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

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Circulation of attendance sheet
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2013-004 Change ECON 5311: Description and Title
1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:
ECON 5311
Econometrics I
Construction, estimation, and interpretation of economic behavioral and technical equations using data that are passively generated by a system of simultaneous, dynamic and stochastic relations.
Components: Lecture
Course Equivalents: ARE 5311

5. Proposed Catalog Copy:
ECON 5311
Applied Econometrics I
Statistical Theory and linear regression applied to business and economic problems.
Components: Lecture
Course Equivalents: ARE 5311

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): ARE
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None - course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-005 Change ECON 5312: Title
1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change Only

4. Current Catalog Copy:
ECON 5312
Econometrics II
Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.
Components: Lecture
Requirement Group: Prerequisite: ECON 5311

5. Proposed Catalog Copy:
ECON 5312(3) Course ID:015742
Applied Econometrics II
Model estimation and hypothesis testing when standard assumptions of the classical regression model are violated. Pooled cross section and time series data; simultaneous equations; univariate and multivariate time series models; qualitative choice models.
Components: Lecture
Requirement Group: Prerequisite: ECON 5311
6. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-006 Change ECON 6201: Description and Title

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

4. Current Catalog Copy:
ECON 6201
Microeconomics II
Microeconomic theory: contemporary economic analysis of decisions by consumers, producers, and other agents.
Components: Lecture
Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

5. Proposed Catalog Copy:
ECON 6201
Microeconomic Theory I
Neoclassical consumer and producer theory, choice under uncertainty, competitive and monopoly markets, and an introduction to general equilibrium
Components: Lecture
Requirement Group: Prerequisite: ECON 5201 or ARE 5201 (RG260).

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-006 Change ECON 6202 Description and Title

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

4. Current Catalog Copy:
ECON 6202
Macroeconomics II
A rigorous course in macroeconomic modeling with policy applications. Focuses primarily on developments in the current literature, analytical techniques, and macroeconomic models. Includes an introduction to stochastic dynamic models.
Components: Lecture
Requirement Group: Prerequisite: ECON 5202 (RG263).

5. Proposed Catalog Copy:
ECON 6202
Macroeconomic Theory I
A rigorous course in dynamic general equilibrium models. Emphasis on analytical techniques and numerical solution methods.
Components: Lecture
Requirement Group: Prerequisite: ECON 5202

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None - course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-007 Change ECON 6211: Description and Title
1. Date: August 1, 2012
2. Department: Economics
3. Nature of Proposed Change: Course Description and Title

4. Current Catalog Copy:
ECON 6211
Microeconomics III
Markets, general equilibrium theory, efficiency, and advanced topics in microeconomics.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

5. Proposed Catalog Copy:
ECON 6211
Microeconomic Theory II
Game theory, information, and related topics.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6201 with a grade of B- or better (RG264).

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-008 Change ECON 6212: Title
1. Date: August 15, 2012
2. Department: Economics
3. Nature of Proposed Change: Title Change

4. Current Catalog Copy:
ECON 6212
Macroeconomics III
Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

5. Proposed Catalog Copy:
ECON 6212
Macroeconomic Theory II
Stochastic modeling, recent developments in the literature, and policy applications. Topics may include real business cycle theory, new classical economics, neo-Keynesian theory and growth models.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6202 with a grade of B- or better (RG265).

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None - course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
   Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-009 Change ECON 6311: Description

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

4. Current Catalog Copy:
ECON 6311
Econometrics II
Theoretical underpinnings of standard econometric methods of estimation and testing of single-equation models.
Components: Lecture
Requirement Group: Prerequisite: STAT 5415 (RG261).

5. Proposed Catalog Copy:
ECON 6311
Econometrics II
Large sample linear regression, time series analysis, maximum likelihood, GMM, and qualitative choice models.
Components: Lecture
Requirement Group: Prerequisite: ECON 6310.

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description and prerequisite should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
   Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-010 Change ECON 6312: Description and Title

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

4. Current Catalog Copy:
ECON 6312
Econometrics III
Special topics from single-equation models; simultaneous equations models; full information maximum likelihood methods; and recent advances in econometrics.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

5. Proposed Catalog Copy:
ECON 6312
Econometrics II
Special topics from recent advances in econometrics.
Components: Lecture
Requirement Group: Prerequisite: Completion of ECON 6311 with a grade of B- or better (RG262).

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

Justification
1. Reasons for changing this course: The title should be changed to eliminate confusion and to reflect the difference between MA and PhD level courses. The description should be changed to accurately reflect the course content.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
   Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-011 Change ECON 6411: Description and Title

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

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

5. Proposed Catalog Copy:
   (see information in the "add a course" form if you have any questions regarding specific items.)
   ECON 6411
   Advanced Macroeconomics I
   Advanced treatment of material covered in ECON 6202 and ECON 6212.
   Components: Lecture
   Requirement Group: Prerequisite: ECON 6212 (RG663)

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

Justification
1. Reasons for changing this course: The title and description should be changed to accurately reflect the content of the course.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None- course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
   Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-012 Change ECON 6412: Description and Title

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

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

5. Proposed Catalog Copy:
(see information in the "add a course" form if you have any questions regarding specific items.)
ECON 6412
Advanced Macroeconomics II
Advanced treatment of material covered in ECON 6202 and ECON 6212.
Components: Lecture
Requirement Group: Prerequisite: ECON 6411 (RG664).

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

Justification
1. Reasons for changing this course: The title and description should be changed to accurately reflect the content of the course.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): None.
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None - course only offered at Storrs.
6. Staffing:
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3-2-2012
   Department Faculty: 4-6-2012
8. Name, Phone Number, and e-mail address of principal contact person:
   Kathleen Segerson, 860-486-4567, kathleen.segerson@uconn.edu
2013-018 Change Spanish Major

1. Date: March 2013
2. Department requesting this change: Literatures, Cultures and Languages
3. Title of Major: Spanish
4. Nature of Change:
The structure of the major will be made clearer and more functional by eliminating the existing two tracks, adjusting the way the study abroad component is described and reducing the required number of credits from 27 to 24. A new course will also be added (Span 3267W, approved by CLAS CC&C on March 5th, 2013).

5. Existing catalog Description of the Major:
Spanish courses comprise three main groups:
Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W
Group 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W

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

All majors in Spanish must complete SPAN 3177, 3178, or 3178W and eight more courses from the three main groups.
A student majoring in Spanish can choose between the Literature and Culture track and the Culture and Communication track.
a) Majors pursuing the Literature and Culture track must take SPAN 3230.
The other courses must be distributed as follows: four courses from Group 1 (one of which must be 3231, 3232, 3233 or 3234), two courses from Group 2, and one course from Group 3.
b) Majors pursuing the Culture and Communication track must take SPAN 3242. The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.
Variable topics courses (3204, 3207, 3208, 3261, 3293, 3298, 4200W) may be applied to any of the three groups as determined by course content and with prior consent by the Department.
To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3178 W, 3240 W, or 4200 W.
A minor in Spanish is described in the “Minors” section.

6. Proposed catalog Description of the Major:
Spanish courses comprise three main groups:
Group 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3293, 4200W
Group 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3241, 3240W, 3242, 3267W, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:
A. One composition course (Span 3178, 3240W or 3293).
B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242).
C. Two courses from Group 1 (not used to satisfy requirement B).
D. Two courses from Group 2.
E. Two courses from Group 3 (not used to satisfy requirements A or B).
F. All majors must take at least one W course as part of the previous 24 required Spanish credits.
G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor’s prior consent.
H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply:
A minimum of 12 of the major credits must consist of Spanish courses taken in residence.
Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits.
AP credits may not be used toward the major.
A single course cannot satisfy more than one requirement.
A minor in Spanish is described in the “Minors” section.

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

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

2. What is the impact on students?
They will have more academic options within the field of Spanish studies. Students with
very demanding dual degree requirements or a double major will have more flexibility to finish their studies on time.

3. What is the impact on regional campuses?
None.

4. Dates approved by (see Note Q):
   Department Curriculum Committee:
   Department Faculty:

5. Name, Phone Number, and e-mail address of principal contact person:
   Jacqueline Loss, Spanish Section Chair (6-2529, jacqueline.loss@uconn.edu)

Plan of Study

Spanish courses comprise three main groups:

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

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

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

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

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

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

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

D. Two courses from Group 2: ____________ ____________

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

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

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include:
   - Granada Study Abroad: ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993.
   - Courses in any modern or classical language.
   - Any English, Linguistics, or Philosophy course.
   - Any Communication Sciences course that is directly related to second language acquisition or Latino community.
   - Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.
2013-019 Change Spanish Minor
1. Date: March 2013
2. Department requesting this change: Literatures, Cultures and Languages
3. Title of Minor: Spanish
4. Nature of Change: The structure of the minor will be made more functional by modifying the list of requirements and adding the possibility of 3 more study abroad credits. A course approved by CLAS CC&C on March 5th, 2013 will be added (Span 3267W).

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

a) One course in composition: SPAN 3178/W, 3177, or 3240W.
b) One introductory course: SPAN 3230 or 3242

c) One from each group and one additional from any group:
GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W.
GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W.

Variable subject courses (such as 3179, 3204, 3207, 3208, 3261, 3293, 3298, 4200W) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor’s prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 3293). The minor is offered by the Literatures, Cultures, and Languages Department.

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

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

b) One course from each of the following groups:
GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W.
GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3293, 4200W.

c) Two additional courses from any group.

In addition, the following rules apply:
Students must earn a C (2.0) or better in each course.
A single course cannot satisfy more than one requirement.
AP courses may not be used toward the minor.
A maximum of 3 transfer credits and a maximum of three SPAN 3293 may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two SPAN 3293. In any case, a minimum of 9 credits in residence is required.
Substitutions are not possible for required courses in a minor.
The minor is offered by the Department of Literatures, Cultures and Languages.

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

Justification
1. Why is a change required?
The current major and minor in Spanish share the same mandatory introductory courses and the number of students has doubled in the last ten years. This has created constant staffing and over-enrollment problems. Additionally, increasing number of students from fields such as Nursing, Health Sciences and Business have shown interest in minoring in Spanish, but the current structure of the minor has not allowed them to do so, particularly in the case of students with very demanding practice or service schedules. Several other fields have also been sending their students to study abroad programs and many of these students have become interested in minoring in Spanish. The proposed changes in our minor will add flexibility to our program.
2. What is the impact on students?
They will have more academic options within the field of Spanish studies.
3. What is the impact on regional campuses?
None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
   A. In information near the top of the form:
   NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.
   B. In information at the bottom of the form:
   Name of Student: ______________________
   I approve the above program for the (B.A. or B.S.) Minor in (insert name) (signed) _________________________ Dept. of (insert name)
   Minor Advisor

Plan of Study
Minor in Spanish 2013
College of Liberal Arts and Sciences
Minor Requirements
The Minor in Spanish requires at least 18 credits in upper division Spanish courses. All of the courses below require Spanish 1001, 1002, 1003, 1004 or the equivalent, as prerequisites, but these courses do not count towards the Minor.
During the beginning of the last semester before graduation you should submit one copy of your final plan of studies to the Registrar.
Completion of a minor requires that a student earn a C (2.0) or better in each of the
required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

The requirements for the Minor in Spanish are:

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

b) One course from each of the following groups:
GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W
GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178, 3178W, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3293, 4200W

c) Two additional courses from any group

In addition, the following rules apply:

A single course cannot satisfy more than one requirement.
AP courses may not be used toward the minor.
A maximum of three SPAN 3293 may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two SPAN 3293. In any case, a minimum of 9 credits in residence is required.

_______________________________________________________________________
Name of the student (please print)_________________________________
Student ID ______________________
I approve the above program for the B.A. Minor in Spanish
Advisor’s signature _____________________________________________
Dept. of Literatures, Cultures and Languages - Spanish Section

5. Dates approved by (see Note Q):
   Department Curriculum Committee:
   Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person:
   Jacqueline Loss, Spanish Section Chair (6-2529, jacqueline.loss@uconn.edu)
2013-067 Change Major – Latin American Studies
1. Date: 4/25/2013
2. Department requesting this change: El Instituto: Latina/o, Caribbean, and Latin American Studies Institute
3. Title of Major: Latin American Studies to become Latino and Latin American Studies
4. Nature of Change: El Instituto’s faculty are expanding the major to include Latino Studies, an experiential learning component, and a core-course sequence to strengthen students’ writing and research skills.

5. Existing catalog Description of the Major:
Latin American Studies
The interdisciplinary major in Latin American Studies offers an understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region’s relations with the United States. Completion of the B.A. in Latin American Studies prepares the student for work in government, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching. The major in Latin American Studies consists of a minimum of 36 credit hours of course work, including five required course selections as specified below (15 credit hours) and additional courses (21 credits) as described below. In addition, intermediate proficiency in Spanish or Portuguese, though not a prerequisite for major study, must be demonstrated for completion of the major; language courses undertaken to satisfy this requirement do not count toward the major’s total credit hours.

Five Required Courses (15 credits):
Anthropology/Art History: Select one course from: ANTH 3021, 3029, 3042, 3150; ARTH 3610, 3620, 3630, 3640, or 3645 or appropriate LAMS 3000-level course.
History: Select one course from: HIST 3607, 3608W, 3609, 3660W
Political Science: Select one course from: POLS 3235, 3237
Spanish: Select one course from: SPAN 3201, 3205, 3233, 3234, 3251, 3265, or 3266
Latin American Studies: Select: LAMS 4994W Research Seminar

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

Language Requirement (credits do not apply to the major’s 36 credit minimum)
Intermediate proficiency in Spanish or Portuguese must be demonstrated in one of the following ways (consult Spanish Department for course equivalents for Portuguese):
① Select two courses from: SPAN 3178, 3179, 3240W, or 3241.
② Pass equivalent language exam in Spanish or Portuguese administered by the Spanish Department.
③ Requirement waived for native speakers.

Study Abroad While study abroad is not mandatory, we strongly urge all Latin American Studies majors to spend at least a semester in Latin America of the Caribbean. The University sponsors several academic programs in Latin America and the Caribbean. For further information, contact the Center for Latin American and Caribbean Studies or
the Study Abroad Office.
Information literacy and writing in the major competencies will be satisfied by completion of the core course LAMS 4994W.
A minor in Latin American Studies is described in the “Minors” section.

6. Proposed catalog Description of the Major:

**Latino and Latin American Studies**
The interdisciplinary major in Latino and Latin American Studies offers an understanding of hemispheric relationships between the peoples and cultures of Latin America and the Caribbean, and those of the United States. It explores interconnected histories and contemporary economic, social, and political challenges including migration, transnational communities, and economic development. Completion of the B.A. in Latino and Latin American Studies prepares the student for work in government, community agencies, international organizations, business, journalism and communications, or for graduate studies that lead to careers in research and teaching.
The major in Latino and Latin American Studies consists of a minimum of 37 credit hours of course work, including a required 2-course sequence in writing, research, and methodology (7 credits); an experiential learning component (6 credits); a capstone project (3 credits); 3 electives in LLAS (9 credits), and 4 related courses (12 credits). Related courses may include LLAS courses provided that they are cross-listed with another discipline. In addition, intermediate proficiency in a language spoken in Latin America, though not a prerequisite for major study, must be demonstrated for completion of the major for students focusing on Latin America, and proficiency in Spanish is strongly suggested for those focusing on Latinos in the U.S.
Pre-requisite for the major: A 1000 level Intro course on Latino or Latin American Studies.

**Required Courses (16 credits)**
1) Critical Methodology sequence in LLAS (7 credits) LLAS 2011W and LLAS 2012
2) Experiential Learning Requirement. Choose 6 credits from:
   a) Community immersion project (combination of Independent Study LLAS 3999 (formerly LAMS 3999 or PRLS 3290), Field Work LLAS (PRLS) 4212, or service-learning courses that involve Latino American community)
   b) Urban Semester with Latino Studies focus (INTD 3584 and INTD 3594 or 3590, the internship itself; additional credits can count as related courses, or towards the capstone
   c) Study abroad courses or internship in Latin American or Caribbean Studies

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

**Elective Courses (9 credits)**
 Elective courses must have a LLAS designation, and must fall within content area of chosen concentration, either Latino or Latin American Studies.

**Related Courses (12 credits)**
See list.

**Language Requirement**
Intermediate proficiency in a language spoken in Latin America is required for students focusing in Latin America, and proficiency in Spanish is strongly suggested for students focusing on Latinos in the US. Proficiency can be demonstrated in one of the ways below:
• Take at least one 3000 level or above course in literature, culture, film or the arts in the target language
• Pass equivalent language exam
• Requirement waived for native speakers.

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

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

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

Justification

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

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

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

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

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

In the current LAMS major, students are required to select a 3000+ course from 4 different disciplines to ensure that the student’s knowledge of Latin America is broadly based and interdisciplinary. They work with their advisor to develop a concentration within the major, such as “migration studies”, “economic development”, “human rights”, etc. and then choose 7 additional 3000+ courses that (at least in part) reflect this concentration. In addition, students must take the capstone course LAMS 4994W, which has traditionally been taught as a thesis course, and they have a language requirement of 2 of the following courses: SPAN 3178, 3179, 3240W, 3241 or their equivalents in Portuguese.
In the revised major, students will participate in what we are calling a “scaled model of skill-building” that adds 2 core courses on a 2000 level to develop research, writing, and community-based learning skills; as well as an experiential learning component, either in the Latino community or as a study abroad experience. In addition, the language requirement will be amended to permit the inclusion of courses on a 3000+ level taught in any language other than English spoken in the Americas for students concentrating in Latin America (not just Spanish or Portuguese), and Spanish competency will be strongly suggested, but not required, for students focusing in Latino Studies. Students will work with an advisor to select a focus in either Latin American or Latino Studies within the major. In addition, they must choose a core discipline in which to focus their work (history, anthropology, cultural studies, etc.). Students are also encouraged to choose a concentration or theme: migration, economic development, health disparities, human rights, etc. that will inform their course selection, final projects, language study, and community work. Lastly, advisors will help students develop breadth and depth in their coursework, i.e. breadth: study the theme of migration from various disciplines; depth: take a concentration of courses in political science. These choices will emerge over time in working semester after semester with an advisor; but an ultimate goal is to help students develop a narrative of interests, knowledge bases and skills developed from the major that can guide their own personal and intellectual development, as well as pitch to future employers and grad schools.

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

See document below for Major plan of study

2. What is the impact on students?
   A) Students will be able to study Latinos in the US within a major plan of study, and be able to study Latinos and Latin Americans comparatively.
   B) Students will receive intensive training in research and writing skills in sophomore year, which will improve their opportunities for participating in advanced research in their junior and senior years in our program and in others.
   C) Students will have the opportunity to work directly with the Latino community which will enhance their resumes, help focus their studies, and inspire community research projects.
   D) Students will be able to see and capitalize on connections between coursework, research, and community in a program that integrates the three.

3. What is the impact on regional campuses? none

4. Dates approved by (see Note Q): 3/6/2013
   Department Curriculum Committee: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago and Mark Overmyer-Velazquez (ex officio)
Department Faculty: Samuel Martinez, Anne Gebelein, Charles R. Venator Santiago, Mark Overmyer-Velazquez, Odette Casamayor-Cisneros, Xae Alicia Reyes, Marysol Asencio, Diana Rios, and as of 8/23/13, Daisy Reyes and Jorge Aguero

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

Plan of Study

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

Latino and Latin American Studies Major Plan of Study

Date________ Name__________________________ Student __________ ID#

Anticipated graduation date (mo/yr) __________

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

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

Choose one: Focus in LATINO STUDIES LATIN AMERICAN STUDIES

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

Required Courses (15 credits)

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

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

Elective Courses (9 credits)

Select 3 elective courses. Elective courses must have a LLAS designation, and must
fall within content area of chosen concentration, either Latino or Latin American Studies.

