

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of December 9, 2014

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(g) requires GEOC approval; (S) requires Senate approval.

C&C approved copy of (g) and (S) courses must be submitted to GEOC and the Senate through the

Curricular Action Request form.

⊗ means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Cuts and Curriculum discussion - continued

2 Special Topics Proposals approved by the chair

2014-172 Offer MARN 4895 as Ecology of Fishes

Full Materials

Instructor: Hannes Baumann

Short Description:

“Ecology of Fishes” will introduce and discuss classic topics of fish ecology such as distribution, feeding, bioenergetics, growth, larval fish ecology, biotic interactions or life history evolution, with the additional goal of providing a forum to discuss contemporary research of these topics.

3 New Proposals

2014-173 Change Africana Studies Major

Full Materials

Current Catalog Copy:

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies major seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies major does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies major strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in the Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community. Completion of the B.A. in Africana 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.

To satisfy the Africana Studies major, the student must complete twenty-seven credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. All majors must take AFRA 3211 and, in their senior year, AFRA 4994W.

Group A - History: AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA 3224; AFRA/HIST/HRTS 3563

Group B - Social and Political Inquiry: AFRA/ANTH 3025, 3152; AFRA/ HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA 3033/PP 3033/POLS 3633; AFRA/PSYC 3106; AFRA/SOCI 3501

Group C - Literature and the Arts: AFRA/DRAM 3131/W; AFRA/ENGL 3214W, 3216W; MUSI 3611

Group D - Related Courses

History: HIST 3510, 3554; HIST/HRTS 3201, 3202; HIST 3575/HRTS 3221/ LLAS 3221; HIST 3674/LLAS 3220; HIST/URBN 3541; HIST/WGSS 3561, 3562

Literature and the Arts: ANTH 3450; ARTH 3645, AASI/ENGL 3212; COMM 4422; COMM/LLAS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W

Social and Political Inquiry: AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; COMM 3321/LLAS 3264/WGSS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421, 3429; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/LLAS 3270; POLS/URBN 3632W; POLS/WGSS 3216; SOCI 2827, 3503, 3701; WGSS 2267

AFRA 4994W, 3214W, 3216W, or 3131W satisfies the Information Literacy Competency and Writing in the Major requirements. A minor in Africana Studies is described in the “Minors” section.

Proposed Catalog Copy:

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies major seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies major does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students’ critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies major strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in the Africana Studies Institute’s mission to facilitate respect and positive intersocial relationships within the university community. Completion of the B.A. in Africana 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.

To satisfy the Africana Studies major, the student must complete twenty-seven credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. Variable Content courses may be applied to distribution groups determined by course content and advisor consent. All majors must take AFRA 3211 and, in their senior year, AFRA 4994W.

Group A - History: AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA 3224; AFRA/HIST/HRTS 3563

Group B - Social and Political Inquiry: AFRA/ANTH 3025, 3152; AFRA/ HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA 3033/PP 3033/POLS 3633; AFRA/PSYC 3106; AFRA/SOCI 3501

Group C - Literature and the Arts: AFRA/DRAM 3131/W; AFRA/ENGL 3214W, 3216W; MUSI 3611

Group D - Related Courses

History: HIST 3510, 3554; HIST/HRTS 3201, 3202; HIST 3575/HRTS 3221/ LLAS 3221; HIST 3674/LLAS 3220; HIST/URBN 3541; HIST/WGSS 3561, 3562

Literature and the Arts: ANTH 3450; ARTH 3645, AASI/ENGL 3212; COMM 4422; COMM/LLAS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W

Social and Political Inquiry: AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; COMM 3321/LLAS 3264/WGSS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421, 3429; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/LLAS 3270; POLS/URBN 3632W; POLS/WGSS 3216; SOCI 2827, 3503, 3701; WGSS 2267

Variable Content: AFRA 3295, 3299, 3898

AFRA 4994W, 3214W, 3216W, or 3131W satisfies the Information Literacy Competency and Writing in the Major requirements. A minor in Africana Studies is described in the “Minors” section.

Changes Highlighted

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies major seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies major does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students’ critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies major strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in the Africana Studies Institute’s mission to facilitate respect and positive intersocial relationships within the university community. Completion of the B.A. in Africana 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.

To satisfy the Africana Studies major, the student must complete twenty-seven credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. [Variable Content courses may be applied to distribution groups determined by course content and advisor consent.](#)

All majors must take AFRA 3211 and, in their senior year, AFRA 4994W.

Group A - History: AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA 3224; AFRA/HIST/HRTS 3563

Group B - Social and Political Inquiry: AFRA/ANTH 3025, 3152; AFRA/ HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA 3033/PP 3033/POLS 3633; AFRA/PSYC 3106; AFRA/SOCI 3501

Group C - Literature and the Arts: AFRA/DRAM 3131/W; AFRA/ENGL 3214W, 3216W; MUSI 3611

Group D - Related Courses

History: HIST 3510, 3554; HIST/HRTS 3201, 3202; HIST 3575/HRTS 3221/ LLAS 3221; HIST 3674/LLAS 3220; HIST/URBN 3541; HIST/WGSS 3561, 3562

Literature and the Arts: ANTH 3450; ARTH 3645, AASI/ENGL 3212; COMM 4422; COMM/LLAS 4320; ECON 2444; ENGL 3210, 3218/W, 3609, 4203W; FREN 3218; MUSI 3421W

Social and Political Inquiry: AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; COMM 3321/LLAS 3264/WGSS 3260; ECON 2444; HDFS 2001; HRTS/POLS 3807; HRTS/SOCI 3421, 3429; INTD 3584; POLS 2998, 3406, 3255; POLS 3662/LLAS 3270; POLS/URBN 3632W; POLS/WGSS 3216; SOCI 2827, 3503, 3701; WGSS 2267

Variable Content: [AFRA 3295, 3299, 3898](#)

AFRA 4994W, 3214W, 3216W, or 3131W satisfies the Information Literacy Competency and Writing in the Major requirements. A minor in Africana Studies is described in the “Minors” section.

2014-174 Change Africana Studies Minor

Full Materials

Current Catalog Copy:

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies minor seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies minor does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students’ critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies minor strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in Africana Studies Institute’s mission to facilitate respect and positive intersocial relationships within the university community.

The requirements include 15 credit hours selected from the following:

AFRA 3211 (Introduction to African American Studies)

One course each from groups A, B, and C

One additional course from any of groups A, B, or C; or AFRA 3295

Group A : History

AFRA 3224; AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA/HIST/HRTS 3563

Group B : Social and Political Inquiry

AFRA/ANTH 3025, 3152; AFRA/HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA/PSYC 3106; AFRA/SOCI 3501, AFRA 3033/POLS 3633/PP 3033

Group C : Literature and the Arts

AFRA 4994W; AFRA/ENGL 3214W, 3216W; AFRA/FINA 1100; AFRA/DRAM 3131/W; MUSI 3611

Proposed Catalog Copy:

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies minor seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies minor does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies minor strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community.

The requirements include 15 credit hours selected from the following:

AFRA 3211 (Introduction to African American Studies)

One course each from groups A, B, and C

One additional course from any of groups A, B, or C; or AFRA 3295; or **AFRA 3898**

Group A : History

AFRA 3224; AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA/HIST/HRTS 3563

Group B : Social and Political Inquiry

AFRA/ANTH 3025, 3152; AFRA/HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA/PSYC 3106; AFRA/SOCI 3501, AFRA 3033/POLS 3633/PP 3033

Group C : Literature and the Arts

AFRA 4994W; AFRA/ENGL 3214W, 3216W; AFRA/FINA 1100; AFRA/DRAM 3131/W; MUSI 3611

2014-175 Crosslist DRAM 3132 with AFRA

Full Materials

Proposed Catalog Copy:

DRAM 3132. African American Women Playwrights, 1900 to Present

(Also offered as AFRA 3132) Three credits. Two 75-minute periods. Recommended preparation: AFRA/DRAM 3131.

African American women's playwriting in relationship to social, historical, and political contexts. CA 1 CA4

AFRA 3132. African American Women Playwrights, 1900 to Present

(Also offered as DRAM 3132) Three credits. Two 75-minute periods. Recommended preparation: AFRA/DRAM 3131.

African American women's playwriting in relationship to social, historical, and political contexts. CA 1 CA4

2014-176 Change SLHS 5353 Articulation and Phonological Disorders

Full Materials

Current Catalog Copy:

SLHS 5353 Articulation and Phonological Disorders

Career: Graduate

Units: 3.00

Grading Basis: Graded

Course Components: Lecture/Required

Academic Group: University of Connecticut

Academic Organization: Liberal Arts & Sciences

The nature, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech.

Proposed Catalog Copy:

SLHS 5353 : Speech Sound Disorders in Children.

Career: Graduate

Units: 3.00

Grading Basis: Graded

Course Components: Lecture/Required

Academic Group: University of Connecticut

Academic Organization: Liberal Arts & Sciences

This course reviews the prevention, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech in children.

Changes Highlighted:

SLHS 5353 ~~Articulation and Phonological Disorders~~: Speech Sound Disorders in Children.

Career: Graduate

Units: 3.00

Grading Basis: Graded

Course Components: Lecture/Required

Academic Group: University of Connecticut

Academic Organization: Liberal Arts & Sciences

~~The nature~~This course reviews the prevention, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech in children.

2014-177 Change CAMS 1171-1172 (S)

Full Materials

Current Catalog Copy:

1171-1172. Elementary Greek I and II

(171-172) Four credits each semester. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent. Intensive introduction to ancient Greek. First semester: basic morphology, syntax, and vocabulary through simple readings from the New Testament; second semester: transition to classical Greek through selections from Xenophon, reading of Plato's Apology complete.

Proposed Catalog Copy:

1171 - Intensive Elementary Ancient Greek

1172 - Intensive Intermediate Ancient Greek

(171-172) Four credits each semester. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent. Intensive introduction to ancient Greek. First semester: basic morphology, syntax, and vocabulary through simple readings from the New Testament; second semester: transition to classical Greek through selections from Xenophon, reading of Plato's Apology complete.

2014-178 Change Foreign Language Requirement: Ancient Greek

Full Materials

Proposed Catalog Copy:

CLAS FL Requirement may be fulfilled with CAMS 1171 Intensive Elementary Ancient Greek I and CAMS 1172 Intensive Intermediate Ancient Greek II, with a B+ or better.

2014-179 Add POLS 3023/W Politics and Literature (g)(s)

Full Materials

Proposed Catalog Copy:

3023 Politics and Literature

Three credits. Open to Juniors or Higher. Freshmen and sophomores by permission. An examination of major works of literature that either describe governing systems and institutions, interpret political processes and clashes, or address perennial themes in political philosophy and theory.

3023W Politics and Literature

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; Open to Juniors or Higher. Freshmen and sophomores by permission.

2014-180 Add ILCS 5375 Topics in Early Modern Italian Studies

Full Materials

Proposed Catalog Copy:

ILCS 5375. Topics in Early Modern Italian Studies

3 credits. Lecture. Open to graduate students in Italian, others with permission of instructor. A variable topics course focusing on early modern Italian culture.

2014-181 Add ILCS 5385 Topics in Modern and Contemporary Italian Studies

Full Materials

Proposed Catalog Copy:

ILCS 5385. Topics in Modern and Contemporary Italian Studies

3 credits. Lecture. Open to graduate students in Italian, others with permission of instructor. A variable topics course focusing on modern and contemporary Italian literature and/or cinema.

2014-182 Add MCB 5014 Structure and Dynamics of Macromolecular Machines

Full Materials

Proposed Catalog Copy:

MCB 5014. Structure and Dynamics of Macromolecular Machines

Three credits. Prerequisites: Open to graduate students in Molecular and Cell Biology, others with permission. Recommended preparation: a course in biochemistry or structural biology.

Biochemical and biophysical characteristics of macromolecular assemblies starting at the atomic level and proceeding to the cellular level. Topics include ribosomes, viruses, polymerases, membrane protein assemblies and ion transporters, which will be examined through lecture, discussion, and interactive computational modules.

2014-183 Add MCB 5250. Techniques in Cellular Analysis

Full Materials

Proposed Catalog Copy:

MCB 5250: Techniques in Cellular Analysis

3 credits. Lecture. Open to graduate students in Molecular and Cell Biology, others with permission. Recommended preparation: a course in cell biology.

Examination of methodologies used to address cell biological questions: how they work, their advantages and disadvantages and how they synergize. Topics include detection and measurement of protein activities and interactions, molecular genetic manipulation of gene expression and protein function, determination of cellular localization and in vivo functional assays.

2014-184 Add MCB 5896 Scientific Writing and Professional Development

Full Materials

Proposed Catalog Copy:

MCB 5896 Scientific Writing and Professional Development.

Prerequisite: Permission of Instructor.

Instruction in the practice of good scientific writing through group discussions and peer review during preparation of an NSF Graduate Research Fellowship Program application. Group discussions in related aspects of graduate student professional development.

2014-185 Change MCB 3210 and Crosslist with PNB

Full Materials

Current Catalog Copy:

MCB 3210. Molecular Endocrinology

Three credits. Prerequisite: BIOL 1107; open to juniors and seniors only. Recommended preparation: PNB 3262.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates. Molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Includes student presentations on selected papers.

Proposed Catalog Copy:

MCB 3210. Molecular Endocrinology

(Also offered as PNB 3270). Three credits. Prerequisite: BIOL 1107; open to juniors or higher. Recommended preparation: PNB 3262 or instructor consent.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates. Molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. Includes student presentations on selected papers.

PNB 3270. Molecular Endocrinology

(Also offered as MCB 3210). Three credits. Prerequisite: BIOL 1107; open to juniors or higher. Recommended preparation: PNB 3262 or instructor consent.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates. Molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. Includes student presentations on selected papers.

2014-186 Change MCB 5210 and Crosslist with PNB

Full Materials

Current Catalog Copy:

MCB 5210. Molecular Endocrinology

Three credits.

This course will be devoted to discussing the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

Proposed Catalog Copy:

MCB 5210. Molecular Endocrinology

(Also offered as PNB 5270). Three credits.

This course will be devoted to discuss the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

PNB 5270. Molecular Endocrinology

(Also offered as MCB 5210). Three credits.

This course will be devoted to discuss the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular and genetic characterization of

hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

2014-187 Add POLS 3618 Politics of Inequality

Full Materials

Proposed Catalog Copy:

3618. Politics of Inequality

Three credits. Open to Juniors and Higher.

Relationship between democracy and inequality. The causes of economic inequality, poverty, public opinion, inequalities in political voice and representation, the role of money and politics, and public policy.

2014-188 Add EEB 5300. Practical Genomics in Ecology and Evolution.

Full Materials

Proposed Catalog Copy:

EEB 5300. Practical Genomics in Ecology and Evolution.

3 credits. Practicum. Open to graduate students in biological sciences and related fields. Others with permission.

Computational skills. Emphasis on genomic applications in ecology and evolution. Linux commands, Perl programming for text manipulations, and R for simple statistics and graphics. Practical activities include writing and executing scripts to process and present data of biological interest.

2014-189 Change EEB 3012 Marine Invertebrate Biology: Adaptations and Community Structure

Full Materials

Current Catalog Copy:

3012. Marine Invertebrate Biology: Adaptations and Community Structure

(241) Three credits. Prerequisites: BIOL 1107 and 1108. Recommended preparation: MARN 1002 or 1003 or instructor consent.

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required.

Proposed Catalog Copy:

3012. Marine Invertebrate Biology

(241) Three credits. Prerequisites: BIOL 1107 and 1108. Recommended preparation: MARN 1002 or 1003 or instructor consent.

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required.

Changes Highlighted:

3012. Marine Invertebrate Biology: ~~Adaptations and Community Structure~~

(241) Three credits. Prerequisites: BIOL 1107 and 1108. Recommended preparation: MARN 1002 or 1003 or instructor consent.

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required.

2014-190 Change MARN 4030W. Marine Biogeochemistry (g)(s)

Full Materials

Current Catalog Copy:

4030W. Marine Biogeochemistry (280W) Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents; ENGL 1010 or 1011 or 2011.

Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Proposed Catalog Copy:

4030W. Chemical Oceanography

Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents. ENGL 1010 or 1011 or 2011.

Composition, origin and solution chemistry of seawater and the marine biogeochemical cycles of salts, elements and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles and crustal exchanges.

Changes Highlighted:

4030W. ~~Marine Biogeochemistry~~ Chemical Oceanography(280W)-

Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents; ~~ENGL 1010 or 1011 or 2011.~~

Composition, origin and solution chemistry of ~~sea water.~~ Marine seawater and the marine biogeochemical cycles of ~~water, salt, carbon, nutrients, gases and trace elements.~~ Effects of salts, elements and gases. Distributions and transfer in the marine environment through

[chemical equilibria, rates, redox, partitioning](#), ocean circulation, biological cycles and crustal exchanges ~~on the distribution and transfer of substances in the marine environment~~.

2014-191 Change MARN 4050. Geological Oceanography

Full Materials

Current Catalog Copy:

4050. Geological Oceanography

(275) Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI, MARN and/or PHYS or instructor consent.

Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

Proposed Catalog Copy:

4050. Geological Oceanography

(275) Three credits. Prerequisite: GSCI 1051 or MARN/GSCI 3230 or instructor consent.

Basic concepts in geological oceanography, including the role of plate tectonics in the control of the Earth and ocean system, fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.

