institution Press, 27–49.

Spring Break

7. The Indus Civilization (16 March)

Deadline for paper topic approval

Topics: Archaeological evidence for social complexity in the Indus Valley

Possehl, Gregory (1990) "Revolution in the Urban Revolution: The Emergence of Indus Urbanization," *Annual Review of Anthropology* 19: 261–282.

Mughal, M. Rafique (1991) "The Rise of the Indus Civilization," in M. Jansen, M. Mulloy, and G. Urban, eds., *Forgotten Cities on the Indus. Early Civilization in Pakistan from the 8th to the 2nd Millennium BC*. Mainz: Phillip von Zabern, 104–110.

Weber, Steven (1999) "Seeds of Urbanism: Palaeoethnobotany and the Indus Civilization," *Antiquity* 73: 813–826.
TBA

Presentation readings:

Allchin, Bridget, and Raymond Allchin (1997) "The Indus Empire. People and Culture," in *Origins of a Civilization. The Prehistory and Early Archaeology of South Asia*. New York: Viking, Ch. 9

Mughal, M. Rafique (1990) "Further Evidence of the Early Harappan Culture in the Greater Indus Valley: 1971–90," *South Asian Studies* 6: 175–199.

8 Economic and Political Organization of Cities (23 March)

Topics: Craft production, subsistence, exchange, cities and political control

Lamberg-Karlovsky (1996) "The Archaeological Evidence for International Commerce: Public and/or Private Enterprise in Mesopotamia?" in M. Hudson and B. Levine, eds., *Privatization in the Ancient Near East and the Classical World*. Cambridge, MA: Peabody Museum of Archaeology and Ethnology, Harvard University, 73–108.

Trigger, Bruce (2003) "Administration," in *Understanding Early Civilizations*. Cambridge: Cambridge University Press, 195–220.

Zeder, Melinda (2003) "Food Provisioning in Urban Societies: A View from Northern Mesopotamia," in M. Smith, ed., *The Social Construction of Ancient Cities*. Washington, D.C.: Smithsonian Institution Press, 156–183.

Presentation readings:

van de Mieroop, Marc (1999) "Feeding the Citizens," in *The Ancient Mesopotamian City*. Oxford: Oxford University Press, 142–175.

Jacobsen, Thorkild (1943) "Primitive Democracy in Ancient Mesopotamia," *Journal of Near Eastern Studies* 2: 159–172.

9 Ritual and Social Organization of Cities (30 March)

Deadline for paper outline

Topics: Role of the temple in urban societies, class, and kinship

Stone, Elizabeth, and Paul Zimansky (1995) "The Tapestry of Power in a Mesopotamian City," *Scientific American* 269(4): 118–123.

Baines, John, and Norman Yoffee (1998) "Order, Legitimacy, and Wealth in Ancient Egypt and Mesopotamia," in G. Feinman and J. Marcus, eds., *Archaic States*. Santa Fe, NM: School of American Research Press, 199–260.

Postgate, J. N. (1972) "The Role of the Temple in the Mesopotamian Secular Community," in P. J. Ucko, R. Tringham, and G. W. Dimbleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 811–825.

Presentation readings:

Foster, Benjamin (1981) "A New Look at the Sumerian Temple State," *Journal of the Economic and Social History of the Orient* 24(3): 225–241.

Keith, Kathryn (2003) "The Spatial Patterns of Everyday Life in Old Babylonian Neighborhoods," in M. Smith, ed., *The Social Construction of Ancient Cities*. Washington, D.C.: Smithsonian Institution, 56–80.

10. Urban Identity (6 April)

Topics: Gender, ethnicity, and identity

Emberling, Geoff (1997) "Ethnicity in Complex Societies: Archaeological Perspectives," *Journal of Archaeological Research* 5(4): 295–344.

van de Mieroop, Marc (1999) "City and Countryside: The Mesopotamian View," in *The Ancient Mesopotamian City*. Oxford: Oxford University Press, 42–62.

Wright, Rita (1998) "Crafting Social Identity in Ur III Southern Mesopotamia," in C. L. Costin and R. Wright, eds., *Craft and Social Identity*. Washington, D. C.: American Anthropological Society, 57–69.

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- Wright, Rita (1996) "Technology, Gender, and Class: Worlds of Difference in Ur III Mesopotamia," in R. Wright, ed., *Gender and Archaeology*. Philadelphia: University of Pennsylvania Press, 79–110.
- Pollock, Susan (1991) "Women in a Men's World: Images of Sumerian Women," in J. Gero and M. Conkey, eds., *Engendering Archaeology. Women and Prehistory*. Oxford: Blackwell Press, 366–387.

11. Cycles of Urban Development and Collapse (13 April)

Topics: Defining collapse, exploring reasons for collapse

- Tainter, Joseph A. (1988) "The Study of Collapse," in *The Collapse of Complex Societies*. Cambridge: Cambridge University Press, 39–90. [skim]
- Yoffee, Norman (2005) "The Collapse of Ancient States and Civilizations," in *Myths of the Archaic State. Evolution of the Earliest Cities, States, and Civilizations*. Cambridge, Cambridge University Press, 131–160.
- Butzer, Karl W. (1980) "Civilizations: Organisms or Systems?" *American Scientist* 68: 517–521.
- Adams, Robert McC. (1988) "Contexts of Civilizational Collapse. A Mesopotamian View," in N. Yoffee and George L. Cowgill, eds., *The Collapse of Ancient States and Civilizations*. Tucson: University of Arizona Press, 20–43.
- Weiss, H., and R. S. Bradley. (2001) What Drives Societal Collapse? *Science* 291:609–610.