<table>
<thead>
<tr>
<th>Course number &amp; title</th>
<th>Credits</th>
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<tr>
<td>LLAS ________________________________</td>
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<td>LLAS ________________________________</td>
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**Related Courses (12 credits)**

| ____________________________________________ | ______ |
| ____________________________________________ | ______ |
| ____________________________________________ | ______ |

**Language Requirement**

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

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

Plan Approved By: ________________________________

(Print Advisor's Name) (Advisor's Signature)

(Advisor's Signature)

(Student's Signature) 04/2013

**List Of Related Courses For The Major In LLAS**

AASI 3201. Introduction to Asian American Studies.
AASI 3212. Asian American Literature.
AASI 3221. Sociological Perspectives on Asian American Women.
AASI 3222. Asian Indian Women: Activism and Social Change in India and the United States.
AASI 3295. Special Topics in Asian American Studies.
AASI 3578. Asian-American Experience Since 1850.
AASI 3998. Variable Topics.
AASI 4999. Independent Study.
AFAM 3025. Contemporary Africa.
AFAM 3106. Black Psychology.
AFAM 3106W. Black Psychology.
AFAM 3152. Race, Ethnicity, and Nationalism 3
AFAM 3206. Black Experience in the Americas.
AFAM 3211. Introduction to African American Studies.
AFAM 3214W. Black American Writers I.
AFAM 3216W. Black American Writers II.
AFAM 3224. History of Pan-Africanism.
AFAM 3252. Politics in Africa.
AFAM 3295. Special Topics.
AFAM 3299. Independent Study.
AFAM 3501. Ethnicity and Race.
AFAM 3505. White Racism.
AFAM 3563. African American History to 1865.
AFAM 3564. African American History Since 1865.
AFAM 3568. Hip-Hop, Politics and Youth Culture in America.
AFAM 3647. Black Leadership and Civil Rights.
AFAM 3652. Black Feminist Politics.
AFAM 3752. History of Pre-Colonial Africa.
AFAM 3753. History of Modern Africa.
AFAM 3825 African Americans and Social Protest
AFAM 4994. Senior Seminar.
AFAM 4994W. Senior Seminar.
ANTH 3021 Contemporary Latin America.
ANTH 3022 Peoples and Cultures of South America.
ANTH 3025. Contemporary Africa.
ANTH 3029 Caribbean Cultures.
ANTH 3042 Contemporary Mexico.
ANTH 3150/3150W Migration.
ANTH 3152 Race, Ethnicity, and Nationalism.
ANTH 3152. Race, Ethnicity, and Nationalism 3
ANTH 3153W Human Rights in Democratizing Countries
ANTH/LLAS 3241 Latin American Minorities in the U.S.
ARTH 3020 Asian American Art and Visual Culture.
ARTH 3610/3610W Art of Mesoamerica.
ARTH 3620/3620W Colonial Mexican Art.
ARTH 3630/3630W Modern Latin American Art.
ARTH 3640/3640W Mexican and Chicano Art.
ARTH 3645Caribbean Art, 19th and 20th Centuries.
CLCS 2201. Intercultural Competency towards Global Perspectives
CLCS 2214. Introduction to World Cinema and Comparative Film Theory
CLCS 3201. Comparative Literary and Cultural Studies
CLCS 3203. Comparative Studies in Cultural History
CLCS 3207. Film Genres
CLCS 3208. Studies in Film History
CLCS 3211. Indigenous Film World Wide
CLCS 3299. Independent Study
CLCS 3888. Variable Topics
COMM 4450W Global Communication.
COMM 4460 Cross-Cultural Communication.
COMM 4802 Culture and Global Diversity in Advertising.
DRAM 3131 African-American Theatre.
DRAM 3131W African-American Theatre.
DRAM 3139 Theatre and Human Rights
ECON 2444 Women and Minorities in the Labor Market.
ECON 2456 Economics of Poverty.
ENGL 3212 Asian American Literature
ENGL 3214W. Black American Writers I
ENGL 3216W. Black American Writers II.
ENGL 3218 Ethnic Literatures in the US.
ENGL 3265W Seminar in American Studies.
ENGL 3318. Literature and Culture of the Third World.
ENGL 3619. Topics in Literature and Human Rights
ENGL 3631. Literature, Culture, and Humanitarianism
ENGL 4203W Advanced Study: Ethnic Literature.
GEOG 4710 Geography of Latin America.
GEOG 4710. Geography of Latin America.
HDFS 3421 Low Income Families.
HDFS 3421. Low income Families.
HIST 3201 The History of Human Rights
HIST 3202 International Human Rights
HIST 3206. Black Experience in the Americas.
HIST 3530 Asian-American Experience Since 1850.
HIST 3541 The History of Urban America.
HIST 3541W The History of Urban America.
HIST 3554 Immigrants and Shaping American History.
HIST 3563 African American History to 1865.
HIST 3564 African American History Since 1865
HIST 3568 Hip-Hop, Politics and Youth Culture in America
HIST 3610 Latin America and the Great Powers.
HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
HIST 3621 Cuba in Local and Global Perspectives.
HIST 3752 History of Pre-Colonial Africa.
HIST 3753 History of Modern Africa.
HIST/LLAS 3607 Latin America in the Colonial Period.
HIST/LLAS 3608W Hispanic World. Ages of Reason and Revolution.
HIST/LLAS 3609 Latin America in the National Period.
HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
HIST/LLAS 3660W History of Migration in Las Americas.
HRTS 2263 . Women and Violence.
HRTS 3042. The Theory of Human Rights  
HRTS 3139. Theatre and Human Rights  
HRTS 3149. Human Rights Through Film  
HRTS 3153W. Human Rights in Democratizing Countries  
HRTS 3201. The History of Human Rights  
HRTS 3202. International Human Rights  
HRTS 3212. Comparative Perspectives on Human Rights  
HRTS 3219. Topics in Philosophy and Human Rights  
HRTS 3245. Human Rights Internship and Portfolio  
HRTS 3293. Foreign Study  
HRTS 3295. Special Topics  
HRTS 3298. Variable Topics  
HRTS 3299. Independent Study  
HRTS 3418. International Organizations and Law  
HRTS 3421. Class, Power, and Inequality  
HRTS 3428. The Politics of Torture  
HRTS 3429. Sociological Perspectives on Poverty  
HRTS 3430. Evaluating Human Rights Practices of Countries  
HRTS 3505 White Racism  
HRTS 3563. African American History to 1865.  
HRTS 3571 Sociological Perspectives on Asian American Women  
HRTS 3573 Asian Indian Women: Activism and Social Change in India and the United States.  
HRTS 3619. Topics in Literature and Human Rights  
HRTS 3631. Literature, Culture, and Humanitarianism  
HRTS 3801. Political Sociology  
HRTS 3807. Constitutional Rights and Liberties  
HRTS 3825. African Americans and Social Protest  
HRTS 3831. Human Rights in the United States  
HRTS 3835. Refugees and Humanitarianism  
HRTS 3837 Sociology of Global Human Rights  
HRTS 4291. Service Learning Seminar/Internship  
HRTS 4996W. Senior Thesis  
INTD 2245: Introduction to Diversity Studies in American Culture.  
INTD 3584. Seminar in Urban Problems.  
INTD 3590. Urban Field Studies.  
INTD 3594. Urban Semester Field Work Seminar.  
INTD 3594W. Urban Semester Field Work Seminar.  
LING 3610W. Language and Culture.  
PHIL 3219 Topics in Philosophy and Human Rights  
PHIL 3241. Language: Meaning and Truth.  
POLS 3042 The Theory of Human Rights  
POLS 3212 Comparative Perspectives on Human Rights
POLS 3218 Indigenous People, Politics, and Rights.
POLS 3232 Comparative Politics of North America: the NAFTA Countries.
POLS 3235 Latin American Politics.
POLS 3237 Democratic Cultures and Citizenship in Latin America.
POLS 3252. Politics in Africa
POLS 3418 International Organizations and Law
POLS 3428 The Politics of Torture
POLS 3430 Evaluating Human Rights Practices of Countries
POLS 3452 Inter-American Relations.
POLS 3632W Urban Politics
POLS 3647. Black Leadership and Civil Rights.
POLS 3652. Black Feminist Politics
POLS 3807 . Constitutional Rights and Liberties
POLS 3834 /LLAS 3271 Immigration and Trans-border Politics.
PSYC 3106 Black Psychology.
SOCI 3421. Class, Power, and Inequality
SOCI 3429 Sociological Perspectives on Poverty
SOCI 3501. Ethnicity and Race.
SOCI 3503. Prejudice and Discrimination
SOCI 3505 White Racism
SOCI 3801 Political Sociology
SOCI 3825 African Americans and Social Protest
SOCI 3831 Human Rights in the United States
SOCI 3835 Refugees and Humanitarianism
SOCI 3837 Sociology of Global Human Rights
SOCI 3901. Urban Sociology
SOCI 3903. Urban Problems
SOCI 3907. City Life
SOCI 3911. Communities
SPAN 3201Ibero-American Civilization and Culture.
SPAN 3204 Language and Culture of US Hispanics.
SPAN 3205 Contemporary Spanish America.
SPAN 3207 Women’s Studies in Spanish.
SPAN 3214 Topics in Hispanic Cultures.
SPAN 3233 Spanish-America: The Formative Years.
SPAN 3234 Great Works of Modern Spanish-American Literature.
SPAN 3250 Film in Spain and Latin America.
SPAN 3251 Latin American Film.
SPAN 3265 Literature of Puerto Rico and the Caribbean.
SPAN 3266 Spanish-American Fiction.
URBN 3541. The History of Urban America.
URBN 3541W. The History of Urban America.
URBN 3632W. Urban Politics.
URBN 3981. Internship in Urban Studies: Seminar.
URBN 3991. Internship in Urban Studies: Field Study.
URBN 3995. Special Topics.
URBN 3998. Variable Topics.
URBN 4000. Understanding Your Community.
URBN 4000W. Understanding Your Community.
WGSS 2250 / 250. Feminisms.
WGSS 2255. Sexualities, Activism, and Globalization.
WGSS 2255W. Sexualities, Activism, and Globalization.
WGSS 2263/263. Women and Violence.
WGSS 2267/267. Women and Poverty.
WGSS 3209 Ethnicity, Sexualities, and Modernisms.
WGSS 3217/217. Women and Film.
WGSS 3252/252. Genders and Sexualities.
WGSS 3253. Gender Representations in U.S. Popular Culture.
WGSS 3253W. Gender Representations in U.S. Popular Culture.
WGSS 3255W/255W. Sexual Citizenship.
WGSS 3264/264. Gender in the Workplace.
WGSS 3265W/265W. Research Methodology.
WGSS 3267 Women and Poverty.
WGSS 3269/269. Women’s Movements.
WGSS 3270. Masculinities.
WGSS 3270W. Masculinities.
WGSS 3652 Black Feminist Politics
WGSS 3891/261. Internship Program.
WGSS 3894/262. Internship Seminar.
WGSS 3993/293. Foreign Study.
WGSS 3995/298. Special Topics.
WGSS 3998/295. Variable Topics.
WGSS 3999/299. Independent Study.
WGSS 4994W/289W. Senior Seminar in Women’s Studies.
New proposals submitted for consideration

2013-073 MATH 2784 Change prerequisites
1. Date: 29 Mar 2013
2. Department: MATH
3. Nature of Proposed Change: Adding MATH 2210 as an option in the prerequisites for Math 2784

4. Current Catalog Copy:

**2784. Undergraduate Seminar I**
(200) Two credits. Prerequisite: Either MATH 2110, 2130, or 2143; MATH 2144, 2410, or 2420; ENGL 1010 or 1011 or 2011 or 3800.
The student will attend talks during the semester, and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

5. Proposed Catalog Copy:

**2784. Undergraduate Seminar I**
(200) Two credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800 and either MATH 2144 or one from MATH 2110, 2130, or 2143 and one from MATH 2210, 2410, or 2420.
The student will attend talks during the semester, and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

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

Justification
1. Reasons for changing this course: MATH 2210 is sufficient in scope to prepare the students for this course. Additionally, 2410 is not required for the actuarial science majors while 2210 is required. This will enable more actuarial majors to be exposed to various types of math through the seminar.
2. Effect on Department's Curriculum: Allows actuarial majors another potential W. Will likely increase enrollment in the course.
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No change
7. Dates approved by (see Note Q):
   - Department Curriculum Committee: 11/13/2012
   - Department Faculty: 12/11/2012
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, david.gross@uconn.edu
2013-074 Add PNB 6XXX Physiological Proteomics
1. Date: 4/9/13
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Fall 2013 (as PNB 5396 Investigation of Special Topics).

Proposed catalog Listing (see Note A):
Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

PNB 6XXX. Physiological Proteomics
3 credits. Lecture.

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

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

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

Justification
1. Reasons for adding this course: (see Note L)
   No existing course in the department is devoted to proteomics. Given the vast quantities of biological data currently being generated by a
variety of new DNA and protein sequencing technologies, the importance of understanding and using “omics” scale analyses will become evermore critical to the next generation of research scientists.

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

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

4. Number of Students Expected: 10-15
5. Number and Size of Section: 1 section

6. Effects on Other Departments (see Note N):
The course should not affect other departments.

7. Staffing (see Note P):
Daniel Schwartz (Assistant Professor in PNB)

8. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/5/13
   Department Faculty: 4/5/13

9. Name, Phone Number, and e-mail address of principal contact person:
Dan Schwartz
6-0496
daniel.schwartz@uconn.edu

Syllabus – no syllabus provided.
2013-075 Add PNB 3264, Comparative Endocrinology

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

**Proposed Catalog Listing**

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

The evolution of hormonal signaling systems in invertebrates and vertebrates.

**Items included in catalog listing**

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

**Justification**

1. **Reasons for adding this course**: This is to increase our undergraduate class offerings and to give students additional options to satisfy the PNB undergraduate major requirements.
2. **Academic Merit**: There is no course like this offered at the University of Connecticut and it gives students exposure to an interesting area of biology.
3. **Overlapping Courses**: Minimal overlap with PNB 3262.
4. **Number of Students Expected**: 50
5. **Number and Size of Section**: 1 section with 50 students
6. **Effects on Other Departments**: None
7. **Effects on Regional Campuses**: None
8. **Staffing**: Joseph Crivello, PNB
9. **Dates approved by**:
   - Department Curriculum Committee: 03/20/2013
   - Department Faculty: 04/05/2013
10. **Name, Phone Number, and e-mail address of principal contact person**:
    Dr. J. Crivello
    6-5415
    joseph.crivello@uconn.edu
**Syllabus**
This course is designed to give students a better understanding of the evolution of endocrine systems in vertebrates and invertebrates. The class meets Tu/Th, from 12:30 to 1:45 p.m., in room 111, TLS.
Instructor: Dr. J. Crivello, Room 113, TLS, Physiology & Neurobiology Department, U-3156, email: joseph.crivello@uconn.edu, phone: 860-486-5415

<table>
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<th>Day</th>
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<td>Introduction</td>
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<td>Molecular evolution</td>
<td>02</td>
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<td>Animal evolution (metazoans)</td>
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<td>Chemical nature of hormones</td>
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<td>2/06/14</td>
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<td>Nuclear receptors</td>
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<td>Cell and tissue organization of endocrine glands</td>
<td>09</td>
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<td>2/20/14</td>
<td>HPA in mammals</td>
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<td>HPA in vertebrates</td>
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<td>Invertebrate insulin-like peptides</td>
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<td>4/08/14</td>
<td>Hormonal regulation of stress - mammals</td>
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<td>Calcium &amp; Phosphate homeostasis - invertebrates</td>
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2013-076 Add MDVL Minor Medieval Studies.
1. **Date:** February 22, 2013
2. **Department requesting this change:** Medieval Studies Program
3. **Title of Minor:** Medieval Studies Minor
4. **Does this Minor have the same name as the Department or a Major within this Department (see Note S)?** ___ Yes __X_ No
   (If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).
5. **Catalog description of the Minor:**
   - **Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.**
   - **Course Credits and Minimum Grades.** Students must complete at least five upper-level courses in Medieval Studies disciplines, for a total of 15 credits. No more than three of these credits may be transferred from another college or university. Substitutions are not allowed for courses in the Medieval Studies minor. Students must receive a grade of C or better in each of the five courses.
   - **Distribution requirement.** Coursework must be at the 3000-4000 level, and may also include Variable Topics, Special Topics, Independent Study, Foreign Study, and graduate-level courses, as determined by the course content and consent of one of the Minor Advisors (see below). The five courses must be drawn from at least four of the following categories.
5. **Effective Date (semester, year -- see Note R):**
   (Note that changes will be effective immediately unless a specific date is requested.)
   Immediately.

**Justification**
1. **Identify the core concepts and questions considered integral to the discipline:** The minor will take advantage of the large number of faculty, across a dozen disciplines/areas, whose area of interest is the Middle Ages, and who already serve UConn’s Medieval Studies graduate program. Undergraduates will be able to pursue a multi-disciplinary approach to the study of this complex and foundational period, through literature, language, history, religion, music, art and philosophy.
2. **Explain how the courses required for the Minor cover the core concepts identified in the previous question:** The courses required for the Minor, from which a student would choose, cover the spectrum of disciplines indicated above.
3. **If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see Note S).** This minor is being added within a program (Medieval Studies), not a department.
4. **Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page).** This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
   A. **In information near the top of the form:**
NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. In information at the bottom of the form:
Name of Student: ______________________
I approve the above program for the (B.A. or B.S.) Minor in (insert name) (signed) _________________________ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):
   Department Curriculum Committee: February 15, 2013

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

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

Medieval Studies (MDVL) Minor Plan of Study

Date __________ Name ________________________________ Peoplesoft #

Major _____________________ Anticipated graduation date (mo/yr)

Degree Requirements for Medieval Studies Minors
- Course Credits and Minimum Grades. Students must complete at least five upper-level courses in Medieval Studies disciplines, for a total of 15 credits. No more than three of these credits may be transferred from another college or university. Substitutions are not allowed for courses in the MDVL minor. Students must receive a grade of C or better in each of the five courses.
- Distribution requirement. Coursework must be at the 3000-4000 level, and may also include Variable Topics, Special Topics, Independent Study, Foreign Study, and graduate-level courses, as determined by the course content and consent of one of the Minor Advisors (see below). The five courses must be drawn from at least four of the following categories.
   A. Art History
      ARTH3220/3220W Early Medieval Art
      ARTH3230/3230W Romanesque Art
      ARTH3240/3240W Gothic Art
      ARTH3210/3210W Late Antique and Early Byzantine Art
      ARTH3260/3260W The Early Illustrated Book
   B. Classical and Ancient Mediterranean Studies
      CAMS3213 Ovid & Mythology
      CAMS3232* Medieval Latin
      CAMS3243/HIST3340 World of Late Antiquity
      CAMS3244 Ancient Fictions
C. English
ENGL3111 Medieval English Literature
ENGL3301 Celtic and Norse Myth and Legend
ENGL3501 Chaucer
ENGL3603 History of the English Language

D. French
FREN3230 The Middle Ages: Myths and Legends

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

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

G. Interdepartmental
INTD3220* Studies in the Culture of the Middle Ages
INTD3260 The Bible

H. Italian Literary and Cultural Studies:
ILCS3253* Dante and His Time
ILCS3254* Boccaccio and His Time
ILCS3255W Dante’s Divine Comedy in English Translation

I. Music
MUSI3401 Music History and Literature Before 1700

J. Philosophy
PHIL3261* Medieval Philosophy

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

*with consent of the instructor

I approve the above program for the Minor in Medieval Studies
Medieval Studies Minor
Advisor_______________________________________Date:________
Student___________________________________________Date:________

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

Medieval Studies Minor Advisors: Professors A. Berthelot, F. Biggs, D. Caner, S. Einbinder, J. Givens,
2013-077 Add MARN 1160 Introduction to Scientific Diving

1. Date: 3/18/2013
2. Department requesting this course: Marine Sciences
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):
MARN 1160. Introduction to Scientific Diving
First Semester. Two credits. Godfrey. Introduction to scuba diving history, physics and physiology of diving, dive planning, open-circuit diving equipment, and marine environments. Open-water diving certification possible with successful completion of course. Approved medical questionnaire and liability waiver required. Course fee $75.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 1160
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Introduction to Scientific Diving
4. Semester offered (see Note C): First Semester
5. Number of Credits (see Note D): 2
6. Course description (second paragraph of catalog entry -- see Note K):
   Introduction to diving history, marine environments, physics and physiology of diving, dive planning, operation and use of open-circuit diving equipment.

Optional Items
7. Number of Class Periods, if not standard (see Note E): Seven 1.6 hour class periods, six 3-hour pool sessions, three 4-hour field trips.
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T): NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): Godfrey
14. Open to Sophomores (see Note U): NA
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): NA

Justification
1. Reasons for adding this course: (see Note L)
This course has been taught consecutively for seven years using the EKIN 1160 special topics designation, but should be taught as a regular course under the Department of Marine Sciences. The course, instructor, and equipment are all supported with funds from the Department of Marine Sciences and the course content is important for the educational experience of the Department’s undergraduate and graduate students. Scientific diving is a required component of many research projects within Marine Sciences and this course allows students to earn the prerequisite knowledge for taking the scientific diving course.
2. Academic Merit (see Note L):
Students learn basic physics and physiological principles as they apply to diving, as well as gain knowledge and experience with using diving equipment. The course also presents an overview of marine environments to be encountered and in an experiential learning environment. Example syllabus attached.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 8 maximum per Teaching Assistant
Due to the logistics of safely monitoring participants, this course has been capped at eight students for every teaching assistant. It can be expanded to include more students with additional assistants.

5. Number and Size of Section: 1 section

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

This would replace EKIN 1160 on the Avery Point campus.