Changes Highlighted:

4050. Geological Oceanography

(275) Three credits. Prerequisite: ~~One year of laboratory science in CHEM, GSCI, MARN and GSCI 1051 or MARN/~~[or PHYS or GSCI 3230 or](#) instructor consent.

Basic concepts in geological oceanography, ~~plate tectonics and~~[including](#) the role of ~~ocean floor dynamics~~[plate tectonics](#) in the control of the Earth and ocean system, [fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.](#)

2014-192 Change MARN 5012 Marine Invertebrate Biology

Full Materials

Current Catalog Copy:

5012. Ecology of Marine Invertebrates

Three credits. Instructor consent required.

Functional responses of organisms to abiotic factors in the marine environment (light, temperature, salinity, oxygen tension, intertidal exposure). Component: Lecture.

Proposed Catalog Copy:

5012. Marine Invertebrate Biology

Three credits. Instructor consent required.

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required. Component: Lecture and Laboratory.

Changes Highlighted:

5012. ~~Ecology of Marine Invertebrates~~ Marine Invertebrate Biology

Three credits. Instructor consent required.

~~Functional responses of organisms to~~ Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment (~~light, temperature, salinity, oxygen tension, intertidal exposure~~). Field trips required. Component: Lecture and Laboratory.

2014-193 Change MARN 5030. Chemical Oceanography

Full Materials

Current Catalog Copy:

5030. Chemical Oceanography

Three credits.

The role of the oceans in the major global biogeochemical cycles of carbon, sulfur, nutrients, gases and trace elements. Studies include reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, absorption, complexation and their effects on the composition of sea water and the transfer of substances at the Earth's surface.

Proposed Catalog Copy:

5030. Chemical Oceanography

Three credits.

Composition, origin and solution chemistry of seawater and the marine biogeochemical cycles of salts, elements and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles and crustal exchanges.

Changes Highlighted:

5030. Chemical Oceanography

Three credits.

~~The role of the oceans in the major global~~ Composition, origin and solution chemistry of seawater and the marine biogeochemical cycles of ~~carbon, sulfur, nutrients, gases and trace elements~~. ~~Studies include reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, absorption, complexation and their effects on the composition of sea~~

~~water and the transfer of substances at the Earth's surfaces~~salts, elements and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles and crustal exchanges.

2014-194 Change MARN 5036. Marine Biogeochemistry

Full Materials

Current Catalog Copy:

5036. Marine Biogeochemistry

Three credits.

Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Proposed Catalog Copy:

5036. Advanced Chemical Oceanography

Three credits.

Major global biogeochemical cycles of the major elements, nutrients, gases, organic matter, and trace elements and the impact of climate change and ocean acidification. An examination of biogeochemical cycling of toxic trace metals, and transfer of substances at the air and sediment interfaces. Components: Lecture.

Changes Highlighted:

5036. ~~Marine Biogeochemistry~~Advanced Chemical Oceanography

Three credits.

~~Composition, origin and solution chemistry of sea water. Marine~~Major global biogeochemical cycles of ~~water, salt, carbon, the major elements,~~ nutrients, gases, ~~organic matter,~~ and trace elements ~~. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and~~and the impact of climate change and ocean acidification. An examination of biogeochemical cycling of toxic trace metals, and transfer of substances ~~in the marine environment~~at the air and sediment interfaces. Components: Lecture.

2014-195 Change MARN 5050. Marine Geology

Full Materials

Current Catalog Copy:

5050. Marine Geology

Three credits.

Relationships between physical and chemical processes and the occurrences and distribution of rock types and compositions in the oceanic environment.

Proposed Catalog Copy:

5050. Geological Oceanography

Three credits.

Basic concepts in geological oceanography, including the role of plate tectonics in the control of the Earth and ocean system, fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.

Changes Highlighted:

5050. ~~Marine Geology~~ Geological Oceanography

Three credits.

~~Relationships between physical and chemical processes and the occurrences and distribution of rock types and compositions in the oceanic environment~~Basic concepts in geological oceanography, including the role of plate tectonics in the control of the Earth and ocean system, fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.

2014-196 Change Geosciences Minor

Full Materials

Current Catalog Copy:

The minor in Geoscience provides instruction in the core concepts and principal methods of investigation in the study of the Earth. This course of study complements a major in the biological or marine sciences, chemistry, physics, civil and environmental engineering, anthropology, geography, or natural resources.

Students wishing to take this minor must complete the requirements of either the Geology Option or the Geophysics Option.

The Geology Option consists of the following courses:

GSCI 3010, 3020, 3030, 3040 and an additional 2000-level or above Geoscience course, chosen in consultation with the Geology Option minor advisor, so that the total number of credits is at least 15.

The Geophysics Option consists of the following courses:

GSCI 4510, 4520, 4550, 4560 and an additional 2000-level or above Geoscience course, chosen in consultation with the Geophysics Option minor advisor, so that the total number of credits is at least 15.

The minor is offered by the Center for Integrative Geosciences.

Proposed Catalog Copy:

The minor in Geoscience provides instruction in the core concepts and principal methods of investigation in the study of the Earth. This course of study complements a major

in anthropology, biological sciences, chemistry, civil engineering, ecology and evolutionary biology, environmental engineering, environmental science, environmental studies, geography, marine sciences, natural resources, or physics.

Students wishing to complete the minor in Geoscience must take at least 15 credits of 2000-level and above Geoscience courses.

A maximum of 3 credits of 2000-level and above courses from other departments or programs may be used to fulfill requirements of the minor, but only with the written pre-approval of the coordinator of the minor.

Credits from internship and independent study courses cannot be used to satisfy the requirements of the minor.

The minor is offered by the Center for Integrative Geosciences.

Changes Highlighted:

The minor in Geoscience provides instruction in the core concepts and principal methods of investigation in the study of the Earth. This course of study complements a major in ~~the biological or marine anthropology, biological sciences, chemistry, physics, civil and civil engineering, ecology and evolutionary biology, environmental engineering, anthropology, geography, or natural resources~~environmental science, environmental studies, geography, marine sciences, natural resources, or physics.

Students wishing to ~~take this minor must complete the requirements of either the Geology Option or the Geophysics Option~~complete the minor in Geoscience must take at least 15 credits of 2000-level and above Geoscience courses.

~~The Geology Option consists of the following courses: GSCI 3010, 3020, 3030, 3040 and an additional A maximum of 3 credits of 2000-level or above Geoscience course, chosen in consultation with the Geology Option minor advisor, so that the total number of credits is at least 15.~~and above courses from other departments or programs may be used to fulfill requirements of the minor, but only with the written pre-approval of the coordinator of the minor.

~~The Geophysics Option consists of the following courses:~~

~~GSCI 4510, 4520, 4550, 4560 and an additional 2000-level or above Geoscience course, chosen in consultation with the Geophysics Option minor advisor, so that the total number of credits is at least 15.~~Credits from internship and independent study courses cannot be used to satisfy the requirements of the minor.

The minor is offered by the Center for Integrative Geosciences.

2014-197 Add GEOG 3420. Field Methods in Physical Geography

Full Materials

Proposed Catalog Copy:

GEOG 3420. Field Methods in Physical Geography

Fall semester. Four credits. Three lectures and one three-hour lab. Recommended Preparation: GEOG 2300 and GEOG 2500.

An overview of methods for collecting geographic information in the field, how to identify existing data to support field studies, and how to integrate these data in a geographic information system for further analysis and/or mapping.

Appendix

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COMMITTEE ON CURRICULA AND COURSES

Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of special topics courses: 'Special Topics', in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](#) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

Note: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: 5 Nov. 2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: MARN
4. Course number and title proposed: MARN 4895
5. Number of Credits: 3
6. Instructor: Dr. Hannes Baumann
7. Instructor's position: Assistant Professor

(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? no If yes, when?

9. Is this a (x) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. **Short description:** “Ecology of Fishes” will introduce and discuss classic topics of fish ecology such as distribution, feeding, bioenergetics, growth, larval fish ecology, biotic interactions or life history evolution, with the additional goal of providing a forum to discuss contemporary research of these topics.
11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by:
Department Curriculum Committee:
Department Faculty:
14. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen
860-405-9239
heidi.dierssen@uconn.edu

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents.

Syllabus attached.

Syllabus – Spring Semester 2015

Course and Instructor Information

Course Title: Ecology of Fishes

Credits: #3

Prerequisites: MARN 3014 or consent of instructor

Professor: Hannes Baumann

Email: hannes.baumann@uconn.edu; preferred method of contact: HuskyCT messages

Telephone: (860) 405-9297

Other: n/a

Office Hours/Availability: Wed 11:00-12:00

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The [UConn Co-op](#) carries many materials that can be shipped via its online [Textbooks To Go](#) service. For more information, see Textbooks and Materials on our [Enrolled Students](#) page.

Required Materials:

R.J. Wootton. Ecology of Teleost Fishes. 2nd edition. 1998. Kluwer Academic Publishers. Fish and Fisheries Series 24

Optional Materials:

S.D. Gerking. Feeding Ecology of Fish. 1994. Academic Press, Inc. San Diego.

J.S. Diana. Biology & Ecology of Fishes. 1995. Cooper Publishing Group LLC.

P.B. Moyle and J.J. Cech Jr. Fishes: an introduction to ichthyology. 5th edition. Prentice Hall, 2004

Q. Bone, N.B. Marshall, J.H.S. Blaxter Biology of fishes. 2nd ed. xi, 332p. Chapman and Hall, 1995

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Course Description from Course Catalog.

“Ecology of Fishes” will introduce and discuss classic topics of fish ecology such as distribution, feeding, bioenergetics, growth, larval fish ecology, biotic interactions or life history evolution, with the additional goal of providing a forum to discuss contemporary research of these topics. Each week, Monday lectures will be followed on Wednesday by student-led discussions on topic-relevant publications of their choice. Instead of merely passing on what is already known, the main objective of each class is to identify issues that are still insufficiently understood and thus require further research. I’ll try to end with emphasizing one or two particular issues of each aspect that are somehow still debated, novel, or unresolved. Although we won’t be able to avoid touching on basic fish anatomy, physiology, or taxonomy, these have been covered elsewhere (MARN 3014) and are thus not the priority of this course. In addition, we will also have one special seminar covered by a guest speaker.

Discussion: On the second class each week (**Wednesday**), all of us have a scientific discussion together about research **related to the week's topic** in fish ecology. This is the part that really makes this a great experience, because you will largely shape its contents. If you do and actively participate, it will be tremendous fun for everybody. If you don't contribute and just try to hang in, it's going to be a boring waste of time for us all. It works like this: Graduate students select a paper of their choice – PERTAINING to the week's topic - to talk about in class. Be prepared to give a 5 minute overview of its questions, goals, results, implications. Select a paper that you believe is important or find very interesting, don't just take the first thing that pops up in Google Scholar. Try to bring that point across when introducing it. Bring at least one printout and upload the pdf on a weekly HuskyCT forum! NO Powerpoint, but you are more than welcome to draw stuff on the board to visualize. Undergraduate students will be able to choose from a short list of topical papers that will post for each week's class. The rest of us – including me - will ask questions about methods, implications, perhaps how one could do a similar study better et cetera. One of you will be the discussion leader (I'll be just a participant) – sign up for it during the first class. Everybody has to do it at least once. Everybody has to participate in these discussions, it's a requirement for this class & will partially determine (30%) your grade based upon your participation in the discussions.

Exam: The topics covered in each weeks lecture will form the basis for a final exam at a difficulty level tailored for undergraduate students.

Final paper: For graduate students, an additional requirement is to write a final paper on any 'fish ecology' topic that is particularly dear to you. Think ahead! You could do a small review of the literature dealing with a certain topic, develop a question, an argument or a new idea. Again, the emphasis is on identifying potential future research needs. At least 2,000 but no more than 5,000 words. A consistent citation style and formatted reference list are expected (a good incentive to start using Endnote, Reference Manager or equivalent citation software). Yes, you have to cite published literature. That's the whole point.

Course Objectives

By the end of the semester, students should be able to:

1. To have a basic comprehension of the general concepts in fish ecology, such as factors affecting feeding, growth, and reproduction, as well as predator-prey interactions, migration patterns or the general patterns of geographical distributions.
2. To use internet resources such as Web of Science or Google Scholar to find topic-relevant primary literature that deals with contemporary issues related to aspects of fish ecology.
3. Use a citation managing software to cite research papers properly in their final essays (graduate students)

Course Outline (and Calendar if Applicable)

| Date | Day | Type | Topic |
|--------|-----|------------|------------------------------|
| 21-Jan | Wed | Lecture | Origin and radiation of fish |
| 26-Jan | Mon | Lecture | Fish zoogeography |
| 28-Jan | Wed | Discussion | |
| 2-Feb | Mon | Lecture | Feeding |
| 4-Feb | Wed | Discussion | |
| 9-Feb | Mon | Lecture | Growth |
| 11-Feb | Wed | Discussion | |
| 16-Feb | Mon | Lecture | Bioenergetics |
| 18-Feb | Wed | Discussion | |
| 23-Feb | Mon | Lecture | Reproduction |

| | | | |
|--------|-----|------------|---|
| 25-Feb | Wed | Discussion | |
| 2-Mar | Mon | Lecture | Larval fish ecology |
| 4-Mar | Wed | Discussion | |
| 9-Mar | Mon | Lecture | Intro to using reference software, advantages, pit-falls, general standards in academic writing |
| 11-Mar | Wed | Exercise | |
| 23-Mar | Mon | Lecture | Biotic interactions I: Predator-prey |
| 25-Mar | Wed | Discussion | |
| 30-Mar | Mon | Lecture | Biotic interactions II: Competition, parasitism, mutualism |
| 1-Apr | Wed | Discussion | |
| 6-Apr | Mon | Lecture | Life history strategies |
| 8-Apr | Wed | Discussion | |
| 13-Apr | Mon | Lecture | Fish behavior & personality |
| 15-Apr | Wed | Discussion | |
| 20-Apr | Mon | Lecture | Fish migration |
| 22-Apr | Wed | Discussion | |
| 27-Apr | Mon | Lecture | Ecological shifts due to global climate change |
| 29-Apr | Wed | Discussion | |
| 4-May | Mon | Final Exam | Undergraduate + graduate students |
| 8-May | Fri | Paper due | Graduate students only |

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight (UG) | Weight (G) |
|---|-------------|------------|
| Attendance, paper contribution & discussion participation | 30% | 20% |
| Exams | 70% | 30% |
| Final Term Paper | | 50% |

Attendance, paper contribution & discussion participation: This will encompass not just your physical attendance, but also how well you are prepared for discussing the paper you selected and how actively you have participated in the discussion. Important: in a discussion, there are no wrong questions and having no answer to a particular question is normal. What I focus on is level of participation, i.e., whether you infuse this course with your engagement or just merely try to hang in, doze off and bide time.

Exams

Exams will be tailored to undergraduate knowledge level – which is why the outcome will weigh more for undergraduates than for graduates.

Final Term Paper

This is the result of your acquired skills in accessing and working with primary contemporary research literature. Grading will look at overall content, the soundness of the review or issue raised and how well primary literature was used to support statements in the text.

Grading Scale:

Undergrad

| Grade | Letter Grade | GPA |
|--------|--------------|-----|
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Graduate

| Grade | Letter Grade | GPA |
|--------|--------------|-----|
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course due dates are identified in the syllabus. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Feedback and Grades

I will make every effort to provide prompt feedback and grades. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special

arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

(add additional items as needed)

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional skills as needed)

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 11/10/2014
2. Department or Program: Africana Studies Institute
3. Title of Major: Africana Studies
4. [Effective](#) Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Adding Variable Topics course AFRA 3898 to be included in the Africana Studies Institute Plan of Study; adding Variable and Special Topic Course descriptions to 2015-2016 catalog.

Existing Catalog Description of Major

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies major seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies major does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies major strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in the Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community. Completion of the B.A. in Africana 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.

To satisfy the Africana Studies major, the student must complete twenty-seven credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. All majors must take AFRA 3211 and, in their senior year, AFRA 4994W.

Proposed Catalog Description of Major

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies major seeks a nuanced and

interdisciplinary understanding of the human experience. The Africana Studies major does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies major strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in the Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community. Completion of the B.A. in Africana 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.

To satisfy the Africana Studies major, the student must complete twenty-seven credits in AFRA courses, with at least one three-credit course in each of groups A, B, and C. Students must also complete 12 credits of related courses from Group D. All majors must take AFRA 3211 and, in their senior year, AFRA 4994W.

Justification

1. Reasons for changing the major: AFRA 3898 was previously approved by the CLAS CCC and the students can have the opportunity to count toward the major.
2. Effects on students: Adding this course will have no effect on the student's course of study. Adding this course will give the student more options to complete their Africana Studies degree.
3. Effects on other departments: N/A
4. Effects on regional campuses: N/A
5. [Dates approved](#) by
Department Curriculum Committee: 9/29/2014
Department Faculty: 9/29/2014
6. Name, Phone Number, and e-mail address of principal contact person: William Jelani Cobb, 860-486-3630, William.Cobb@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Africana Studies Minor Plan of Study – Bachelor of Arts

Name: _____ Student Admin ID: _____

Email: _____ Graduation Term/Year: _____

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.

Required Courses: AFRA 3211

At Least one course from Group A, B & C

Variable Topics (Can be applied to Group A, B, or C)

Total AFRA credits include AFRA 3211; one course from groups A, B, and C (including one additional course from either group, AFRA 3925 or AFRA 3898.)