Presentation readings:

- Weiss, Harvey (2000) "Causality and Change: Late Third Millennium Collapse in Southwest Asia," in O. Rouault and M. Wafler, eds., *La Djéziré et l'Euphrate Syriens de la Protohistoire à la fin du IIe Millenaire av. J.C.: Tendances dan l'Interpretations Historique des Donnés Nouvelles. Subartu* 7. Brepols: Turnhout, 207–217.
- Gibson, McGuire (1974) "Violation of Fallow and Engineered Disaster in Mesopotamian Civilization," in T. Downing and M. Gibson, eds., *Irrigation's Impact on Society*. Tucson: University of Arizona Press, 7–20.

12. Identifying Urbanism in the Archaeological Record (20 April)

Topics: Population estimates, archaeobotany, remote sensing, household analyses, controlled surface collections, micro-archaeology, spatial-functional analyses

- Postgate, J. N. (1994) "How Many Sumerians per Hectare? Probing the Anatomy of an Early City," *Cambridge Archaeological Journal* 4: 47–65.
- Matney, Timothy (2000) "Urban Planning and the Archaeology of Society at Early Bronze Age Titris Höyük," in D. Hopkins, ed., *Across the Anatolian Plateau. Readings in the Archaeology of Ancient Turkey*. Boston: American Schools of Oriental Research, 19–34.
- Roaf, Michael (1989) "Social Organization and Social Activities at Tell Madhhur," in E. Henrickson and I. Thuesen, eds., *Upon This Foundation: The Ubaid Reconsidered*. Copenhagen: Carsten Niebuhr Institute of Ancient Near Eastern Studies, 91–146.
- Vidale, Massimo (1989) "Specialized Producers and Urban Elites: On the Role of Craft Industries in Mature Harappan Urban Contexts," in J. M. Kenoyer, ed., *Old Problems and New Perspectives in the Archaeology of South Asia*. Madison, WI: Department of Anthropology, University of Wisconsin, 171–181.

Presentation readings:

- Rosen, Arlene Miller (1989) "Ancient Town and City Sites: A View from the Microscope," *American Antiquity* 54(3): 564–578.
- Rothman, Mitchell (1994) "Sealings as a Control Mechanism in Prehistory: Tepe Gawra XI, X, and VIII," in G. Stein and M. Rothman, eds., *Chiefdoms and Early States in the Near East. The Organizational Dynamics of Complexity*. Madison, WI: Prehistory Press, 103–120.

13. Course overview: Presentation of individual research (27 April)

Term paper due

2011 – 28 Proposal to Add ANTH 5522

1. Date: **17 March 2011**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2012**

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

ANTH 5522. Ecological Anthropology

3 credits. Seminar.

Interdisciplinary study of human ecology integrating ecological and anthropological theory with archaeological, historical, and contemporary case studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5522**
If requesting 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: **Ecological Anthropology**
4. Course description, if appropriate (see [Note K](#)):
Interdisciplinary study of human ecology integrating ecological and anthropological theory with archaeological, historical, and contemporary case studies.
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."): **Seminar**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**
8. Recommended Preparation, if applicable (see [Note G](#)): **None**
9. Consent of Instructor, if applicable (see [Note T](#)): **No**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **Not applicable**
12. S/U grading, if applicable (see [Note X](#)): **Not applicable**

Justification

1. Reasons for adding this course: (see [Note L](#))
Through its focus on people and their environment, this course fills a gap in the graduate course listing. It also emphasizes the diversity of approaches adopted within the department and complements a number of existing courses. This course has been offered as ANTH 5305 and attracted students from 5 different departments (Anthropology, Political Science, EEB, Plant Science, Natural Resource Management). As a new tenure-track faculty member, I was hired to

teach courses like this.

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

The dynamics of people and their environment is an important area of investigation within anthropology. This course integrates archaeological, historical, and contemporary case-studies with ecological and anthropological theory to explore population ecology and dynamics; migration and urbanization; subsistence practices, settlement patterns, and resource use of hunter-gatherers, agricultural societies, and pastoralists; diet, nutrition, and disease; human impact on the landscape; societal collapse and catastrophe; and development and globalization. Students are exposed to a wide range of approaches in human ecology that will foster critical thinking.

3. Overlapping Courses (see [Note M](#)): Provides an introduction/supplement to ANTH 306, 361, 389. **None**

4. Number of Students Expected: **12**

5. Number and Size of Section: **1 section, no greater than 15**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Staffing (see [Note P](#)): **Alexia Smith**

8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **29 March 2011**
Department Faculty: **1 April 2011**

9. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

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**ANTH 5305 (Special Topics) (015): Ancient Civilizations of the Old World
Spring 2009**

Class hours: Mon, 2:00–5:00 pm
Place: Beach 452

Instructor: Dr. Alexia Smith
Office: Beach Hall 406
Tel: (860) 486-4264
e-mail: alexia.smith@uconn.edu
Office hours: by appointment

Course Description:

The development and collapse of early state-level societies marked a radical shift in the way people interacted with one another and with their environment. In this seminar you will critically consider the broad range of theories proffered to explain the enormous cultural shifts witnessed with increasing social complexity in the Old World. We will focus heavily upon archaeological data from Mesopotamia; readings from the Indus Valley, Egypt, and sub-Saharan Africa are included to encourage you to consider cross-cultural similarities and differences between these areas.