7. Effects on Regional Campuses: This course will be taught on the Avery Point campus.

8. Staffing (see Note P): Jeff M. Godfrey, the UConn Dive Safety Officer, and one teaching assistant

9. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/5/2013
   Department Faculty: 4/5/2013

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

Jeffrey Godfrey
(860) 405-9137
jeffrey.godfrey@uconn.edu

Jeff M. GODFREY

176 Meridian Street
Groton, Connecticut 06340

Phone (860) 389-6104
E-mail jeff.godfrey@uconn.edu

Education Bachelor of Science in Applied Biology, Utah State University 1997, Logan, Utah

Experience

During my 25 years of working in the marine sciences, I have acquired expert knowledge of underwater scientific methods and techniques and developed unique methods to address research questions. As a scientific diver and Diving Officer, I have developed the ability to communicate complex technical diving concepts and data, both orally and in writing, through presentations, published papers, articles and reports. During my tenure as the University of Connecticut (UCONN) Diving Officer and as President of the American Academy of Underwater Sciences (AAUS) and the 2005 AAUS symposium host, I have gain extensive experience at budgeting and budget implementation. I have expert knowledge of safe scientific diving techniques including advance scientific diving techniques. At the University of Connecticut, I developed the curricula for the scientific diver training course and a portion of my time is spent training faculty, staff and students in safe and effective scientific diving procedures. I have also developed courses for advance methods in scientific dive including decompression diving, mixed gas diving and closed circuit rebreather diving.

As President of the American Academy of Underwater Sciences, I have participated in several high-level meetings and conference calls that included representatives from NOAA, the University-National Oceanographic Laboratory System (UNOLS), and other institutions, to address current issues in scientific diving. As the UCONN diving Officer I represent UCONN at meetings were issues pertaining to scientific diving are involved. Following is a brief synopsis of my professional experience.

Diving Safety Officer, University of Connecticut, Marine Sciences and Technology Center, (MSTC), 1999 to present.

Primary Duties, I am responsible for the Marine Sciences Diving Program budgeting, reviewing and approving dive plans, training and supervision of scientific divers, maintaining records related to the operation of the scientific diving program and authoring reports. I also teach the openwater scuba course, scientific diving courses,
CPR, first aid and DAN oxygen administration courses and run advanced dive training workshops (i.e. decompression diving, mixed-gas diving, closed circuit rebreather diving).

Other duties include direct supervisory responsibilities for dive program employees and instructional staff, maintaining and supervising use of the dive locker, diving equipment, compressors and gas blending systems and hyperbaric chamber. My supplemental duties have included; management of the small boat fleet and supervision and training of boat operators, crewing aboard the R/V Connecticut and management of the UConn seawater laboratory facility.

**Accomplishments:**

- Budgeting, design and installation of a mixed gas blending system and hyperbaric chamber
- Introduction of standards and procedures for nitrox and mixed-gas diving, decompression diving and rebreather diving to the UCONN diving program
- Participated in National Geographic/Waitt Foundation TOTO deep fore-reef survey including mixed gas rebreather dives to 435 feet.
- President of the American Academy of Underwater Sciences
- Instructing scientific rebreather diving workshops that included scientific divers from multiple institutions
- Diving Supervisor for Antarctic bluewater diving operations during 2005 WHOI/UCONN salp project and other WHOI/UCONN bluewater diving cruises
- Hosted 2005 symposium of the American Academy of Underwater Sciences
- Community outreach including, annual work with the National Ocean Science Bowl, speaking at local and regional dive club meetings and schools, hosting cross training exercises with local police and fire departments and arranging volunteer opportunities for UCONN scientific divers.

**Interim Diving Safety Officer**, University of Rhode Island, 11/10 to 5/11.

_**Primary Duties**, Scientific Diving Program Manager during program transition and strategic planning initiative. I was responsible for returning the program to compliance with AAUS standards and the initial phase of a strategic planning initiative that restructured the DSO position and allowed the hire a full time Diving Officer. I was also responsible for budgeting, purchasing, record keeping, training, dive-locker and equipment maintenance and interacting with other AAUS institutions on reciprocity issues.


_**Primary Duties**, Classroom, lab and fieldtrip instruction in seagrass, mangrove and coral reef ecology.

Supplemental duties: Instruction, operation and maintenance of the diving bell/saturation system used for the Scott Carpenter Man in the Sea Program, SCUBA instruction and standby mission director for Jules Vern Undersea Lodge, divemaster duties for program scuba groups, boat maintenance and repair.

**Technician/ Research Diver**, Utah Cooperative Fish and Wildlife Research Unit, Utah State University, Logan UT, 10/1989 to 10/1997.

The research unit carried out population surveys, researched food web dynamics and performed bioenergetics modeling at several western lakes and reservoirs. I was responsible for all dive training, diving operations and field logistics. Diving operations
included high-altitude diving in rivers, ice diving in extreme weather and decompression diving. My duties also included maintenance, operation and repair of the small boat fleet and snowmobiles. This included teaching safe operation of boats and snowmobiles and supervision of students in the field.

**Certifications:**
- Openwater (NAUI 1979)
- SCUBA Instructor, (PDIC 1989)
- Red Cross CRP for the Professional Rescuer and First Aid Instructor 1990
- Certified Complete Nitrox User, (ANDI 1992)
- DAN Oxygen Provider Instructor 1999
- Recompression Therapy of Diving Accidents (Hyperbarics International 2000)
- Nitrox Instructor, (IANTD 2000)
- Nitrox Gas Blender and Equipment Service Technician (TDI 2000)
- Extended Range and Entry Level Trimix (TDI 2001)
- Inspiration CCR (IANTD 2006)
- Inspiration Advanced Mixed Gas Diluent Rebreather (TDI 2007)
- SCUBA Instructor, (SDI 2008)
- Advanced Nitrox and Decompression Diving Procedures Instructor (TDI 2008)
- Inspiration/Evolution Closed Circuit Rebreather Instructor (2009)
- Inspiration/Evolution Air Diluent Decompression Rebreather Instructor (2010)
- Prism 2 Air Diluent Decompression Closed Circuit Rebreather Instructor (2012 pending)

**Publications**

**Professional Associations**
- AAUS Nominations Committee Chair 20010-present
Course Syllabus
Six Lecture Sessions: T, 9:30-10.45 am
Six Pool Sessions: Th, 9:30-12:30 pm, dive-locker
Two Field Trips: Th, 9:30-1:00 pm, dive-locker
Instructor: Jeff Godfrey
Office: MSB 2223
Office Hours: by appointment
Office Phone: 860-405-9137
Cell Phone: 860-389-6104
E-Mail: jeff.godfrey@uconn.edu

Course Description
This course teaches the safe use of open-circuit scuba gear commonly used by scientific divers. Satisfactory completion of the course and allows students to apply for an openwater scuba certification, which is a prerequisite for taking the Scientific Diving course. The training received during this course exceeds the minimum standards of Scuba Diving International and The World Recreational Scuba Training Council. These additional training requirement will better prepare student for success when taking the Scientific Diving course.

Prerequisites: Medical Questioner, Liability Waver
Depending on the results of the medical questionnaire students may need to get approval from a physician before using scuba gear.

Course Fee: $50.00

Text: SDI Student Kit, available at the Avery Point Bookstore

Learning Objectives
Student will learn:
- History of diving with an emphasis on scientific diving
- Marine environment as it relates to diving
- Diving Physics
- Diving Physiology
- Diving Equipment
- Dive Planning

Introduction to Scientific Diving Course Schedule

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<td></td>
<td>Introduction to UConn Diving Program, History of Diving</td>
</tr>
</tbody>
</table>
### Course Requirements
Successful completion requires attendance and participation in class and pool sessions, completion of assigned reading and homework and passing of the final exam.

### Grading
Students are not required to participate in openwater dives or earn an openwater certification to receive a grade. Students are only graded on participation in class and pool sessions, homework and the final exam. The final exam accounts for 40% of the final grade.

<table>
<thead>
<tr>
<th>Two</th>
<th>Review of Equipment and Diving Skill Knowledge IQs</th>
<th>Science section</th>
<th>Thur. 9:30-12:30 Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>Review of Science Knowledge IQs</td>
<td>Environment section</td>
<td>Thur. 9:30-12:30 Pool</td>
</tr>
<tr>
<td>Four</td>
<td>Review of Environment Knowledge IQs</td>
<td>Dive Planning Section</td>
<td>Thur. 9:30-12:30 Pool</td>
</tr>
<tr>
<td>Five</td>
<td>Review of Dive Planning Knowledge IQs Decompression Tables</td>
<td>Handouts</td>
<td>Thur. 9:30-12:30 Pool</td>
</tr>
<tr>
<td>six</td>
<td>9:30-11:15 Review</td>
<td></td>
<td>Thur. 9:30-1:00 Openwater Snorkel</td>
</tr>
<tr>
<td>Seven</td>
<td>Final Exam</td>
<td></td>
<td>Thur. 9:30-1:00 Openwater dives 1 and 2</td>
</tr>
<tr>
<td>Eight</td>
<td>Review Exam</td>
<td></td>
<td>Thur. 9:30-1:00 Openwater dives 3 and 4</td>
</tr>
<tr>
<td>Nine</td>
<td>Complete certification applications by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposal to Add a New Undergraduate Course

1. Date: 4/2/2013
2. Department requesting this course: Marine Sciences
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing (see Note A):

MARN 4160. Scientific Diving
First Semester. Two credits. Godfrey. Federal regulation, consensus standards, and physics and physiology of diving, dive planning, dive accident management and emergency planning, scientific diving methods, diving modes. Scientific diver certification possible with successful completion of course and CPR, First Aid and Emergency Oxygen certification. Course fee $70. Scuba certification and approved diving physical required. Recommended preparation: MARN 1160

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 4160
   - If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Scientific Diving
4. Semester offered (see Note C): First Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Federal regulation, consensus standards, and physics and physiology of diving, dive planning, dive accident management and emergency planning, scientific diving methods, diving modes. Scientific diver certification possible. Approved medical questionnaire required. Recommended preparation: MARN 1160.

Optional Items
7. Number of Class Periods, if not standard (see Note E): Weekly 1.25 hour lecture and 4.5 hour fieldtrip (pool or boat) for 12 weeks
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): MARN 1160, Introduction to Scientific Diving
10. Consent of Instructor, if applicable (see Note T) NA
11. Exclusions, if applicable (see Note H) NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): Godfrey

14. Open to Sophomores (see Note U): NA
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): NA

Justification

1. Reasons for adding this course: (see Note L)
This course has been taught consecutively for seven years as a special topics course MARN 4898 and should have a regular course number and listing.
2. Academic Merit (see Note L):

Topics to be covered include:

- Federal and state regulation of scientific diving
- Consensual standards for scientific diving as promulgated by the American Academy of Underwater Sciences
- An advanced review of physics and physiology principles that apply to diving
• Dive planning, emergency planning will be covered with an experiential learning emphasis on dive accident management.
• Review of basic scientific diving methods.
• Diving Modes, e.g. decompression diving, mixed gas diving, rebreather diving etc.

Example syllabus attached below.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 8 maximum per Teaching Assistant

Due to the logistics of safely monitoring participants, this course has been capped at eight student for every teaching assistant. It can be expanded to include more students with additional assistants.

5. Number and Size of Section: 1 section

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

This course has had a positive effect on other departments in the university. This course is required before students can access dive locker equipment and boats and earn certification as scientific divers by the Marine Sciences and Technology Center. Student from other departments and universities have taken the course in the past and it has enabled them to be awarded internships, receive summer employment and work on university research projects.

7. Effects on Regional Campuses: This course will be taught on the Avery Point campus.

8. Staffing (see Note P): Jeff M. Godfrey, the UConn Dive Safety Officer, and one teaching assistant

9. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/5/2013
   Department Faculty: 4/5/2013

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

Jeffrey Godfrey
(860) 405-9137
jeffrey.godfrey@uconn.edu

jeffrey.godfrey@uconn.edu
Scientific Diving
Course Syllabus

Instructor: Jeff Godfrey
Office: MSB 2223
Office Hours: by appointment
Office Phone: 860-405-9137
Cell Phone: 860-389-6104
E-Mail: jeff.godfrey@uconn.edu

Course Description

This course contributes to the training requirements for scientific divers defined in the Standards for Scientific Diving as promulgated by the American Academy of Underwater Sciences. Students who complete the checkout components of this course will be eligible for Diver-in Training status with the Marine Sciences Diving Program and may participate in approved scientific diving projects. Students are eligible for Scientific Diver certification by the Diving Control Board upon successful completion of the course and providing proof of CPR, First Aid and Emergency Oxygen certification.

Prerequisites: Scuba certification and an approved diving physical by a physician (forms provided)

Course Fee: $50.00

Text:
- AAUS/NOAA self study modules http://www.aaus.org

Learning Objectives

Student will learn:
- The history of scientific diving and the American Academy of Underwater Sciences
- The OSHA exemption for scientific diving and requirements for a OSHA compliant scientific diving program.
- Advanced Diving Physics
- Advanced Diving Physiology
- Advanced Dive Planning
- Dive Accident Management And Emergency Procedures
- Basic Scientific Diving Methods, e.g. site selection, navigation, proper use and care of tools
- Identification of common local organisms
- Introduction to advanced diving modes, e.g. mixed gas diving, rebreathers, blue-water diving.

**MARN 4898 Scientific Diving Course Schedule**

Diving in the field is subject to weather. If we can not go out in the field, we will substitute Rescue training in the pool or at the Dock and attempt to make up the dives at a later date. Scheduled scientific diving activities are subject to change to accommodate class participation in ongoing research.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Water</th>
<th>Reading / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>9:30-11:15 Introduction to Diving Program &amp; Scientific Diving Course History of Scientific Diving</td>
<td>12:30-3:30 Dive Locker Orientation Swim Test/pool SCUBA Skills Check-out</td>
<td>AAUS/NOAA self study modules Diving Physics Diving Physiology Decompression Profiling</td>
</tr>
<tr>
<td>Two</td>
<td>Dive Program Management and Record Keeping; Dive Planning</td>
<td>12:30-3:30 Dive 1 - Openwater skills checkout Dive 2 – Skill remediation</td>
<td>AAUS/NOAA self study modules Accident Management And Emergency Procedures Other Reading NOAA - Chap. 20: Emergency Medical Care UCONN Diving Manual (Sec 1-3)</td>
</tr>
<tr>
<td>Three</td>
<td>9:30-11:15 Advanced Dive Planning and Computer Decompression Modeling</td>
<td>12:30-3:30 Dive 1 – Site location and navigation Dive 2 - Reel and surface marker buoy use.</td>
<td>AAUS/NOAA self study modules Hazardous Aquatic Life Dive Planning Diving Under Special Conditions</td>
</tr>
<tr>
<td>Four</td>
<td>9:30-11:15 Underwater site marking and locating Underwater record keeping Knots and Rigging</td>
<td>12:30-3:30 Dive 1 – Site location and navigation Dive 2 - Reel and surface marker buoy use.</td>
<td>Handouts</td>
</tr>
<tr>
<td>Five</td>
<td>9:30-11:15 Site mapping (trilateration)</td>
<td>12:30-3:30 Dives 1 and 2 - Trilateration on wreck site.12:30-3:30 and pinger receiver use</td>
<td>AAUS/NOAA self study modules Diver and Diving Support Equipment Procedures for Scientific Dives UCONN Manual (Sec. 3-6)</td>
</tr>
<tr>
<td>Six</td>
<td>9:30-11:15 Basic sampling Methods</td>
<td>12:30-3:30 Use of Transects Quadrates</td>
<td>AAUS/NOAA self study modules Nitrox Diving UCONN Manual - Volume 2: Section 7.00 NITROX DIVING GUIDELINES</td>
</tr>
<tr>
<td>Seven</td>
<td>Nitrox dive planning</td>
<td>Two Nitrox Dives</td>
<td>Handouts</td>
</tr>
<tr>
<td>Eight</td>
<td>Blue-water Diving</td>
<td>Blue Water Dives</td>
<td></td>
</tr>
<tr>
<td>Nine</td>
<td>9:30-11:15 Dive Accident Management and Emergency Procedures</td>
<td>12:30-3:30 Pool training</td>
<td></td>
</tr>
<tr>
<td>Ten</td>
<td>Dive Accident Management and Emergency Procedures</td>
<td>Dive 1 - Rescue training Dive 2 - Rescue training</td>
<td>NOAA - Chap. 14: Rebreather Diving</td>
</tr>
<tr>
<td>Eleven</td>
<td>Intro to advanced Mixed Gas Diving and Rebreathers</td>
<td>12:30-3:30 Rebreather Diving (pool).</td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>Review Exam Make up dives and or rescue scenarios</td>
<td>6:00 Optional Night Dive</td>
<td></td>
</tr>
</tbody>
</table>
Course Requirements

Successful completion requires attendance and participation in class and field sessions, completion of assigned reading and homework and passing of the final exam. The final exam will be a take home open book exam.

Grading
Students will be graded on participation, homework and the final exam. The final exam accounts for 50% of the final grade.
2013-079 Add MARN 4066 River Influences on the Marine Environment

1. Date: 04/04/2013
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing:

**MARN 4066. River Influences on the Marine Environment**

Three credits. Whitney. Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, human alterations and climate change. Recommended preparation: calculus and general physics.

Items included in catalog Listing:

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note Q): MARN
2. Course Number (see Note B): 4066
   - If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? X Yes ___ No
3. Course Title: River Influences on the Marine Environment
4. Semester offered (see Note C): Second Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of sediment and pollutants and variability from storms, seasons, and climate change. Recommended preparation: calculus and general physics.

**Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): courses in calculus and general physics
10. Consent of Instructor, if applicable (see Note T): N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J): Whitney
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A
Justification

1. Reasons for adding this course: (see Note L)
This course follows the journey of river water from the watershed out to the open ocean. It begins with hydrologic budgets and river processes, then covers global riverine freshwater inputs to coastal waters and the subsequent mixing and transport through estuaries, continental shelves, and out to the deep ocean. The course teaches students how rivers make vital connections between the terrestrial and marine environments.

This course has been taught twice as MARN 5898 Special Topics during Spring 2012 and Spring 2013. For its first offering, it was taught concurrently with an undergraduate MARN 4898 Special Topics section.

2. Academic Merit (see Note L):
The intended lecture schedule will address the following topics: hydrologic budget, global distribution of riverine fresh water, sediment and dissolved solid inputs, temporal variability from storm-time scales to decadal climate change, human effects on rivers, nutrient and toxic riverine inputs, estuary stratification and mixing, buoyancy-driven currents on the continental shelf, and ecosystem effects such as contributions to eutrophication and hypoxia. Syllabus is attached.

Student performance will be assessed via biweekly individual assignments, in-class presentations, a take-home midterm examination, and a take-home or in-class final examination.

This course will be taught concurrently with a graduate section of the same course (see related proposal MARN 5066) and provides an interdisciplinary course for biological, chemical, and geological oceanography students in Marine Sciences, Environmental Science and other programs.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 7
5. Number and Size of Section: 1 section of 7 students
6. Effects on Other Departments (see Note N):
This course will be available to undergraduate students from other Departments.

7. Effects on Regional Campuses:
This course will be taught using distance-learning between Storrs and Avery Point, with the instructor alternating teaching locations between campuses. It will increase course offerings at Avery Point.

8. Staffing (see Note P): Michael Whitney, Associate Professor, Marine Sciences

9. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/5/2013
   Department Faculty: 4/5/2013
10. Name, Phone Number, and e-mail address of principal contact person:
Michael M. Whitney
860-405-9157
Michael.Whitney@uconn.edu

Syllabus

Course Information

Meeting time: Tuesdays and Thursdays 2:00 to 3:15 PM
Classrooms (connected via ITV): MAR123 (Avery Point) and CUE 321 (Storrs)
Credits: 3 credit hours
Instructor: Dr. Michael Whitney
Office: MAR 185, Phone: 860-405-9157, Email: Michael.Whitney@uconn.edu
Office hours: By appointment

Course Description

Describe influences of large and small rivers on estuaries, coastal waters, and open ocean. Discuss variability from storms, annual cycles, interannual patterns, and climate change. Study river inputs of buoyant fresh waters, sediments, nutrients, and anthropogenic substances and how they modify water densities, currents, energies, nutrient and carbon budgets, and ecosystems.

Course Objectives

Upon successful completion of this course, students will be able to:

• Describe the distribution and types of rivers around the world.
• Apply equations describing the hydrologic budgets.
• Discuss river inputs of sediments, dissolved solids, and chemical pollutants.
• Quantitatively describe estuarine and river plume dynamics.
• Discuss exchange between rivers, estuaries, and the ocean.
• Discuss river effects on coastal and ocean ecosystems.