_____ AFRA 3211 Introduction into Africana Studies

Group A – History

- _____ 3224 History of Pan-Africanism
- _____ 3563 African American Hist. to 1865
- _____ 3564 African American Hist. since 1865
- _____ 3568 Hip Hop: Politics & Youth Culture
- _____ 3620 Cuba, Puerto Rico and the Spanish Caribbean
- _____ 3752 History of Pre-Colonial Africa
- _____ 3753 History of Modern Africa

Group B – Social and Political Inquiry

- _____ 3025 Contemporary Africa
- _____ 3106 Black Psychology
- _____ 3152 Race, Ethnicity and Nationalism
- _____ 3252 Politics in Africa
- _____ 3303 Race, American Politics and Public Policy
- _____ 3501 Ethnicity and Race
- _____ 3505 White Racism
- _____ 3642 African-American Politics
- _____ 3647 Black Leadership and Civil Rights
- _____ 3652 Black Feminist Politics
- _____ 3825 African Americans and Social Protest

Group C – Literature and the Arts

- _____ 1100 Afrocentric Perspectives in the Arts
- _____ 3214W Black American Writers 1
- _____ 3216W Black American Writers 2
- _____ 3131W African American Theatre
- _____ 3611 History of Jazz (MUSI)
- _____ 4994W Senior Seminar

Variable Topics

- _____ 3898 Variable Topics
- _____ 3295 Special Topics

Total AFAM credits: _____

Advisor's Signature

Advisor's Printed Name

Date

Student's Signature

Student's Printed Name

Date

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: 11/10/2014
2. Department or Program: Africana Studies Institute
3. Title of Minor: Africana Studies
4. [Effective](#) Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Addition of Variable Topics course 3898 to the Africana Minor Plan of Study

Existing Catalog Description of Minor

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies minor seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies minor does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies minor strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community.

The requirements include 15 credit hours selected from the following:

AFRA 3211 (Introduction to African American Studies)

One course each from groups A, B, and C

One additional course from any of groups A, B, or C; or AFRA 3295

Group A – History

AFRA 3224; AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA/HIST/HRTS 3563

Group B – Social and Political Inquiry

AFRA/ANTH 3025, 3152; AFRA/HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642,

3647; AFRA/POLS/WGSS 3652; AFRA/PSYC 3106; AFRA/SOCI 3501, AFRA

3033/POLS 3633/PP 3033

Group C – Literature and the Arts

AFRA 4994W; AFRA/ENGL 3214W, 3216W; AFRA/FINA 1100; AFRA/DRAM 3131/W; MUSI 3611

Proposed Catalog Description of Minor

Taking as its central mission the study of peoples of African descent on the continent and in the diaspora, the Africana Studies minor seeks a nuanced and interdisciplinary understanding of the human experience. The Africana Studies minor does so through the humanities, arts, and social sciences, with particular emphasis on continuities and discontinuities across geography and time. Its broad educational objectives are to engender among all students an intellectual appreciation of black lives and their saliency for all human experience; to deepen students' critical analytic skills; and to value social equality, democracy, and humanitarianism. The Africana Studies minor strives to provide students with substantive knowledge of the black world and its linkages to national as well as pre-, sub-, supra-, and transnational processes. Students play an active role in Africana Studies Institute's mission to facilitate respect and positive intersocial relationships within the university community.

The requirements include 15 credit hours selected from the following:

AFRA 3211 (Introduction to African American Studies)

One course each from groups A, B, and C

One additional course from any of groups A, B, or C, AFRA 3295, **AFRA 3898**

Group A – History

AFRA 3224; AFRA/HIST 3564, 3568, 3620, 3752, 3753; AFRA/HIST/HRTS 3563

Group B – Social and Political Inquiry

AFRA/ANTH 3025, 3152; AFRA/HRTS/SOCI 3505, 3825; AFRA/POLS 3252, 3642, 3647; AFRA/POLS/WGSS 3652; AFRA/PSYC 3106; AFRA/SOCI 3501, AFRA 3033/POLS 3633/PP 3033

Group C – Literature and the Arts

AFRA 4994W; AFRA/ENGL 3214W, 3216W; AFRA/FINA 1100; AFRA/DRAM 3131/W; MUSI 3611

Justification

1. Reasons for changing the minor: AFRA 3898 was previously approved by the CLAS CCC and the students can have the opportunity to count toward the minor
2. Effects on students: Adding this course will have no effect on the student's course of study. Adding this course will give the student more options to complete their Africana Studies minor
3. Effects on other departments: N/A
4. Effects on regional campuses: N/A
5. **Dates approved** by
Department Curriculum Committee:9/29/2014
Department Faculty:9/29/2014
6. Name, Phone Number, and e-mail address of principal contact

person: William Jelani Cobb. 860-486-3630,
William.cobb@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. 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. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: 9/26/14
2. Department initiating this proposal: Dramatic Arts
3. Effective Date (semester, year): Spring 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy/Copies

3132. African American Women Playwrights, 1900 to Present

Three credits. Two 75-minute periods. Recommended preparation: [AFRA/DRAM 3131](#).

African American women's playwriting in relationship to social, historical, and political contexts. CA 1 CA4

Proposed Catalog Copy/Copies

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

(Also offered as [AFRA 3132](#).) Three credits. Two 75-minute periods. Recommended preparation: [AFRA/DRAM 3131](#).

African American women's playwriting in relationship to social, historical, and political contexts. CA 1 CA4

Justification

1. [Reasons for adding this course if it is new](#): N/A, Course added spring 2014
2. [Reasons for cross listing this course](#): [Prof. Macki Braconi, who also teaches AFAM/DRAMA 3131, builds on material introduced in AFAM/DRAM 3131. DRAM 3132 expands the department's upper level literature surveys by exploring the particular literary and social ideas, politics, and contributions that African-American women have made to American theatre. It may be viewed as the second installment in this sequence of study in African American theatre and performance.](#)
3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? Yes No
4. [Effects on other departments](#): [There is little or no effect on other courses/departments. This class addresses a body of material not previously treated in the Dramatic Arts department and adds to the current course, AFAM/DRAM 3131, African American Theatre.](#)

5. Effects on regional campuses: N/A
6. [Staffing](#): Dr. Macki Braconi is on the Storrs campus

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.
Dramatic Arts (DRAM) and African Studies (AFRA)
2. For each department or program, list the [dates of approval](#) by the appropriate departmental or program review process(see [Note Q](#)):
Department or Program Curriculum Committee: Africana Studies 9/29/2014
Department or Program Faculty: Africana Studies 9/29/2014
Department or Program Head: Dr. Jelani Cobb -9/29/2014

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Adrienne Macki Braconi, adrienne.macki@uconn.edu, 781-752-7319 (Cell), or x60285

**African American Women Playwrights, 1900-the present
DRAM 3132**

Instructor: Dr. Adrienne Macki Braconi

Contact Information:

Bishop Center, Rm. 106

Office Hours: By appointment, Tue. 3:30-4:30

Email: Adrienne.Macki@uconn.edu

Office Phone: 860-486-0285

COURSE DESCRIPTION:

From Angelina Weld Grimké's landmark lynching play, *Rachel*, to Lynn Nottage's Pulitzer-prize winning *Ruined*, African American women playwrights have addressed key issues in modern culture and politics. Moving historically and thematically, we will analyze work written by African American women in the 20th and 21st centuries to examine such concerns as colorism, community, sexuality, colonialism, freedom, history, miscegenation, violence, economic oppression, and more. We will consider how these playwrights used the stage to respond to, critique, and intervene in African American life and culture. Representative playwrights include: Angelina Grimké, Georgia Douglas Johnson, Eulalie Spence, Marita Bonner, Zora Neale Hurston, Alice Childress, Lorraine Hansberry, Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Lydia Diamond, and Katori Hall.

I want to thank Dr. Jocelyn Buckner for graciously sharing her syllabus for "A Century of African American Female Playwrights," it was incredibly useful for the development of this course.

REQUIRED TEXTS (*Our texts will be on reserve at the Music Drama library and/or available online*). **There will also be handouts/PDF scans to be viewed on Husky CT as class reserves in the Library Resources tab or in the course content folder for our class.**

Marita Bonner, *The Purple Flower* (in *Black Female Playwrights*, ed. Kathy A. Perkins)

Alice Childress, *Trouble in Mind* (available for free electronic download on the library's database *Twentieth Century North American Drama*)—see

<http://solomon.nadr.alexanderstreet.com.ezproxy.lib.uconn.edu/> and log in with your NET ID

Lydia Diamond, *Stick Fly*

Angelina Grimké, *Rachel*, (available on HuskyCT)

Lorraine Hansberry, *A Raisin in the Sun* (any edition)

Katori Hall, *The Mountaintop*

Zora Neale Hurston, *Color Struck* (in *Black Female Playwrights*, ed. Kathy A. Perkins)

Georgia Douglas Johnson, *Blue Blood* (in *Black Female Playwrights*, ed. Kathy A. Perkins)

Lynn Nottage, *Ruined*

Suzan-Lori Parks, *Death of the Last Black Man in the Entire World* (in *America Play and Other Works*, Suzan-Lori Parks)

Ntozake Shange, *For colored girls who have considered suicide / when the rainbow is enuf* (available for free in North American Drama Database)

Anna Deavere Smith, *Fires in the Mirror*

Eulalie Spence, *Her* and *Hot Stuff* (*Her* is in *Black Female Playwrights*, ed. Kathy A. Perkins, *Hot Stuff* is scanned/on reserve in Husky CT)

STRONGLY RECOMMENDED TEXT (We have a few required readings from this anthology of essays, which is also available on reserve at the Music Drama Library)

Philip C. Kolin, ed. *Contemporary African American Women Playwrights: A Casebook* (New York: Routledge, 2007).

LEARNING GOALS:

- To examine a century of African American women's playwriting in relationship to its social, historical, and political contexts.
- To synthesize and articulate the political, cultural, and social issues illustrated in dramas by African American women playwrights.
- To critically assess how African American women playwrights used the stage to respond to, critique, and intervene in African American life and culture.
- To evaluate the forms and structures of African American women's dramaturgy.

COURSE REQUIREMENTS and GRADING

- Active participation: preparation/completion of discussion question prompts and preparation for class discussion of course materials (10%) (*Approximately 5 times per semester these prompts will be graded; each would account for about 2% of your grade*)
- Midterm (25%)
- Discussion group presentations and individual formal discussion prompts (20%)
- Reader's Choice Play Selection presentation and short response paper (20%)
- Final Exam (25%)

INFORMATION ON ASSIGNMENTS

1) Class Discussion Leader Presentations

The class will be divided either individually or into groups and each member will have an opportunity to lead a section of class discussion and will prompt further discussion, asking incisive discussion questions. See below for guidelines. Please note that *ALL* members of the class are expected to have read the plays and to contribute to the discussion whenever possible – not just those specifically assigned.

To sign up for your preferred presentation topic, please select your top five choices and submit this ranked list on the second day of class, 1/23/14.

Guidelines for Discussion Leaders' Presentation:

Whenever possible, these questions can be divided amongst members and should *consider/include* the following:

- 1) Introduction of play (title, playwright, period, genre). Explain context of play. (5 points)
- 2) Provide *brief* biography of playwright. Be sure to check your facts against reputable sources — not just web-based sites. Use scholarly journals and book chapters. (5 points)
- 3) *Briefly* review both plot and main characters. (5 points)
- 4.) Cite the 1st Publication and/or note the 1st production history; also, are there current productions of this play? Perhaps there was a production in the recent past or one scheduled for the near future? (Check out www.broadway.com & www.theatremania.com & www.offbroadwayonline.com). (10 points)
- 5.) Examine the play's major themes—which ones are significant? Why? (5 points)
- 6.) Introduce general scholarly discussion or background on the play and/or playwright. What do the "authorities"/scholars have to say about this dramatist or play? How do you agree/disagree? How does this research inform your perspective? Please note: I'm not looking for you to reference play reviews from theatre critics. Instead, you will research the play/playwright, locating relevant scholarly books and/or journal articles. Identify a scholarly essay, book chapter, or published article (not from a newspaper or the web, but from a scholarly, peer-reviewed journal, edited volume of essays, or monograph that discusses the play/playwright). Check Project Muse, JStor, or the MLA database for possible source materials. See me if you have

questions about what constitutes scholarly research. Again, this information is *not* from a website about the playwright or the play, or from a newspaper review, or a theatre critic's blog.

Submit a copy of one article/book chapter/essay with your outline. (This portion is worth **25 points** of your grade for this assignment.)

7.) You may show a brief video clip or read/perform a short monologue or scene from the play as an entry to a certain discussion point. (5 points)

8.) **Working individually, each student** will create and submit **two** discussion-worthy questions with thoughtful answers (typed and edited) that will be used to facilitate discussion. This must be submitted in class to your instructor at the beginning of class. Though this portion of the project is completed *individually*, be sure to check that each member of the group has different questions to avoid repetition. **You will receive an individual grade for this portion of the assignment.** (This is worth **20 points** of your grade for this assignment.)

9.) **Create and distribute a 2 page outline and a one page bibliography for all classmates and professor**, which should include books, journal and newspaper articles, as well as other media sources. Please post an electronic copy of this for your classmates on Husky CT or distribute hard copies to your classmates (it will become a useful study guide for your classmates.) You must also give your instructor a hard copy of the outline and your bibliography. Bring this with you to class on the day of the presentation. (This is worth **20 points** of your grade.)

10.) Please provide interesting handouts or slides that include written or visual elements. It is only necessary for each person to speak for a few minutes.

2) **Reader's Choice Play Selection Presentation:**

Due to time constraints, many worthy plays are not included; this assignment gives you an opportunity to fill that gap. Select, read, and introduce to the class a play not included on our syllabus. You will provide a 7-10 minute presentation of its aesthetic and/or social significance. Be sure to answer: why you think it is a worthy addition. (*These choices must be identified and approved in advance by your instructor to avoid duplication.*) **Submit your top 5 choices to instructor by the start of class on 2/13/14.**

DUE: On the day of your presentation, your presentation must include a **1 page outline of your presentation (to be shared with your classmates and instructor), including the name of the play, playwright, and your main points and a typed 3-4 page reflection paper on the play (just one copy is due to your instructor). In this paper, please consider: What is your response to the play? How does it connect to/differ from the other plays you've encountered this semester?** (If you need suggestions, please see instructor for possible playwrights/plays).

3) **Discussion Question Prompts:**

Throughout the semester you will write 24 discussion questions, two each per day on the assigned days (see syllabus) in response to the class readings. These are due in-class when we begin discussion of new material. I do not accept them late. I will randomly collect the questions 5-8 times over the semester for grades. (If you are presenting that day, then your discussion questions with answers satisfy this requirement.)

There is an art to composing discussion questions, and you should strive to improve yours over the course of the semester. Think your questions through: can you really imagine a lively conversation following from your question? Is your question too broad or abstract? Is it too narrow? Is it potentially *fun*? (This last point is the secret of a good discussion question. Would you want to talk about this issue over a spirited dinner with friends?)

The questions should proceed first *from your interest*-- what struck you most viscerally while reading? What are you confused about (plot detail, character motivation, etc...)? What language

would you like to unpack (for example, the unusual and/or repeated use of a phrase or word throughout a text)?

ACADEMIC HONESTY

Academic dishonesty in any form will not be tolerated. Any form of dishonesty will result in an automatic failure of the assignment/exam and possibly the course. Academic discipline could result in dismissal from the university. Please see the Dean of Student's Office website for FAQ's about academic misconduct: http://www.dosa.uconn.edu/standards_misconduct_faq.html and our standards for academic integrity: http://www.dosa.uconn.edu/student_code_appendixa.html

QUESTIONS AND PROBLEMS

If you require special accommodations in order to succeed in this course, it is your responsibility to contact the appropriate services during the first two weeks of the semester. Be sure to allow for time to have your requests processed by the administration.

LATE POLICY:

Work not submitted in class on the assigned due date will lose 20 points per class day.

Papers submitted after the end of class are considered late and are subject to a penalty.

I generally do not accept papers/projects via e-mail or in my campus mail box. Since discussion presentations are designed to coordinate with topics we are studying in class, they are accepted only on the date assigned. Missed assignments cannot be made up, except for serious illness or family emergencies and need to be accompanied by appropriate documentation—i.e. medical note.

I am open to discuss any extenuating circumstances that may hinder the timely completion of work *in advance*. Please see me during my office hours or schedule an appointment when such instances arise.

Schedule of Assignments:

Please note that schedule alterations may occur. Adjustments will be announced over HuskyCT, in class or over email. Each assignment should be read by the date specified.

Unit 1: Identity, Colorism, and Lynching

Week 1

TU 1/21: "Taking the Long View:" Introduction to course. Look at Brandi Wilkins Catanese's "Taking the Long View," *Theatre Journal* 62.4 (Dec. 2010): 547-552.

THU 1/23: Kathy A. Perkins & Sandra Richards, "Black Women Playwrights in American Theatre," *Theatre Journal* 62.4 (Dec. 2010): 541-545 (online, Husky CT, see Library Resources tab).

Due: Sign up for Discussion Leader Presentations. Submit (ranked from high to low) list of your top 5 preferred topics/dates. (See below for the 14 individual Discussion Presentation topics, arranged by due date.)

Week 2

TU 1/28: Angelina Welde Grimke, *Rachel* (online, see Content Folder in Husky CT)

DUE: Question Prompt #1 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 1 on Grimke's *Rachel*

THU 1/30: Koritha A. Mitchell, *Living With Lynching, African American Lynching Plays, Performance, and Citizenship, 1890-1930*. See pages: 9-17, 53-77 (online, Husky CT, Library Resources tab).