Readings:

The readings have been chosen from wide range of sources and include books, edited volumes, and journal articles. The readings may be accessed either in the library or as pdfs through HuskyCT. You will need your NetID and password to access HuskyCT.

Course requirements:

5. **Class discussions:** Since this course follows a seminar format, it is essential that that you have completed the assigned readings prior to class and are able to discuss them in an informed manner.
6. **Précis:** You are required to write a précis of the readings each week (no longer than 1 double-spaced page) summarizing the main arguments of each text. Please hand your précis in at the beginning of each meeting and bring 1 extra copy for review in class. In writing the précis, you should focus on the overall conclusions, perspective and/or theoretical approach rather than the detail discussed in the readings.
7. **In-class summary of assigned articles:** You will be required to read 2 articles in excess of the assigned reading and provide a summary and critical analysis of the paper to the class. During the weeks that you are presenting an article, you will not be required to write a précis.
8. **Term paper and presentation:** You are required to write a 15-page paper on a topic of your choosing that relates to the topics discussed in class. The topic needs to be approved by me no later than 16 March 2009. The paper should be formatted according to *Current Anthropology* guidelines. During the last class meeting, you will be asked to formally present your findings to the class. The presentations are limited to 15 minutes and should use slides, PowerPoint, or any media appropriate to your topic.

Course Website:

Information regarding the course, including syllabus, course assignments, readings etc., will be posted on HuskyCT. You are encouraged to check this frequently: You will need your NetID and password to access HuskyCT.

Grade breakdown and deadlines:

Deadlines should be strictly adhered to. If you are experiencing any difficulties with an assignment, make sure to talk to me as early as possible.

Paper topic approved:	16 March 2009
Outline of paper (1–2 pages):	30 March 2009
Paper:	27 April 2009
Presentation of research:	27 April 2009 (during class time)

Grade breakdown:

Participation in discussions	30%	Term paper	25%
Précis	30%	Presentation of term paper	5%
Article analysis and presentation	10%		

A Note on Ethics and Academic Integrity:

All students are expected to follow the student code for academic integrity in graduate education and research (for further details see <http://www.dosa.uconn.edu/> (Judicial affairs, Student code). In brief, the Student Code states that:

“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.”

Anyone found violating these rules will be reported to Dean of Students and will receive an F grade for the class.

Seminar schedule and readings

1. Course introduction (26 Jan)

Stein, Gil J. (2001) "Understanding Ancient State Societies in the Old World," in Gary M. Feinman and T. Douglas Price, eds., *Archaeology at the Millennium. A Source Book*. New York: Kluwer Academic/Plenum Publishers, 353–379.

Guidelines for preparing a manuscript for *Current Anthropology*:

<http://www.journals.uchicago.edu/page/ca/instruct.html>

2. The Urban Revolution (2 February)

Topics: What is a city? Classic conceptions

Childe, V. Gordon (1950) "The Urban Revolution," *Town Planning Review* 21: 3–17.

Caneiro, Robert L. (1970) "A Theory on the Origin of the State," *Science* 169:733–738.

Smith, M. G. (1972) "Complexity, Size, and Urbanism," in P. J. Ucko, R. Tringham, and G. W. Dimbleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 567–574.

Earle, Timothy, (1991) "The Evolution of Chiefdoms," in T. Earle, ed., *Chiefdoms: Power, Economy, and Ideology*. Cambridge: Cambridge University Press, 1–15.

Ibn Khaldûn (1989) "Human Civilization in General (1st and 2nd Prefatory Discussions," in *The Muqaddimah. An Introduction to History*. Princeton, N.J.: Princeton University Press, 49–57.

Presentation readings:

Sjoberg, Gideon (1955) "The Preindustrial City," *American Journal of Sociology* 60: 438–445.

Wheatley, Paul (1972) "The Concept of Urbanism," in P. J. Ucko, R. Tringham, and G. W. Dimbleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 601–637.

3. Theories of Urbanization (9 February)

Topics: Theories of urbanization, top-down and bottom-up approaches

Trigger, Bruce (1972) "Determinants of Urban Growth in Preindustrial Societies," in P. J. Ucko, R. Tringham, and G. W. Dimbleby, eds., *Man, Settlement, and Urbanism*. London: Duckworth, 575–599.

Redman, Charles L. (1978) "The Origins of Urban Society. In Search of Utopia," in *The Rise of Civilization. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W. H. Freeman, 214–243.

McIntosh, S. K., and R. J. McIntosh (1993) "Cities without Citadels: Understanding Urban Origins along the Middle Niger," in T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, eds., *The Archaeology of Africa: Foods, Metals, and Towns*. London: Routledge, 622–641.

Joffe, Alexander H. (1998) "Alcohol and Social Complexity in Ancient Western Asia," *Current Anthropology* 39(3): 297–322.

Presentation readings:

Flannery, Kent V. (1999) "Process and Agency in Early State Formation," *Cambridge Archaeological Journal* 9(1): 3–21.

McIntosh, R. (1991) "Early Urban Clusters in China and Africa: The Arbitration of Social Ambiguity," *Journal of Field Archaeology* 18: 199–212.