Course Materials


Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>1/19</td>
<td>River discharge and runoff</td>
</tr>
<tr>
<td>2</td>
<td>1/24</td>
<td>River discharge and runoff</td>
</tr>
<tr>
<td></td>
<td>1/26</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td>3</td>
<td>1/31</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td></td>
<td>2/2</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Temporal variations</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Temporal variations</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Temporal variations</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>Temporal variations</td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>2/23</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>Human activities</td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td>Human activities</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Human activities</td>
<td></td>
</tr>
<tr>
<td>3/8</td>
<td>Chemical Pollution</td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Chemical Pollution</td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>Transport through Estuaries</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Transport through Estuaries</td>
<td></td>
</tr>
<tr>
<td>3/29</td>
<td>Transport through Estuaries</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Transport through Estuaries</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>River plumes on the shelf</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>River plumes on the shelf</td>
<td></td>
</tr>
<tr>
<td>4/12</td>
<td>River plumes on the shelf</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>River plumes on the shelf</td>
<td></td>
</tr>
<tr>
<td>4/19</td>
<td>Exchange with open ocean</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Exchange with open ocean</td>
<td></td>
</tr>
<tr>
<td>4/26</td>
<td>General Concepts Review</td>
<td></td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avery Point: TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storrs: TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Requirements**

Successful completion of this course requires attending and actively participating in class, promptly reading assigned chapters in the text, and completing homework assignments, in-class presentations and final examination.
Grading and Absence Policies

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Additional Requirements for MARN 5898

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

Classroom Conduct and Academic Integrity

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

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

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation;... presenting, as one's own, the ideas or words of another for academic evaluation; [and] doing unauthorized academic work for which another person will receive credit or be evaluated... A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.
2013-080 Add MARN 5066 River Influences on the Marine Environment
1. Date: 04/04/2013
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: Spring 2014

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

MARN 5066 (3 credits). River Influences on the Marine Environment
Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, human alterations and climate change. Components: Lecture.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 5066
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? X Yes __ No
3. Course Title: River Influences on the Marine Environment
4. Semester offered (see Note C): Spring Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Influences of rivers on estuaries, coastal and open ocean water properties, energy budgets and ecosystems including inputs of buoyant waters, sediments and pollutants and variability from storms, seasons, human alterations, and climate change. Components: Lecture.

Optional Items
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): None
9. Recommended Preparation, if applicable (see Note G): courses in calculus and general physics
10. Consent of Instructor, if applicable (see Note T): N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J): Whitney
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification
1. Reasons for adding this course: (see Note L)
   This course follows the journey of river water from the watershed out to the open ocean. It begins with hydrologic budgets and river processes, then covers global riverine freshwater inputs to coastal waters and the subsequent mixing and transport through estuaries, continental shelves, and out to the deep ocean. The course teaches students how rivers make vital connections between the terrestrial and marine environments.
   This course has been taught twice as MARN 5898 Special Topics during Spring 2012 and Spring 2013. For its first offering, it was taught concurrently with an undergraduate MARN 4898 Special Topics section.

2. Academic Merit (see Note L):
   The intended lecture schedule will address the following topics: hydrologic budget, global distribution of riverine fresh water, sediment and dissolved solid inputs, temporal variability from storm-time scales to decadal climate change, human effects on rivers, nutrient and toxic riverine inputs, estuary stratification and mixing, buoyancy-driven currents on the continental shelf, and ecosystem effects such as contributions to eutrophication and hypoxia.
   Student performance will be assessed via biweekly individual assignments, in-class presentations, a take-home midterm examination, and a take-home or in-class final examination.
   This course will be taught concurrently with an undergraduate section of the same course (see related proposal MARN 4066). Students enrolled in the graduate section will have additional questions on assignments and exams that require more quantitative methods, data analysis, and sophisticated scientific theory. This course will help satisfy the programmatic need for more graduate physical oceanography courses for the Marine Sciences major.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 7
5. Number and Size of Section: 1 section of 7 students
6. Effects on Other Departments (see Note N):
   This course will be available to graduate students in related areas from other Departments.
7. Effects on Regional Campuses:
   This course will be taught using distance-learning between Storrs and Avery Point, with the instructor alternating teaching locations between campuses. It will increase course offerings at Avery Point.
8. Staffing (see Note P): Michael Whitney, Associate Professor, Marine Sciences
9. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/5/2013
   Department Faculty: 4/5/2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Michael M. Whitney
    860-405-9157
    Michael.Whitney@uconn.edu

Syllabus
Meeting time: Tuesdays and Thursdays 2:00 to 3:15 PM
Classrooms (connected via ITV): MAR123 (Avery Point) and CUE 321 (Storrs)
Credits: 3 credit hours
Instructor: Dr. Michael Whitney
Office: MAR 185, Phone: 860-405-9157, Email: Michael.Whitney@uconn.edu
Office hours: By appointment

Course Description
Describe influences of large and small rivers on estuaries, coastal waters, and open ocean. Discuss variability from storms, annual cycles, interannual patterns, and climate change. Study river inputs of buoyant fresh waters, sediments, nutrients, and anthropogenic substances and how they modify water densities, currents, energies, nutrient and carbon budgets, and ecosystems.

Course Objectives
Upon successful completion of this course, students will be able to:
• Describe the distribution and types of rivers around the world.
• Apply equations describing the hydrologic budgets.
• Discuss river inputs of sediments, dissolved solids, and chemical pollutants.
• Quantitatively describe estuarine and river plume dynamics.
• Discuss exchange between rivers, estuaries, and the ocean.
• Discuss river effects on coastal and ocean ecosystems.

Course Materials

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>1/19</td>
<td>River discharge and runoff</td>
</tr>
<tr>
<td>2</td>
<td>1/24</td>
<td>River discharge and runoff</td>
</tr>
<tr>
<td></td>
<td>1/26</td>
<td>Sediment and dissolved inputs</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Sediment and dissolved inputs</td>
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<tr>
<td></td>
<td>2/2</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td>4</td>
<td>2/7</td>
<td>Sediment and dissolved inputs</td>
</tr>
<tr>
<td></td>
<td>2/9</td>
<td>Temporal variations</td>
</tr>
<tr>
<td>5</td>
<td>2/14</td>
<td>Temporal variations</td>
</tr>
<tr>
<td></td>
<td>2/16</td>
<td>Temporal variations</td>
</tr>
<tr>
<td>6</td>
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</tr>
<tr>
<td></td>
<td>2/23</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>7</td>
<td>2/28</td>
<td>Human activities</td>
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<tr>
<td></td>
<td>3/1</td>
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</tr>
<tr>
<td>8</td>
<td>3/6</td>
<td>Human activities</td>
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<tr>
<td></td>
<td>3/8</td>
<td>Chemical Pollution</td>
</tr>
<tr>
<td>BREAK</td>
<td>3/13</td>
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</tr>
<tr>
<td></td>
<td>3/15</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>9</td>
<td>3/20</td>
<td>Chemical Pollution</td>
</tr>
<tr>
<td></td>
<td>3/22</td>
<td>Transport through Estuaries</td>
</tr>
<tr>
<td>10</td>
<td>3/27</td>
<td>Transport through Estuaries</td>
</tr>
<tr>
<td></td>
<td>3/29</td>
<td>Transport through Estuaries</td>
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<tr>
<td>11</td>
<td>4/3</td>
<td>Transport through Estuaries</td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>River plumes on the shelf</td>
</tr>
<tr>
<td>12</td>
<td>4/10</td>
<td>River plumes on the shelf</td>
</tr>
<tr>
<td></td>
<td>4/12</td>
<td>River plumes on the shelf</td>
</tr>
<tr>
<td>13</td>
<td>4/17</td>
<td>River plumes on the shelf</td>
</tr>
<tr>
<td></td>
<td>4/19</td>
<td>Exchange with open ocean</td>
</tr>
<tr>
<td>14</td>
<td>4/24</td>
<td>Exchange with open ocean</td>
</tr>
<tr>
<td></td>
<td>4/26</td>
<td>General Concepts Review</td>
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<td></td>
<td><strong>FINAL EXAM</strong></td>
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<tr>
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<td></td>
<td>Avery Point: TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Storrs: TBD</td>
</tr>
</tbody>
</table>

**Course Requirements**

Successful completion of this course requires attending and actively participating in class, promptly reading assigned chapters in the text, and completing homework assignments, in-class presentations and final examination.

**Grading and Absence Policies**

Students are expected to return completed homework assignments by 5 PM on the Thursday one week after they were assigned. The following penalties will be assessed for late assignments: 10% penalty within 1 week, 25% penalty within 2 weeks, 100% penalty (no credit) beyond 2 weeks after the due date. No assignments will be accepted for credit after the last day of classes for the semester. Illnesses and other personal circumstances may be grounds for excused absences and relief from assignment deadlines at the discretion of the instructor. The student is expected to contact the instructor in advance of class in most situations or shortly thereafter in extreme circumstances. Make-up tests should be scheduled and completed within 1 week of the student’s return. Deadlines for work missed during absences will be
extended by no more than 2 weeks beyond the student’s return. Specific arrangements will be determined by the instructor on a case by case basis. The student is responsible for all material covered during the absence and the student is expected to keep up with any work assigned following an absence. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) and the Dean of Students (www.dosa.uconn.edu/students.html) have additional information concerning absences. The final grade will be calculated as the weighted average of the scores obtained in each of the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

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

Additional Requirements for MARN 5898

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

Classroom Conduct and Academic Integrity

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

The take-home test and in-class final examination should be carried out individually. Group discussions for better understanding of homework materials are encouraged, however homework assignments should be written individually. The University Student Code (available at www.dosa.uconn.edu) regarding cheating and plagiarism will be followed in this course:
2013-081 Add MCB 5XXX. Frontiers in Applied Genomics

Proposed catalog Listing (see Note A):

MCB 5XXX. Frontiers in Applied Genomics
1 credit. Seminar. Consent of instructor is required. May be repeated for credit.
Current topics in genomics research including ethics, impacts on society, and applications in academic and industrial settings.

Items included in catalog Listing:

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

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

Justification
1. Reasons for adding this course: This is a request for formal approval of a course previously offered under the MCB5896 designation.
2. Academic Merit: The intent of this course is to provide an ongoing opportunity for students in the PSM programs to obtain exposure to the wide variety of research topics and career trajectories by attending presentations by guest lecturers, both in person and on-line.
3. Overlapping Courses: None
4. Number of Students Expected: 15
5. Number and Size of Section: 15
6. Effects on Other Departments: Beneficial to several departments by boosting attendance for outside speakers since selected departmental seminars appropriate to genomics are included in the options for students.
7. Staffing: Strausbaugh
8. Dates approved by:
   Department Curriculum Committee: April 10, 2013
   Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
   Linda Strausbaugh, 486-8905, linda.strausbaugh@uconn.edu

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

   COURSE DESCRIPTION
   The goal of this class is to expose you to “Genetics and Genomics”, writ large to include talks on research, ethics and society, and applications, in both academic and industrial settings.
   Periodically, I will send you a list of seminars that are appropriate for this class – you will attend 12 of these during the course of the semester, and prepare a portfolio of short reflective reports to turn in at the end of the semester. Attached you will find the seminar report form – fill one out for each presentation you attend.
   As you will see from below, the seminars are on many different topics and take place at many different times, so it should not be difficult to find 12 to attend. I’ll also sometimes include webinars that are of interest.
   Some of our seminar options will be from the MCB Departmental Seminar series, or Forensic Applications of DNA Science, or the Professional Development Sessions of Communication Skills/Lab Management. YOU MAY NOT USE THESE SEMINARS FROM A SPECIFIC CLASS IF YOU ARE ENROLLED FOR CREDIT IN THAT COURSE.
   I’ll be following this message with additional seminar announcements from various departments, so be on the lookout for these. If any of you become aware of a genomics-oriented talk on or off campus, please let me know in advance and I’ll post any that are especially relevant.

   Partial listing of Presentation Options for Fall 2012
   MCB Dept. Series, Tuesdays BPB130
   Sept. 4, “Systems Biology in Genomic Medicine”, Dr. Edison Liu, Director, The Jackson Laboratory
   Sept. 18, “Algal Genomes clarify the origin of photosynthesis in the eukaryote tree of life”, Dr. Debashish Bhattacharya, Rutgers University
   Sept. 25, “The topological basis of chromatin interactions for transcriptional regulation and disease”, Dr. Yijun Ruan, Jackson Laboratory Center for Genomic Medicine
   Ecology and Evolutionary Biology Series
   Sept. 13, 4:00 pm Konover Auditorium (Teale Lecture Series), “The natural environment and the strategy of firms”, Dr. Forest Reinhardt, Harvard School of Business
   Sept. 20, 1:30 pm, BPB 130, “The evolution of floral diversity in Pedicularis (Orobanchaceae), Dr. Richard Ree (Field Museum)
   Sept. 27, 4:00 pm, BPB 130, “Mitochondrial sex: mitochondrial fusion drives horizontal gene transfer and gene conversion in the devils’ playground”, Dr. Jeffrey Palmer, Indiana
University

Professional Development, Wednesdays 5-5:50 pm, CAGT 209
(you may only use these if you ARE NOT in either Communication Skills or Lab Management)

Sept. 5  So you want to be an FBI agent or in CSI?
        Ranyelle Reid, PhD Candidate

Sept. 19 Public Scientific Literacy
        Matt Fleury, President and CEO, CT Science Center
        Hank Gruner, CT Science Center

Sept. 26 The Art of Scientific Presentations
        Caroline Jakuba, Ph D candidate
        THIS IS A 2 HOUR SESSION FROM 4-6 PM

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

Nov. 14 CT Forensic Science Lab
        Dan Renstrom, M.S. Applied Genomics

Dec. 5 John Leamon, Ph.D.
        Vice President, Biological R&D, CyVek, Inc.

MCB Dept. Series, Tuesdays BPB130

11/13/12 Derek Taylor, Case Western Reserve
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EEB Seminars

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        “Species Extinction Risks under Climate Change: Interacting effects of demographic and spatial factors”

11/29/12 Richard Plum, Yale University
        “Chemistry, physics and the evolution of bird plumage colors”

12/6/12 Eunsoo Kim (American Museum of Natural History)
        “Symbioses in Green Algae”

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

Oct. 3  Communicating Science in a World of Pre-conceived Notions
        Jeffrey Volek, Associate Professor, Kinesiology Researcher and Author

Oct. 10 Karen Goodrow, Director, Connecticut Innocence Project

Oct. 17 The Broad Institute
        Niall Lennon, Ph.D., Dir. Technology & Applications Dev., Genomics Platform
        Alyssa Macbeth, Applied Genomics Graduate, Process Development Associate II

Oct. 24 Danbury Hospital Biomedical Research Institute
        Dr. Joann Petrini, Director of Clinical Outcomes and Health Services
        Jessika Lobraico, Applied Genomics Graduate
MCB Dept. Series, Tuesdays BPB130
Oct. 9    James Holden
          UMass/Amherst
Oct. 16   Kim McKim, Rutgers University
          “Chromosome alignment and segregation on the acentrosomal
          meiotic spindle”

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

Template
Frontiers in Applied Genomics
Seminar Report

Title of Seminar:
Speaker:
Date:

One paragraph summary of presentation:
One thing I learned that I did not know prior to the talk:
One question I would like to ask the speaker:
2013-082 Add MCB 5480. Frontiers in Applied Genomics
1. Date: March 11, 2013
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2013

Proposed catalog Listing

MCB 5480. Frontiers in Applied Genomics
1 credit. Seminar. Consent of instructor is required. May be repeated for credit.
Current topics in genomics research including ethics, impacts on society, and applications in academic and industrial settings.

Items included in catalog Listing:

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

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

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

7. Staffing: Strausbaugh

8. Dates approved by:
   - Department Curriculum Committee: April 10, 2013
   - Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person:
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4. Sample seminar report form for portfolio submission

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Frontiers in Applied Genomics
Seminar Report

Title of Seminar:
Speaker:
Date:
One paragraph summary of presentation:
One thing I learned that I did not know prior to the talk:
One question I would like to ask the speaker:
1. Date: March 11, 2013
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing:
MCB 5200 (3 credits) Cell biology of the mammalian secretory apparatus. Instructor Consent Required.
Critical reading of the primary literature focusing on how eukaryotic cells synthesize and traffic secretory and membrane proteins. An emphasis of the course is on the effectiveness of data presentation in papers, so students gain insight into how to communicate their own findings.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program: MCB
2. Course Number (see Note B): 5200
3. Course Title: Cell biology of the mammalian secretory apparatus
4. Course description: A required course for new MCB graduate students seeking a concentration in Cell Biology. Recent and classic papers focused on trafficking of membranes and secretory proteins are used to introduce students to critical reading of the literature, important techniques in cell biology and examples of both excellent and poor examples of data presentation. The course has been taught three times as a 5896 Special Topics and now is being converted to a regular course.
5. Number of Credits: 3
6. Course type -- Lecture
Optional Items
7. Prerequisites, if applicable:
8. Recommended Preparation:
9. Consent of Instructor, if applicable: yes
11. Repetition for credit, if applicable (see Note I): no
12. S/U grading, if applicable (see Note X): no

Justification
1. Reasons for adding this course: This course focuses on an important topic that is not covered in any other graduate level course. The material is at the heart of modern cell biology, and merits a treatment that cannot be accommodated in any of our existing courses. The course has been successfully taught three times as a 5896 Special Topics and now is being converted to a regular course.
2. Academic Merit: This course does two important things. It covers core cell biology material, which our students may be required to teach if they pursue an academic career and thus need to be familiar with. Second, it explores the topic by reading primary sources. Unlike many courses, we do not focus necessarily on the most recent papers; instead we read a mix of cutting edge and “classic” papers, and explore the IMRAD format (Introduction, Methods, Results and Discussion), that has emerged as the preferred means of communicating research findings. We discuss whether presentation of results in both written and graphical form is done effectively, and from this derive an understanding of what works and does not work to communicate scientific results. This emphasis on deconstructing scientific papers as a means of communication is unique to this course.

3. Overlapping Courses: None
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section
6. Effects on Other Departments: Some graduate students in other departments may want to take this course
7. Staffing: Dr. Adam Zweifach, MCB.
8. Dates approved by:
   - Department Curriculum Committee:
   - Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
   Adam Zweifach, MCB
   adam.zweifach@uconn.edu
   860 486-1627

Syllabus – not provided
2013-084 URBN Minor - change course options
1. Date: 3/12/2013
2. Department requesting this change: Urban and Community Studies
3. Title of Minor: Urban and Community Studies
4. Nature of Change: Change course options to Group III
5. Existing catalog Description of the Minor:

Urban and Community Studies

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

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

1. URBN 2000
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS 3632/Wor URBN 3632W; PP 4034; SOCI 3901/URBN 3275; SOCI 3425, 3911; URBN 3000.
3. Two additional courses selected from group 2 or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; ENGL 3235W; GEOG 4200W, 4500; HIST 3102, 3520; HIST 3530/AAAS 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 3020, 4033; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3996, 4000, 4999.

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

The minor is offered by the Urban and Community Studies Program.

6. Proposed catalog Description of the Minor:

Urban and Community Studies

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

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

1. URBN 2000
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3842 or PP 3031; POLS 3632/Wor URBN 3632W; PP 4034; SOCI 3901/URBN 3275; SOCI 3425, 3911; URBN 3000.
Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences that may be which are prerequisites for courses in the Urban and Community Studies minor. These include, but are not limited to GEOG/URBN 1200; ECON 1201; POLS 1602; PP 1001; SOCI 1001, 1251; STAT 1000Q/1100Q; and URBN 1300W. They should also plan on enrolling in URBN 2000 as soon as possible. The minor is offered by the Urban and Community Studies Program.

7. Effective Date (semester, year -- see Note R): Fall 2013
   (Note that changes will be effective immediately unless a specific date is requested.)

Justification
1. Why is a change required? 1) URBN 4000 should be omitted as an option since it will a required capstone available for majors only. 2) Courses added reflect the additional options given to majors.
2. What is the impact on students? Students will have more courses to select from to fulfill their Group III requirement.
3. What is the impact on regional campuses? The courses added to the major/minor were selected in part because they are more likely to be offered on the regional campuses. Thus, students on the regional campuses will have a better chance of completing the minor as well.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
   A. In information near the top of the form:
      NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.
   B. In information at the bottom of the form:
      Name of Student: ______________________
      I approve the above program for the (B.A. or B.S.) Minor in (insert name)
      (signed) ________________________ Dept. of (insert name)
      Minor Advisor

5. Dates approved by (see Note Q):
   Department Curriculum Committee: March 10, 2013
   Department Faculty: March 12, 2013

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

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

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

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

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

<table>
<thead>
<tr>
<th>Group II Courses</th>
<th>Group II Courses</th>
<th>Group II Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2439</td>
<td>HIST 3554</td>
<td>PP 4034</td>
</tr>
<tr>
<td>ECON 2456</td>
<td>HIST/AFAM 3564</td>
<td>SOCI 3425</td>
</tr>
<tr>
<td>GEOG/URBN 3200</td>
<td>HIST 3674/PRLS 3220</td>
<td>SOCI 3901/URBN 3275*</td>
</tr>
<tr>
<td>GEOG 4210</td>
<td>POLS 3632/W or URBN 3632W</td>
<td>SOCI 3911</td>
</tr>
<tr>
<td>HIST/URBN 3541*</td>
<td>POLS 3842 or PP 3031</td>
<td>URBN 3000</td>
</tr>
</tbody>
</table>

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

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

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

* These course may be taken with or without “W”.