Week 3

TU 2/4: Zora Neale Hurston, *Color Struck* and David Krasner, "Migration, Fragmentation, and Identity: Zora Neal Hurston's Color Struck and the Geography of the Harlem Renaissance," *Theatre Journal* 53.4 (December 2001): 533-550 (online, Husky CT).

Discussion/Presentation 2 on Hurston and *Color Struck*

THU 2/6: Marita Bonner, *Purple Flower*. RECOMMENDED READING: Allison Berg and Merideth Taylor, "Enacting Difference: Marita Bonner's Purple Flower and the Ambiguities of Race," *African American Review* Vol. 32, No. 3 (Autumn, 1998): 469-480 (online, Husky CT, Library Resources tab).

DUE: Question Prompt #2 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 3 on Bonner and *Purple Flower* (presenters may also want to look at some of Bonner's other writings, i.e. "On Being Young-A Women-And Colored")

Unit 2: Violence, Miscegenation, Economics, and Resistance

Week 4

TU 2/11: Eulalie Spence, *Her* and *Hot Stuff*. RECOMMENDED READING: Will Harris, "Early Black Women Playwrights and the Dual Liberation Motif," *African American Review* 28.2 (Summer 1994): 205-221 (online, Husky CT).

DUE: Question Prompt #3 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 4 on Spence and *Her* and *Hot Stuff*

THU 2/13: Georgia Douglas Johnson, *Blue Blood* and David Krasner, "'Something's going on down here that concerns me': Johnson, Hurston, Bonner and Hansberry in *Contemporary African American Women Playwrights (CAAWP)*."

DUE: submit ranked list of top five choices (include name of playwright and play) for your reader's choice play selection

Discussion/Presentation 5 on Johnson and *Blue Blood*

Week 5

TU 2/18: Alice Childress, *Trouble in Mind*. RECOMMENDED READING: Soyica Diggs, "Dialectical dialogues: Performing blackness in the drama of Alice Childress," *CAAWP*.

DUE: Question Prompt #4 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 6 on Childress and *Trouble in Mind*

THU 2/20: Lorraine Hansberry, *A Raisin in the Sun*

DUE: Question Prompt #5 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 7 on Hansberry and *Raisin*...

Week 6

TU 2/25: *Raisin* Continued & Review for Midterm

THU 2/27: Midterm

Unit 3: Playing With Forms and Style

Week 7

TU 3/4: Adrienne Kennedy, *Funnyhouse of a Negro* and Philip C. Kolin, "American history/African nightmare: Adrienne Kennedy and civil rights," *CAAWP*.

DUE: Question Prompt #6 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion /Presentation 8 on Kennedy and *Funnyhouse*

THU 3/6: Ntozake Shange, *for colored girls who have considered suicide/when the rainbow is enuf*. RECOMMENDED READING: James Fisher, "Boogie woogie landscapes": The dramatic/poetic collage of Ntozake Shange," *CAAWP*.

DUE: Question Prompt #7 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 9 on Shange and *for colored girls*...

Week 8

TU 3/11: *For Colored Girls*... continued

THU 3/13: Anna Deavere Smith, *Fires in the Mirror*. RECOMMENDED READING: Joan Wylie Hall, "'Everybody's talking': Anna Deavere Smith's documentary theatre," *CAAWP*.

DUE: Question Prompt #8 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 10 on Smith and *Fires in the Mirror*

SPRING BREAK 3/16-3/22

Week 9

TU 3/25: Suzan-Lori Parks, *Death of the Last Black Man in the Entire World*. RECOMMENDED READING: Debby Thompson, "Digging the Fo'-fathers: Suzan-Lori Parks's histories," *CAAWP*.

DUE: Question Prompt #9 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 11 on Parks and *Death of the Last Black Man ...*

THU 3/27: *Death of the Last Black Man* Continued

Unit 4: Contemporary Practices

Week 10

TU 4/1: Lynn Nottage, *Ruined*. RECOMMENDED READING: Sandra G. Shannon, “An intimate look at the plays of Lynn Nottage” and “An interview with Lynn Nottage,” *CAAWP*.
DUE: Question Prompt #10 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 12 on Lynn Nottage and *Ruined*

THU 4/3: *Ruined* Continued

Week 11

TU 4/8: Lydia Diamond, *Stick Fly*
DUE: Question Prompt #11 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 13 on Lydia Diamond and *Stick Fly*

THU 4/10: Katori Hall, *The Mountaintop*
DUE: Question Prompt #12 (compose two discussion questions, see above for guidelines; these may be collected/graded)

Discussion/Presentation 14 on Katori Hall and *The Mountaintop*

Week 12

TU 4/15: Reader’s Choice Play selections –DUE with presentation: 1 page outline of presentation and short response paper.

THU 4/17: Reader’s Choice Play selections-DUE with presentation: 1 page outline of presentation and short response paper.

Week 12

TU 4/22: Reader’s Choice Play selections- DUE with presentation: 1 page outline of presentation and short response paper.

THU 4/24: Reader’s Choice Play selections. Reflection statements in class: synthesize recurrent themes and ideas from reader’s choice selections.

TU 4/29: Course wrap up

THU 5/1: Review final exam

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: October 15, 2014
2. Department requesting this course: SLHS
3. Nature of Proposed Change: Change course title and description
4. [Effective Date](#) (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

SLHS 5353 – Articulation and Phonological Disorders.

Career: Graduate

Units: 3.00

Grading Basis: Graded

Course Components: Lecture/Required

Academic Group: University of Connecticut

Academic Organization: Liberal Arts & Sciences

The nature, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech.

Proposed Catalog Copy

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

SLHS 5353 – Speech Sound Disorders in Children.

Career: Graduate

Units: 3.00

Grading Basis: Graded

Course Components: Lecture/Required

Academic Group: University of Connecticut

Academic Organization: Liberal Arts & Sciences

This course reviews the prevention, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech in children.

Justification

1. [Reasons for changing this course](#): Change title of course to reflect changes in the American Speech-Language-Hearing Association's (ASHA) clinical description of speech sound disorders in children rather than articulation and phonological disorders. The addition of "children" in the title will distinguish this course from Motor Speech Disorders (SLHS 5345) which focuses on adult disorders only. The term "prevention" was added because the course content needs to cover assessment, treatment, and prevention of speech sound disorders.
2. Effect on Department's curriculum: none
3. Other departments consulted: none
4. [Effects on other departments](#): none
5. Effects on regional campuses: NA
6. [Staffing](#): Bernard Grela

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: _____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 10/17/14
Department Faculty: 10/22/14
2. Name, Phone Number, and e-mail address of principal contact person:
Bernard Grela, 6-3394, bernard.grela@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: November 18, 2014
2. Department requesting this course: Literatures, Cultures and Languages
3. Nature of Proposed Change: Change title of ancient Greek courses to more accurately reflect their content
4. Effective Date (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

1171-1172. Elementary Greek I and II

(171-172) Four credits each semester. Four class periods. Not open for credit to students who have had three or more years of Greek in high school, except with Departmental consent.

Intensive introduction to ancient Greek. First semester: basic morphology, syntax, and vocabulary through simple readings from the *New Testament*; second semester: transition to classical Greek through selections from Xenophon, reading of Plato's *Apology* complete.

Proposed Catalog Copy

Title of courses:

1171 - Intensive Elementary Ancient Greek

1172 - Intensive Intermediate Ancient Greek

Course description: unchanged, as the catalog description already accurately reflects the intensive nature of the course.

Justification

1. Reasons for changing this course:

The course has long been taught intensively (for the last 15 years at least), with the goal of enabling the student who successfully completes 1172 to take CAMS 3101 (Topics in Advanced Greek). No intermediate courses are offered, as the second semester of Greek is in effect intermediate. The grammar covered in the first semester of elementary Greek is functionally equivalent to the amount of grammar covered in the first year of Latin, while the polishing of grammar and the transition to reading in the second semester of Greek is functionally equivalent to the material covered in the second (intermediate) year of Latin. The practice of teaching Greek intensively is widespread among colleges and universities that offer classical Greek.

The title of Elementary I and II, however, can be confusing to students and can create difficulties when a student wishes to receive credit for completing the elementary/intermediate language requirement (see next section). Thus, the title change is requested to more accurately describe what the course actually does.

I attach copies of the current syllabi for Elementary Greek I and II.

2. Effect on Department's curriculum:

No effect on the actual teaching of the course or upon the progression of the students, which will remain the same, as noted above. The only significant effect would be to clarify why it is appropriate, in rare cases requested by the student, for the Department Head to certify that a student who has successfully completed 1172 with a B or better has tested out of the second year of the CLAS language requirement.

It may further be appropriate to enable students who complete 1172 to meet the CLAS language requirement automatically, without needing to request a letter from the Department Head. A student who successfully completes 1172 has in fact reached a level of proficiency in Greek equivalent to that reached in Latin upon completion of Latin 1124, the fourth semester in the elementary/intermediate Latin sequence. However, even if the decision is made to continue requiring that students petition for credit after completion of two semesters of Greek, the newer title would be preferable to the old in terms of accuracy and clarity.

3. Other departments consulted:

None

4. Effects on other departments:

None

5. Effects on regional campuses:

None

6. Staffing:

Unchanged. Nina Coppolino has taught the course for the last several years. It has also been offered in the past by Roger Travis, Sara Johnson, and Dan Caner.

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E:

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

Proposer Information

1. Dates approved by

Department Curriculum Committee:

Department Faculty:

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

Sara Johnson

Associate Professor of Classics and Ancient Mediterranean Studies (LCL)

860-289-8897

sara.johnson@uconn.edu

CAMS 1172: Intro Ancient Greek 2
Spring 2014

Professor: Nina C. Coppolino, Ph.D.

email: *nina.coppolino@uconn.edu*

Department: Literatures, Cultures and Languages

Department Phone: 860-486-3313

Office: Oak 233; **Office hrs:** W 1:15-2:15, F 9:15-10:10 and by appointment.

Required Texts*

Schelmerdine's *Introduction to Greek*, Focus Press (for wrap-up and reference)

Lysias on the Murder of Eratosthenes, CANE Press.

Herodotus Book 1 by George A. Sheets, Bryn Mawr Commentary, Hackett Publishing Co.

*We will use the assigned books closely; always bring your book to class.

Suggested text:

Title: *An Intermediate Greek-English Lexicon*. Founded upon the 7th ed. of Liddell and Scott's Greek-English Lexicon. Oxford. (This dictionary is suggested for your use and your library, but you will also be introduced to supplemental, Greek texts on-line, with word tools including hyperlinks to vocabulary and morphology. The assigned text of Lysias contains its own glossary, but Herodotus does not.)

Goals

Our main, general goal is to learn to read some great, ancient Greek literature (rhetoric and history), with pleasure and understanding.

How to Get There From Here

We will quickly wrap-up the basics of Greek grammar in Schelmerdine, then turn to Lysias' speech (Greek forensic rhetoric) and to selections from Book 1 of Herodotus' *Histories*. Assignments will be given at the end of each class and will be reviewed completely when next we meet. The use of written translations is discouraged in class, but running vocabularies are fine, prepared in advance, for reference as we read together in class.

Daily preparation for class and participation are necessary to achieve competence in reading ancient Greek. Students will be encouraged daily to offer accurate renderings of the text in English, and to comment upon the text, as discussed in its cultural and historical context. *Please note that this semester 35% of your grade is based on your daily recitations and other activities in class, including occasional, announced quizzes.* The mid-term and the final are cumulative in a language and in literature, but emphasis remains on the most recent material covered.

Grading

| | |
|--|-----|
| Daily class participation in reading, and occasional quizzes | 35% |
| One in-class 50 minute Mid-term Test on Mon Feb 24 | 30% |
| Final examination | 35% |

Honesty Policy: *All University policies regarding academic honesty will be strictly enforced.*

CAMS 1171: Elementary Ancient Greek I
Fall 2014

Professor: Nina C. Coppolino, Ph.D.

email: *nina.coppolino@uconn.edu*

Department: LCL

Department Phone: 860-486-3313

Office: Oak Hall 233; **Office hrs:** W 11-12:20, F 9:30-10:10, and by appointment.

Required Text: *Introduction to Greek*, Second Edition, by C.W. Shelmerdine (Focus Publishing, 2008). We will use the assigned book closely; *always bring your book to class*.

Description

This is an introductory course in ancient Greek language. No previous knowledge is required. In this semester we cover most of the basics of Greek grammar, and the readings, in Schelmerdine. This pace provides preparation to read original texts, at the intermediate level, in the second semester.

Goals

- 1) To learn the language of the Classical Greeks, whose society and literature influenced our world and at the same time had their own fascinating features.
- 2) To improve understanding of the English language through etymology (the study of word origins), knowledge of grammatical nomenclature, and facility in the forms and syntax (arrangement) of ancient Greek.
- 3) Ultimately to read with pleasure some great Greek literature. Masterpieces of Greek prose and poetry of the fifth and fourth centuries B.C. were written in the Attic dialect presented in this course; these include the plays of Sophocles and Euripides, Thucydides' history of the Peloponnesian war, and Plato's philosophical dialogues. Attic Greek is the foundation for the Ionic dialect of Herodotus's *Histories* and of Homer's *Iliad* and *Odyssey*; from Attic developed the Koine dialect of the New Testament.

How to Get There From Here

In class and along with the text, there is a thorough presentation of the Greek language, including vocabulary, forms, syntax, drills, sentences, and reading passages of connected prose. Assignments will be given at the end of each class and will be fully reviewed at the next meeting, where all content will be discussed. Important material will be presented in class and put in a context essential for success in the course. *Daily preparation for class and class participation are necessary to achieve competence in Greek*. Students will be encouraged to ask and answer questions. *You are expected to attend classes, and to take tests and weekly, announced quizzes on time*. There are *no make-ups on quizzes*; make-ups may be given on tests only in the case of certain *documented emergencies*. Tests and the final are always cumulative in a language, but emphasis is on the most recent material covered.

Grading

| | |
|---|----------------------|
| Two, in-class 50 minute tests | 50% total (25% each) |
| Test one will be on Wed. Oct. 1st | |
| Test two will be on Mon. Nov. 3rd | |
| Final test on date/time set by registrar* | 25% |
| Quizzes and class participation | 25% |

*There are no make-ups for the final test, so be sure to set travel schedule accordingly.

Honesty Policy: All University policies regarding academic honesty will be strictly enforced.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: **October 14, 2014**
2. Department or Program: **Literatures, Cultures and Languages**
3. Title of Major: **Classics and Ancient Mediterranean Studies**
4. **Effective** Date (semester, year): **Fall 2014**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: **Ancient Greek used to fulfill the FL requirement**

Existing Catalog Description of Major

None

Proposed Catalog Description of Major

CLAS FL Requirement may be fulfilled with CAMS 1171 Intensive Elementary Ancient Greek I and CAMS 1172 Intensive Intermediate Ancient Greek II, with a B+ or better.

Justification

1. Reasons for changing the major: **CAMS 1172 is the pre-requisite for CAMS 3201, and Complete Ancient Greek texts are read in CAMS 1172 and this is the preparatory step for 2000+CAMS courses.**
2. Effects on students: **Student study Ancient Greek because they often have already taken Latin 1-5, and this is a part of the CAMS major. Currently one student in the program wants to fulfill the FL requirement with CAMS 1171-1172 sequence. In the five years I have been department head only 1 student has asked for this change.**
3. Effects on other departments: **None, it could actually be good for the Philosophy department and the History Dept.**
4. Effects on regional campuses: **None**
5. **Dates approved** by
Department Curriculum Committee:
Department Faculty: **October 13, 2014**
6. Name, Phone Number, and e-mail address of principal contact person: **Rosa Helena Chinchilla 860-486-3313**

Plan of Study

If the proposed change modifies the requirements of the major, then attach a

revised "Major Plan of Study" form to your submission email. Previously we have been guided by the 1991 memo written by Professor Thomas Suits

03/31/2009 11:52 FAX 860 486 0062

UCONN REGISTRAR

@0001/0001

Advanced Language Courses

To: Norma Bouchard

6-4392

From: Kim Page



The College of Liberal Arts and Sciences
Department of Modern & Classical Languages
Classics
Box U-57, Room JHA 228
377 Mansfield Road
Storrs, Connecticut 06268

April 5, 1991

To: Gloria Brine
From: T. A. Suits *TAS*
Subject: Satisfying the CLAS foreign language requirement by using ancient Greek

Because there is no second-year course corresponding to the intermediate level in the other languages, the passing of which is normally taken as evidence of the student's having met the foreign language requirement, there is a problem in using ancient Greek to satisfy the language requirement. (In practice, the number of cases that have come up is minuscule.)

When, some years ago, the intermediate ancient Greek course was dropped, the first year course (Classics 171-172) was made the prerequisite for any of the 200-level courses for which the intermediate course had formerly been prerequisite. The reasons were not only the pragmatic one that few students were going on but also the theoretical one that 171-172 is so intensive and covers so much that the student who succeeds in it is in fact ready to proceed to the advanced level reading courses. In our experience, no student who has done work in 171-172 of less than B+ quality has been masochistic enough to go on. Usually, it is only the A and A- students who do so.

It is our view, then, that if passing an intermediate (100-level) sequence is sufficient to satisfy the language requirement, passing a 200-level course should, *a fortiori*, be sufficient. This same reasoning seems to be at the root of the provision of the Graduate School that, to meet its foreign language requirement, a student may substitute for the usual one-year sequence at the intermediate level "a course in a foreign language or literature at or above the 200's level, provided that the reading for the course is required to be done in the language" (1990-1991 Graduate Bulletin, p. 28, 3rd col. (2) s.f.).