4. Cities, City States, Territorial States, and the Hinterland (16 February)

Topics: Defining city-states and territorial states, core-periphery relationships

Charlton, Thomas and Deborah Nichols (1997) "The City-State Concept: Development and Applications," in D. Nichols and T. Charlton, eds., *The Archaeology of City-States, Cross-Cultural Approaches*. Washington, D.C.: Smithsonian Institution Press, 1–14.

Hansen, Mogens (2000) "Introduction: The Concepts of City-State and City-State Culture," in M. Hansen, ed., *A Comparative Study of Thirty City-State Cultures*. Copenhagen: Royal Danish Academy of Sciences and Letters, 11–34.

Yoffee, Norman (1997) "Obvious and the Chimerical: City States in Archaeological Perspective," in D. Nichols and T. Charlton, eds., *The Archaeology of City States. Cross-Cultural Approaches*. Washington D.C.: Smithsonian Institution Press, 255–263.

Adams, Robert McC. (1978) "Strategies of Maximization, Stability, and Resilience in Mesopotamian Society, Settlement, and Agriculture," *Proceeding of the American Philosophical Society* 122(5): 329–335.

Wilkinson, T. J., Jason Ur, and Jesse Casana (2003) "From Nucleation to Dispersal: Trends in Settlement Pattern in the Northern Fertile Crescent," in J. Cherry and S. Alcock, eds., *Side-by-Side Survey: Comparative Regional Studies in the Mediterranean World*. Oxford: Oxbow Press, 189–205.

Presentation readings:

- Wilkinson, T. J. (1994) "The Structure and Dynamics of Dry Farming States in Upper Mesopotamia," *Current Anthropology* 35(5): 483–520.
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Spring Break

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Deadline for paper topic approval

Topics: Archaeological evidence for social complexity in the Indus Valley

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- Allchin, Bridget, and Raymond Allchin (1997) "The Indus Empire. People and Culture," in *Origins of a Civilization. The Prehistory and Early Archaeology of South Asia*. New York: Viking, Ch. 9
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- Trigger, Bruce (2003) "Administration," in *Understanding Early Civilizations*. Cambridge: Cambridge University Press, 195–220.
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Presentation readings:

- Foster, Benjamin (1981) "A New Look at the Sumerian Temple State," *Journal of the Economic and Social History of the Orient* 24(3): 225–241.
- Keith, Kathryn (2003) "The Spatial Patterns of Everyday Life in Old Babylonian Neighborhoods," in M. Smith, eds., *The Social Construction of Ancient Cities*. Washington, D.C.: Smithsonian Institution, 56–80.

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Topics: Gender, ethnicity, and identity

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- Wright, Rita (1996) "Technology, Gender, and Class: Worlds of Difference in Ur III Mesopotamia," in R. Wright, ed., *Gender and Archaeology*. Philadelphia: University of Pennsylvania Press, 79–110.
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- Butzer, Karl W. (1980) "Civilizations: Organisms or Systems?" *American Scientist* 68: 517–521.
- Adams, Robert McC. (1988) "Contexts of Civilizational Collapse. A Mesopotamian View," in N. Yoffee and George L. Cowgill, eds., *The Collapse of Ancient States and Civilizations*. Tucson: University of Arizona Press, 20–43.
- Weiss, H., and R. S. Bradley. (2001) What Drives Societal Collapse? *Science* 291:609–610.

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- Weiss, Harvey (2000) "Causality and Change: Late Third Millennium Collapse in Southwest Asia," in O. Rouault and M. Wafler, eds., *La Djéziré et l'Euphrate Syriens de la Protohistoire à la fin du IIe Millénaire av. J.C.: Tendances dan l'Interpretations Historique des Donnés Nouvelles. Subartu 7*. Brepols: Turnhout, 207–217.
- Gibson, McGuire (1974) "Violation of Fallow and Engineered Disaster in Mesopotamian Civilization," in T. Downing and M. Gibson, eds., *Irrigation's Impact on Society*. Tucson: University of Arizona Press, 7–20.

12. Identifying Urbanism in the Archaeological Record (20 April)

- Topics: Population estimates, archaeobotany, remote sensing, household analyses, controlled surface collections, micro-archaeology, spatial-functional analyses
- Postgate, J. N. (1994) "How Many Sumerians per Hectare? Probing the Anatomy of an Early City," *Cambridge Archaeological Journal* 4: 47–65.
- Matney, Timothy (2000) "Urban Planning and the Archaeology of Society at Early Bronze Age T'itris Höyük," in D. Hopkins, ed., *Across the Anatolian Plateau. Readings in the Archaeology of Ancient Turkey*. Boston: American Schools of Oriental Research, 19–34.
- Roaf, Michael (1989) "Social Organization and Social Activities at Tell Madhhur," in E. Henrickson and I. Thuesen, eds., *Upon This Foundation: The Ubaid Reconsidered*. Copenhagen: Carsten Niebuhr Institute of Ancient Near Eastern Studies, 91–146.
- Vidale, Massimo (1989) "Specialized Producers and Urban Elites: On the Role of Craft Industries in Mature Harappan Urban Contexts," in J. M. Kenoyer, ed., *Old Problems and New Perspectives in the Archaeology of South Asia*. Madison, WI: Department of Anthropology, University of Wisconsin, 171–181.

