

University Interdisciplinary Courses Committee

(modified from CLAS C&CC form and instructions)

Proposal to Add a New INTD or UNIV Undergraduate Course

1. Date of submission:

Feb. 15, 2014

2. Department(s), academic unit(s), and/or university unit(s) requesting this course (see Note W):

Individualized and Interdisciplinary Studies Program

3. Principal Contact Person (Name, Phone Number, and e-mail address):

Monica van Beusekom, Ph.D., Director

Tel: 6-0324

Monica.vanbeusekom@uconn.edu

James Dixon, Assoc. Prof., Psychology

Chair, Individualized Major Committee

Tel: 6-6880 james.dixon@uconn.edu

4. Semester, intersession, or summer session and year in which course will be first offered (example: Fall 2012 or Summer 2013) (see Note R):

Fall 2014

5. Final catalog Listing (see Note A to Note K, Note O, Note S):

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

(Include abbreviation INTD or UNIV; course number (1XXX, 2XXX, etc.); skill code (if applicable); course title; semester offered; number of credits; prerequisites or recommended preparation (if applicable); consent of instructor (if applicable); exclusions (if applicable); repetition for credit (if applicable); open to sophomores or higher (if applicable); open to juniors or higher (if applicable); instructor(s) name(s) (if desired, in catalog copy); notice of S/U grading if appropriate; and complete course description ending with "Interdepartmental course (proposed sponsoring school(s) and/or college(s))" or "University course". General education content area(s) proposed (if applicable).)

UNIV 2600 Individualized Study Across Academic Disciplines

Both semesters. One credit. Consent of instructor is required.

Introduction to disciplinarity, multidisciplinarity, and interdisciplinarity. Recommended for students exploring an application to the Individualized Major Program. University course.

[When courses were renumbered in 2006, it was envisaged that the IMJR Program would use course numbers in the range X6XX. UNIV 2600 is suggested as an appropriate number and as an analog of UNIV 4600W, the IMJR capstone course.]

Further Information Related to Items included in Catalog listing:

6. Course Number ([see Note B](#)): University Interdisciplinary Courses Committee will assign an appropriate number.

- What is the appropriate level for this course?

1000-level	2000-level	✓	3000-level	4000-level
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- Is there a special number suffix that would apply? ([See Note B](#))

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7. Semester, intersession, or summer session in which to be offered on a regular basis ([see Note C](#); check all that apply):

Fall ☐ Spring ☐ **Both** ☒ Either ☐

Winter Intersession ☐ Summer Intersession ☐ Summer Session ☐

If there is demand we may eventually offer this course over the summer.

8. Number of academic credits and rationale ([see Note D](#)):

One credit. Course content and workload is equivalent to one credit.

9. Instructional Pattern (Describe the type of instruction (face-to-face, on-line, blended, etc.) and weekly pattern of class engagements and their nature (lecture, laboratories, discussion sections, discussion boards, blogs, on-line journals, etc.) ([see Note E](#)):

This course will be taught online. Students will engage with their classmates and the instructor through discussion boards, wikis, and peer reviews. They are required to meet with the instructor face-to-face or via Skype (or similar) at least twice during the semester.

10. Justification for creating this course ([see Note L](#)):

Students in the Individualized Major (IMJR) Program lack a structured opportunity to explore disciplinary, multidisciplinary, and interdisciplinarity at the start of their majors. The program currently requires students, at the time of application, to submit a 2-3 page statement of purpose that provides an explanation of and rationale for their plan of study. It has found that students have difficulty articulating the contributions of different disciplinary perspectives to the theme of their major.

The content of the statement of purpose (and an associated plan of study) are typically reviewed by academic advisors in the Individualized & Interdisciplinary Studies Program office and by (potential) faculty advisors to the particular students. In general, students who engage in multiple conceptual discussions with potential faculty advisors and IMJR staff advisors and prepare multiple drafts of their statements of purpose are those who produce more successful, conceptually complete individualized major proposals.