I am in agreement with Professor Suits.

Gloria Brine
G. Brine
4-17-91



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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

- | | |
|---|-------------------|
| 1. Date: | October 8, 2014 |
| 2. Department requesting this course: | Political Science |
| 3. Semester and year in which course will be first offered: | Spring 2016 |

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

3023 Politics and Literature

Three credits. Open to Juniors or Higher. Freshmen and sophomores by permission. An examination of major works of literature that either describe governing systems and institutions, interpret political processes and clashes, or address perennial themes in political philosophy and theory.

3023W Politics and Literature

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; Open to Juniors or Higher. Freshmen and sophomores by permission.

Items Included in Catalog Listing

Obligatory Items

- | | |
|---|-------------------------|
| 1. Standard abbreviation for Department, Program or Subject Area: | POLS |
| 2. Course Number: | 3023 |
| 3. Course Title: | Politics and Literature |
| 4. Number of Credits: | 3 |
| 5. Course Description (second paragraph of catalog entry): | |

An examination of major works of literature that either describe governing systems and institutions, interpret political processes and clashes, or address perennial themes in political philosophy and theory.

Optional Items

- | | |
|---|---------------------------|
| 6. Pattern of instruction, if not standard: | Seminar style |
| 7. Prerequisites, if applicable: ENGL 1010 or 1011 or 2011 or 3800 for W version only | |
| a. Consent of Instructor, if applicable: | |
| b. Open to sophomores/juniors or higher: | Open to Juniors or Higher |
| 8. Recommended Preparation, if applicable: | |
| 9. Exclusions, if applicable: | None |
| 10. Repetition for credit, if applicable: | |

11. Skill codes "W", "Q" or "C": W
12. S/U grading: No

Justification

1. Reasons for adding this course: This course expands our instruction in American politics and provides an additional opportunity for students to complete then "W" requirement.
2. Academic merit: The course expands students' understanding of the interaction of politics and popular culture, and provides an opportunity to examine how influences outside the conventional political arena shape and/or describe American government and politics.
3. Overlapping courses and departments consulted: No overlapping courses in our department. *Other relevant CLAS departments will be consulted.*
4. Number of students expected: 19 (capped, as a "W" class)
5. Number and size of sections: 1 per year
6. Effects on other departments: No significant effect anticipated
7. Effects on regional campuses: No significant effect anticipated
8. Staffing: Dr. Ronald Schurin or Dr. Cyrus Zirakzadeh

General Education

Not proposed under this heading

Proposer Information

1. Dates approved by
Department Curriculum Committee: 10/10/14
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Meina Cai
860-486-3352
meina.cai@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Political Science XXXX
Politics and Literature
DATE

Overview

“So you’re the little woman who wrote the book that started this great war.” With those words Abraham Lincoln is supposed to have greeted Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*, arguably the most influential political novel in American history. Stowe’s work may not have “started” the Civil War, but its publication is often listed among the crucial events of the 1850s—the Fugitive Slave Act, the Dred Scott decision, John Brown’s raid on Harper’s Ferry—that created the climate that made war inevitable. That a novel finds its way onto that roster is, in some ways, extraordinary. In others, it is only to be expected.

The intersection between American literature and American politics is the subject of this course. Over the next three months we will read and discuss eleven novels that either *affected* politics and government, *described* the political process (often including its less-than-noble underside), *dealt with fundamental issues of philosophy and political conflict* or, most likely, all of the above. I hope the class gives us an opportunity to think and talk about important topics in American political history, explore how social and economic issues affected ordinary people, and examine the fundamental debates that surrounded such concerns as slavery, economic inequality, corruption, and war.

The course will also give us a chance to read some good books, many of which were bestsellers in their time.

Because this is a “W” class we will devote some time and attention to our own modes of written expression. The books we read will be of some help in this regard, and I hope that the writing assignments will provide an opportunity to strengthen communication skills.

Class format

The course will generally operate in a modified seminar format. There won’t be formal lectures. Instead, as we begin each of the books we will discuss the historical/political context and invite a dialogue on the major themes and issues. Then, usually in the next class session—once we’ve read most or all of the respective book—we will raise a series of questions that I hope will provoke good and maybe even heated discussion. Several times over the course of the term students will write brief papers, sometimes in the form of letters or op-ed articles that we can share dealing with public policy issues discussed in our readings. There will be a longer paper toward the end of the term. Generally the discussions will be relatively free. The only “rule” is that dialogue should be courteous and respectful, allowances should be made for statements that are not “politically correct,” and *the reading should be completed on schedule*. I put this last point in italics because otherwise the class won’t work very well.

Requirements

| | |
|-----------------------|-----|
| Five short papers | 50% |
| Longer paper | 20% |
| Final, take-home exam | 20% |
| Class participation | 10% |

Note that each paper will be graded in part (70%) on content and in part (30%) on writing skills. To pass the course students must earn a passing average grade on the writing components.

Books

We will read the following books. Where noted, please purchase the editions listed.

Books that shaped public policy (or tried to)

- Harriet Beecher Stowe, *The Annotated Uncle Tom's Cabin* (edited and with notes by Henry Louis Gates, Jr., and Hollis Robbins). New York: W.W. Norton & Company, 2007.
- Upton Sinclair, *The Jungle* (edited by Claire Virginia Eby). New York: W.W. Norton & Company, 2003.
- John Steinbeck, *The Grapes of Wrath* (any edition)
- Dalton Trumbo, *Johnny Got His Gun* (any edition)

Books that described the political process (or tried to)

- Henry Adams, *Democracy: An American Novel* (introduction by Arthur M. Schlesinger, Jr.). New York: Modern Library, 2003
- Robert Penn Warren, *All the King's Men* (any edition)
- Edwin O'Connor, *The Last Hurrah* (any edition)

Books that dealt with issues of philosophy or political conflict

- Edward Bellamy, *Looking Backward*
- George Orwell, *Animal Farm* (Centennial edition, edited by Ann Patchett). New York: Harcourt Brace, 2003 edition.
- Ayn Rand, *Anthem* (any edition)
- Philip Roth, *American Pastoral* (any edition)

CLASS SCHEDULE

- Week 1**
- Introduction and overview
 - Thoughts on writing
 - The novel as a political document
 - Background to *Uncle Tom's Cabin*: American perspectives on slavery; the growth of the abolitionist movement; American politics *circa* 1852; Harriet Beecher Stowe and her world
- Week 2**
- Read: 1) Skim Elizabeth Ammons, *Brave New Words: How Literature Will Save the Planet*, pp. 37-59 (HuskyCT)
2) Read *Uncle Tom's Cabin*, including introduction by Gates and Robbins
- Think about:
- Gates' and Robbins' perspective on the book
 - The characters: modern parallels?
 - Is *Uncle Tom's Cabin* a curiosity or a classic?
- Assignment: First short paper**
- Week 3**
- Read: *The Jungle*, and skim commentary in the Eby edition
- Think about:
- Who inhabited Upton Sinclair's world? Immigrants, exploiters, do-gooders, revolutionaries? Who are the modern parallels?
 - The progressive perspective on government, business, and society, *circa* 1904: How much has the nation changed?
 - How "good" a book is *The Jungle*?
 - How far can a polemicist go without losing his or her audience?
 - What made *The Jungle* a success in terms of sales and impact?
 - Is *The Jungle* still relevant today?
- Week 4**
- Read: *The Grapes of Wrath*
- Think about:
- Was this a Depression-era classic? Could it have had its impact in a more prosperous time?
 - Is Steinbeck patronizing to his characters?
 - What would conventional conservatives say in response to Steinbeck's message?
- Week 5**
- Read: *Johnny Got His Gun*
- Think about:
- How does Trumbo link politics to Joe's personal story?
 - Why did this book resonate in the late 1930s? Why is it less popular today?
 - Is Trumbo a pacifist? A patriot? Or both?
- Assignment: Second short paper**

Week 6

Read: *Democracy*

Think about:

- Is American politics too much about “the game” and too little about substance?
- Was the era described by Adams very different from our own? In what ways? In what ways was it similar?
- Are TV shows like “House of Cards” and “Scandal” the modern-day equivalent of *Democracy*?

Week 7

Read: *All the King's Men*

Think about:

- Can idealists survive in democratic politics?
- Do political parties protect us from demagogues? Do other Institutions?
- Was Willie Stark inherently good—or bad? Or both?
- Was Willie a proto-fascist?
- In a democracy, do you need to crack some heads to get good things done?

Week 8

Read: *The Last Hurrah*

Think about:

- Is Frank Skeffington a good guy or a bad guy?
- Is corruption the grease that makes the system work?
- Are we better or worse off with the demise of most urban machines? Or are they really gone?

Assignment: Third short paper

Week 9

Read: *Looking Backward*

Think about:

- Is the concept of utopia consistent with the American saga? Or antithetical to it?
- Does Bellamy understand human nature?
- What would readers in various eras (the 1890s, the 1930s, the 1950s, today) think about this book?

Week 10

Read: *Animal Farm*

Think about:

- Is “collectivism” an outgrowth of “progressivism”?
- Does *Animal Farm* give communism a fair shake?
- Should *Animal Farm* be distributed in Cuba, North Korea, or other socialist states? How would their leaders rebut the book’s basic theme?

Assignment: Fourth short paper

Week 11

Read: *Anthem*

Think about:

- What makes Ayn Rand so appealing to young conservatives?
- Is libertarianism a viable philosophy for 21st century America?
- Is Rand's philosophy essentially moral? Immoral? Amoral?
- How did Rand's philosophy affect the 2012 campaign?

Week 12

Read: *American Pastoral*

Think about:

- Is Roth's book a denunciation of the '60s? A celebration? Both?
- Did Viet Nam destroy the national consensus about foreign policy? Family structures? Culture in general?

Assignment: Fifth short paper

Week 13

Overview of this year's political literature
Readings to be determined.

Week 14

Summing up

Think about:

John Le Carre said he became a novelist rather than a journalist because he wanted to focus on big truths without worrying about little truths. Did the books we read this term do that? What were the "big truths"? And were they true?

Assignment: Longer paper

DATE

FINAL EXAM

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 11-18-14
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

ILCS 5375. Topics in Early Modern Italian Studies

3 credits. Lecture. Open to graduate students in Italian, others with permission of instructor.

A variable topics course focusing on early modern Italian culture.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: ILCS
2. Course Number: 5375
3. Course Title: Topics in Early Modern Italian Studies
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): A variable topics course focusing on early modern Italian culture.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: NONE
8. Recommended Preparation, if applicable: NONE
9. Consent of Instructor, if applicable: NONE
10. Exclusions, if applicable: course is only open to UConn graduate students
11. Repetition for credit, if applicable: can be repeated for credit (up to a maximum of 6 credits) with a variation in topic.
12. S/U grading: NONE

Justification

1. Reasons for adding this course: to allow for more flexibility in our graduate course offerings in Italian
2. Academic merit: This course is created in the interest of encouraging and helping our new hire in Medieval and Renaissance Italian culture (Prof. Andrea Celli) to design new graduate courses that align with his research interests.
3. Overlapping courses: NONE
4. Number of students expected: 7-10
5. Number and size of sections: one section, capped at 20
6. Effects on other departments: NONE
7. Staffing: Prof. Andrea Celli
8. Dates approved by
Department Curriculum Committee: Nov. 19, 2014
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 860-753-1590, philip.balma@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

ILCS 5375

Topics in Early Modern Italian Studies

WED 5.30-8.15 pm

Instructor: Prof. Andrea Celli
Email: andrea.celli@uconn.edu
Office: OAK 207
Office Hours: TBA

Course Description

This is a topics course, which varies in scope/focus from one semester to the next. Any line of scholastic inquiry which is germane to the study of the cultural production of early modern Italy can be tackled in this graduate course.

COURSE REQUIREMENTS

All of the primary texts studied in this course are available online on huskyCT in digital format (pdf). As needed, the instructor will make additional critical readings (articles, essays or book chapters) available to students using the same platform or by email. Students are responsible for studying the assigned materials before each class period in which they will be discussed.

ACTIVE class participation is a mandatory component of this course, so students will be expected to come to class prepared and ready to talk and participate in classroom discussions and debates. In addition, students will submit a weekly reader response paper to the instructor by email, in the form of a comment, question or observation concerning a specific portion/aspect/feature/issue from the primary texts at hand. These reader response papers should be a maximum of one page in length. (AVOID ASKING "YES vs. NO" QUESTIONS IN THESE ASSIGNMENTS, seek to stimulate reflection and debate in your peers).

On a limited number of occasions students will be asked to view a film in lieu of reading literature. Some of these occasions will often be an offshoot of our literary studies. We will also, on a limited number of occasions, watch films specifically to consider their content in historical terms. In other words, this course aims to offer a survey of some of the major literary works from the contemporary Italy, but also to reflect on how it has been represented from an artistic perspective in film. (If a film is not available on reserve, the instructor will make a personal copy available).

Students will give one presentation each (15 minutes) to the class on the subject of one of the primary works tackled in the course. The schedule/calendar for student presentations will be determined in consultation with the instructor.

The principal assignment in this course, covering 40% of the final grade, is the final research paper. Students are strongly encouraged to meet with the instructor before mid November to discuss the subject and approach they intend to engage.

Attendance policy:

Each student is allowed one “no questions asked” absence to use at his / her discretion for minor illness, family events, etc. This is NOT an allowance for late submission of work. The student is responsible for the material covered on the day of the absence.

An absence will be excused (i.e. the absence does not count toward the two allowed, and the student is not penalized) ONLY in the following cases:

- Observance of religious holiday
 - Serious illness
 - Serious family emergency
 - Participation in approved University-sponsored activity
-

Breakdown of students' final grades:

| | |
|---|-----|
| Attendance and Participation | 20% |
| In-class Presentation (on a primary work) | 20% |
| Weekly reading responses | 20% |
| Final research essay (<u>15 pages minimum</u> PLUS bibliography) | 40% |

Grades (breakdown of percentages):

A+ 97-100 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 96-94 B 86-84 C 76-74 D 66-64
A- 93-90 B- 83-80 C- 73-70 D- 63-60

CLASS SCHEDULE

Week 1
Presentations
Intro to syllabus and course requirements

Week 2 –

Week 3 –

Week 4 –

Week 5 –

Week 6 –

Week 7 –

Week 8 –

Week 9 –

Week 10 –

Week 11 –

Week 12 –

Week 13 –

NO CLASS for Thanksgiving break

Week 14 –

Final research papers are due on THU of finals week at the absolute latest.

The instructor reserves the right to modify this syllabus at any point during the course of the semester, including but not limited to the selection of readings and due dates for assignments.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 11-18-14
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: FALL 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

ILCS 5385. Topics in Modern and Contemporary Italian Studies

3 credits. Lecture. Open to graduate students in Italian, others with permission of instructor.

A variable topics course focusing on modern and contemporary Italian literature and/or cinema.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: ILCS
2. Course Number: 5385
3. Course Title: Topics in Modern and Contemporary Italian Studies
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): A variable topics course focusing on modern and contemporary Italian literature and/or cinema.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: NONE
8. Recommended Preparation, if applicable: NONE
9. Consent of Instructor, if applicable: NONE
10. Exclusions, if applicable: course is only open to UConn graduate students.
11. Repetition for credit, if applicable: can be repeated for credit (up to a maximum of 6 credits) with a variation in topic.
12. S/U grading: NONE

Justification

1. Reasons for adding this course: to allow for more flexibility in our graduate course offerings in Italian
2. Academic merit: Our current graduate course offerings have multiple options for coursework focusing on the 1200s-1500s, but we struggle to offer the proper variety of modern and contemporary subjects given the restraints outlined by our current list of graduate seminars.
3. Overlapping courses: NONE
4. Number of students expected: 7-10
5. Number and size of sections: one section, capped at 20
6. Effects on other departments: NONE
7. Staffing: Prof. Philip Balma, (or Prof. Norma Bouchard)
8. Dates approved by
Department Curriculum Committee: Nov. 19, 2014
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Philip Balma, 860-753-1590, philip.balma@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

ILCS 5385

Topics in Modern and Contemporary Italian Studies
TUE 5.30-8.15 pm

Instructor: Prof. Philip Balma
Email: pippobalma@gmail.com
Office: OAK 213
Office Hours: Tue 12:30 – 1:30 pm + Thu 4:00 - 5:00 pm (or by appointment)

Course Description

This is a topics course, which varies in scope/focus from one semester to the next. Any line of scholastic inquiry which is germane to the study of the cultural production of modern and contemporary Italy can be tackled in this course.

COURSE REQUIREMENTS

All of the primary texts studied in this course are available online on huskyCT in digital format (pdf). As needed, the instructor will make additional critical readings (articles, essays or book chapters) available to students using the same platform or by email. Students are responsible for studying the assigned materials before each class period in which they will be discussed.

ACTIVE class participation is a mandatory component of this course, so students will be expected to come to class prepared and ready to talk and participate in classroom discussions and debates. In addition, students will submit a weekly reader response paper to the instructor by email, in the form of a comment, question or observation concerning a specific portion/aspect/feature/issue from the primary texts at hand. These reader response papers should be a maximum of one page in length. (AVOID ASKING “YES vs. NO” QUESTIONS IN THESE ASSIGNMENTS, seek to stimulate reflection and debate in your peers).

On a limited number of occasions students will be asked to view a film in lieu of reading literature. Some of these occasions will often be an offshoot of our literary studies. We will also, on a limited number of occasions, watch films specifically to consider their content in historical terms. In other words, this course aims to offer a survey of some of the major literary works from the contemporary Italy, but also to reflect on how it has been represented from an artistic perspective in film. (If a film is not available on reserve, the instructor will make a personal copy available).