Presentation readings:

- Rosen, Arlene Miller (1989) "Ancient Town and City Sites: A View from the Microscope," *American Antiquity* 54(3): 564–578.
- Rothman, Mitchell (1994) "Sealings as a Control Mechanism in Prehistory: Tepe Gawra XI, X, and VIII," in G. Stein and M. Rothman, eds., *Chiefdoms and Early States in the Near East. The Organizational Dynamics of Complexity*. Madison, WI: Prehistory Press, 103–120.

13. Course overview: Presentation of individual research (27 April)

Term paper due

2011 – 29 Proposal to Add HRTS 5999

1. Date: March 15, 2011
2. Department requesting this course: Human Rights Institute
3. Semester and year in which course will be first offered: Autumn 2011

Final catalog Listing

HRTS 5999 Variable Topics in Human Rights

3 credits. Seminar. With a change of topic, students may enroll up to three times for a maximum of nine credits.

Variable topics in the study of human rights.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HRTS
2. Course Number (see Note B): 5999
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: Variable Topics in Human Rights
4. Course description (if appropriate -- see Note K): Variable topics in the study of human rights.
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): None
8. Recommended Preparation, if applicable (see Note G): NA
9. Consent of Instructor, if applicable (see Note T): Not Required.
10. Exclusions, if applicable (see Note H): None
11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable (see Note X): A-F grading

Justification

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

This course allows faculty from a variety of disciplines to offer graduate level courses on topics related to their research interests. It also provides a mechanism for the annual Gladstein Visiting Professor of Human Rights and other faculty in residence to offer courses in their areas of specialization. It does not overlap with any other courses offered by HRTS, differing from HRTS 5005 Special Topics in Human Rights, which is intended to help faculty develop new permanent courses for the catalog.

2. Academic Merit (see Note L):

Graduate level study of human rights is increasingly sought by students on campus as a part of the Human Rights Certificate option through the Human Rights Institute. The "Variable Topics in Human Rights" course offers the flexibility of faculty instructing a course in a specialized area of interest at an advanced level.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 15
5. Number and Size of Section: 18 per offering
6. Effects on Other Departments (see Note N): All chairs of departments in Social Sciences and Humanities were notified of proposal. Feedback included support from Sociology and Economics. No dissenting feedback received.
7. Staffing (see Note P):
8. Dates approved by (see Note Q):
Department Curriculum Committee: Approved February, 17, 2011
Department Faculty: n/a
9. Name, Phone Number, and e-mail address of principal contact person:
Richard Wilson, 860-486-3851, richard.wilson@uconn.edu

2011 – 30 Proposal to Change Human Development & Family Studies

1. Date: April 6, 2011
2. Department requesting this change: Human Development & Family Studies
3. Title of Major: Human Development & Family Studies

4. Nature of Change: To change the major requirements to allow for an additional course choice. At this time some of our students are having difficulty enrolling in SOCI 1001 so a change in the requirements for the major was needed. Further, faculty in our department suggested that HDFS 1060 be added as a requirement for all majors. At this time, however, staffing prevents the regional campuses from offering 1060 on a regular basis. Therefore the department recommends that students take either HDFS 1060 or SOCI 1001.

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**); **SOCI 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.

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**); **SOCI 1001** or HDFS 1060; 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 (semester, year -- see Note R): Immediately

Justification

1. Why is a change required?

Currently students who transfer into the department are having difficulty enrolling in Sociology 1001. Having an option for this additional Social Science Content course requirement would enable students to fulfill this qualification with another course that also meets the department's educational goals of the plan of study.

2. What is the impact on students?

The impact is that students unable to enroll in SOCI 1001 would have another option. Also, students interested in taking the 1060 course instead could do so.

3. What is the impact on regional campuses?

At this time none.

4. Dates approved by (see Note Q):

Department Curriculum Committee: March 16, 2011

Department Faculty: March 16, 2011

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

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

Note: Proposals 31 through 40 are docketed here as placeholders, and their texts are given in italics.

2011 – 31 Proposal to Add GEOG 4230 and cross list with GSCI 4230

1. Date: 3/31/11
2. Department requesting this course: Geography (GEOG) (cross-listed in Geosciences)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 4230: GIS and Remote Sensing for Geoscience Applications

(Also offered as GSCI 4230) Second semester. Three credits. Prerequisite: GEOG 2300; or GSCI 1050; or GSCI 1051 and 1052. Ouimet

Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 4230
3. Course Title: GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: *Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.*

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: GEOG 2300; or GSCI 1050; or GSCI 1051 and 1052
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these tools allow geoscientists to create, visualize, and analyze datasets that describe the Earth's surface and its resources. Currently, no course in the Geoscience

curriculum introduces students to data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience applications of GIS.

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GEOG and GSCI

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet

9. Dates approved by:

Department Curriculum Committee: 4/4/11

Geography Faculty: 4/6/11

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

William Ouimet (GEOG)

x6-3322

william.ouimet@uconn.edu

Course Outline and Summary

Weeks 1-4

GIS and Digital Elevation Models

This section of the course condenses a traditional introduction to GIS and provides students with the foundation needed for understanding the ArcGIS software and working with datasets used by Geoscientists.