This course is designed to provide a more structured format in which students develop their proposals. Students will be exposed to such themes as the rise of disciplines, conceptual and methodological differences among the natural sciences, social sciences, and humanities, and strategies for integration across disciplines. In addition, students are expected to do research on the disciplines specific to their interests and consult with (potential) faculty advisors in those disciplines.

The only course specific to individualized majors is the capstone course (UNIV 4600W) and addressing disciplinarity and interdisciplinarity only at the close of the major is inadequate. While there are other interdisciplinary courses offered at the University, to our knowledge, these courses do not specifically focus on such themes as the rise of disciplines, different ways of organizing knowledge and strategies for integration across disciplines.

11. Academic merit of course proposed ([see Note Li](#)):

This course, organized in 10 modules, combines an introduction to disciplinarity, multidisciplinarity and interdisciplinarity with a structured opportunity to design an individualized plan of study. It uses TED Talks and faculty podcasts about interdisciplinary issues, interdisciplinary academic case studies, readings and lectures on disciplinarity, and student research on specific disciplines as means for students to explore disciplinary differences and the challenges of multidisciplinary or interdisciplinary study.

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

**Explain the most significant differences between the sciences, social sciences, and humanities and describe the key features of the disciplines relevant to the student's plan of study.

**Explain multi- and interdisciplinarity.

**Formulate a plan of study that is multidisciplinary or interdisciplinary in character.

**Analyze the challenges of and strategies for integrating knowledge across disciplines.

12. Assessment Methods ([see Note Y](#)):

Assessment methods include three papers (2-4 pages), discussion board contributions and two wikis. Students will also be required to respond to other students' discussion board contributions and complete a peer review of one paper.

13. Rationale for proposing as an INTD course ([see Note Lii](#)):

14. Rationale for proposing as an UNIV course ([see Note Liii](#)):

This course is proposed by the Individualized and Interdisciplinary Studies Program, a unit of Enrichment Programs which report to the Provost's office. The Individualized Major degree is granted by CLAS and CANR.

15. Provide a brief history of how this course was developed ([see Note Lii and Liii](#)):

This course was developed by Individualized Major Program staff and faculty, in consultation with the Individualized Major Committee. Following approval by the IMJR Committee, consultation with the CLAS and CANR CCCs and approval by the UICC, the

course has been taught as a special topics course (UNIV 3995) in Fall 2013 and Spring 2014. We are now seeking to make it a permanent course. Because we have taught this course online, we have worked with an e-Campus instructional designer to ensure that it follows best online teaching practices.

16. Overlapping courses: Briefly describe how the content of this course overlaps with others offered in the University. Justify the need for overlap. ([see Note M](#))

No overlap.

17. Proposed general education content area(s) and skill code(s) ([see Note T](#)). Indicate all that apply:

W(riting) course	<input type="checkbox"/>	Q(uantitative) course	<input type="checkbox"/>	Both	<input type="checkbox"/>				
Content Area: 1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	International	<input type="checkbox"/>

18. Grading basis proposed (letter grading, satisfactory/unsatisfactory grading) and rationale ([see Note U](#)).

Letter grading

19. Number of students expected to enroll each time the course is offered:

36 students

20. Number of class sections associated with each offering of the course:

Two sections

21. Estimated seats per class section:

18 seats

22. Classroom and technology requirements

Blackboard/HuskyCT

23. Effects on Other Departments, academic programs, and University units. ([see Note N](#)) Other than overlap, how will this course affect other departments, academic programs and/or University units? Consider matters such as enrollments in courses in other departments, academic programs and University units, contributions to plans of studies (majors, minors, concentrations), requiring a prerequisite from another department, etc. Where there are identifiable effects, then indicate the names of departments, academic programs and/or University units, the contact person with whom you have communicated, and contact information. As an appendix to this proposal, summarize or reproduce departmental responses.

Students taking this course who intend to apply to the Individualized Major Program will be asked to consult with potential faculty advisors in the disciplines that are relevant to the focus of their major. Currently, students who seek admission to the Program must do the same; therefore, this will not create a new expectation of faculty advisors. Rather, consultation will now be done in the context of the course. (Students who decide not to pursue an individualized major will be asked to consult with current and potential faculty advisors in their (proposed) major(s).)