Students will give one presentation each (15 minutes) to the class on the subject of one of the primary works tackled in the course. The schedule/calendar for student presentations will be determined in consultation with the instructor.

The principal assignment in this course, covering 40% of the final grade, is the final research paper. Students are strongly encouraged to meet with the instructor before mid November to discuss the subject and approach they intend to engage.

Attendance policy:

Each student is allowed one “no questions asked” absence to use at his / her discretion for minor illness, family events, etc. This is NOT an allowance for late submission of work. The student is responsible for the material covered on the day of the absence.

An absence will be excused (i.e. the absence does not count toward the two allowed, and the student is not penalized) ONLY in the following cases:

Observance of religious holiday
Serious illness
Serious family emergency
Participation in approved University-sponsored activity

Breakdown of students' final grades:

| | |
|---|-----|
| Attendance and Participation | 20% |
| In-class Presentation (on a primary work) | 20% |
| Weekly reading responses | 20% |
| Final research essay (<u>15 pages minimum</u> PLUS bibliography) | 40% |

Grades (breakdown of percentages):

A+ 97-100 B+ 89-87 C+ 79-77 D+ 69-67 F 59-0

A 96-94 B 86-84 C 76-74 D 66-64
A- 93-90 B- 83-80 C- 73-70 D- 63-60

CLASS SCHEDULE

Week 1
Presentations
Intro to syllabus and course requirements

Week 2 –

Week 3 –

Week 4 –

Week 5 –

Week 6 –

Week 7 –

Week 8 –

Week 9 –

Week 10 –

Week 11 –

Week 12 –

Week 13 –

NO CLASS for Thanksgiving break

Week 14 –

Final research papers are due on THU of finals week at the absolute latest.

The instructor reserves the right to modify this syllabus at any point during the course of the semester, including but not limited to the selection of readings and due dates for assignments.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: 10/15/2014
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

MCB 5014. Structure and Dynamics of Macromolecular Machines

Three credits. Prerequisites: Open to graduate students in Molecular and Cell Biology, others with permission. Recommended preparation: a course in biochemistry or structural biology.

Biochemical and biophysical characteristics of macromolecular assemblies starting at the atomic level and proceeding to the cellular level. Topics include ribosomes, viruses, polymerases, membrane protein assemblies and ion transporters, which will be examined through lecture, discussion, and interactive computational modules.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5014
3. Course Title: **Structure and Dynamics of Macromolecular Machines**
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Biochemical and biophysical characteristics of macromolecular assemblies starting at the atomic level and proceeding to the cellular level. Topics include ribosomes, viruses, polymerases, membrane protein assemblies and ion transporters, which will be examined through lecture, discussion, and interactive computational modules.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
8. Recommended Preparation: a course in biochemistry or structural biology.
9. Consent of Instructor, if applicable: n/a
10. Exclusions, if applicable:

11. Repetition for credit, if applicable:

12. S/U grading:

Justification

1. 1. Reasons for adding this course: There is no other course with this content being offered at UConn at present. Many of our peer institutes have introduced a course very similar to this on into their graduate curriculum the past 5+ years. It is designed to familiarize the student with advanced structure determination and computational methods relevant to the study of large biological assemblies, such as x-ray crystallography, cryo-EM and molecular dynamics simulations. The course size has been limited enabling the instructors to offer hands-on computational modules demonstrating each of the aforementioned techniques.

2. Academic merit: This course will introduce students to macromolecular cellular machines and the techniques used to study these fascinating molecules such as structure determination methods, dynamic techniques as well as approaches for applying and measuring forces in these systems. The course will have a significant computational component including molecular visualization and simulation techniques enabling students to deconstruct these machines and reveal their biochemical underpinnings. Moreover, journal clubs and a final project of the student's choosing (described below) promote lively interactive discussions, hone critical thinking and strengthen the student's writing and public speaking skills.

The goals of this course are to:

- Survey the structure and fundamental chemical and physical properties of these macromolecular assemblies and discover the principles that drive their assembly and function.
- Foster the student's understanding of x-ray crystallography, cryo-electron microscopy, molecular dynamics simulations, single-molecule spectroscopy and calorimetry.
- Provide students a basic working knowledge of molecular visualization and molecular dynamics techniques through hands-on computational laboratories.
- Use their new knowledge base and critical thinking skills to pose an original research question about some as yet unknown aspect of a macromolecular machine. This final project will require a 3-5 page written document with summary, specific aim and anticipated outcomes which they present and defend in class, initiating lively discussions with their peers.

3. Overlapping courses: none

4. Number of students expected: 12-20

5. Number and size of sections: 1

6. Effects on other departments: This course has attracted students from MCB as well as Chemistry Department and graduate students from the School of Pharmacy. There is no other course such as this one offered in any of the science departments.

7. Staffing: Team taught course by two professors with overlapping interests and complimentary knowledge base. Dr. Eric May is an expert in computational and theoretical biophysics and biochemistry and Dr. Victoria Robinson is an authority in structural biology and biochemistry.

8. Dates approved by

Department Curriculum Committee: 11/18/14

Department Faculty: 11/20/14

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

Dr. Eric May, eric.may@uconn.edu, 486-0484

Dr. Victoria Robinson, victoria.robinson@uconn.edu, 486-4353

Syllabus

Syllabus for MCB 3895-002/ 5896-028: Structure and Dynamics of Cellular Machines

Instructors

Dr. Eric May

Office: BPB, Room 305

Phone: 486-0484

E-mail: eric.may@uconn.edu

victoria.robinson@uconn.edu

Office Hours:

Hours: arranged by email

Dr. Victoria Robinson

Office: BPB, Room 204

Phone: 486-4353

E-mail:

arranged by email

Office

Overview:

Biological systems are filled with “machines” which perform specific functions and involve the movement of parts of the machine and the conversion of chemical energy in mechanical work. This course will introduce students to macromolecular cellular and viral machines and the tools used to study these fascinating molecules and complexes. These tools will encompass structural techniques, dynamical techniques and methods for applying and measuring forces in these machines. The course will focus on three different types of machines:

- Self-assembling nanocontainer and packing machines (Viruses)
- Protein manufacturing machines (Ribosomes)
- Small molecule transport/pumping machines (Ion channel and multidrug transporters)

During the lecture, these machines will be deconstructed and the biochemical underpinnings will be revealed, from which structure based hypothesis can be generated. Molecular visualization and simulation techniques will be introduced during in class computer labs, and students will use these methods to complete the projects.

Grading:

Grading will be based on 6 “Projects” assigned during class.

Project 1, 2 --- 5 pts each

Projects 3, 4, 5 --- 20 pts each

Project 6 --- 30 points

Class participation will give you up to another 5 pts.

Grades will be based on 100 pt scale.

Plagiarism will not be tolerated!!! Copying from a famous source (e.g. Nobel Prize winner) is not being deferential and respectful it is intellectual theft! If you use other people's ideas make sure you describe the concepts IN YOUR OWN WORDS, and that you properly cite your sources! Please don't insult your professors by assuming that they don't know enough to be able to spot plagiarism! If caught plagiarizing, you will fail the class and be subject to disciplinary action that could include dismissal from the university. Please see the definitions below, and if you have any further questions ask your instructors.

"Plagiarism is using others' ideas and words without clearly acknowledging the source of that information."

<http://www.lib.uconn.edu/instruction/PlagFac.htm>

Readings:

Will be distributed in class and/or deposited in HuskyCT.

Course Outline:

- Aug. 25 Introduction to the Class, Review of Protein Basics, Intro to Reading
- Aug. 27 Project Day - How to use the PDB (Project #1 Distributed)

- Sept. 1 Labor day - No Class
- Sept. 3 Molecular Modeling and Dynamics (Project #1 Due)

- Sept. 8 Techniques for Macromolecular Structure Determination: X-ray Crystallography
- Sept. 10 Techniques con't: Cryo EM, SAXS (Project #2 Distributed)

- Sept. 15 Techniques con't: Single Molecule
- Sept 17 Techniques con't: Detecting Molecular Interactions i.e. ITC

- Sept. 22 Intro to MD Analysis with VMD (Project #2 Due, Project #3 Distributed)
- Sept. 24 Dissecting a Paper (Project #6 Distributed)

- Sept. 29 Journal Club: Multidisciplinary Approach to Studying Biological Machines
- Oct. 1 Ribosome: Classic Example of a Macromolecular Machine (Project #3 Due, Project #4 Distr)

Oct. 6 Ribosome: Putting the Pieces Together
Oct. 8 Antimicrobials as Inhibitors of Protein Synthesis (Project #4 Due,
Project #5 Distributed)

Oct. 13 Journal Club -Topic: Nobel Prize
Oct. 15 Advanced MD Analysis (Project #5 Distributed)

Oct. 21 Virus Assembly and Stability
Oct. 22 Virus Genome Packing

Oct. 27 Journal Club – Topic: Are Viruses Alive? (Project #5 Due)
Oct. 29 Defining Scientific Exploration – Project 6 Finalized

Nov. 3 Surprise Machine (Project #6 Part 1 Due)
Nov. 5 Guest Lecture – Dr. Dennis Wright (School of Pharmacy) ---
Machines and Drug Discovery

Nov. 10 Multidrug Transporters
Nov. 12 Ion Channels

Nov. 17 Final Project Presentations
Nov. 19 Final Project Presentations

Nov. 25 Thanksgiving Break – No Class
Nov. 27 Thanksgiving Break – No Class

Dec. 1 Final Project Presentations
Dec. 3 Final Project Presentations

Dec. XX *All final projects completed and handed in NO
EXCEPTIONS !!!!*

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: October 15, 2014
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

MCB 5250: Techniques in Cellular Analysis

3 credits. Lecture. Open to graduate students in Molecular and Cell Biology, others with permission. Recommended preparation: a course in cell biology.

Examination of methodologies used to address cell biological questions: how they work, their advantages and disadvantages and how they synergize. Topics include detection and measurement of protein activities and interactions, molecular genetic manipulation of gene expression and protein function, determination of cellular localization and in vivo functional assays.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5250
3. Course Title: **Techniques in Cellular Analysis**

4. Number of Credits: 3

5. Course Description (second paragraph of catalog entry):
Examination of methodologies used to address cell biological questions: how they work, their advantages and disadvantages and how they synergize. Topics include detection and measurement of protein activities and interactions, molecular genetic manipulation of gene expression and protein function, determination of cellular localization and in vivo functional assays.

6. Course Type, if appropriate:

Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: A course in cell biology
9. Consent of Instructor, if applicable: non-MCB graduate students
10. Exclusions, if applicable:
11. Repetition for credit, if applicable: no
12. S/U grading: no

Justification

1. Reasons for adding this course: New graduate students in MCB need a solid foundation in the increasingly complex and diverse methods used by researchers to answer questions in cell biology. We find in our journal clubs that new students (and more experienced ones) often do not understand the techniques they are reading about and don't know what the most appropriate methods are for their own research.
2. Academic merit: This course will discuss key papers from cell biology journals and dissect the Methods and Results sections to understand the basis behind the methods that were used and what alternative methods exist for addressing the same questions. Students will learn the advantages/disadvantages of different approaches and the limitations of each. We will follow a specific historical theme to show how we came to our current understanding of the regulation of actin polymerization in cells and what methodological approaches contributed to that understanding.
3. Overlapping courses: none
4. Number of students expected: 10-20
5. Number and size of sections: 1 section
6. Effects on other departments: None- I will admit students from other departments as long as the course does not become too large for useful discussions.
7. Staffing: Dr. David Knecht
8. Dates approved by
Department Curriculum Committee: 11/18/14
Department Faculty: 11/20/14
9. Name, Phone Number, and e-mail address of principal contact person:
Dr. David Knecht
860-486-2200
david.knecht@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

Syllabus for MCB 5896-16: Methods in Cell Biology

Fall 2014

Instructor: Professor David Knecht

Tues/Thurs 2- 3:15, Kresge Library (263 Torrey Life Sciences)

Learning Objectives:

We will read and discuss a series of papers from the literature on a historically important theme in Cell Biology: How is polymerization of actin filaments in response to external signals controlled by cells. We will carefully read the methods sections of these papers and discuss how each technique works and what alternative techniques are available to ask the same question. The goal is understand these techniques so you can step back to the level of the larger project to understand how they might be applied to attack a new problem using a multi-disciplinary approach.

Grading:

1. **Participation in class:** Students will present figures from the papers and in addition will be expected to participate in discussions.
 2. **Exams:** There will be a take home midterm and a take home final exam
-

Student Honor Code and Academic Misconduct

Academic Integrity

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 (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. 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*.

Cheating – Student Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

All cases of academic misconduct, both during examinations and in the laboratory, will be handled in accordance with the policies set forth by the University of Connecticut. Misconduct includes, but is not limited to: cheating on exams, plagiarism, copying the work of other students, presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. The full text of the student code can be found at: <http://community.uconn.edu/the-student-code-preamble/>

Plagiarism

Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty.

Plagiarism: Plagiarism is the theft of another's ideas, specific language, or other media, and the presentation—for the purposes of evaluation—of that material as one's own.

To avoid misusing sources or committing plagiarism, a student must include all of his sources with full and proper acknowledgment.

Plagiarism is taken very seriously. The penalty for plagiarism will be determined by the instructor and dependent on the seriousness of the misconduct but may result in receiving an F for the course. In some cases, the misconduct will be reported to Community Standards for further action.

Preliminary Course Schedule- subject to change

Week 1: Introduction and Preliminaries- General lab methods- solutions, pH, buffers

Week 2: Protein purification, gels, blots

Week 3-4: Discovery of the Arp2/3 complex- protein association by affinity chromatography and protein identification

Week 5-6: Discovery of WASp function: genetic screens for protein-protein association

Week 7-8: Discovery of an alternative actin activation pathway: RNAi and chemical library screens

Week 9: Discovery of Motility Inhibitors: high throughput chemical library screen

Week 10: Microscopy tools for investigating in vivo function

Week 11: Flow Cytometry

Week 12 -14: Specialized Microscopy Techniques, TIRF, FRET, FRAP, Superresolution, FCS, Multi-photon confocal.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September xx, 2013

1. Date: Nov 11/14
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Spring 2015

Final Catalog Listing

MCB 5896 **Scientific Writing and Professional Development**. Prerequisite: Permission of Instructor.

Instruction in the practice of good scientific writing through group discussions and peer review during preparation of an NSF Graduate Research Fellowship Program application. Group discussions in related aspects of graduate student professional development.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 5896
3. Course Title: Scientific Writing and Professional Development
4. Number of Credits: 2
5. Course Description (second paragraph of catalog entry):

Instruction in the practice of scientific writing through group discussions and peer review during preparation of an NSF Graduate Research Fellowship Program application. Group discussions in related aspects of graduate student professional development.

6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: Open by permission to graduate students in the MCB program
8. Recommended Preparation, if applicable: none
9. Consent of Instructor, if applicable: none

10. Exclusions, if applicable: none
11. Repetition for credit, if applicable: none
12. S/U grading: none

Justification

1. Reasons for adding this course: Graduate student writing and other professional development are not formally taught in the MCB graduate program. However, students are required to acquire such skills by the time of their graduation. This course will provide a mechanism to promote MCB students applications to the NSF GRFP and exemplify professional expectations for PhD-level scientists. We expect it to become a required course for graduate students in the program.
2. Academic merit: Professional development, especially in scientific writing, is assumed for MCB PhD students by their writing a thesis and contributing to the scientific literature. However, the skills needed to achieve these tasks is not explicitly taught in the MCB program.
3. Overlapping courses: This course compliments MCB-GRAD5900 (Responsible Conduct in research in Genomics and Life Sciences), and has explicitly been designed to focus on professional development outside of the ethical focus of this course.
4. Number of students expected: ~5-20 students
5. Number and size of sections: 1
6. Effects on other departments: None
7. Staffing: 1 instructor, ad hoc participation (e.g., as reviewers) by other faculty
8. Dates approved by
Department Curriculum Committee: 11/18/14
Department Faculty:11/20/14
9. Name, Phone Number, and e-mail address of principal contact person: Jonathan Klassen, 860-486-6890,
jonathan.klassen@uconn.edu

Syllabus

MCB5896-xx: Scientific Writing and Professional Development for MCB Graduate Students

Dr. Jonathan L. Klassen

Spring 2015

Scientific writing is an essential skill required by all graduate students. Successfully completing a graduate program also requires long term planning and continual professional development during students' progression towards scientific maturity. This course will develop graduate student's writing using a combination of group discussions and peer review to prepare an NSF Graduate Research Fellowship Program application, with the intention that these students submit this application during the subsequent funding cycle. This course will therefore both iteratively improve student writing and develop their skills as peer reviewers. Additional discussions will highlight related aspects of graduate student professional development, highlighting best practices for PhD students.

Draft outline:

Week 1 (Jan 19) – Discussion: Course introduction; fellowships and introduction to GRFP

Week 2 (Jan 26) – Discussion: The principles of scientific writing

Week 3 (Feb 2) - Discussion: Writing concisely; In-class assignment: “biggest loser”

Week 4 (Feb 9) - Discussion: Being an effective peer reviewer; Assignment due: Personal statement sent for peer review

Week 5 (Feb 16) - Discussion: Reading and searching the scientific literature; Receive personal statement reviews

Week 6 (Feb 23) - Discussion: Academic career paths; Assignment due: Specific aims sent for peer review

Week 7 (Mar 2) - Discussion: Non-academic career paths; Receive specific aims reviews

Week 8 (Mar 9) - Discussion: Taking charge of your PhD; Assignment due: Final specific aims due

Week 9 (Mar 16) - Spring Break

Week 10 (Mar 23) – Discussion: Time management; Assignment due: Research plan sent for peer review; Identify two MCB faculty members (besides your supervisor) who might be appropriate for your thesis committee and who will review your 2-page research statement.