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

Group 1 Course (1) ________

Group 2 Courses (2) ________

Group 2 or 3 Courses (3) ________

(4) ________

(5) ________

Student Name ____________________________ Student ID ____________ Date ____________

I approve the above program for the B.A. Minor in Urban and Community studies (signed) ___________________________ Urban and Community Studies Program. Minor Advisor
2013-085 Add ECON 6310 Econometrics I

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

Proposed catalog Listing

ECON 6310: Econometrics I
3 credits. Lecture. Open to graduate students in Economics, others with permission.
First advanced course in econometrics methods used in economics. Includes Properties of classical linear regression and. Statistical theories that Overview of fundamental theories of statistics that underpin econometric methods. Introduction to classical linear regression

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 6310
If using a specific number (e.g. “354” instead of “3XX”), have you verified with the Registrar that this number is available for use? X_ Yes __ No
3. Course Title: Econometrics I
4. Course description (if appropriate -- see Note K):
This is the first course of the three-course PhD-level sequence in econometrics. It provides an review of introduction to fundamental statistical theory for mathematical statistics used in econometrics as well as an introduction to the properties of classical linear regression. Emphasis is on concepts, methods and results as used in economic research. Students will learn basic concepts in statistics that are required to understand building-block methods and well established topics in econometrics taught throughout the sequence. Students also will learn core properties of ordinary least squares (OLS) estimation.
5. Number of Credits: 3
6. Course type _x_Lecture; __ Laboratory; __ Seminar; __ Practicum.

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

Justification
1. 1. Reason for adding this course: This course is intended to replace be STAT 5415: Advanced Statistical Methods, as the first course in our Ph.D. econometrics sequence. In the past our PhD students have taken Statistics 5415 as preparation for our 2-course sequence in econometrics. However, we wish to offer an additional course, thereby creating a coordinated 3-course sequence, for our PhD students that would be tailored to what is needed to prepare them to do research in economics. With such a course, our own first-course in the
sequence for two reasons: (A) so that we can cover more precisely the statistical theories economists will need and (B) so that we can begin teaching econometrics – specifically the linear regression or ordinary-least-squares (OLS) model -- in the first semester, with a focus on its use in economics. This which will allow us to move on to more sophisticated econometric methods material sooner in the second course of the sequence.

2. Academic Merit (see Note L): This change will improve fine-tune our Ph.D.-level econometrics sequence and permit us to deliver more content in a more targeted and more efficient way. Another benefit is that students would learn basic concepts of classical linear regression as used in economics before they enter the 2nd year of their economics training. In their 2nd year, graduate students in economics generally begin taking field courses in economics that make use of this material, reading research papers that have applied the methods, and searching for their own research topics, which might include empirical work. Knowledge of linear regression and its use in economics would be helpful in this process.

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

4. Number of Students Expected: 20

5. Number and Size of Section: 001, 20 cap

6. Effects on Other Departments (see Note N): Economics PhD students, who have previously taken STAT 5415, will now be required instead to take this class. None.

7. Staffing (see Note P): See 1 above.

8. Dates approved by (see Note Q):
   Department Curriculum Committee: October 5, 2012
   Department Faculty: October 19, 2012

9. Name, Phone Number, and e-mail address of principal contact person:
   Dong Jin Lee, dong_jin.lee@uconn.edu 860-486-4859

Syllabus
Spring 2013 Professor: Dong Jin Lee
Classes: to be announced Office: OAK 330
Office hours: to be announced email: dong_jin.lee@uconn.edu
Course Overview:
This is the first course of the econometrics sequence. Students will learn core properties of linear regression. They also learn how linear regression is used in economic analysis through simple empirical projects. This course also introduces fundamental concepts of statistics and matrix algebra that are required to understand methods and topics in econometrics taught throughout the sequence.
Texts:
F. Hayashi (2000), Econometrics (H)
W. Greene (2011), Econometric Analysis (G)
Hayashi (2000) is the main text for linear regression. The appendices of Greene (2011) is used to review statistics and matrix algebra. Students are recommended to read “G. Casella, and R.L. Berger (2001), Statistical Inference, 2nd edition” for deeper understanding of statistics and probability theories. Wooldridge will not be used much in this course. But it will be mostly used in Econometrics III.
Course Resources:
Announcements regarding the course will be made on the HuskyCT. You can also find course assignments, and a copy of the course syllabus there.

Grading and Exams:
Grading weights are as follows
Problem sets and empirical Projects: 20%
Two midterms: 20% each
Final: 40%
The final will stress on the course material taught since the second midterm. All exams must be rectified within a week my returning the work. There will be no regrading of exams written in pencil. Makeup exams will only be given if absence is due to medical reasons (Doctor’s certificate required). There will be two to four problem sets and four empirical projects. In each empirical project, students will use actual economic data and replicate simple and popular empirical analysis for various topics in economics. You may need an econometrics software for the empirical projects. Any softwares such as STATA, SHAZAM, Eviews, Matlab, or Gauss would be fine but I strongly recommend Matlab or Gauss in order to help understanding the materials covered in the course. If you have any questions on the problem sets, please feel free to ask me during our office hours. Our office hours are for you.

Topics:
I: Review of Matrix Algebra and Statistics
1) Review of Matrix Algebra (G Appendix A.)
2) Review of Statistics and Probability Theory (G Appendices B-D)
II: Linear Regression
1) Introduction to Linear Regression (H 1.1 -1.2) Empirical Projects 1: understanding how linear regression is used for econometric analysis
2) Finite-Sample Properties of OLS (H 1.3)
3) Hypothesis Testing (H 1.4) Empirical Projects 2: understanding how economic claims can be supported through hypothesis testing
4) GLS (H 1.6) Empirical Projects 3: understanding the importance of GLS set-up in economic data
5) Large Sample Property of OLS (H 2.3) Empirical Projects 4: reviewing economic circumstances under which finite sample properties are not valid while large sample properties are
2013-086 MATH 1011Q. Change contact hours

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

4. Current Catalog Copy:

**1011Q. Introductory College Algebra and Mathematical Modeling**

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

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

5. Proposed Catalog Copy:

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

**1011Q. Introductory College Algebra and Mathematical Modeling**

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

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

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

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

Justification

1. Reasons for changing this course:
   The reasons for the change is to make official a practice towards which this course was heading for a number of years, that of lessening the needed time to deliver the course, with already tested and working changes in syllabus. The initial reason for the change was to keep the cost of teaching this course at a level where more sections can be provided for students who need it.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None.
7. Dates approved by (see Note Q):
   - Department Curriculum Committee: 3/8/2013
   - Department Faculty: 3/15/2013
8. Name, Phone Number, and e-mail address of principal contact person:
   - David Gross, Department of Mathematics, david.gross@uconn.edu
2013-087 MATH 1060Q Change in recommended preparation

1. Date: 3/29/2013
2. Department: Mathematics

4. Current Catalog Copy:
1060Q. Precalculus
(109Q) Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040 Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

5. Proposed Catalog Copy:
1060Q. Precalculus
(109Q) Three credits. Recommended preparation: MATH 1010, 1011 or the equivalent, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1120, 1125, 1131, or 120. Students may not receive credit for this course and MATH 1040 Preparation for calculus. Review of algebra. Functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions.

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

Justification
1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): None as this was just a change to the recommended preparation statement.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3/29/2013
   Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-088 MATH 1071Q Change in prerequisite
1. Date: 3/29/2013
2. Department: Mathematics

4. Current Catalog Copy:
1071Q. Calculus for Business and Economics
(106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1010, 1011 or the equivalent and MATH 1070. Not open for credit to students who have passed MATH 1110.
Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

5. Proposed Catalog Copy:
1071Q. Calculus for Business and Economics
(106Q) Three credits. (One credit for students who have passed MATH 1121, 1131, 120, or 1151.) Recommended preparation: MATH 1010, 1011 or the equivalent, and MATH 1070, and a qualifying score on the mathematics placement assessment. Not open for credit to students who have passed MATH 1110.
Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

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

Justification
1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department’s Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
3. Other Departments Consulted (see Note N): None as this was just a change to the recommended preparation statement.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3/29/2013
   Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-089 MATH 1131Q Change prerequisite
1. Date: 3/29/2013
2. Department: Mathematics

4. Current Catalog Copy:
Math 1131Q. Calculus I
(115Q) Four credits. Prerequisite: Passing score on the Calculus Placement Survey. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who have passed MATH 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.
Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical and engineering sciences

5. Proposed Catalog Copy:
Math 1131Q. Calculus I
(115Q) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment. Students cannot receive credit for MATH 1131 and either MATH 1120, 1121, 1126, 120, or 1151. (Two credits for students who have passed MATH 1125). Suitable for students with some prior calculus experience. Substitutes for MATH 1120, 1126, 120, or 1151 as a requirement.
Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical and engineering sciences

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

Justification
1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q): Department Curriculum Committee: 3/29/2013 Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-090 MATH 1132Q Change prerequisite

1. Date: 3/29/2013
2. Department: Mathematics

4. Current Catalog Copy:

1132Q. Calculus II
(116Q) Four credits. Prerequisite: MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in MATH 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement. Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

5. Proposed Catalog Copy:

1132Q. Calculus II
(116Q) Four credits. Prerequisite: A qualifying score on the mathematics placement assessment, and one of MATH 1121, 1126, 1131, or 1151, or advanced placement credit for calculus (a score of 4 or 5 on the Calculus AB exam or a score of 3 or better on the Calculus BC exam). Recommended preparation: A grade of C- or better in MATH 1121 or 1126 or 1131. Not open to students who have passed MATH 1122, 121, or 1152. Substitutes for MATH 1122 or 121 as a requirement. Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

Justification

1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department's Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q): Department Curriculum Committee: 3/29/2013 Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-091 MATH 1151Q Change prerequisite
1. Date: 3/29/2013
2. Department: Mathematics
The subject matter of MATH 1131 in greater depth, with emphasis on the underlying mathematical concepts.

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

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

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

Justification
1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department’s Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
   - Department Curriculum Committee: 3/29/2013
   - Department Faculty: 4/19/2013
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-092 MATH 1152Q Change prerequisite
1. Date: 3/29/2013
2. Department: Mathematics
The subject matter of MATH 1132 in greater depth, with emphasis on the underlying mathematical concepts.

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

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

Justification
1. Reasons for changing this course: We have introduced a new placement system (called ALEKS) for calculus and precalculus courses that includes both computer-based learning modules and placement assessments. We are adapting our prerequisites and recommended preparation to correspond with this system.
2. Effect on Department’s Curriculum: We believe this system will help to ensure that students are placed into the course best suited to their level of preparation.
4. Effects on Other Departments: Better placement of their students and better notification of deficiencies of prerequisite knowledge before a course begins.
5. Effects on Regional Campuses: there will be some instability in predicting the number of sections that will be needed.
6. Staffing: None
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 3/29/2013
   Department Faculty: 4/19/2013
8. contact person: David Gross, 486-1292, david.gross@uconn.edu
2013-093 Add JUDS 3XXX Jewish Magic: from Late Antiquity through the Early Modern Period

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

Proposed catalog Listing

JUDS 3XXX. Jewish Magic: from Late Antiquity through the Early Modern Period. Three credits; either semester.

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

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): JUDS
2. Course Number (see Note B): 3XXX
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Jewish Magic: Late Antiquity to Early Modern
4. Semester offered (see Note C): fall or spring
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Jewish magical beliefs and practices from the rabbinic period through the early modern period. Texts include spells, kabbalistic lore, magical books, incantations, legends, prayers, medical texts, exempla.

Optional Items
7. Number of Class Periods, if not standard (see Note E): 3 50-minute sessions per week.
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note T): n/a
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J):
   Susan L. Einbinder
14. Open to Sophomores (see Note U): with permission of instructor
15. Skill Codes "W", "Q", or "C" (see Note T): None
16. S/U grading (see Note W): No

Justification

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

2. Academic Merit (see Note L): The addition of a course on premodern magical texts and the legends, sermonic exempla, medical texts that preserve attitudes toward magical practices continues to expand and enrich offerings in Judaic Studies, Medieval Studies,
Religion, Anthropology, and comparative literary studies. The material lends itself to comparative approaches that will serve students interested in other cultural or religious systems. Recent work on Jewish magic has brought this field into the mainstream where it is in lively dialogue with other disciplines and is revising assumptions about premodern Jewish societies, particularly as these assumptions have been guided by disdain for “superstitious” or “popular” practice. On the contrary, magic may be placed on a continuum with other, more conventionally “religious” as well as “scientific” beliefs and practices, and opens the door to lively reconsideration of the boundaries among them.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 20?
5. Number and Size of Section: 25 maximum
6. Effects on Other Departments (see Note N): improved interdisciplinary range
7. Effects on Regional Campuses: none anticipated
8. Staffing (see Note P): Susan L. Einbinder
9. Dates approved by (see Note Q):
   Department Curriculum Committee: 3/31/13
   Department Faculty: 3/31/13
10. Name, Phone Number, and e-mail address of principal contact person:
    Susan L. Einbinder
    susan.einbinder@uconn.edu

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

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

Preparation and attendance: 40%; lab book and summaries: 40%; final project or presentation: 20%.

Texts: Richard Kieckhefer, Magic in the Middle Ages.
       J. Chajes, Between Worlds.

Readings on HuskyCT
Rd: Richard Kieckhefer, Magic in the Middle Ages.
    Swartz, Michael, “Magical Piety in Ancient Medieval Judaism,” in Meyer & Mirecki, Ancient Magic and Ritual … OR
Discussion: What are the problems, what are our texts, and where do we go from here.
A sample text.
Biblical Literature – Moses, Elijah, Elisha, the Witch of Endor. The Bible’s attitude toward “magic” and miracles. Who are the Israelite healers?

Demons and Angels.


Late Antiquity -- Incantation bowls; Merkavah.


The Medieval Period - Hasidei Ashkenaz.


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

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

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

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

B. Love spells

Income, injury, illness and health.

Bohak, Gideon, Ancient Jewish Magic, excerpt.


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

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

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

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


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

Astrology and medicine.

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


Secondary reading:

Caballero-Navas, The Book of Women’s Love

Ruderman, Kabbalah, Magic, and Science.


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

Memory and learning spells. The Sar haTorah.

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

Gerrit Bos, “Jewish Traditions on Strengthening Memory.”
LAB #3: BRING A HARD-BOILED EGG AND YOUR LAB BOOK TO CLASS.
PLEASE ALSO BRING SOMETHING TO WRITE ON YOUR EGG WITH THAT
YOU DON’T MIND SWALLOWING [VEGETABLE DYE INKS!].

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

Peter Brown, “Saints, Heretics, and Fire: Finding Meaning through the Ordeal.”

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

Exorcism
Texts from the Shivkhot ha-Ari (transl. in Yassif); Sefer Hasidim.
Rd: Bilu, “The Taming of the Deviants and Beyond: An Analysis of Dybbuk Possession and Exorcism in Judaism;”

LAB – SEE BELOW.

The Golem


LAB #5: DON’T EVEN THINK OF IT.

LITERATURE: THE TSADDIQ OR HAKHAM AS MIRACLE-WORKER.
Rd: Eli Yassif, “Rashi Legends and Medieval Popular Culture.”
Tamar Alexander, “R. Judah the Pious as a Legendary Figure.”
Verman and Adler, “Path-jumping in Jewish tradition.”

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

Dreams – Sefer Hasidim.

Secondary reading:
Kanarfogel, Peering Through the Lattices, pages tba.
2013-094 Add JUDS 5XXX Jews, Turks, and Moors, in Early Modern Europe
1. Date: March 25, 2013
2. Department requesting this course: Judaic Studies
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing
JUDS 5XXX. Jews, Turks, and Moors, in Early Modern Europe
3 credits. Seminar. Open to graduate students in Judaic Studies, Literatures, Cultures, and Languages, English, History, and Medieval Studies, others with permission.
Examination of the varied representations of Jews, Muslims, and Africans in early modern culture through a study of travel narratives, poetry, religious texts, and dramatic literature.

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O):
   JUDS
2. Course Number (see Note B):
   5XXX
   If using a specific number (e.g. “354” instead of “3XX”), have you verified with the Registrar that this number is available for use?
   __ Yes __ No
3. Course Title:
   Jews, Turks, and Moors, in Early Modern Europe
4. Course description (if appropriate -- see Note K):
   Examination of the varied representations of Jews, Muslims, and Africans in early modern culture through a study of travel narratives, poetry, religious texts, and dramatic literature.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D):
   3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
   __Lecture; __ Laboratory; X Seminar; __ Practicum.

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

1. Reasons for adding this course: (see Note L)
   There is currently no course offered at the graduate level in this area of study. It will offer students who have taken courses in the medieval period an opportunity to carry their interests forward into the early modern period.

2. Academic Merit (see Note L):
   The sixteenth and seventeenth centuries are a period in European culture and literature marked by the emergence of discourses of race and ethnicity that are more fully recognizable as modern. This course offers students the opportunity to study the origins of these categories and to think critically about how they grow out of --and differ from--earlier notions of religious and political differences.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 12

5. Number and Size of Section: 1

6. Effects on Other Departments (see Note N):
   We will be seeking cross-listings in CLCS and ENGL

7. Staffing (see Note P):
   Jeffrey Shoulson

8. Dates approved by (see Note Q):
   Department Curriculum Committee: 3/31/13
   Department Faculty: 3/31/13

9. Name, Phone Number, and e-mail address of principal contact person:
   Jeffrey Shoulson
   860-486-2271
   jeffrey.shoulson@uconn.edu

Syllabus

Jews, Turks, and Moors in Early Modern Europe

Dr. Jeffrey Shoulson
Office Location: Dodd Center, 405 Babbidge Road, Unit 1205
Office Hours: Mondays, 10:30 am-12:30 pm; Thursdays, 1:00-3:00 pm
Email: Jeffrey.shoulson@uconn.edu
Telephone: 860-486-2271

Course Texts:
   Bible—the King James (or Authorized) Version is my preferred translation for a course like this, but you are welcome to use other translations, so long as they are not “amplified” or paraphrases.
William Shakespeare, *The Merchant of Venice*. Lawrence Danson, ed. (Longman)

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

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

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

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

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

**Tentative Schedule of Readings**

**August 27**
Some Introductions

**September 10**
Genesis 12-33
Matthew
John
Romans
Galatians
Hebrews

**September 17**
John Chrysostom, First Homily Against the Jews
http://www.fordham.edu/halsall/source/chrysostom-jews6-homily1.asp
Augustine of Hippo, *Contra Faustum*; Exposition on Psalm 57; Exposition on Psalm 59; *On the Creed*; from *The City of God*
http://www.ccjr.us/dialogika-resources/primary-texts-from-the-history-of-the-relationship/250-augustine-hippo#Faustus
Martin Luther, “On the Jews and their Lies”
http://www.ccjr.us/dialogika-resources/primary-texts-from-the-history-of-the-relationship/273-luther-1543
Jean Calvin, *Institutes of the Christian Religion*
Read the following sections: Book II, Chapter 10, Sections 5 and 23; Book II, Chapter 11, Sections 1, 4, 11, and 12
http://www.ccel.org/ccel/calvin/institutes/

**September 24**
John Foxe, *A Sermon Preached a the Christening of a Certaine Jew*
http://quod.lib.umich.edu/e/eebo/A01136.0001.001/1:5?rgn=div1;view=fulltext
Excerpts from Andrew Willet, William Perkins, Gregory Martin, Thomas Draxe, Samuel Usque, Raphael Holinshed, and William Camden
All available in pdf document posted on HuskyCT site.

October 1
Marlowe, The Jew of Malta
Thomas Coryate,Crudities, excerpted in Longman edition of Merchant of Venice
Fynes Moryson, An Itinerary, excerpted in Longman edition of Merchant of Venice

October 8
Shakespeare, The Merchant of Venice

October 15
English Travels through the Ottoman Empire (pdf at HuskyCT site)
From Richard Knolles, The General Historie of the Turkes (pdf at HuskyCT site)
From Alexander Ross, The Alcoran of Mahomet, Translated (pdf at HuskyCT site)

October 22
Marlowe, Tamburlaine Parts I and II

October 29

November 5
Robert Daborne, A Christian Turned Turk
Phillip Massinger, The Renegado

November 12
Blackness and Beauty (pdf file in HuskyCT site)
Texts on Race in Early Modern England (pdf file in HuskyCT site)

November 26
Heywood, Fair Maid of the West, Parts I and II
Tanya Lane, presenter

December 3
Shakespeare, Othello
Elizabeth Carey, The Tragedy of Mariam
2013-095 Add ECON 3128 Economic and Social Human Rights

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

Proposed catalog Listing:
Econ 3128. Economic and Social Human Rights. Three credits.
Prerequisite: ECON 2201 or 2202. Open to sophomores.
Conceptual bases, types, measurement, and policy applications of economic and social human rights.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 3128
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Economic and Social Human Rights
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Conceptual bases, types, measurement, and policy applications of economic and social human rights.

Optional Items
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201 or 2202
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T):
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J): Minkler, Prakash, Randolph
14. Open to Sophomores (see Note U): Open to sophomores
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification
1. Reasons for adding this course: (see Note L)
This course simultaneously expands the range of economic topics offered by the department and contributes to Human rights major and minor. The topic of economic and social rights sits at the intersection of welfare economics and development economics. It is an area where
the department has particular strengths—three economics faculty members have gained international prominence in the area—that are not yet adequately reflected in our undergraduate course offerings.