24. **Regional campus availability:** Describe the availability of the proposed course at each Regional Campus. If not generally available, please explain why.

Because this course is online, it is available to students at the regional campuses.

25. **Provide the name(s) of faculty or instructors who will be teaching and/or supervising the course.** Describe team-teaching or supervision arrangements proposed (if applicable) ([see Note P](#)):

Monica van Beusekom, Ph.D. Director and Michael Cunningham, Ph.D. Academic Advisor. Both have interdisciplinary training, in African studies and history of science, respectively and both have extensive teaching experience as outlined in the attached curriculum vitae. Both the director and advisor currently advise students who are preparing proposals for admission to the Individualized Major Program.

26. **Statement of support from proposing department(s), academic program(s), and/or University unit(s)** (Include the nature of the contract between sponsoring parties, sources of funding for the course, how the course will be staffed and supervised (e.g. by a department head). Also describe the agreed process for the joint development of the course between parties.) ([see Note V](#)):

This course will be taught by the director and the academic advisor of the Individualized Major Program as part of their regular duties and therefore it will be funded from the existing budget of the Individualized and Interdisciplinary Studies Program. The teaching of this course – including its syllabus and the appropriateness of its instructors – will be formally and periodically reviewed by the Individualized Major Committee.

27. **Dates of Departmental Curricula and Courses Committee(s) (or closest equivalent for academic programs and University units) Approval** ([see Note Q](#)):

Department 1:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>
Department 2:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>
Department 3:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>
Department 4:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>
Academic Unit 5:	<input type="text" value="mm-dd-yyyy"/>	Name:	IMJR Advisory & Admissions Com 1/31/14
Academic Unit 6:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>

28. **Date of Department Faculty Approval or Reapproval (for INTD courses only):**

Department 1:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>
Department 2:	<input type="text" value="mm-dd-yyyy"/>	Name:	<input type="text"/>

Department 3:	mm-dd-yyyy	Name:	
Department 4:	mm-dd-yyyy	Name:	
Academic Unit5:	mm-dd-yyyy	Name:	
Academic Unit 6:	mm-dd-yyyy	Name:	

29. Date of Department Head, Academic Unit Head, or University Unit Director Approval or Reapproval:

Department 1:	mm-dd-yyyy	Name:	
Department 2:	mm-dd-yyyy	Name:	
Department 3:	mm-dd-yyyy	Name:	
Department 4:	mm-dd-yyyy	Name:	
Academic Unit5:	mm-dd-yyyy	Name:	
Academic Unit 6:	mm-dd-yyyy	Name:	

29. Syllabus: Copy and paste course syllabus below. (see Note X):

UNIV 3995 SPECIAL TOPICS:

INDIVIDUALIZED STUDY ACROSS ACADEMIC DISCIPLINES

One credit, graded course. Instructor consent required.

Spring 2014

Instructors: Monica van Beusekom & Michael Cunningham

INTRODUCTION

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

This is an online course, but we ask you to meet with one of us in person at least once, and preferably several times, over the course of the semester. If you are not in residence at the Storrs campus we can make alternative arrangements (perhaps using Skype or another form of teleconference).

OBJECTIVES

Upon completion of this course, you should be able to:

- Describe the key features of the disciplines relevant to your field of study.
- Explain the different ways in which academic knowledge can be classified.
- Understand the strengths and limitations of quantitative and qualitative research.
- Understand the challenges of engaging in multidisciplinary and interdisciplinary study.
- Formulate strategies for integrating knowledge across disciplines.
- Develop a plan of study that is interdisciplinary or multidisciplinary in character.

ACTIVITIES

READING AND VIEWING

In this course you will be reading a number of scholarly articles about academic disciplines and interdisciplinary thinking. You will also be viewing at least one TED talk and a video clip about research methods.

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

WRITING

In this course you will be doing the following writing:

- Statement of Purpose and Plan of Study
- Disciplines Essay (750 words)
- Salem Essay (1000 words)
- Discussion Board Posts (in four modules)
- Wiki Contributions (in two modules)

TEAMS

There are two team projects in this course, both of which involve creating a wiki article. We have assigned you to one of four teams (Alpha, Beta, Gamma, or Delta); each team has an entry in the “Groups” tool in the left-hand column. There is a discussion board and file sharing tool for each team; please use them when you are creating your wikis.