Week 11 (Mar 30) - In-class assignment: Study section reviews of research plans

Week 12 (Apr 6) - Discussion: Publication; Receive research plan reviews

Week 13 (Apr 13) - Discussion: Data management and reproducibility; Assignment due: Full proposal sent for peer review

Week 14 (Apr 20) – Discussion: Networking; Receive full proposal reviews

Week 15 (Apr 27) - Assignment due: Final proposal

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: 10/23/14
2. Department initiating this proposal: MCB
3. Effective Date (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy/Copies

MCB 3210. Molecular Endocrinology

Three credits. Prerequisite: BIOL 1107; open to juniors and seniors only.

Recommended preparation: PNB 3262.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates.

Molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. Includes student presentations on selected papers.

Proposed Catalog Copy/Copies

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

MCB 3210. Molecular Endocrinology

(Also offered as PNB 3270). Three credits. Prerequisite: BIOL 1107; open to juniors or higher. Recommended preparation: PNB 3262 or **instructor consent**.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates.

Molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. Includes student presentations on selected papers.

PNB 3270. Molecular Endocrinology

(Also offered as MCB 3210). Three credits. Prerequisite: BIOL 1107; open to juniors or higher. Recommended preparation: PNB 3262 or **instructor consent**.

Molecular mechanism(s) of hormone action in vertebrates and invertebrates.

Molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism

levels. Includes student presentations on selected papers.

Justification

1. **Reasons for adding this course if it is new:**
2. Reasons for cross listing this course: *The course content is designed for students in MCB and PNB undergraduate programs. Cross listing the course will make it more readily available to students in these two programs since it would then be easier for them to apply the credits towards their specific major. In addition, previous instructor in MCB is retiring.*
3. Does the title or **course description** clearly indicate that the course is appropriate to list under all headings? Yes No
4. **Effects on other departments:** NO
5. Effects on regional campuses: NO
6. **Staffing:**

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.
MCB and PNB
2. For each department or program, list the **dates of approval** by the appropriate departmental or program review process(see Note Q):
MCB Department or Program Curriculum Committee:
MCB Department or Program Faculty:
MCB Department or Program Head:

PNB Department or Program Curriculum Committee: 10/28/14
PNB Department or Program Faculty: 10/28/14
PNB Department or Program Head: 10/28/14

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Jianjun Sun
860-486-4666
Jianjun.sun@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: 10/23/14
2. Department initiating this proposal: MCB
3. Effective Date (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy/Copies

MCB 5210. Molecular Endocrinology

Three credits.

This course will be devoted to discussing the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover molecular cloning and characterization of peptide hormone genes, purification and molecular characterization of receptors, hormone actions at the molecular levels and signal transduction. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

Proposed Catalog Copy/Copies

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

MCB 5210. Molecular Endocrinology

(Also offered as PNB 5270). Three credits.

This course will be devoted to discuss the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover **molecular and genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels**. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

PNB 5270. Molecular Endocrinology

(Also offered as MCB 5210). Three credits.

This course will be devoted to discuss the molecular mechanism(s) of hormone action in vertebrates and invertebrates. The course will cover **molecular and**

genetic characterization of hormones, receptors, and signal transduction, and hormone actions at the molecular, cellular, and organism levels. In addition to regular lectures, part of the lecture time slots will be devoted to student presentation on selective papers taken from relevant literature.

Justification

1. [Reasons for adding this course if it is new](#):
2. Reasons for cross listing this course: *The course content is designed for students in MCB and PNB graduate programs. Cross listing the course will make it more readily available to students in these two programs since it would then be easier for them to apply the credits towards their specific major. In addition, previous instructor in MCB is retiring.*
3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? Yes No
4. [Effects on other departments](#): NO
5. Effects on regional campuses: NO
6. [Staffing](#):

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.
MCB and PNB
2. For each department or program, list the [dates of approval](#) by the appropriate departmental or program review process(see [Note Q](#)):
MCB Department or Program Curriculum Committee:
MCB Department or Program Faculty:
MCB Department or Program Head:

PNB Department or Program Curriculum Committee: 10/28/14
PNB Department or Program Faculty: 10/28/14
PNB Department or Program Head: 10/28/14

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Jianjun Sun
860-486-4666
Jianjun.sun@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 11/6/2014
2. Department requesting this course: Political Science
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

3618. Politics of Inequality

Three credits. Open to Juniors and Higher.

Relationship between democracy and inequality. The causes of economic inequality, poverty, public opinion, inequalities in political voice and representation, the role of money and politics, and public policy.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: POSC
2. Course Number: 3618
3. Course Title: The Politics of Inequality
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Relationship between democracy and inequality. The causes of economic inequality, poverty, public opinion, inequalities in political voice and representation, the role of money and politics, and public policy.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Open to Juniors and Higher
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": Not now
12. S/U grading: No

Justification

1. Reasons for adding this course: This course has been taught as a 2998 for two years.

The class focuses on an important aspect of American society not necessarily covered by other political science classes—namely the degree to which resources are unequally distributed. Therefore, the course expands on instruction in American politics.

2. Academic merit: The course expands students' understanding of the interaction of political and economic outcomes.

3. Overlapping courses and departments consulted: No overlapping courses within the department.

4. Number of students expected: 45

5. Number and size of sections: 1 per year

6. Effects on other departments: No significant effect anticipated

7. Effects on regional campuses: No significant effect anticipated

8. Staffing: Dr. Thomas Hayes

General Education

Not proposed under this heading.

Proposer Information

1. Dates approved by

Department Curriculum Committee: 12/03/14

Department Faculty:

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

Dr. Meina Cai

860-486-3352

meina.cai@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

POLS 2998: Politics of Inequality*

MWF, 3:35-4:45pm

Professor: Dr. Thomas Hayes

Office: Oak 423

Office Hours: 12-3pm Mondays (or by appointment)

Contact Information: thomas.hayes@uconn.edu

TA: Danielle Wong

Office: Oak 437

Office Hours: 11:30-1:30pm Thursdays

Contact Information: danielle.wong@uconn.edu

Required Textbooks (also placed on library reserve)

- Friedman, Milton. 1962. *Capitalism and Freedom*. Chicago: University of Chicago Press.
- Bartels, Larry M. 2008. *Unequal Democracy: The Political Economy of the New Gilded Age*. New York: Russell Sage Foundation.
- Hacker, Jacob and Paul Pierson. *Winner-Take-All Politics*. New York: Simon and Schuster.
- Dahl, Robert. 2006. *On Political Equality*. New Haven: Yale University Press.
- Le Guin, Ursula. 1974. *The Dispossessed*. Harper Voyager.
 - Other reading selections will be made available on Husky CT

Course Overview and Objectives

The goal of this class is to investigate the relationship between democracy and inequality. To this end, the class focuses on the relationship between democratic institutions and distributive outcomes, primarily in the United States. Some of the major themes of the course are: the causes of growing economic inequality, poverty, public opinion, inequalities in political voice and representation, the role of money and politics, and public policy.

The objectives for this course are fourfold: 1) To gain a mastery of current events surrounding the political determinants of income inequality 2) To better understand and evaluate the nature of American democracy and the political forces that affect the economic system 3) To assess, with a critical eye, current practices in both political and economic affairs. 4) To improve student's ability to present cogent analytical arguments, both in writing and in oral discussion.

Course Requirements

1) Seminar Discussion and Regular Participation.

This is a course that depends on active and *meaningful* participation of all students for its success. Students will be asked to lead discussion on the assigned readings to the class. The format of this process will be detailed in lecture. Additionally, we will be discussing current events frequently in this class. Throughout the course, it is expected that students have access to a major national daily news source (e.g., the Washington Post, the New York Times, the Wall St. Journal—these sources are available on-line for free). In addition, there are dozens of on-line journals with good political reporting (e.g., Newsweek, The New Yorker), and websites dedicated to covering politics (e.g.

* The instructor reserves the right to alter the contents, requirements, grading and/or scheduling as he sees fit in order to best fulfill the objectives of the course. Any changes to the syllabus will be announced in class.

fivethirtyeight.com, themonkeycage.com). You are expected to come to class every day with awareness of daily political events and insights from your daily engagement with these news sources.

2) **Written Examination** in the form of a midterm and final exam. These exams will be a take-home tests in which students will be asked to respond to questions in essay format.

3) **Written Arguments** on the subject of inequality, broadly defined. Students will write a research essay (5-7 pages) on a topic of their choosing. Details of these assignments will be posted on HuskyCT.

4) **Reading Comprehension.** Students will be quizzed on the assigned readings throughout the term. These quizzes will not occur every day, but will be random. The purpose of random quizzes is to ensure students keep up with the assigned readings. I will drop your lowest quiz grade..

Grade Breakdown

| | |
|---------------------------------------|-----|
| 1) Participation & Seminar Discussion | 20% |
| 2) Midterm | 25% |
| 3) Final Exam | 25% |
| 4) Quizzes | 10% |
| 5) Research Essay | 20% |

Excuses policy

Make up assignments/exams will be given at my discretion. If you cannot take the exam at the scheduled time you must contact me prior to that time. The penalties for missing an exam without prior permission will be substantial and will accrue rapidly. Rescheduling a final exam is not up to me. You must contact the Office of Student Support and Advocacy if you have a conflict or miss your final.

Academic honesty

You must work independently on all exams and writing assignments. If you cheat or plagiarize, you automatically will receive an F for the test or assignment. Moreover, I will follow the procedures of the Academic Misconduct Procedure Review spelled out by Division of Student Affairs:

http://www.community.uconn.edu/academic_misconduct_review.html

Cell Phones

The use of cell phones, smart phones, ipods, etc. is not allowed in class. All phones should be silenced and put away. Students who use these devices in class will receive a 0 for their participation grade.

HuskyCT

You are required to access HuskyCT for this class. You must go to HuskyCT and make sure that your email address is set to the email account that you check. I will post announcements by email to the class periodically, and you are responsible for knowing these announcements. **IMPORTANT NOTE:** You are responsible for email communications from me under all circumstances. To ensure you receive all emails, I recommend strongly you use your student account and check it regularly. Use outside email vendors at your own risk.

Syllabus

You are responsible for understanding all of the expectations and requirements in the syllabus; you should read it carefully and refer to it often.

Ideological Diversity

In this course you will not be graded according to whether you share the political opinions or ideologies of the instructor or authors of the assigned texts. I do ask that you be open-minded and respectful, both of your fellow students and instructors and of diversity of opinion. I hope that you will view this diversity as valuable for your learning. As 19th-century English philosopher John Stuart Mill once wrote: “All silencing of discussion is an assumption of infallibility.” In this course, no one is infallible.

Course Reading Schedule (readings are due *before* class on the day listed)

| Week | Topic | Monday Reading | Wednesday Reading | Friday Reading |
|-----------|--|--|--|---|
| 1 (8/26) | Course Intro | <ul style="list-style-type: none"> Syllabus | <ul style="list-style-type: none"> APSA Task Force Report Bartels <i>Unequal Democracy</i> (ch. 1) 'Near Poor' Tyson | No Class (APSA meeting) |
| 2 (9/2) | Equality of What? | No Class (Labor Day) | <ul style="list-style-type: none"> Sen | <ul style="list-style-type: none"> Noah (2010) |
| 3 (9/9) | Inequality in American Political Thought | <ul style="list-style-type: none"> Declaration of Independence <i>Federalist</i> #10 Elizabeth Cady Stanton Equal Rights Amendment (ERA) Martin Luther King Jr. | <ul style="list-style-type: none"> Eugene V. Debs (Statement to the Court & Canton Ohio Anti-War Speech) Winters and Page | <ul style="list-style-type: none"> Zinn “American Class System” Packer (2013) |
| 4 (9/16) | Political Equality | <ul style="list-style-type: none"> Dahl <i>On Political Equality</i> (ch. 1-3) | <ul style="list-style-type: none"> Dahl (ch. 4-6) | <ul style="list-style-type: none"> Dahl (ch. 7) Verba |
| 5 (9/23) | Political Origins of Inequality | <ul style="list-style-type: none"> Friedman <i>Capitalism and Freedom</i> (intro-2) | <ul style="list-style-type: none"> Friedman (ch. 5-6) | <ul style="list-style-type: none"> Friedman (ch. 7-8) |
| 6 (9/30) | Political Origins of Inequality | <ul style="list-style-type: none"> Friedman (ch. 9-11) | <ul style="list-style-type: none"> Friedman (12-conclusion) Krugman (2013) | <ul style="list-style-type: none"> Bartels <i>Unequal Democracy</i> (ch. 2-3) |
| 7 (10/7) | Unequal Democracy | <ul style="list-style-type: none"> Bartels (ch. 4-5) | <ul style="list-style-type: none"> Bartels (ch. 6-7) | <ul style="list-style-type: none"> Bartels (8-9) |
| 8 (10/14) | Unequal Democracy | <ul style="list-style-type: none"> Bartels (ch. 10) Carnes | <ul style="list-style-type: none"> Gilens (2005) Hayes | No Class Meeting (10/18) Take Home Midterm |
| 9 (10/21) | The Price of Inequality | <ul style="list-style-type: none"> Stiglitz Srinivasan | <ul style="list-style-type: none"> New Gilded Age (Manza) Krugman (2002) Krugman (2012) | <ul style="list-style-type: none"> New Gilded Age (Singer) New Gilded Age (Ferejon) |

| | | | | |
|---------------|----------------------------|--|---|--|
| 10 (10/28) | Campaign Finance & Taxes | <ul style="list-style-type: none"> • Packer (2012) <u>Optional readings:</u> <ul style="list-style-type: none"> -Gilens (2012) -<i>Buckley v. Valeo</i> 1976 • -<i>Citizens United v. Federal Elections Commission</i> 2010 | <ul style="list-style-type: none"> • Lepore • Campbell (Americans the undertaxed) | <ul style="list-style-type: none"> • Mettler • Hacker & Pierson <i>Winner-Take-All</i> (intro) |
| 11 (11/4) | Winner-Take-All Politics | <ul style="list-style-type: none"> • Hacker & Pierson (ch1-2) | <ul style="list-style-type: none"> • Hacker & Pierson (3-4) | <ul style="list-style-type: none"> • Hacker & Pierson (5-6) |
| 12 (11/11) | Winner-Take-All Politics | <ul style="list-style-type: none"> • Hacker & Pierson (7-8) | <ul style="list-style-type: none"> • Hacker & Pierson (9-10) | <ul style="list-style-type: none"> • Hacker and Pierson (conclusion) |
| 13 (11/18) | Toward increased equality? | <ul style="list-style-type: none"> • Rosenberg “Pay Poor” • Goldstein • Harman | <ul style="list-style-type: none"> • <i>The Dispossessed</i> (1-2) | <ul style="list-style-type: none"> • <i>The Dispossessed</i> (3-4) |
| 14 (11/25) | Break | No Class (Thanksgiving) | No Class (Thanksgiving) | No Class (Thanksgiving) |
| 15 (12/2) | Toward increased equality? | <ul style="list-style-type: none"> • <i>The Dispossessed</i> (5-6) | <ul style="list-style-type: none"> • <i>The Dispossessed</i> (7-8) | <ul style="list-style-type: none"> • <i>The Dispossessed</i> (9-end) |
| 16 (12/9) | Final Exam | Final Exam due (TBD) | | |

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: November 7, 2014
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

EEB 5300. Practical Genomics in Ecology and Evolution.
3 credits. Practicum. Open to graduate students in biological sciences and related fields. Others with permission.
Computational skills. Emphasis on genomic applications in ecology and evolution. Linux commands, Perl programming for text manipulations, and R for simple statistics and graphics. Practical activities include writing and executing scripts to process and present data of biological interest.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: EEB
2. **Course Number**: 5300
3. Course Title: Practical Genomics in Ecology and Evolution
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):
Computational skills. Emphasis on genomic applications in ecology and evolution. Linux commands, Perl programming for text manipulations, and R for simple statistics and graphics. Practical activities include writing and executing scripts to process and present data of biological interest.
6. **Course Type**, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. [Prerequisites](#), if applicable: N/A
8. [Recommended Preparation](#), if applicable: N/A
9. [Consent of Instructor](#), if applicable: Yes
10. [Exclusions](#), if applicable: N/A
11. [Repetition for credit](#), if applicable: N/A
12. [S/U grading](#): No

Justification

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

There is a pressing need for graduate students in ecology and evolution (e.g., molecular ecology, evolutionary genetics/genomics, phylogenomics, evo-devo, etc.) to effectively utilize genomic resources that are currently generating data at an unprecedented pace. Although there are a few graduate-level bioinformatics-related courses offered in MCB and PNB (e.g., MCB 5472 Computer Methods in Molecular Evolution, MCB 5429 Theory and Practice of High Throughput Sequence Analysis, PNB 6420 Physiological Proteomics), none of them focuses on genomic applications in ecology and evolutionary biology. This graduate course is designed to meet that need.

2. [Academic merit](#):

This course will help students develop the basic skills for practical computing in biology (with a particular focus on genomic applications in Ecology and Evolution) and start solving real-world problems immediately. It will cover Linux commands, shell scripts, Perl programming for text manipulation, and R for simple statistics and graphics. Being a practical course, it will also familiarize students with the process of experimental design, data collection, analysis, interpretation, and presentation (i.e., the process from project design to publication), using empirical examples from ecological and evolutionary studies.