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

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

4. Number of Students Expected: 35

5. Number and Size of Section:

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

7. Effects on Regional Campuses: None

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

9. Dates approved by (see Note Q):
   - Department Curriculum Committee: April 16, 2013
   - Department Faculty: April 23, 2013

10. Name, Phone Number, and e-mail address of principal contact person:
    Susan Randolph
    (860) 906-8059
    Susan.randolph@uconn.edu

**Syllabus**

**Spring 2013**

**MWF 1-0:50 (109 Oak Hall)**

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

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

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

INTRODUCTION
Universal Declaration of Human Rights, Appendix 1 in H&M
International Covenant on Economic, Social, and Cultural Rights, Appendix 2 in H&M

SECTION I. THE CONTEXT:
LIVES OF THE POOR
Hertel and Minkler, Chapter 1: “Economic Rights: The Terrain,” in H&M
Minkler, Chapter 1: “Introduction: Why Economic and Social Rights?,” in Minkler

SECTION II. CURRENT POLICY FRAMEWORK
World Bank, 2008 WORLD DEVELOPMENT INDICATORS: Poverty Data- A Supplement to World Development Indicators 2008.

SECTION III. CONCEPTUAL ISSUES
A. Introduction
B. Foundations: Needs
Wiktor Osiatynski “Needs-Based Approach to Social and Economic Rights,” Chapter 3 in H&M.
C. Foundations: Basic Rights
D. Foundations: Freedoms

E. Foreign Policy and International Obligations

SECTION IV. INDIVIDUAL RIGHTS AND POLICY ISSUES
A. Right to Food
B. Right to Health

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

D. Right to Social Security

E. Right to Work
Philip Harvey, Chapter 6: “Benchmarking the Right to Work,” in H&M.
Philip Harvey, Chapter 6: “Why is the Right to Work So Hard to Secure?,” in Minkler

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

G. Article 28 of the UDHR
Mark Gibney, Chapter 10: “Establishing a Social and International Order for the Realization of Human Rights,” in Minkler
Gillian MacNaughton, Chapter 11: “Beyond a Minimum Threshold: The Right to Social Equality,” in Minkler

H. Instantiation and Constitutionalization of Economic Rights

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

J. Economic Rights in the USA

SECTION V. MEASUREMENT
Mwangi S. Kimenyi, Chapter 9: “Economic Rights, Human Development Effort, and Institutions,” in H&M.
David L. Cingranelli and David L. Richards, Chapter 10: “Measuring Government Effort to Respect Economic and Social Human Rights: A Peer Benchmark,” in H&M.
Susan Randolph, Fukuda-Parr, Sakiko, and Terra Lawson-Remer. “Economic and Social
2013-096 Add ECON 3313 Elementary Economic Forecasting
1. Date: .
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Spring 2014

Proposed catalog Listing (see Note A):

**Econ 3313. Elementary Economic Forecasting**
Three credits. Prerequisites: Econ 2202 and Stat 1000Q or Stat 1100Q. Recommended preparation: Econ 2311. Not open to sophomores.
Economic forecasting for macroeconomics and financial economics. Econometric analysis of time-series data.

**Items included in catalog Listing:**

**Obligatory Items**
1. Standard abbreviation for Department or Program (see Note Q): Econ
2. Course Number (see Note B): 3313
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Elementary Economic Forecasting
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3

**Optional Items**
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): Econ 2202 and Stat 1000Q or Stat 1100Q
9. Recommended Preparation, if applicable (see Note G): Econ 2311
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W): No

**Justification**
1. Reasons for adding this course: (see Note L)
   Econometrics is one of the major fields in economics. It is widely used for estimating economic relations, testing economic
arguments, and forecasting future dynamics of economic variables. The first two is covered by Econ 2311 and Econ 2312. However, forecasting has not been covered by permanent courses. Thus it is crucial to open a course that can cover various methods of economic forecasting.

2. Academic Merit (see Note L):
Students will gain an understanding of the distinctive properties of forecasting, study practical issues that generally occur in empirical studies, and simulate empirical analysis using real data and statistical software. Upon completing the course, students will be skilled users of basic forecasting methods and critical interpreters of empirical studies.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 35
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
9. Dates approved by (see Note Q):
   Department Curriculum Committee: April 16, 2013
   Department Faculty: April 23, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Susan Randolph
    (860) 906-8059
    Susan.randolph@uconn.edu

Syllabus
ECON 2XXX: ELEMENTARY ECONOMIC FORECASTING
Spring 2014 Professor: Dong Jin Lee
Other useful texts:
Software: Eviews. Students will learn how to use it in the class. Unfortunately, it is not available in the computer laboratory. Students can purchase an individual copy at www.eviews.com ($39.95 for student version).
Course Resources:
Announcements regarding the course will be made on the HuskyCT. You can also find course assignments, data and a copy of the course syllabus there.
Grading and Exams:
Grading weights are as follows.
Problem sets: 20%
Midterms: 20% each (non-cumulative)
Final : 40% (cumulative)
The final will stress on the course material taught since the second midterm. The midterms will be held on February 21 and April 4 in class during lecture hours, respectively. The final exam schedule will be announced later. You may use a calculator, a simple one is enough. All exams must be rectified within a week my returning the work. There will be no regrading of exams written in pencil. Makeup exams will only be given if absence is due to medical reasons (Doctors certificate required). There will be around eight problem sets. The assignments will involve both theoretical and empirical work. Group study and free discussion are encouraged. But you should submit your own answers. If you have any questions on the problem sets, please feel free to ask me during our office hours. Our office hours are for you.

Course Overview:
This course introduces students to the basic techniques for forecasting in macroeconomics and finance. They will gain an understanding of the distinctive properties of forecasting, and the theory of the building-block methods as well as newly developed ones. In addition to theory, students will study practical issues that generally occur in empirical studies, and will simulate empirical analysis using real data and statistical software, particularly Eviews. By the end of the course, you should be skilled users of basic forecasting methods and critical interpreters of empirical studies.
Successful completion of introductory statistics (STAT 1000Q or its equivalent) and Intermediate Macroeconomic Theory (Econ 2202) are required. Empirical Methods in Economics (Econ 2311) is recommended.

2013-097 Add ECON 3208 Game Theory

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

Proposed catalog Listing
Econ 3208. Game Theory
Three credits.
Prerequisite: ECON 2201. Not open to Sophomores
Analysis of economic situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 3208
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Game Theory
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Analysis of real-world situations as games. Nash equilibrium, backward induction, auctions, commitment, credibility, and asymmetric information.

Optional Items
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T):
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): .
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification
1. Reasons for adding this course: (see Note L)
   Game theory is an important and growing area in economics that is
not covered in existing courses. The course also touches on behavioral economics, another growing area in economics that is not covered in existing courses.

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

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

4. Number of Students Expected: 35

5. Number and Size of Section:

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P):

9. Dates approved by (see Note Q):
   - Department Curriculum Committee: April 18, 2013
   - Department Faculty: April 23, 2013

10. Name, Phone Number, and e-mail address of principal contact person:
    Susan Randolph
    (860) 906-8059
    Susan.randolph@uconn.edu

Syllabus
Game Theory
ECON 3498 (Variable Topics, sec. 2) TuTh 2:00 pm, Oak 104
COURSE WEB SITE
http://www.mikeshor.com/courses/gametheory/
COURSE DESCRIPTION
People rarely make decisions in a vacuum. The right choice for us may depend upon the choices made by others. In turn, the profits and happiness of these other individuals depends on the actions that we will take. Game theory offers a systematic way of analyzing strategic decision-making in interactive situations. This course develops a conceptual framework for understanding these environments and introduces analytical tools for solving games.

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

Game theory is the science of strategic interaction. The ultimate goal of this course is to enhance the student's ability to think strategically in complex, interactive situations. The simple examples presented in class are intended to isolate and illuminate aspects of strategic interaction that arise in real situations. For a broader understanding, it is necessary for the student to recognize the similarities between these simple games and
real situations. Students will participate in games against classmates each week. Both fun and simple, the games illustrate general principles of behavior. Required course readings will sometimes delve further into the theory. Often, these readings will demonstrate the application of game theoretic principles not only to economics, but to sports, movies, popular culture, nature, etc.

GRADING
Midterm Exam 20%
Final Exam 35%
Most of the exam questions will be a straightforward review of the material, closely paralleling in-class problems, sample problems provided on the web site, and quizzes. A few questions unlike those you have seen in the examples may test your critical understanding of the material. The final exam is cumulative. No make-up or early exams will be given except with written permission from the Office of Student Services & Advocacy.

• Participation in Games 10%
You will be required to participate in online games each week. Performance in the games is not graded, but participation is required and failure to participate reduces one’s grade.

• Quizzes & Assignments 25%
There will be six quizzes, but only the best five will count. Additionally, a student may do an assignment that can replace a lower-scoring or missed quiz. An assignment is substantially more labor-intensive than studying for the quiz and will ask you to analyze a specific situation that requires game-theoretical analysis. Assignments will be posted to the course web site. Write a short, concise response of under 750 words, not including figures or equations.

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

READINGS
Readings are available online on the course web site. Ranging from the whimsical to the serious, readings allow you to examine the material more deeply or readings may cover important concepts not covered in class directly. All readings are required. Quiz and exam questions may be based directly on these readings. Further, an optional text is:
Games of Strategy. Avinash Dixit and Susan Skeath. New York: WW Norton. We will not be referencing this text, but it may be valuable for reviewing course concepts. There are three editions available, and any will work.

ONLINE GAMES
Students will find a link to online games each week on the course web site. Participation in these games is mandatory, but performance in the games does not impact the grade. Games will generally become available Thursday evening and must be played by midnight on Sunday. No make-ups for missed or late games are possible. Additionally,
there will be a game due by Wednesday night of the first and last week of class. No studying or preparation is necessary prior to participating. Games generally will not require more than ten to fifteen minutes to complete.

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

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

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

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

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<tr>
<th>Week</th>
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<th>Tuesday</th>
<th>Topic</th>
<th>Notes</th>
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<td>T R</td>
<td>1. Introduction 1. What is a game</td>
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<td>Aug 30</td>
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<td>2. Simultaneous games 2. Simultaneous games</td>
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<td>2</td>
<td>Sep 4</td>
<td>T R</td>
<td>2. Simultaneous games 3. Sequential games</td>
<td>Quiz 1</td>
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<td>3. Sequential games 3. Sequential games</td>
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<td>3</td>
<td>Sep 11</td>
<td>T R</td>
<td>4. Games review 4. Mixed strategies</td>
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<td>5. Repeated games 5. Repeated games</td>
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<td>Sep 20</td>
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<td>Sep 27</td>
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<td>7. Information 7. Information</td>
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<td>Quiz 6</td>
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<td>Final Exam</td>
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2013-098 Add ECON 3466 Environmental Economics

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

Proposed catalog Listing
Econ 3466: Environmental Economics
Three credits. Prerequisite: ECON 2201. Open to sophomores.
Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 3466
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Topics in Environmental Economics
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Application of economic reasoning to environmental issues. Topics include air and water pollution and the management of natural resources; market failure and environmental regulation; market-based mechanisms; cost-benefit analysis, environmental valuation, and program evaluation; environmental justice from an economic perspective.

Optional Items
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ECON 2201
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T):
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes.
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification
1. Reasons for adding this course: (see Note L)
   UConn is currently aiming at building environmental sustainability as one of its strength areas through strategic expansion and curriculum improvement. An equivalent course is required at many good economics programs in universities in North America. Thus, we need to offer this class to our undergraduate students.
2. Academic Merit (see Note L):

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

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

4. Number of Students Expected: 35

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

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

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

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

9. Dates approved by (see Note Q):
   - Department Curriculum Committee: April 16, 2013
   - Department Faculty: April 23, 2013

10. Name, Phone Number, and e-mail address of principal contact person:
    Susan Randolph
    (860) 906-8059
    susan.randolph@uconn.edu

Syllabus
The syllabus was provided in pdf, which is attached at the end of the pdf version of this agenda.
2013-099 Change Minor Latino Studies

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

5. Existing catalog Description of the Minor:

Latino Studies

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

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

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

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

6. Proposed catalog Description of the Minor:

Latino Studies

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

Requirements: The Latino Studies minor requires a minimum of 15 credits of
coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS. (Note: Below LLAS courses previously used the prefix of PRLS)


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

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

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

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

   Note: highlighted courses are the new additions.

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

Plan of Study

Latino Studies Minor Plan of Study

Date_________ Name_________________________________________ Peoplesoft #
 __________________________________________
Anticipated graduation date (mo/yr) __________

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

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor. Complete this Plan of Study in consultation with your advisor. A final plan must be signed by your advisor and submitted to El Instituto who will deposit it with the Registrar’s office no later than the 4th week of classes of the semester in which you expect to graduate. Once filed with the Registrar, the plan may be changed only with the consent of your advisor.

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

At least three LLAS courses from the following list:

- LLAS 2000 Latinos, Mentoring and Leadership (METAS)
- LLAS 2011W Introduction to Latino American Writing and Research
- LLAS 2012 Latinos in CT: Writing for the Community
- LLAS 3210 Contemporary Issues in Latino Studies
- LLAS 3211 Puerto Rican/Latino Studies Research
- LLAS 3220 History of Latinos/as in the US (Also offered as HIST 3674)
- LLAS 3221 Latinos and Human Rights (Also offered as HIST 3575)
- LLAS 3230 Latina Narrative (Also offered as WS 3258)
- LLAS 3231 Fictions of Latino Masculinity (Also offered as WS 3259)
- LLAS 3232 Latina/o Literature (Also offered as ENGL 3605)
- LLAS 3233 Studies in Latina/o Literature (Also offered as ENGL 3607)
- LLAS 3241 Latin American Minorities in the US (Also offered as ANTH 3041)
- LLAS 3250 Latino Health (Also offered as HDFS 3442)
- LLAS 3251 Latino Sexuality and Gender (Also offered as HDFS 3268)
- LLAS 3264 Latinas and Media (Also offered as WS3260 & COMM3321)
- LLAS 3265 Literature of Puerto Rico & the Spanish Caribbean (Also offered as SPAN 3265)
- LLAS 3270 Latino Political Behavior (Also offered as POLS 3662)
- LLAS 3271 Immigration and Transborder Politics (also offered as POLS 3834)
- LLAS 2998 Special Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.
• LLAS 3998 Variable Topics in Puerto Rican and Latino Studies. May be repeated for credit with approval from advisor.
• LLAS 3999 Independent Study in Puerto Rican and Latino Studies. With a change in content, this course may be repeated for credit.
• LLAS 3660W History of Migration in Las Americas (Also offered as HIST3660W)
• LLAS 4212 Field Internship in Latino Studies.
• LLAS 4320 Media and Special Audiences (Also offered as COMM 4320)

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

• ANTH 3021 Contemporary Latin America.
• ANTH 3022 Peoples and Cultures of South America.
• ANTH 3029 Caribbean Cultures.
• ANTH 3042 Contemporary Mexico.
• ANTH 3150 Migration.
• ANTH 3152 Race, Ethnicity, and Nationalism.
• ARTH 3640: Mexican and Chicano Art, 19th Century-Present.
• COMM 4450W Global Communication.
• COMM 4460 Cross-Cultural Communication.
• COMM 4802 Culture and Global Diversity in Advertising.
• ECON 2444 Women and Minorities in the Labor Market
• ECON 2456 Economics of Poverty.
• ENGL 3218 Ethnic Literatures in the US.
• ENGL 3265W Seminar in American Studies.
• ENGL 4203W Advanced Study: Ethnic Literature.
• HDFS 3421 Low Income Families
• HIST 3554 Immigrants and Shaping American History.
• HIST/LLAS 3608W Hispanic World: Age of Reason and Revolution.
• HIST/LLAS 3609 Latin America in the National Period.
• HIST 3610 Latin America and the Great Powers.
• HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
• HIST 3621 Cuba in Local and Global Perspectives.
• HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
• INTD 2245: Introduction to Diversity Studies in American Culture
• POLS 3218 Indigenous People, Politics, and Rights.
• POLS 3232 Comparative Politics of North America: the NAFTA Countries.
• POLS 3235 Latin American Politics
• POLS 3237 Democratic Cultures and Citizenship in Latin America
• POLS 3452 Inter-American Relations
• SOCI/HRTS 3421, SOCI 3501, SOCI 3503, SOCI 3429, SOCI/HRTS 3831, SOCI 3901, SOCI 3903, SOCI 3907, SOCI 3911, SOCI 3971
• SPAN 3204 Language and Culture of US Hispanics
• SPAN 3214 Topics in Hispanic Cultures
• SPAN 3266 Spanish American Fiction
• WGSS 3209 Ethnicity, Sexualities, and Modernisms
• WGSS 3266: Women and Ethnicity: Changing Roles in a Changing Society
• WGSS 3267 Women and Poverty

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

Student signature: ___________________________

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

The minor is offered by El Instituto. For more information, contact the main office at (860) 486-5508 or email elinstituto@uconn.edu.
2013-100 Change Minor Latin American Studies

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

5. Existing catalog Description of the Minor:

Latin American Studies:

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

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

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

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

**Group C** (3 credits): LAMS 4994W

**Language Requirement** (credits do not apply to minor’s 15 credit minimum)
Elementary proficiency in Spanish or Portuguese must be demonstrated in one of the following ways (consult Spanish Department for course equivalents for Portuguese):
- One 2000-level or above language course in Spanish or Portuguese
- Pass equivalent language exam in Spanish or Portuguese administered by the Spanish Department
- Requirement waived for native speakers

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

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

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

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

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

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

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

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

Students minoring in Latin American Studies should also consider participating in a study abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above. The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein. Anne.gebelein@uconn.edu or call 860-486-5508.

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

**Justification**

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

In addition, we are changing the wording of the minor regarding the selection process because we believe it to be too confusing. Rather than choosing 2 disciplines from group A and additional courses from group B that might actually be within group A as long as there is a third discipline involved; students will choose 3 disciplines from one list.
Regarding the language requirement, we have chosen to expand language study to include other languages spoken in Latin America in addition to Spanish and Portuguese, in line with the changes we have made to our revised major. This acknowledges the worth of indigenous languages spoken by millions in the hemisphere; and the value of speaking French when studying the Caribbean.

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

2. What is the impact on students? Students will find it easier to minor with a greater range of course offerings, and have an easier time choosing courses in different disciplines. The senior capstone will remain an optional course for those wanting to complete a significant research project; but will not be required.

3. What is the impact on regional campuses? It remains very difficult to minor in Latin American Studies at regional campuses because of limited course offerings; however, this expansion of course offerings and more flexible model will make it easier.

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

**Plan of Study**

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

**Latin American Studies Minor Plan of Study**

Date________ Name__________________________________________ Peoplesoft #

Anticipated graduation date (mo/yr) __________

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

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

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

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

- LLAS 2011W Introduction to Latino American Writing and Research
- LLAS 2012 Latinos in CT: Writing for the Community
- LLAS 2998 Variable Topics in Latin American Studies
• LLAS 3998 Special Topics in Latin American Studies
• LLAS 3999 Independent Study
• LLAS 4994W Senior Seminar in Latin American Studies
• ANTH 3021 Contemporary Latin America.
• ANTH 3022 Peoples and Cultures of South America.
• ANTH 3029 Caribbean Cultures.
• ANTH/LLAS 3241 Latin American Minorities in the U.S.
• ANTH 3042 Contemporary Mexico.
• ANTH 3150 Migration.
• ANTH 3152 Race, Ethnicity, and Nationalism.
• ARTH 3610/3610 W Art of Mesoamerica
• ARTH 3620/3620 W Colonial Mexican Art
• ARTH 3630/3630 W Modern Latin American Art
• ARTH 3640/3640W Mexican and Chicano Art
• ARTH 3645 Caribbean Art, 19th and 20th Centuries
• GEOG 4710 Geography of Latin America
• HIST/LLAS 3607 Latin America in the Colonial Period
• HIST/LLAS 3608W Hispanic World. Ages of Reason and Revolution
• HIST/LLAS 3609 Latin America in the National Period.
• HIST 3610 Latin America and the Great Powers.
• HIST 3620 Cuba, Puerto Rico, and the Spanish Caribbean.
• HIST 3621 Cuba in Local and Global Perspectives.
• HIST/LLAS 3635 Mexico in the 19th and 20th Centuries.
• HIST/LLAS 3660W History of Migration in Las Americas
• HIST 4994W Senior Seminar: Human Rights in Latin America
• POLS 3218 Indigenous People, Politics, and Rights.
• POLS 3232 Comparative Politics of North America: the NAFTA Countries.
• POLS 3235 Latin American Politics
• POLS 3237 Democratic Cultures and Citizenship in Latin America
• POLS 3452 Inter-American Relations
• POLS 3834/LLAS 3271 Immigration and Transborder Politics
• SPAN 3201 Ibero-American Civilization and Culture
• SPAN 3205 Contemporary Spanish America
• SPAN 3214/LLAS 3999 Race, Identity, Culture in Latin America and its Global Diaspora
• SPAN 3233 Spanish-America: The Formative Years
• SPAN 3234 Great Works of Modern Spanish-American Literature
• SPAN 3250 Film in Spain and Latin America
• SPAN 3251 Latin American Film
• SPAN 3265 Literature of Puerto Rico and the Caribbean
• SPAN 3266 Spanish-American Fiction

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

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

• One 2000-level or above language course

• Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages

• Requirement waived for native speakers

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

___________________________________________________________________________________

Student signature: ____________________________

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

   Minor Advisor

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

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

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

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

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

   Anne Gebelein, anne.gebelein@uconn.edu, 203-464-8910 or 860-486-5508
2013-101 STAT 3025Q add credit restrictions
1. Date: 4/24/2013
2. Department: Statistics
3. Nature of Proposed Change:
Include Credit Restrictions so a student cannot take this course after taking one of three courses that address similar content at a higher level.