Introduction to GIS (basics, ArcGIS software and data types); Constructing and Sharing Maps; Tables; Projections and Transformations; Adding XY data (GPS points, etc.); Creating and Editing Vector Data; Georeferencing Maps; Working with Rasters; Digital Elevation Models; Introduction to Spatial Analysis

Projects to draw from:

-Producing a Local Base Map for the Geology of Northeastern CT

-Analysis of Repeat Air Photos (Connecticut River; Housatonic River)

-Working with DEMs (data acquisition, processing and analysis)

Weeks 5-8

Remote Sensing and Satellite Imagery

This section of the course provides students with a fundamental understanding of satellite imagery, spectral analysis, image classification and datasets used by Geoscientists.

Introduction to software packages (ENVI, ERDAS Imagine, etc.); Remote Sensing Basics (multispectral imagery and bands, image enhancement and filtering, transformations and classification); Satellite Imagery Types (Landsat, SPOT, ASTER, MODIS) - including data acquisition (online resources), processing and analysis.

Projects to draw from:

- Changes in Lake Powell water levels over the last 20 years*
- Analysis of Glaciers on Mount Everest*
- Geological Mapping and Mineral Resources in Nevada*
- Mapping Landslides associated with the Wenchuan Earthquake, China*
- Invasive Species Analysis: NDVI and Cheatgrass in Nevada*
- Temperature Trends in New England from a compilation of MODIS data*

Weeks 9-14

Detailed Case Studies and Final Projects

This section of the course is aimed at exploring case studies that bring together concepts and various skills learned earlier in the course and addressing specific geologic applications.

Projects to draw from:

- Alluvial Fan Mapping and Tectonic Deformation in Death Valley*
- Global Warming and Coastal Erosion in Alaska*
- Mars Imagery and Active Surface Processes Analysis*
- Erosion and Landscape Evolution in the San Gabriel Mountains, CA*
- Coastal Sediment Plumes and Land use change in Madagascar*

2011 – 32 Proposal to Add GSC 4230 and cross list with GEOG 4230

1. Date: 3/31/11
2. Department requesting this course: Geosciences (GSCI) (cross-listed in Geography)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GSCI 4230: GIS and Remote Sensing for Geoscience Applications

(Also offered as GEOG 4230) Second semester. Three credits. Prerequisite: GSCI 1050; or GSCI 1051 and 1052; or GEOG 2300. Ouimet

Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GSCI
2. Course Number: 4230
3. Course Title: GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: *Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.*

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: GSCI 1050; or GSCI 1051 and 1052; or GEOG 2300
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these tools allow geoscientists to create, visualize, and analyze datasets that describe the Earth's surface and its resources. Currently, no course in the Geoscience curriculum introduces students to data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience applications of GIS.

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this

course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. *Overlapping Courses: None*

4. *Number of Students Expected: 20*

5. *Number and Size of Section: 1 section of 20 students*

6. *Effects on Other Departments: Course offered in GSCI and GEOG*

7. *Effects on Regional Campuses: None*

8. *Staffing: Dr. William Ouimet (GEOG)*

9. *Dates approved by:*

Department Curriculum Committee: 4/3/11

Geosciences Faculty: 4/5/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

2011 – 33 Proposal to Add GEOG 5230 and cross list with GSCI 5230

1. Date: 3/31/11
2. Department requesting this course: Geography (GEOG) (cross-listed in Geosciences)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 5230: Advanced GIS and Remote Sensing for Geoscience Applications

(Also offered as GSCI 5230) Second semester. Three credits. Ouimet

Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5230
3. Course Title: Advanced GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: *Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.*

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Graduate status
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable: Graduate status only
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these research tools allow geoscientists to create, visualize, and analyze datasets that describe the Earth's surface and its resources. Currently, no course in the Geoscience curriculum introduces graduate students to research techniques for data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience research applications of GIS. This course is of particular relevant to graduate students pursuing research in geosciences, physical geography, natural resources and related topics (civil engineering, climate and environmental studies, etc.).

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GEOG and GSCI

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet

9. Dates approved by:

Department Curriculum Committee: 4/4/11

Geography Faculty: 4/6/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

Course Outline and Summary

Weeks 1-4

GIS and Digital Elevation Models

This section of the course condenses a traditional introduction to GIS and provides students with the foundation needed for understanding the ArcGIS software and working with datasets used by Geoscientists.

Introduction to GIS (basics, ArcGIS software and data types); Constructing and Sharing Maps; Tables; Projections and Transformations; Adding XY data (GPS points, etc.); Creating and Editing Vector Data; Georeferencing Maps; Working with Rasters; Digital Elevation Models; Introduction to Spatial Analysis

Projects to draw from:

-Producing a Local Base Map for the Geology of Northeastern CT

-Analysis of Repeat Air Photos (Connecticut River; Housatonic River)

-Working with DEMs (data acquisition, processing and analysis)

Weeks 5-8

Remote Sensing and Satellite Imagery

This section of the course provides students with a fundamental understanding of satellite

imagery, spectral analysis, image classification and datasets used by Geoscientists. Introduction to software packages (ENVI, ERDAS Imagine, etc.); Remote Sensing Basics (multispectral imagery and bands, image enhancement and filtering, transformations and classification); Satellite Imagery Types (Landsat, SPOT, ASTER, MODIS) - including data acquisition (online resources), processing and analysis.