When we are evaluating work done by the team, we will make no personal distinctions; everyone in the team will get the same grade.

EVALUATION

The points for each writing assignment are as follows:

- Statement of Purpose and Plan of Study: 20 points
- Disciplines Essay: 25 points
- Salem Essay: 30 points
- Discussion Board Posts: 15 points
- Wiki Contributions: 10 points

As you can see from the table above, you can earn 100 points in the course. Your letter grade for the course corresponds to the number of points that you earn:

100-93: A	89-88: B+	79-78: C+	69-68: D+	59-0: F
92-90: A-	87-83: B	77-73: C	67-63: D	
	82-80: B-	72-70: C-	62-60: D-	

STATEMENT OF PURPOSE AND PLAN OF STUDY

We will use the following criteria when evaluating the Statement of Purpose.

- *Cohesion*: Does the statement offer a cohesive theme for the major? Is the statement consistent with the Plan of Study? Are the disciplines and courses included in the statement consistent with the theme? Is the major theme consistent with the stated long-term goals and professional interests?
- *Evidence*: Is there a well-argued rationale for the inclusion of each of these disciplines and courses? Does the statement explain the connection between your major and your long-term goals, both academic and professional?
- *Organization*: Is the argument clearly stated? Does the body of the statement follow the argument in a logical flow?
- *Style*: Is the statement well written and easy to read? Do paragraphs have clear topic sentences and are they connected by smooth transitions? Is the statement free of grammatical and spelling errors?

We will use the following criteria when evaluating the Plan of Study.

- *Cohesion*: Does the plan offer a cohesive theme for the major? Are the disciplines and courses included in the plan consistent with the theme? Is the Plan consistent with the Statement of Purpose?

ESSAYS

We will use the following criteria when evaluating the Disciplines Essay and the Salem Essay.

- *Analysis*: Is the argument clearly expressed and sustained? Does the introduction include a clear thesis statement or argument? Does the essay offer insights and connections that demonstrate full understanding of the topic?
- *Evidence*: Does the essay include well-chosen, credible evidence to support the argument? Is the evidence cited appropriately and consistently, according to an accepted style?
- *Organization*: Does the body of the essay follow the argument in a logical flow?
- *Style*: Is the paper well written and easy to read? Do paragraphs have clear topic sentences and are they connected by smooth transitions? Is the essay free of grammatical and spelling errors?

DISCUSSION BOARD CONTRIBUTIONS

We will use the following criteria when evaluating your contributions to the Discussion Board.

- *Insight*: Does the post offer substantive reflection on the assigned material? Is it constructive?
- *Evidence*: Does the post include evidence from the reading to support its insights?
- *Style*: Is the post well written, easy to read, and civil in tone?

WIKIS

We will use the following criteria when evaluating your team's wikis. Everyone in the team will get the same grade.

- *Analysis*: Does the wiki offer insights and connections that demonstrate full understanding of the topic? Does it include evidence to support these insights?
- *Organization*: Is the wiki ordered in a logical manner?
- *Style*: Is the wiki well written and easy to read? Is the wiki free of grammatical and spelling errors?

LATE ESSAYS

A late essay will be downgraded 1/3 of a grade for each day that it is late (e.g. a B+ will become a B). If, for whatever reason, you will not be able to make the deadline, please inform us by email.

ACADEMIC INTEGRITY AND THE STUDENT CODE:

Academic dishonesty of any type will not be tolerated in this class. Students should refer to the Student Code (see section on Academic Integrity - http://www.dos.uconn.edu/student_code.html) for specific guidelines.

ACCESSIBILITY ISSUES

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the [Center for Students with Disabilities](#) (486-2020) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

CONTACT INFORMATION

If you would like to contact one of us, please send an email at the appropriate UConn address:

- Monica van Beusekom: monica.vanbeusekom@uconn.edu
- Michael Cunningham: michael.cunningham@uconn.edu

There is also a forum in the Discussion Board for general questions; please feel free to post there and we will respond as soon as we are able.