4. Current Catalog Copy:
3025Q (220). Statistical Methods (Calculus Level I)
Either semester. Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 (220) and STAT 3345 (224).
Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

5. Proposed Catalog Copy:
3025Q (220). Statistical Methods (Calculus Level I)
Either semester. Three credits each semester. Prerequisite: MATH 1122 or 1132 or 1152. Students may not receive more than three credits from STAT 3025 (220) and STAT 3345 (224). Students may not receive credit from STAT 3025 after they have passed STAT 3375 (230), or STAT 3445 (231) or MATH 3160 (231).
Basic probability distributions, point and interval estimation, tests of hypotheses, correlation and regression, analysis of variance, experimental design, non-parametric procedures.

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

Justification
1. Reasons for changing this course: The credit restriction will prevent students from taking the lower level STAT3025 (with prerequisite M1132) after completing the higher-level STAT3375 or STAT3445 or MATH 3160 (with prerequisite M2110).
2. Effect on Department's Curriculum: It will eliminate an instance of inappropriate sequencing of courses.
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No additional staffing is required.
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 4/25/2013
   Department Faculty: 4/25/2013
8. Name, Phone Number, and e-mail address of principal contact person:
   Richard Vitale, 860-486-2008, r.vitale@uconn.edu
2013-102 Add HIST 3875 Asian Diasporas in the Americas
1. 2/25/2013
2. History Department
3. Spring 2014

Proposed Catalog Listing
HIST 3875 Asian Diasporas in the Americas
Either Semester. Three credits. Prerequisite: Open to sophomores or higher.
Recommended preparation: HIST 3607, 3609, 3610, 3635, 3660W, or 3674. Chang
Transnational history of migration and settlement of Chinese, Japanese, Korean, and
South Asian diasporas across South, Central, and North America and the Caribbean,
colonial through national period. Emphasis on political economy, racial formations, and
constructions of national identity.

Items Included in Catalog Listing
Obligatory Items
1. Standard Abbreviation for Department - HIST
2. Course Number: 3875
3. Course Title: Asian Diasporas in the Americas
4. Either Semester
5. Number of Credits: 3

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

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

3. Overlapping Courses: None
4. Number of Students Expected: 40
5. Number and size of section: NA
6. Seeking cross lists with AASI and LAMS
7. No effect on regional campuses
8. No additional staffing required
9. Dates Approved by
   Department Curriculum Committee: April 22, 2013
   Department Faculty: April 26, 2013
10. Principle Contact Person
    Micki McElya, 6-2085, micki.mcelya@uconn.edu

Syllabus
Syllabus is posted at the end of pdf version of the agenda, due to format problems.
**2013-103 Add HIST 3542 New England Environmental History**

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

**Proposed catalog Listing:**

HIST 3542. New England Environmental History

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

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

**Items included in catalog Listing:**

**Obligatory Items**

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

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

**Optional Items**

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

**Justification**

1. Reasons for adding this course:

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

2. Academic Merit:

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

3. Overlapping Courses: None
4. Number of Students Expected: 40
5. Number and Size of Section: n/a
6. Effects on Other Departments: None
7. Effects on Regional Campuses:
   To be first offered at Avery Point in support of American Studies, Maritime Studies, and Marine Sciences programs. Adaptation to Storrs programs possible with other faculty.
8. Staffing: Matthew McKenzie
9. Dates approved by:
   Department Curriculum Committee: April 22, 2013
   Department Faculty: April 26, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Micki McElya, micki.mcelya@uconn.edu, 6-2085

**Syllabus**

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

**Introduction**

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

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

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

1.) The interconnectedness of terrestrial and marine environments. Modern
analyses tend to separate these two realm largely because of the different
tools need to examine each. People in New England, however, saw the region
differently, and to their advantage. How that perspective shaped human
relationships to their region forms one core theme.

2.) The shared fates of non-human environments and the people working
among them. In New England, subsistence and market production have not
always stood together. As this course will explore, how lands and seas are
worked carries a direct relationship to how hard the people working those
lands and seas are also worked. Over time, an awareness of environmental
health and social “health” has changed in New England.

3.) Visual evidence and environmental awareness. Not surprisingly, people
respond most to change they can see. In New England, however, changes to
marine resources have remained hidden to human sight, and are only
visible—still—through the intermediaries of science and technology. Thus, a
history environmental awareness in New England must also consider how
the role that opacity, and the filters through which that opacity is reduced,
affect awareness.

4.) Recreational vs. working visions of the environment. New England’s land-
and seascapes have hosted both work and play over the past four centuries.
How each activity shapes visions of the nonhuman world plays an important
component of the region’s history.

Student Expectations and Grading

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm I</td>
<td>20%</td>
</tr>
<tr>
<td>Paper II</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm II</td>
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</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Assigned Readings

Books:

Articles:


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


**Course Outline**

**Week I:**

I.1: Introductions; Thinking Historically, Thinking Ecologically

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

Discussion:


**Week II:**

II.1: The Ninnimissionwock and Algonquian Living Patterns in New England’s Late Woodland Ecosystem.

II.2: Diseases From Another World: Algonquian Peoples’ Changing World on the Eve of Contact

**Week III:**

III.1: The Contingencies of Contact: Newfoundland Fisheries, Seasonal Settlement, and Atlantic Markets

III.2: The Tendrils of European Markets: New England’s Maritime-Oriented Forest Economy

**Week IV:**

IV.1: Framing Out a Shipping Niche: New England’s Forest-Based Maritime Economy

IV.2: Discussion:


**Week V:**

V.1: Fisheries, Shipping, and the Triumph over Malthusian Frontiers in New England and the Caribbean


**Week VI:**
VI.1: Discussion:

VI.2: Mid Term
Week VII:
VII.1: Industrialization’s Ecological Revolution: Pollution, Population Density, and Social Stratification
VII.2: Natural Science and the Birth of Ecological Thinking
Discussion:
- George Perkins Marsh, Man and Nature (selections)
- Henry David Thoreau, Cape Cod (selections)

Week VIII:
VIII.1: Mountain Waters, Harbor Wastes, and Urban Health

Week IX: Spring Break

Week X:
X.1: Farmers and Fishermen, or Middle Class Recreationalists: Where Lay the Origins of New England Conservationism?
Discussion:

X.2: Sentimentality and the Criminalization of Subsistence Production: Recreation-Based Conservation Efforts in the Adirondacks and Cape Cod.

Week XI:
XI.1: Opening Pandora’s Box: Fisheries Science and the “Discovery” of the Gulf of Maine

Week XII:
XII.1: Suburbanization, Terrestrial Environmental Recovery, and Marine Resource Degradation
XII.2: Dam Removal, Nutrient Loading and the Ecological Effects of Re-FOREstation on Gulf of Maine Fisheries

Week XIII:
XIII.1: Recreation and Resource Degradation.
Discussion:

XIII.2: Tourists’ Visions and Industrial Realities: The Iconic Fishermen in Contemporary Fisheries Debates

Week XIV:
XIV.2: Conclusions
2013-104 Change HIST 5610 change description

1. Date: March 18, 2013
2. Department: HIST
3. Nature of Proposed Change:
   Rename existing graduate course, update catalog copy. Course content remains the same.

4. Current Catalog Copy:
   **HIST 5610 (3 Credits) Instructor Consent Required**
   Empire, Nations, and Migration: History of Latino/as in the United States
   The seminar explores the history of these diverse Latino/a populations in the United States, beginning with the nineteenth century wars that brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. The course is divided into two sections, each with its own internal logic and progression. The first examines the historical origins of the broad, inter/trans-national and interdisciplinary field of Latino studies and its relationship to its historiography. The second section examines political, economic, social, and cultural themes that transcend national and intercultural boundaries. Components: Seminar

5. Proposed Catalog Copy:
   **HIST 5610 (3 Credits) Instructor Consent Required**
   Comparative Transnational Latin(o) American History
   The seminar examines the history of the diverse Latina/o populations in the United States from a comparative and transnational perspective. Organized thematically, the course explores critical issues in U.S. Latina/o history and analyzes the forces that contributed to the displacement, departure, expansion, arrival, and integration of people of Latin American and Caribbean heritage and origin in the United States from the nineteenth century to the present. Through a hemispheric perspective of the Latin(a/o) American experience, seminar participants will analyze topics such as the epistemological origins and historiographic traditions of the broad, inter/trans-national and -disciplinary fields of Latino and Latin American studies; the history of U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization. Components: Seminar

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

Justification

1. Reasons for changing this course: Course has always been taught from a hemispheric and comparative perspective. Title and catalog copy change better reflects the intersecting fields of US Latino and Latin American history.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): LAMS
4. Effects on Other Departments: Will be requesting a cross-list with LAMS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LAMS faculty
8. contact person: Micki McElya, 6-2085, micki.mcelya@uconn.edu
2013-105 Cross list HIST 5610 with LAMS 5100
1. Date: March 18, 2013
2. Department initiating this proposal: HIST
3. Current Catalog Copy/Copies:
   HIST 5610 (3 Credits) Instructor Consent Required
   Empire, Nations, and Migration: History of Latino/as in the United States
   The seminar explores the history of these diverse Latino/a populations in the United States, beginning with the nineteenth century wars that brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. The course is divided into two sections, each with its own internal logic and progression. The first examines the historical origins of the broad, inter/trans-national and -disciplinary field of Latino studies and its relationship to its historiography. The second section examines political, economic, social, and cultural themes that transcend national and intercultural boundaries.
   Components: Seminar

4. Proposed Catalog Copy/Copies:
   [note: Course change form also submitted for title change and catalog copy update]
   HIST 5610/LAMS 5100 (3 Credits) Instructor Consent Required
   Comparative Transnational Latin(o) American History
   The seminar examines the history of the diverse Latina/o populations in the United States from a comparative and transnational perspective. Organized thematically, the course explores critical issues in U.S. Latina/o history and analyzes the forces that contributed to the displacement, departure, expansion, arrival, and integration of people of Latin American and Caribbean heritage and origin in the United States from the nineteenth century to the present. Through a hemispheric perspective of the Latin(a/o) American experience, seminar participants will analyze topics such as the epistemological origins and historiographic traditions of the broad, inter/trans-national and -disciplinary fields of Latino and Latin American studies; the history of U.S. empire; labor, migration, and diaspora; border formations; constructions of gender and sexuality; and comparative racialization.
   Components: Seminar
5. Effective Date (semester, year -- see Note R): Fall 2013

Justification
1. Reasons for adding this course if it is a new course: NA, Existing course
2. Reasons for cross listing this course: Satisfies graduate course options for students in the MA program in International Studies (Concentration in Latin American Studies).
   Taught by faculty in the LAMS program (El Instituto)
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? _X__ Yes ___ No
4. Other Departments Consulted (see Note N): LAMS
5. Effects on Regional Campuses: None
6. Staffing: relevant HIST and LAMS faculty

Approvals
All changes in course catalog copy except editorial changes must go through each
department's standard process for reviewing new courses.
1. List the name of each department or program which will be involved in the cross-listing.

HIST and LAMS

2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see Note Q):

**HIST**
- Department or Program Curriculum Committee: April 2, 2013
- Department or Program Faculty: April 26, 2013
- Department or Program Head: April 26, 2013

**LAMS**
- Department or Program Curriculum Committee: Feb 13, 2013
- Department or Program Faculty: Feb 13, 2013
- Department or Program Head: Feb 18, 2013

3. Name, Phone Number, and e-mail address of principal contact person:
   - Micki McElya, 6-2085, micki.mcelya@uconn.edu
2013-106 Cross list HIST 3875 with AASI and LAMS

1. Date: April 18, 2012
2. Department initiating this proposal: History

3. Proposed Catalog Copy/Copies:
HIST AASI LAMS 3875 Asian Diasporas in the Americas
Either Semester. Three credits. Prerequisite: Open to sophomores or higher.
Recommended preparation: HIST 3607, 3609, 3610, 3635, 3660W, or 3674. Chang
Transnational history of migration and settlement of Chinese, Japanese, Korean, and
South Asian diasporas across South, Central, and North America and the Caribbean,
colonial through national period. Emphasis on political economy, racial formations, and
constructions of national identity.
4. Effective Date: Spring 2014

Justification
1. Reasons for adding this course if it is a new course: This course teaches new theories,
methods, and knowledge of Latin American, North American, and Caribbean History by
focusing on the migrations, settlements, and patterns of integration of Asian peoples
across the Western Hemisphere. This course organizes, synthesizes, and questions new
research across the fields of Latin American Studies, Asian American Studies, U.S.
History, and Asian Studies. It presents a new way to understand Asian diasporas as well
as colonial and national histories across the Americas.
2. Reasons for cross listing this course: This course represents innovations in the fields of
History, Asian American Studies, and Latino/a & Latin American Studies, and is thus
important to the educations of students in all of those areas.
3. Does the title or course description clearly indicate that the course is appropriate to list
under all headings? Yes
4. Other Departments Consulted: Asian American Studies Institute & El Instituto
5. Effects on Regional Campuses: None
6. Staffing: Chang

Approvals
1. List the name of each department or program which will be involved in the cross-
listing. History, Asian American Studies Institute, and El Instituto
2. For each department or program, list the dates of approval by the appropriate
departmental or program review process:
   HIST
       Department or Program Curriculum Committee: April 22, 2013
       Department or Program Faculty: April 26, 2013
       Department or Program Head: April 26, 2013
   AASI
       Department or Program Curriculum Committee: April 18, 2013
       Department or Program Faculty: April 18, 2013
       Department or Program Head: April 18, 2013
   LAMS
       Department or Program Curriculum Committee: April 26, 2013 Department or
       Program Faculty: April 26, 2013. Department or Program Head: April 26, 2013
3. contact person: Micki McElya, micki.mcelya@uconn.edu
Old Business

Bachelor of Science sub-committee
The B.S. sub-committee discussed a proposed B.S. ECON degree, and it was thought that it did not meet the general education science requirements of the College. ECON is engaged in further work to identify suitable substitutions for courses, or course sequences, in the present requirements. The sub-committee did not reach agreement on whether or not the general education science requirements should be broadened to include choices amongst a wider variety of disciplines. This lack of agreement does not preclude future work on broadening the requirements.

Study Abroad sub-committee
Report TBA

New Business

Adjournment to September 10th, 2013. Room TBA
Econ 3495 Special Topics: Environmental Economics  
Fall 2012

Class time and Location: Tuesday and Thursday 2:00-3:15pm, Oak 109

Instructor: Ling Huang  
Office: Oak 329  
Email: ling.huang@uconn.edu  
Phone: 860-486-3272  
Office Hours: Wednesday 2:00-4:00pm

Course Description:  
The purpose of this course is to expose you to a wide range of environmental issues and analyze them from an economic perspective. The course is divided into two parts. The first part will cover market failure, cost-benefit analyses, air and water pollution, environmental valuation methods and the use of regulation and market-based mechanisms to control pollution. The second part of the course will focus on issues related to natural resources exploitation and problems on environmental justice. After completing this course, you are expected to be able to understand the basic environmental policy instruments and use economic tools to analyze real-world environmental problems and policies.

Prerequisites:  
Course prerequisites include both ECON 2201 and 2202. We will have a review on the microeconomics. However, the review will be very brief. You need to have a strong micro-background to finish economic analysis projects.

Text Book and Readings:  
For reference purposes, other books for additional reading include:
Projects, Exams and Grading

Class attendance is important to keep a record of your lecture notes and understand the materials. One of the best things to master this material is to read lots of case studies. You are encouraged to read journals and newspapers. There will be an economic analysis project (see guideline at the end of this syllabus). You will work in groups on the projects. As shown in the following course outline, there will be one mid-term exam and one comprehensive final exam. I will provide exercise problems for you to prepare for the exam. You can study in groups on the exercises, but keep in mind that your own unassisted exam performance will determine your grade with the highest weight. The weights of your grade are allocated as the following:

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<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
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<tr>
<td>Mid-term exam</td>
<td>25%</td>
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<tr>
<td>Project</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
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</table>

Questions and Appointments

If you have any questions, either stop by during my office hours (W 2-4 pm), or contact me by email (ling.huang@uconn.edu) to arrange an appointment. My office is in Oak 329.
# Course Outline (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| **Week 1:**   | Week of Aug 27, 2012  
Syllabus;  
Microeconomics review |
| **Week 2:**   | Week of Sep. 3, 2012  
Microeconomics review continued  
Externalities and market failure |
| **Week 3:**   | Week of Sep. 10, 2012  
Cost benefit analysis and static efficiency  
Policy instruments for pollution control |
| **Week 4:**   | Week of Sep. 17, 2012  
Air pollution  
Water pollution |
| **Week 5:**   | Week of Sep. 24, 2012  
Environmental valuation: Revealed Preference  
Environmental valuation: Stated Preference |
| **Week 6:**   | Week of Oct. 1, 2012  
Case studies for Contingent Valuation  
Exam review and exercises (Oct. 4) |
| **Week 7:**   | Week of Oct. 8, 2012  
Mid-term Exam  
Exam comment |
| **Week 8:**   | Week of Oct. 15, 2012  
Cost estimation  
Discounting and dynamic efficiency |
| **Week 9:**   | Week of Oct. 22, 2012  
Tragedy of the commons  
Resource rents: agricultural and water market |
**Week 10:** Week of Oct. 29, 2012
Renewable resources: Fisheries

**Week 11:** Week of Nov. 5, 2012
Renewable resources: Forest
Non-renewable resources

**Week 12:** Week of Nov 12, 2012
Land use and environmental amenity
Environmental justice

**Week 13:** Week of Nov 19, 2012
Thanksgiving break

**Week 14:** Week of Nov. 26, 2012
Project Presentation

**Week 15:** Week of Dec. 3, 2012
Project Presentation

**Week 16:** Week of Dec 10, 2012
**COMPREHENSIVE FINAL EXAM (Time: TBA)**
Guidelines for Economic Analysis Project

Due: Tuesday, November 27th

This project includes 1) a brief report analyzing the economics of the policy question, and 2) project presentation at the end of the semester. There are about 35 students in the class, and you will form groups to complete the project as teams. Each team contains about 3-4 students. However, you are welcomed to finish the project by your own. The team formation date is Oct. 16th.

Imagine now you are a team of consulting analysts to evaluate the environmental policies. For the topic, you can either select one of the following policies or decide your own. Keep in mind that the purpose of the project is to provide the ECONOMIC evaluation of environmental policies using the tools we learned from the course. The report should be no more than 15 double spaced pages. You may want to have an executive summary that lays out your key findings.

The potential topics include:

1. In 2003, EPA launched the NOx Budget Trading Program that is similar in spirit to the successful sulfur dioxide emissions trading program. Analyze the economics of this program.
   http://www.epa.gov/airmarkt/progsregs/nox/sip.html

2. Since 2005, Bering Sea and Aleutian Islands (BSAI) crab fisheries have been managed under the Crab Rationalization Program with a core component of Individual fishing quota system. Evaluate the success of the rationalization program in restoring economic efficiency to Alaskan crab fisheries.
   http://www.fakr.noaa.gov/sustainablefisheries/crab/crfaq.htm
3. Analyze the economics of the Bush administration proposal to allow drilling in the Alaskan National Wildlife Refuge (ANWR).


4. In February 2003, London began charging a 10 £ congestion toll for most motor vehicles traveling in central London. Analyze the economics of this congestion toll. You may want to compare the economic properties of this toll to other alternative congestion policies.