Projects to draw from:

- Changes in Lake Powell water levels over the last 20 years*
- Analysis of Glaciers on Mount Everest*
- Geological Mapping and Mineral Resources in Nevada*
- Mapping Landslides associated with the Wenchuan Earthquake, China*
- Invasive Species Analysis: NDVI and Cheatgrass in Nevada*
- Temperature Trends in New England from a compilation of MODIS data*

Weeks 9-14

Detailed Case Studies and Final Projects

This section of the course is aimed at exploring case studies that bring together concepts and various skills learned earlier in the course and addressing specific geologic applications.

Projects to draw from:

- Alluvial Fan Mapping and Tectonic Deformation in Death Valley*
- Global Warming and Coastal Erosion in Alaska*
- Mars Imagery and Active Surface Processes Analysis*
- Erosion and Landscape Evolution in the San Gabriel Mountains, CA*
- Coastal Sediment Plumes and Land use change in Madagascar*

2011 – 34 Proposal to Add GSCI 5230 and cross list with GEOG 5230

1. Date: 3/31/11
2. Department requesting this course: Geosciences (GSCI) (*cross-listed in Geography*)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GSCI 5230: Advanced GIS and Remote Sensing for Geoscience Applications

(Also offered as GEOG 5230) Second semester. Three credits. *Ouimet*

Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GSCI
2. Course Number: 5230
3. Course Title: Advanced GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Graduate status
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable: Graduate status only
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these research tools allow geoscientists to create, visualize, and analyze datasets that describe the Earth's surface and its resources. Currently, no course in the Geoscience curriculum introduces graduate students to research techniques for data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience research applications of GIS. This course is of particular relevant to graduate students pursuing research in geosciences, physical geography, natural resources and related topics (civil engineering, climate and environmental studies, etc.).

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing

modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GSCI and GEOG

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet (GEOG)

9. Dates approved by:

Department Curriculum Committee: 4/3/11

Geosciences Faculty: 4/5/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

2011 – 35 Proposal to Change GEOG 3310

1. Date: 4/6/11
2. Department: Geography
3. Changing existing course prerequisites and modifying the course description
4. Current Catalog Copy:

GEOG 3310. Fluvial Geomorphology

(230) First semester, alternate years. Three credits. One required weekend field trip.
Prerequisite: GEOG 2300 or BIOL 1108 or instructor consent; open to juniors or higher.

Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. River management and restoration strategies. A fee of \$20 is charged for this course.

5. Proposed Catalog Copy:

GEOG 3310. Fluvial Geomorphology

(230) First semester, alternate years. Three credits. One required weekend field trip.
Prerequisite: GEOG 2300; or GSCI 1050; or GSCI 1051 and GSCI 1052. Open to juniors or higher.

Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. A fee of \$20 is charged for this course.

6. Effective Date: Immediately

Justification

1. Reasons for changing this course: A new Geography faculty member has taken over this course, slightly modifying the syllabus and prerequisites.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Dr. William Ouimet
7. Dates approved by:
 - Department Curriculum Committee: 4/5/11
 - Geography Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
 - William Ouimet
 - x6-3322
 - william.ouimet@uconn.edu

2011 – 36 Proposal to Change GEOG 3120 to GEOG 2200

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change a course number

4. Current Catalog Copy:

GEOG 3120. Introduction to Human Geography

(204) First Semester. Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

5. Proposed Catalog Copy:

GEOG 2200. Introduction to Human Geography

(204) First Semester. Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments. Not open to students who have taken GEOG 3120.

6. Effective Date:

Immediately

Justification

1. Reasons for changing this course: *In the old numbering system, this course had the number 204. Although it did not have an “open to sophomores” status, its primary audience is second year students. This change will increase the availability of introductory courses in geography at the second year level.*
2. Effect on Department's Curriculum: *None*
3. Other Departments Consulted: *None*
4. Effects on Other Departments: *None*
5. Effects on Regional Campuses: *None*
6. Staffing: *None*
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, x-2059, robert.cromley@uconn.edu

2011 – 37 Proposal to Change GEOG 5150

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change in title and course description

4. Current Catalog Copy:

GEOG 5150. Interactive Cartographics in Geographic Information Systems

(GEOG 302) 3 credits. Lecture

Interactive programming for the display of spatial data and the design of computer generated maps.

5. Proposed Catalog Copy:

GEOG 5150. *Visualization* in Geographic Information Systems

(GEOG 302) 3 credits. Lecture

The design of spatial data displays and computer generated maps.

6. Effective Date:

Immediately

Justification

1. Reasons for changing this course: *These changes reflect the current environment for the display of spatial data.*
2. Effect on Department's Curriculum: *None*
3. Other Departments Consulted: *None*
4. Effects on Other Departments: *None*
5. Effects on Regional Campuses: *None*
6. Staffing: *None*
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, 486-2059, robert.cromley@uconn.edu

2011 – 38 Proposal to Change GEOG 5620

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change in course description
4. Current Catalog Copy:

GEOG 5620. Computer Applications in Spatial Analysis

(GEOG 342) 3 credits. Lecture

An advanced seminar in the design of computer programs for solving problems in spatial analysis. Students receive a thorough knowledge of FORTRAN and related graphic subroutine libraries necessary to implement individual projects.

5. Proposed Catalog Copy:

GEOG 5620. Computer Applications in Spatial Analysis

(GEOG 342) 3 credits. **Seminar**

An advanced seminar in the design of **GIS software** for solving problems in spatial analysis.