COURSE SCHEDULE

UNIV 3995: Spring 2014

PART ONE: INTRODUCTION TO INTERDISCIPLINARITY

M1. Introduction (Week of Jan. 20)

In Module 1, you will learn about the course and introduce yourself to your classmates.

Reading:

- Syllabus

Due:

- Discussion Board contribution: Thurs. Jan. 23, 11:59 pm

M2. Complex Public Issues (Week of Jan. 27)

In Module 2, you will explore the question of how different disciplines might contribute to the analysis of key public issues, such as HIV-AIDS, world hunger, or global warming.

Viewing:

- Elizabeth Pisani, "Sex, Drugs and HIV: Let's Get Rational" TED Talk, Feb. 2010
- Josette Sheeran, "Ending Hunger Now," TED Talk, July 2011
- David Keith, "A critical look at geoengineering against climate change," TED Talk, Sept. 2007
- Marla Spivak, "Why bees are disappearing," TED Talk, June 2013

Due:

- Wiki contribution: Thurs. Jan. 30, 11:59 pm

M3. Statement of Purpose and Plan of Study (Week of Feb. 3)

In Module 3, you will write a Statement of Purpose describing the theme of an individualized major, the disciplines included in the major, and why it interests you. You will also create a Plan of Study, which includes the courses that you would take in pursuit of the major that you described in the Statement of Purpose.

Reading:

- [Statement of Purpose Guidelines](#)

- [Plan of Study Guidelines](#)

Due:

- Statement of Purpose and Plan of Study: Thurs. Feb. 6, 11:59 pm.

M4. Meet with and Advisor (Week of Feb. 10)

In Module 4, you will meet with one of us, Monica van Beusekom or Michael Cunningham, to discuss your Statement of Purpose and Plan of Study. Please make an appointment on AdvApp (<http://advapp.uconn.edu/>); we are listed under “Enrichment Programs.”

Due:

- Meet an Advisor: February 10-14, 8:30 am to 4:30 pm.

PART TWO: THE ORGANIZATION OF KNOWLEDGE

M5. The Organization of Knowledge (Week of Feb. 17)

In Module 5, you will read about the history of academic disciplines, the organization of knowledge in the modern American university, and broad categories of knowledge such as the humanities, social sciences, and natural sciences.

Reading:

- The Organization of Knowledge (lecture)
- Joe Moran, “The Rise of Disciplines,” pp. 1-16 in *Interdisciplinarity*, London: Routledge, 2002.
- Jerome Kagan, “Characterizing the Three Cultures,” pp. 1-5 in Jerome Kagan, *The Three Cultures: Natural Sciences, Social Sciences and the Humanities in the 21st Century*, Cambridge: Cambridge University Press, 2009.

Due:

- Discussion Board contribution: Thurs. Feb. 20, 11:59 pm

M6. Disciplines Essay (Week of Feb. 24)

In Module 6, you will identify two disciplines that are central to your academic interests and explore these in depth, using a range of sources, and write an essay about them. You will also review one of your classmate’s essays and provide constructive feedback.

Due:

- Disciplines Essay (750 words): Preliminary Draft Thurs. Feb 27, 11:59 pm.
- Peer review of your partner’s Disciplines Essay: Sun. Mar. 2, 11:59 pm.

M7. Disciplines Essay Revised (Week of March 3)

In Module 7, you will revise your Disciplines Essay in light of your classmate’s suggestions and resubmit it.

Due:

- Disciplines Essay (750 words): Final Draft Thurs. Mar. 6, 11:59 pm.

M8. Statement of Purpose Revisited (Week of March 10)

In Module 8, you will revise your Statement of Purpose and Plan of Study in light of the work you did on the Disciplines Essay.

Due:

- Statement of Purpose and Plan of Study: Thurs. Mar. 13, 11:59 pm.

Spring Break

M9. Research Methodologies (Week of March 24)

Among and within disciplines there are often deep divisions regarding research methodologies. In Module 9, you will examine the debates surrounding quantitative and qualitative methods.