5. Follow the example in the class to design a contingent valuation.

You are expected to co-present the project. The presentation can include, but not restricted to, the main objective of your project, the model you use, and the main findings. You can and should use subsections, bullets, and other tools to make the key points immediately clear to your audience.
Course Description
This course examines the transnational history of multiple Asian diasporas across North, Central, and South America, in addition to the Caribbean from the 1500s to the present. The study of Asian diasporas in the western hemisphere has focused almost exclusively on the U.S. and Canada. These countries represent the largest populations of Asians in the two American continents, but less attention has been paid to the presence and connections to Asians in Latin America and the Caribbean. Through a framework that conceives of diaspora as a transnational identity and social process grounded in material and cultural systems of exchange that transcend national boundaries, students will learn the histories of different Asian populations (Chinese, Japanese, Korean, Indian, Filipino, among others) and the migration and settlement patterns that often link multiple destinations (Mexico, Cuba, Peru, Haiti, the U.S., Canada, Brazil, and many others) across several generations. They will also gain an understanding of the reasons for migration, the worldview of those migrants, and their living conditions. Ultimately, students will question the terms of belonging, incorporation, and integration to analyze the differences and similarities among Asian ethnic groups, as well as, between different colonial and national contexts. In this examination, the course contributes to a multi-racial/multi-ethnic understanding of identity formation in which Asians occupy shifting and dynamic relations to indigenous, white, black, and mestizo populations, for example. Through this subject matter, students will be evaluated on their analysis of historical knowledge and application of critical thinking skills to consider how social structures (e.g. states, economies, institutions) and ideologies (e.g. race, gender, sexuality, and nationality) have shaped the experiences of Asian migration and settlement and conditioned their choices. In written assignments and classroom discussion, students will gain an appreciation for the long history of contact that weaves the Pacific region together along with the different articulations of power that are revealed by focusing on Asian diasporas across the Americas.

Class Policies
**Class Conduct:** Respectful behavior is expected from everyone in the classroom. This includes raising your hand and waiting when you want to speak, turning off cell phones and other electronic devices and showing up to class on time. Texting in class and surfing the web is not allowed.

**Email:** All electronic communications for the course will take place through HuskyCT.

**Participation / Attendance:** Daily attendance will be taken. Attendance is mandatory and is included in your participation grade; if you are absent, you cannot participate. Medical and Athletic absences will be excused with the appropriate paperwork from the health services or coach. Outside of these exceptions, I do not accept late assignments or missed exams. In order to participate in class you must come to class prepared, having completed the assigned readings by the day they are listed on the schedule below.
**Academic Integrity and Assistance:** There is a zero-tolerance policy for any form of cheating and plagiarism on this campus and in this class. You must familiarize yourself with the definitions and consequences of plagiarism at UConn by working through the Plagarism Module linked below.

http://irc.uconn.edu/PlagiarismModule/intro_m.htm

There are many resources on campus to help you avoid plagiarism and strive for academic excellence. Please consult with the Writing Center should you need additional help with writing assignments in this course.

http://www.writingcenter.uconn.edu/index.php

**Students with Disabilities:** I will do all in my power to make the appropriate accommodations for students enrolled in the course. This requires clear communication so I urge you to consult with The Center for Students with Disabilities to acquire the necessary paperwork. Please see the following website for more information. http://www.csd.uconn.edu/

**Grading**

1. [20%] Library Research Assignments
2. [20%] Midterm
3. [30%] Research Portfolio
4. [15%] Attendance
5. [15%] Participation

All assignments and exams will be graded according to structured rubrics. The rubric method of grading is designed to create consistency between individuals and to communicate clear learning objectives.

Library Research Assignments and Research Portfolio expectations will be discussed in class.
<table>
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<th>Week</th>
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College of Liberal Arts and Sciences,
Committee on Curricula and Courses,
Addendum: Agenda for April 30th, 2013

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2013-062 Add CHIN 3282 Women in Chinese Literature and Film...............................2
2013-063 Add CHIN 3250W Advanced Chinese................................................................6
2013-071 Add CHIN 3220 Business Chinese...................................................................11
2013-072 Add CHIN 3240 Contemporary Chinese Film ..................................................15
Additional Proposals submitted for re-consideration

2013-062 Add CHIN 3282 Women in Chinese Literature and Film

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

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

3282: Women in Chinese Literature and Film
Three credits. Recommended preparation: CHIN1121 and CHIN 1122 or equivalent

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3282
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Women in Chinese Literature and Film
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3

Optional Items
7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F)
9. Recommended Preparation, if applicable (see Note G): CHIN 1121 or 1122
10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): n/a

Justification
1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng
9. Dates approved by (see Note Q):
   Department Curriculum Committee: March 22, 2013
   Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus
3282: Gender in Chinese Literature and Film
Three credits. Recommended preparation for Chinese Majors: CHIN3210 or equivalent
A critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China. Taught in English. Chinese majors are expected to read extra materials and write extra assignments in Chinese.

Course Description:
This course is a critical study of representations of gender issues in Chinese film and literature from the early twentieth century to the present. The goal is to cast a new light on issues of gender in modern Chinese history. We will examine how the early Chinese feminists articulated their relationship to the modern state, political economy, ideology, and cultural authority. The class will mainly focus on the close reading and appreciation of primary texts and films. Secondary materials are included to offer theoretical and historical underpinnings. Readings will be in English for non-Chinese majors. Chinese majors are expected to read primary texts in both English and Chinese and write extra assignments in Chinese. All films are with English subtitles.
Required Texts:


Requirements:
- Regular attendance and active participation in class discussion; presence at film screenings is obligatory.
- Weekly response papers to set questions and facilitate class discussions, 1 page each.
- Presentation: Each student will have the opportunity to present on the course materials at least once during the semester.
- Mid-term paper (5-6 pages). Chinese majors are expected to incorporate a significant amount of Chinese materials in the paper and provide the English version of the Chinese materials.
- Final Exam. Chinese majors are expected to answer some questions in Chinese.

Grading:
- Class participation: 15%
- Weekly Response Papers: 30%
- Presentation: 10%
- Mid-term paper: 15%
- Final Exam: 30%

Course Schedule:
Week 1: Introduction

Week 2: Liberty, Gender, and the Modern State
           2. Zhang, Zhen. *Amorous History*. Chapter 1
Film Screening: *The Goddess* (dir. Wu Yonggang, 1934, 85 mins)

Week 3: Feminist Theories of the State
Readings: He Zhen, “On Liberation” (tr. Lydia Liu)
          John Stuart Mill, “On the Subjection of Women” (Chapters I & III)
Film Screening: *The New Woman* (Cai Chusheng, 1934, 106 min)

Week 4: Feminism, Anarchism, and Labor
Readings: He Zhen, “On the Question of Labor” (tr. R. Karl)
Film Screening: *Daybreak* (Sun Yu, 1933, 116 min)

Week 5: Feminist Critiques of Ideology: Scholarly Practices
Readings: 1. He Zhen, “The Revenge of Women” (tr. D. Ko)

Film Screening: Crossroads (Shen Xiling, 1937, 110 mins)

Week 6: Feminist Critiques of Ideology: Social Practices
Readings: 1. Mao Zedong, Commentary on Miss Zhao’s Suicide
2. Rou Shi, “Slave Mother”
Film Screening: The Air Hostess (Yi Wen, 1959, 102 mins)

Week 7: Bodies, Practices, Agency
Readings: D. Ko, Cinderella’s Sisters: A Revisionist History of Footbinding, pp. 1-68; 227-229
Film Screening: Diary of a Nurse (Tao Jin, 1957, 95 mins)

Week 8: Race, Gender, and Hygiene
Readings: 1. Xiao Hong, “Hands”
2. Lydia Liu, “Life as Form,” Journal of Asian Studies
Film Screening: Troubleshooters (Mi Jiashan, 1988, 110 mins)

Week 9: Labor Revisited
Readings: 1. He Zhen, “On the Question of Labor”
2. Hershatter, Dangerous pleasures: prostitution and modernity in twentieth-century Shanghai [selections]
Film Screening: The Terrorizer (Edward Young, 1986, 110 mins)

Week 10: Interiority, the Feminist Self, and Writing
Readings: 1. Ding Ling, “Miss Sophie’s Diary”
2. Xie Bingying, A Woman Soldier's Own Story [selections]
3. Theorizing Woman: Funu, Guojia, Jiating'
Film Screening: Woman Being (Wen-Jie Qin, 1997)

Week 11: War, Nationalism, Revolution
Readings: 1. Xiao Hong, Field of Life and Death [Selections]
2. Ding Ling, “Shanghai, Spring 1930”
Film Screening: Through Chinese Women's Eyes (Mayfair Yang, 1997)

Week 12: Theories of the State Revisited
Film Screening: Suzhou River (Lou Ye, 2001)

Week 13: Critiques of Ideology Revisited
Readings: 1. He Zhen, “The Revenge of Women”
2. de Beauvoir, The Long March, Chapter 3 (“On Family”)
Film Screening: Out of Phoenix Bridge (Li Hong, 1997)

Week 14: Thanksgiving Break

Week 15: Final Presentations
2013-063 Add CHIN 3250W Advanced Chinese

1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Spring 2014

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

CHIN 3250W: Advanced Chinese
Three credits. Recommended preparation: CHIN 3210

Items included in catalog Listing:

Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3250W
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __
   Yes __ No
3. Course Title: Advanced Chinese
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Optional Items
7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210
10. Consent of Instructor, if applicable (see Note T): N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): n/a
Justification
1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses.
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
   Department Curriculum Committee: March 22, 2013
   Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus

Objectives
This course introduces unique angles of self-understanding suggested by Chinese writers and intellectuals who have participated in the making of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Our readings will cover a wide selection of modern Chinese fiction, poetry and autobiographical writing with emphasis on the interplays of art/literature, history, and politics. We will pay close attention to the role of storytelling, the mediating powers of technology, and the emergence of critical consciousness in response to global modernity. Our goal is to develop critical reading skills, improve the ability to write Chinese texts with appropriate vocabulary, punctuation and grammatical structures, and gain in-depth understanding of modern China. Topics of discussion include gender, class, history, exile, migration, social bonding, identity, capitalism, nationalism, and globalization.

Requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.
Course Texts:
Required:
Bei Dao, *Lan Fangzi* (Blue House)
Ding Ling, *Suofei de Riji* (Miss Sophie’s Diary)
Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)
Han Shaogong, *Maqiao Cidian* (A Dictionary of Maqiao)
Yu Hua, *Shige Ci Li de Zhongguo* (China in Ten Words)
Mo Yan, *Hong Gaoliang* (Red Sorghum)
Course Reserves.
Recommended:

**Grade Breakdown**
1. Participation (15%)
2. Weekly Writing Assignments (30%)
3. Presentations (15%)
6. Final Paper (40%)

**Course Requirements:**
**Weekly Writings:** Write down one “quote” either from the lecture notes you took or from the text that you read for Tuesday or Thursday. Follow the quote with one corresponding “note”: Why do you think it struck you? Is it confusing, inspiring, controversial or else? What do you think it means? You can write about this in terms of thoughts and ideas (related to either this or other courses). Simple comments such as “I like / don’t like…” and “I agree with …” don’t count unless followed with substantial elaborations. The weekly writing posts should be about **200 characters** long excluding the quote.
Post your writing under the weekly topic by **Thursday midnight each week**. You will earn 3 points for each weekly writing post submitted on time. Unexcused late post will receive partial grade (2 points) if posted by **Sunday** midnight that week. Please don’t post on Facebook after Sunday midnight. No submission will be accepted on Facebook after that time.
If you miss the deadlines due to unexpected situations, email me as soon as possible. After Sunday midnight, please **email** your quotes and notes to me for partial or full credit if you are excused.

**Participation:** you are strongly encouraged to respond to your classmates’ post on the Facebook group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for
each comment and 15 points maximum for the semester. You have about **one week** to post your comments on each week’s quotes and notes. You may start posting comments as soon as someone posts their quotes and notes under the weekly topic on Tuesday, but please stop posting any comments on Facebook after Sunday midnight. No posts will be accepted on Facebook after that time.

**Presentations:** Each student is expected to prepare discussion questions or points and lead the discussion at least once during the semester. Thorough preparation and sustained engagement with the issues raised by assigned readings are necessary to the success of your presentation. You are strongly encouraged to discuss with the instructor about your presentation beforehand.

**W Class Requirement: Final Research Paper:** The final paper is a research paper of at least 2000 Chinese characters excluding notes, bibliography, etc. You should have decided on a general topic or area toward a research topic and submit a short proposal delineating the goals of your research as well as the central questions you wish to explore in your paper by Nov 1. By November 12 you should have completed a bibliography and the first draft of your paper. We will workshop your first draft in small groups in class on November 12 so that you not only receive feedbacks from me but also from at least two of your classmates. Please submit the second draft of your paper by November 22. The final version of the paper should be submitted by Friday, December 13.

The final grade of your paper will be based on the quality of your writing, the clarity of your analysis as well as the improvements you make on each revised draft after receiving feedbacks from your classmates and me.

**Weekly Schedule:**

- **Week 1:** Introduction/Modern China and the May 4th Movement
- **Week 2:** Alienation, National Character and Modernity
- **Readings:** Lu Xun, Kuangren Rizi (“A Madman’s Diary”)
- **Week 3:** Women Writers in China
- **Readings:** Lesson 3 of *Learn Chinese from Modern Writers*
- **Week 4:** Gender, Class and Politics
- **Readings:** Ding Ling, *Miss Sophie’s Dairy*
- **Week 5:** Love, Marriage and War
- **Readings:** Zhang Ailing, *Qingcheng Zhilian* (Love in a Fallen City)
Week 6: Language, Gender, and Local Knowledge
Readings: Han Shaogong, *A Dictionary of Maoqiao*

Week 7: Global Capitalism and the Chinese Revolution
Readings: Yu Hua, *China in Ten Words*

Week 8: Social Protest, Cultural Critique, and the Power of language
Readings: Poems by Bei Dao, Zhai Yongming, etc; Selections from Bei Dao’s *Blue House*

Week 9: Industrial Ruins and Post-socialist Memory
Readings: Can Xue, *Dialogues in Paradise*

Week 10: Pollution, Ecology and Industrial Progress
Readings: Poems by Wen Yiduo, Guo Moruo, Xi Chuan and Wang Xiaoni

Week 11: Migration, Exile and Globalization
Readings, Essays by Zha Jianying

Week 12: Workshop First Draft of Research Paper in Class

Week 13: Fantasy, Violence, and the Limits of Representation in Contemporary Chinese Fiction
Readings: Mo Yan, *Red Sorghum*

Week 14: Thanksgiving Break – No Class

Week 15: Final Presentations
d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

n/a
2013-071 Add CHIN 3220 Business Chinese
1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:
CHIN 3220. Business Chinese
Either semester. Three credits. Prerequisite: CHIN 3210
Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3220
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __
   Yes __ No
3. Course Title: Business Chinese
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Either semester. Three credits. Prerequisite: CHIN 3210
   Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Optional Items
7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): CHIN 3210 or the equivalent of third year Chinese
10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): n/a

Justification
1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
   Department Curriculum Committee: March 22, 2013
   Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus
CHIN 3220. Business Chinese
Either semester. Three credits. Prerequisite: CHIN 3210
Introduction to Chinese business culture. Development of advanced Chinese written and oral competency in a business context.

Required Textbook:

Recommended:

Requirements:
- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor’s or academic advisor’s note afterwards. Excuses such as coursework or sleeping late will not be accepted.
- As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
- Cell phones or laptops in class are not allowed except for taking notes.
• Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor’s or academic advisor’s note.
• No make-up quizzes or exams unless a doctor’s or academic advisor’s note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Writing Assignments: Please post your writing on our online discussion forum. You are strongly encouraged to comment on one another’s writings.
• Use characters only.
• Use at least 200 characters in total.
• Write every other line and leave space for corrections.
• Use punctuation marks.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:
1. Participation: 15%
2. Homework: 15%
3. Speaking Exercises: 10%
4. Quizzes: 15%
5. Mid-term Exam: 15%
6. Final Presentation: 10%
7. Final Exam: 20%

GRADING SYSTEM
According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:
Week 1: Introduction/ Lesson 1: 中国的体制改革 The Reform of China’s Economic System
Week 2: Lesson 2: 私有企业的扩展 The Development of Private Enterprises
Quiz 1 (vocabulary and grammar)
Week 3: Lesson 3: 特区 Special Economic Zones
Quiz 2 (vocabulary and grammar); Speaking Exercise 1
Week 4: Lesson 4: 三资企业 Three Capital Enterprises
Quiz 3 (vocabulary and grammar)
Week 5: Lesson 5: 中国的银行改革 China’s Banking Reforms
Quiz 4 (vocabulary and grammar); Speaking Exercise 2
**Week 6:** Lesson 6: The Influence of Interest Rates & Foreign Exchange Rates on the Economy
Quiz 5 (vocabulary and grammar)

**Week 7:** review and midterm exam for Lesson 1-6

**Week 8:** Lesson 7: The Development of the Chinese Stock Market
Quiz 6 (vocabulary and grammar); Speaking Exercise 3

**Week 9:** Lesson 8: Turning Shanghai into an International Financial and Trade Center
Quiz 7 (vocabulary and grammar)

**Week 10:** Lesson 9: Market Research in China
Quiz 8 (vocabulary and grammar); Speaking Exercise 4

**Week 11:** Lesson 10: Transformation and Trends in Marketing
Quiz 9 (vocabulary and grammar)

**Week 12:** Lesson 11: Brand Consciousness

**Week 13:** Lesson 12: International Competitiveness of Chinese Products

**Week 14:** Thanksgiving Break. No Class.

**Week 15:** Final Presentation
2013-072 Add CHIN 3240 Contemporary Chinese Film
1. Date: March 4, 2013
2. Department requesting this course: Literatures, Cultures and Languages
3. Semester and year in which course will be first offered: Fall 2013

Final catalog Listing:
CHIN 3240. Contemporary Chinese Film
Three credits. Prerequisite: CHIN1111-1114 or equivalent

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 3240
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Contemporary Chinese Film
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Optional Items
7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F): CHIN 1114
9. Recommended Preparation, if applicable (see Note G): CHIN 1114
10. Consent of Instructor, if applicable (see Note T) N
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J): Liansu Meng or Chunsheng Yang
14. Open to Sophomores (see Note U): y
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): n/a
Justification
1. Reasons for adding this course: (see Note L) We are beginning the course offerings for Chinese as a future major, and we have just hired two full time professors and one assistant professor in residence.
2. Academic Merit (see Note L): This course will be one of the core courses
3. Overlapping Courses (see Note M): n/a
4. Number of Students Expected: 20
5. Number and Size of Section: 1 at 20 students
6. Effects on Other Departments (see Note N): I have consulted with Cathy Schlund-Vials.
7. Effects on Regional Campuses: n/a
8. Staffing (see Note P): Prof. Meng or Prof. Yang
9. Dates approved by (see Note Q):
   Department Curriculum Committee: March 22, 2013
   Department Faculty: March 22, 2013
10. Name, Phone Number, and e-mail address of principal contact person:
    Rosa Helena Chinchilla, 6-3313, rosa.chinchilla@uconn.edu

Syllabus
CHIN 3240. Contemporary Chinese Film
Three credits. Prerequisite: CHIN1114 or equivalent
Taught in Chinese.
Required Textbook:
Recommended:
Requirements:
- Be on time. A quiz is generally given at the beginning of a class meeting. If you are late for class, you might miss a quiz.
- Make sure to preview the course materials before the class.
- Regular attendance and active participation in class activities.
- Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor’s or academic advisor’s note afterwards. Excuses such as coursework or sleeping late will not be accepted.
• As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence.
• Cell phones or laptops in class are not allowed except for taking notes.
• Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor’s or academic advisor’s note.
• No make-up quizzes or exams unless a doctor’s or academic advisor’s note is provided.

Speaking Exercises: You will be graded on your fluency, pronunciation and tones. You have the option to do presentations, conversations, performances or debates for these exercises.

Final Presentation: You are strongly encouraged to work in groups of three or four to create a video project utilizing the materials you have learned in this course.

Grading:
• Participation: 15%
• Homework: 15%
• Speaking Exercises: 10%
• Quizzes: 15%
• Mid-term Exam: 15%
• Final Presentation: 10%
• Final Exam: 20%

GRADING SYSTEM
According to university-wide policies for W courses, you cannot pass CDIS 4254 unless you receive a passing grade for its writing component (CDIS 4254W).

Grades will be based on a point accumulation system.

Course Schedule:
Week 1: Introduction/ Lesson 1: 和你在一起 (Together)
Week 2: Lesson 1 continued
Quiz 1 (vocabulary and grammar)
Week 3: Lesson 2: 无·道3 (Infernal Affairs)
Quiz 2 (vocabulary and grammar); Speaking Exercise 1
Week 4: Lesson 2 continued
Quiz 3 (vocabulary and grammar)
Week 5: Lesson 3: 姨的后·代生活 (The Postmodern Life of My Aunt)
Quiz 4 (vocabulary and grammar); Speaking Exercise 2
Week 6: Lesson 3 continued
Quiz 5 (vocabulary and grammar)
**Week 7**: review and midterm exam for Lesson 1-3
**Week 8**: Lesson 4: 春天的地 (Spring Subway)
Quiz 6 (vocabulary and grammar); Speaking Exercise 3
**Week 9**: Lesson 4 continued
Quiz 7 (vocabulary and grammar);
**Week 10**: Lesson 5: 保持接 (Connected)
Quiz 8 (vocabulary and grammar); Speaking Exercise 4
**Week 11**: Lesson 5 continued
Quiz 9 (vocabulary and grammar)
**Week 12**: Lesson 6: Years Without Epidemic
**Week 13**: Lesson 6 continued
**Week 14**: Thanksgiving Break. No Class.
**Week 15**: Final Project presentation