6. Effective Date:
Immediately

Justification

1. Reasons for changing this course: These changes reflect the current programming environment for spatial analysis in which GIS software is used as the platform for implementing various forms of spatial analysis.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, 486-2059, robert.cromley@uconn.edu

2011 – 39 Proposal to Add GOEG 5560

1. Date: 4/6/2011
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 5560. GIS and Environmental Geography

3 credits. Lecture. Recommended Preparation: GEOG 5500.

Use and applicability of GIS to solve environmental problems. Case studies address general areas of applicability including: environmental assessment and monitoring, analysis and modeling, and planning and management.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5560
3. Course Title: GIS and Environmental Geography
4. Course description: Use and applicability of GIS to solve environmental problems. Case studies address general areas of applicability including: environmental assessment and monitoring, analysis and modeling, and planning and management.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: Graduate status
8. Recommended Preparation, if applicable: GEOG 5500
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: Environmental data usually have a geographical component. A GIS is a powerful methodology that allows for the collection, manipulation, analysis, and presentation of environmental data. Within each general environmental area, students will explore specific topics through current literature, case studies, and hands-on GIS exercises. Students will be exposed to a variety of GIS tools, data formats, sources of data, and environmental issues throughout the course. Students who successfully complete the course will be able to use GIS to acquire, display, manipulate, edit, and analyze environmental data geographically and reflect on the social, environmental, and political implications of GIS analysis.

2. Academic Merit: Students will understand the applicability of GIS for addressing diverse environmental topics. They will acquire and analyze publically available datasets relevant to environmental issues. They will also gain a sufficient conceptual and applied understanding of key components of a GIS (data acquisition and preparation, data manipulation and spatial analysis, and output generation) required to solve environmental problems. The course also

integrates appropriate GIS skills and analysis techniques with craftsmanship in generating effective and visually appealing maps.

3. *Overlapping Courses: None*

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 Environmental Studies*

7. *Staffing: Dr. Zhang*

8. *Dates approved by:*

Department Curriculum Committee: 3/30/11

Department Faculty: 4/6/11

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

x-2059

robert.cromley@uconn.edu

Course Outline:

Week 1

Introduction to environmental applications of GIS

Environmental data acquisition and quality

Description: Provide some examples of environmental applications of GIS through lecture and readings. Explore a variety of resources that are useful to GIS professionals such as ESRI Support, Google Earth, and the myriad of online sources for environmental and geographical data. Discuss common formats of GIS data available on the internet and issues of quality and completeness of GIS data. Discuss the pros and cons of acquiring publically available data versus creating your own data. Introduce the issue of error and error generation.

Week 2

Review of basic GIS techniques and analyses (skills)

Description: Through hands-on exercises, have students review skills learned in introductory classes that will be relevant to their work in this course.

Weeks 3 – 5

Environmental assessment and monitoring

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental assessment and monitoring through lecture, readings, and hands-on exercise of environmental case studies. Case studies include biodiversity assessment, wetland identification and delineation, pollution risk assessment, and air and water quality monitoring.

Weeks 6 – 8

Environmental analysis and modeling

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental analysis and modeling through lecture, readings, and hands-on exercise of environmental case studies. Case studies include species distribution modeling, land use change, suitability analysis, and natural hazard risk analysis.

Weeks 9 – 11

Environmental planning and management

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental planning and management through lecture, readings, and hands-on exercise of environmental case studies. Case studies include disaster response planning, protected areas management, land use planning, wildlife management, and coastal area management.

Week 12

Visualizing environmental data

Description: Discuss information access, effective depiction of geographical data, and geographical visualization tools. Explore cartographic issues in environmental GIS outputs. Introduce students to graphic design techniques and software options for designing map layouts.

Weeks 13 – 14

Final projects

Description: Use the skills learned in the course to solve an environmental problem. Topics will be approved mid-semester. Progress on the projects will be assessed throughout the last half of the semester. Students will create a professional final report on their problem, objectives, choice of analysis, results, and interpretations.

2011 – 40 Proposal to Change GSCI 1052

1. Date: 03/22/2011
2. Department: Geoscience
3. Nature of Proposed Change: Add prerequisite
4. Current Catalog Copy:

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course. Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

5. Proposed Catalog Copy:

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Prerequisite: GSCI 1051. By instructor consent only. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course. Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

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

Justification

1. Reasons for changing this course: GSCI 1052 is intended for students who either (1) enjoy GSCI 1051 (the lecture component of GSCI 1050) and want to take the lab component (GSCI 1052) in a later semester so as to complete their lab science requirement (GSCI 1050 = GSCI 1051 + GSCI 1052) or (2) enjoy GSCI 1051 and decide to major in geoscience (most courses in the major have GSCI 1050 or both GSCI 1051 and GSCI 1052 as a prerequisite). Successful completion of GSCI 1052 requires knowledge of material in GSCI 1051.

The prerequisite of GSCI 1051 for GSCI 1052 was not included when GSCI 1052 was first proposed. The omission of the prerequisite has not caused any issues until recently. Because of enrollment pressure, students are looking for non-standard ways to complete coursework, and some students have asked to take GSCI 1052 before taking GSCI 1051. Thus, the prerequisite needs to be formally listed.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: None – not offered regionally
6. Staffing: N/A
7. Dates approved by (see Note Q):
Department Curriculum Committee: 04/05/11
Department Faculty: 04/05/11

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

Jean Crespi

860-486-0601

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