Reading:

- Research Methods (lecture)

Viewing:

- [Qualitative versus Quantitative Research](#)

Due:

- Discussion board contribution: Thurs. March 27, 11:59 pm

PART THREE: INTERDISCIPLINARY PERSPECTIVES

M10. Interdisciplinary Thought (Week of March 31)

In Module 10, you will explore the question of what it means to take a multidisciplinary or interdisciplinary approach. You will also read about some of the strategies that you can adopt when thinking across disciplines.

Reading:

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

Due:

- Discussion Board contribution: Thurs. April 3, 11:59 pm.

M11. Case Study: Salem (Week of April 7)

In Module 11, you will examine a variety of data related to Salem during the era of the witch trials, and consider different disciplinary interpretations of the event.

Reading:

- Adaptation of "Salem's Secrets," a case study from National Center for Case Study Teaching in Science

Due:

- Wiki contribution: Thurs. April 10, 11:59 pm.

M12. Salem Essay (Week of April 14)

In Module 12, you will evaluate whether integration of different interpretations is possible and desirable in the case study about the Salem witch trials and write an essay about it.

Due:

- Salem Essay (1000 words): Thurs. April 17, 11:59 pm.

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

EDUCATION

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

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

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

EMPLOYMENT

University Experience:

Director (Dec. 2013- present) and Interim Director, (Dec. 2012-Dec. 2013), Individualized and Interdisciplinary Studies Program and Coordinator of the University Scholar Program

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

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

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

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

Taught first-year seminars, introductory courses and junior and senior research seminars in African history. Supervised independent senior research projects and theses. Advised first-year students and history majors. Served as coordinator of African Studies (2003-06) and faculty sponsor of Trinity's Cape Town study abroad program (2002-05).

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

Taught course on African women's history.

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

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

International Development Experience:

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

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

Consultant in International Development.

Monitored and evaluated community development programs:

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

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

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

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

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

PUBLICATIONS

Book:

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

Special Issue:

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

Articles:

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

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

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

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

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

Introductions:

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

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

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

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

Book Reviews:

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

Conference Presentations:

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

LANGUAGE SKILLS

Fluent in French, Portuguese, and Dutch.

HONORS AND FELLOWSHIPS

One-Year Research Expense Grant, Trinity College, 2003-04.

Individual Development Award, SUNY-Plattsburgh, 1998 (declined).

Johns Hopkins University Fellowships, 1983-89.

Kenan Fellowship, Johns Hopkins University, Spring 1988.

Summer Travel Grant, The Program in Atlantic History, Culture and Society, Johns Hopkins University, 1984.

Grant-in-Aid of Research, Sigma Xi, the Scientific Research Society, 1984.

The Mary Grant Charles Prize, Tufts University, 1982.

Phi Beta Kappa, 1981.

MICHAEL D. CUNNINGHAM

QUALIFICATION SUMMARY

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

EDUCATION

University of Connecticut

Ph.D., History, May 2005

- *Seashells on the Mountains: Antonio Vallisneri, Natural History, and the Republic of Letters*
- Early Modern Europe, Nineteenth-Century Europe, History of Science

M.A., History, December 1993

Lehigh University

B.S., Mechanical Engineering, June 1986

PROFESSIONAL EXPERIENCE

University of Connecticut

Individualized and Interdisciplinary Studies Program

Academic Advisor, 2013 - present

The Travelers Insurance Company

Safety Engineer and Account Manager, 1987 - 1992

TEACHING EXPERIENCE

University of Connecticut

Adjunct Professor, 2005 – 2009

Instructor, 1998 – 2005

Wesleyan University

Visiting Instructor, Spring 2005 and Spring 2006

Manchester Community College

Adjunct Professor, 2010, 2005-2006, Spring 2002

Eastern Connecticut State University

Adjunct Professor, 1999 - 2000

GRANTS & AWARDS

Gladys Kriebel Delmas Foundation

Dissertation research grant in the Veneto, Italy, 1999

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

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

PUBLICATIONS

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

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

PRESENTATIONS

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

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

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

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