3. [Overlapping courses](#): MCB 5472, MCB 5429, PNB 6420

4. Number of students expected: 15

5. Number and size of sections: One section, 15 students.

6. [Effects on other departments](#): I have communicated with faculty in MCB and PNB and have received their approval to offer this course.

7. [Staffing](#): Yuan

8. [Dates approved](#) by

Department Curriculum Committee: 24 October 2014

Department Faculty: 29 October 2014

9. Name, Phone Number, and e-mail address of principal contact person: Yaowu Yuan, 860-486-3469, yaowu.yuan@uconn.edu

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

EEB 5300

Practical Computing in Ecology and Evolution

Course goal

This new course is designed to:

- help students develop the basic skills for practical computing in biology (with a particular focus on genomic applications in ecology and evolution) and start solving real-world problems immediately.
- familiarize students with the **process** of experimental design, data collection, analysis, interpretation, and presentation (i.e., the process from project design to publication), using empirical examples from ecological and evolutionary studies.

Course content

The course has three major parts:

- The Linux environment and ~40 most useful commands; shell scripts;
- Perl programming for text manipulation (with a particular focus on empirical genomic data);
- R for simple statistics and graphics.

Each session has a particular theme relevant to evolutionary or/and ecological research. Most of the time we will be working remotely on the Linux cluster maintained by the UConn Bioinformatics Facility (<http://bioinformatics.uconn.edu/>) through a desktop computer or laptop; In some sessions before the practice a short lecture will be given to introduce the basic concepts on the topic of focus of that particular session, including genome assembly, transcriptome profiling, genome wide association studies, genome-scan for positive selection, etc.

Instructor

Yaowu Yuan (yaowu.yuan@uconn.edu)

Main References

Unix and Perl Primer for Biologists (Version 3.1.1). Keith Bradnam & Ian Korf (2012): http://korflab.ucdavis.edu/unix_and_Perl/

Practical Computing for Biologists. Steven H. D. Haddock & Casey Dunn (2011).

Beginning Perl for Bioinformatics. James Tisdall (2001). Available from UConn library E-books.

R for Beginners. Emmanuel Paradis (2005).

R in Action: Data Analysis and Graphics with R. Robert I. Kabacoff (2011).

Graded Assignments

Grades will be based on 10 homework assignments (300 points in total), 1 mid-term project (80 points), and 1 final project (120 points).

Syllabus

| EEB 5300: Practical Computing in Ecology and Evolution | |
|---|--|
| Session | Content |
| Week 1-1 | Linux basics I; Navigating the file system |
| Week 1-2 | Linux basics II; Sequence and alignment file formats |
| Week 2-1 | Linux basics III; Blasting in batch mode |
| Week 2-2 | Linux basics IV; Climate data and geographic maps |
| Week 3-1 | Perl Introductions |
| Week 3-2 | Scalars & Arrays; DNA and amino sequence manipulations |
| Week 4-1 | File I/O & Loops; Formatting sequences |
| Week 4-2 | Hashes; Gene expression comparisons |
| Week 5-1 | Regular Expression I; Preparing data for phylogenomic analysis |
| Week 5-2 | Regular Expression II: Extracting climate data |
| Week 6-1 | Files, Directories, and Interactions With Other Programs |
| Week 6-2 | Subroutines and Modules; Genome assembly statistics |
| Week 7-1 | Short read trimming and filtering |
| Week 7-2 | Genome assembly using short reads |
| Week 8-1 | Short read mapping and variant calling |
| Week 8-2 | Allele frequencies and population genomics |
| Week 9-1 | Genome wide association studies |
| Week 9-2 | Sliding Window Algorithms; Site specific positive selection |
| Week 10-1 | Genomic signature of positive selection |
| Week 10-2 | Genetics of adaptation and bulk segregant analysis |
| Week 11-1 | Transcriptome analysis |
| Week 11-2 | R introductions |
| Week 12-1 | R Statistics; Quantitative PCR assay of gene expression change |
| Week 12-2 | R Graphics I; Genome wide SNP density |
| Week 13-1 | R Graphics II; Population growth |
| Week 13-2 | R Graphics III; Fitness landscape |
| Week 14-1 | Combining Linux, Perl, and R for Research I |
| Week 14-2 | Combining Linux, Perl, and R for Research II |
| Week 15-1 | Combining Linux, Perl, and R for Research III |

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the name of a course.**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Spring 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3012. Marine Invertebrate Biology: Adaptations and Community Structure

(241) Three credits. Prerequisites: BIOL 1107 and 1108. Recommended preparation: MARN 1002 or 1003 or instructor consent. Ward

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required.

Proposed Catalog Copy

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

3012. Marine Invertebrate Biology

(241) Three credits. Prerequisites: BIOL 1107 and 1108. Recommended preparation: MARN 1002 or 1003 or instructor consent. Ward.

Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required.

Justification

1. **Reasons for changing this course:** To change the name to be consistent with the graduate course offering MARN 5012.
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:**
5. Effects on regional campuses:
6. **Staffing:** Ward
7. **Dates approved** by
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014
8. Name, Phone Number, and e-mail address of principal contact person:

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the name and description of a course.**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

4030W. Marine Biogeochemistry

(280W) Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents; ENGL 1010 or 1011 or 2011. Vlahos

Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Proposed Catalog Copy

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

4030W. Chemical Oceanography

Three credits. Prerequisite: CHEM 1128, MATH 1122 or 1132, PHYS 1202 or equivalents. ENGL 1010 or 1011 or 2011. Vlahos.

Composition, origin and solution chemistry of seawater and the marine biogeochemical cycles of salts, elements and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles and crustal exchanges.

Justification

1. **Reasons for changing this course:** To change the name and description to be consistent with course content and the graduate course offering MARN 5030.
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:**
5. Effects on regional campuses:
6. **Staffing:** Vlahos
7. **Dates approved by**
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014

8. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the description and prerequisites of a course**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Spring 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

4050. Geological Oceanography

(275) Three credits. Prerequisite: One year of laboratory science in CHEM, GSCI, MARN and/or PHYS or instructor consent.

Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

Proposed Catalog Copy

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

4050. Geological Oceanography

(275) Three credits. Prerequisite: GSCI 1051 or MARN/GSCI 3230 or instructor consent. Basic concepts in geological oceanography, including the role of plate tectonics in the control of the Earth and ocean system, fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.

Justification

1. **Reasons for changing this course:** **To change the description to be consistent with course content and modify the prerequisites to courses that contain geological content.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:** **None anticipated.**
5. Effects on regional campuses:
6. **Staffing:** **Lund**
7. **Dates approved** by

Department Curriculum Committee:10/20/2014

Department Faculty:11/7/2014

8. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the name and description of a course.**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Spring 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

5012. Ecology of Marine Invertebrates

Three credits. Instructor consent required.

Functional responses of organisms to abiotic factors in the marine environment (light, temperature, salinity, oxygen tension, intertidal exposure). Component: Lecture.

Proposed Catalog Copy

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

5012. Marine Invertebrate Biology

Three credits. Instructor consent required. Comparative examination of major adaptations and functional responses of marine invertebrates to biotic and abiotic factors in the marine environment. Field trips required. Component: Lecture and Laboratory.

Justification

1. **Reasons for changing this course:** To change the title and description to be consistent with the undergraduate course offering MARN 3012.
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:**
5. Effects on regional campuses:
6. **Staffing:** Ward
7. **Dates approved** by
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014
8. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the description of a course**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

5030. Chemical Oceanography

Three credits. The role of the oceans in the major global biogeochemical cycles of carbon, sulfur, nutrients, gases and trace elements. Studies include reaction rates, chemical speciation, equilibria, solubility, oxidation-reduction, absorption, complexation and their effects on the composition of sea water and the transfer of substances at the Earth's surface.

Proposed Catalog Copy

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

5030. Chemical Oceanography

Three credits. Composition, origin and solution chemistry of seawater and the marine biogeochemical cycles of salts, elements and gases. Distributions and transfer in the marine environment through chemical equilibria, rates, redox, partitioning, ocean circulation, biological cycles and crustal exchanges.

Justification

1. **Reasons for changing this course:** **To change the description to be consistent with course content and the undergraduate course offering 4030.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:**
5. Effects on regional campuses:
6. **Staffing:** **Vlahos**
7. **Dates approved** by
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014
8. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the name and description of a course**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Fall 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

5036. Marine Biogeochemistry

Three credits. Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Proposed Catalog Copy

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

5036. Advanced Chemical Oceanography

Three credits. Major global biogeochemical cycles of the major elements, nutrients, gases, organic matter, and trace elements and the impact of climate change and ocean acidification. An examination of biogeochemical cycling of toxic trace metals, and transfer of substances at the air and sediment interfaces. Components: Lecture.

Justification

1. **Reasons for changing this course:** **To change the name and description to be consistent with course content and to reflect the desired sequence for graduate students specializing in Chemical Oceanography.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:**
5. Effects on regional campuses:
6. **Staffing:** **Mason**
7. **Dates approved** by
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014
8. Name, Phone Number, and e-mail address of principal contact person:

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **10/17/2014**
2. Department requesting this course: **Marine Sciences**
3. Nature of Proposed Change: **Change the name and description of a course**
4. If proposing to add this course to a CLAS general education area A-E, then
 - a. Specify a CLAS area, A-E: _____
 - b. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)
5. **Effective Date** (semester, year): **Spring 2015**
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

5050. Marine Geology

Three credits. Relationships between physical and chemical processes and the occurrences and distribution of rock types and compositions in the oceanic environment.

Proposed Catalog Copy

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

5050. Geological Oceanography

Three credits. Basic concepts in geological oceanography, including the role of plate tectonics in the control of the Earth and ocean system, fundamentals of biosphere-geosphere interaction over geologic timescales, and the reconstruction of past climates using marine sediment archives.

Justification

1. **Reasons for changing this course:** **To change the title and description to be consistent with the course content and consistent with the undergraduate offering of the course 4050.**
2. Effect on Department's curriculum:
3. Other departments consulted:
4. **Effects on other departments:** **None anticipated.**
5. Effects on regional campuses:
6. **Staffing:** **Lund**
7. **Dates approved by**
Department Curriculum Committee: 10/20/2014
Department Faculty: 11/7/2014
8. Name, Phone Number, and e-mail address of principal contact person:

Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: November 7, 2014
2. Department or Program: Geoscience
3. Title of Minor: Geoscience
4. Effective Date (semester, year): Fall, 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Change requirements.

Existing Catalog Description of Minor

The minor in Geoscience provides instruction in the core concepts and principal methods of investigation in the study of the Earth. This course of study complements a major in the biological or marine sciences, chemistry, physics, civil and environmental engineering, anthropology, geography, or natural resources.

Students wishing to take this minor must complete the requirements of either the Geology Option or the Geophysics Option.

The Geology Option consists of the following courses:

GSCI 3010, 3020, 3030, 3040 and an additional 2000-level or above Geoscience course, chosen in consultation with the Geology Option minor advisor, so that the total number of credits is at least 15.

The Geophysics Option consists of the following courses:

GSCI 4510, 4520, 4550, 4560 and an additional 2000-level or above Geoscience course, chosen in consultation with the Geophysics Option minor advisor, so that the total number of credits is at least 15.

The minor is offered by the Center for Integrative Geosciences.

Proposed Catalog Description of Minor

The minor in Geoscience provides instruction in the core concepts and principal methods of investigation in the study of the Earth. This course of study complements a major in anthropology, biological sciences, chemistry, civil engineering, ecology and evolutionary biology, environmental engineering, environmental science, environmental studies, geography, marine sciences, natural resources, or physics.

Students wishing to complete the minor in Geoscience must take at least 15 credits of 2000-level and above Geoscience courses.

A maximum of 3 credits of 2000-level and above courses from other departments or programs may be used to fulfill requirements of the minor, but only with the written pre-approval of the coordinator of the minor.

Credits from internship and independent study courses cannot be used to satisfy the requirements of the minor.

The minor is offered by the Center for Integrative Geosciences.

Justification

1. Reasons for changing the minor: The existing minor is too structured, and so it is difficult to complete given the university's restriction on substitutions. Because of limited staffing, some courses in the minor are offered every other year and some are offered even less frequently. As a result, no students have completed the geophysics option, and only a few students each year complete the geology option. The proposed minor provides students increased flexibility without compromising rigor and also allows students to design an individualized plan of study that meets their specific interests. Credits from other departments or programs are allowed with written pre-approval because geoscience is inherently interdisciplinary, and geoscience faculty teach in a number of departments/programs.

2. Effects on students: Changes make the minor more do-able for students.

3. Effects on other departments: None.

4. Effects on regional campuses: None.

5. Dates approved by

Department Curriculum Committee: November 7, 2014

Department Faculty: November 7, 2014

6. Name, Phone Number, and e-mail address of principal contact person: Jean Crespi, 6-0601, jean.crespi@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. 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. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>

(signed) _____ Dept. of <insert name>.

Geoscience Minor Plan of Study

University of Connecticut
College of Liberal Arts and Sciences

Student Name:

Student Admin #:

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.

Minor Requirements:

At least 15 credits of 2000-level and above Geoscience courses.

A maximum of 3 credits of 2000-level and above courses from other departments or programs may be used to fulfill requirements of the minor, but only with the written pre-approval of the coordinator of the minor.

Credits from internship and independent study courses cannot be used to satisfy the requirements of the minor.

GSCI _____ credits

GSCI _____ credits

GSCI _____ credits

GSCI _____ credits

GSCI _____ credits

GSCI _____ credits

Total Credits: _____

I approve the above program for the minor in Geoscience.

Minor Advisor Print
Center for Integrative Geosciences

Minor Advisor Sign

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course DRAFT (12/3/14)

1. Date: 12/3/14
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall 2015

Final catalog Listing (see Note A):

GEOG 3420 (proposed). Field Methods in Physical Geography

Fall semester. Four credits. Three lectures and one three-hour lab. Recommended Preparation: GEOG 2300 and GEOG 2500.

An overview of methods for collecting geographic information in the field, how to identify existing data to support field studies, and how to integrate these data in a geographic information system for further analysis and/or mapping.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department: *GEOG*
2. Course Number (see Note B): 3420 (proposed)
3. Course Title: Geographic Field Methods
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): Four credits
6. Course description (second paragraph of catalog entry -- see Note K):

An overview of methods for collecting geographic information in the field, how to identify existing data to support field studies, and how to integrate these data in a geographic information system for further analysis and/or mapping. Field mapping tools will include surveying, GPS mapping, and using mobile mapping applications. Satellite images, aerial photographs, topographic maps, and other online data sources will be discussed as supporting tools. Measurement and basic analysis of physical processes will include field mapping and gathering of data related to watersheds and human impacts on natural landscapes. Three lectures and one three-hour lab.

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): GEOG 2500; GEOG 2300 or equivalent

10. Consent of Instructor, if applicable (see Note T) Not applicable
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Jolly-Ballantine, Ouimet
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): Not applicable
16. S/U grading (see Note W): Not applicable

Justification

1. Reasons for adding this course: This course provides students with skills for gathering and interpreting geographic data in the field. This course complements the theoretical and computational classes offered by the Department of Geography with a practical, field component.

2. Academic Merit (see Note L): This course uses a series of field labs and an independent project to provide students hands-on experience with current geographic technologies used in the field and for interpreting field data. The computational and data gathering skills are relevant to many careers that use geographic information. The environmental focus of the course also allows the students to apply knowledge they have gained in environmental classes (such as Geography 2300) in a real-world setting.

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

4. Number of Students Expected: 25

5. Number and Size of Section: One section.

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): This class will be taught by either John Andrew Jolly-Ballantine or William Ouimet.

9. Dates approved by (see Note Q):

Geography Curriculum Committee: December 1, 2014

Geography Faculty: December 3, 2014

10. Name, Phone Number, and e-mail address of principal contact person: John Andrew Jolly-Ballantine; 860-486-2579; andy.ballantine@uconn.edu

Field Methods in Physical Geography

Geography 3420: Fall, 2015

Meet your Professor

Andy Jolly-Ballantine

E-mail: andy.ballantine@uconn.edu

Office: AUST 432

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

What is this Class?

Catalog description: An overview of methods for collecting geographic information in the field, how to identify existing data to support field studies, and how to integrate these data in a geographic information system for further analysis and/or mapping. Field mapping tools will include surveying and GPS mapping. Satellite images, aerial photographs, topographic maps, and other online data sources will be discussed as supporting tools. Measurement and basic analysis of physical processes will include field mapping and gathering of data related to watersheds and human impacts on natural landscapes.

This class assumes that you have taken Geography 2000 or a similar class that will give you mastery of basic GIS procedures. This class also assumes that you have had Geography 2300 or similar introductory earth science class that includes surface processes such as weather, hydrology, and geomorphology.

My objectives for this class are that you will leave with:

- A basic knowledge of the tools geographers use to map the landscape and measure spatial processes
- An appreciation for the natural conditions and forces leading to the ever-changing environment around us
- An understanding of the spatial nature of these processes
- The ability to gather, analyze, synthesize, and present information about the environment in a geographic framework

Class Times and Locations

Class lecture will meet Monday, Wednesday and Friday with a three hour lab concurrent with one of these lecture periods

Many of the lab sessions will be spent outside at varying locations. The weather can be fickle and different weeks will have varying degrees of focus on the outdoors, so outdoor locations will be announced at least one class ahead and posted online. In case of planned outdoor classes being challenged by inclement weather, I will post the change of class location on Husky CT as soon as possible, but certainly by 9 AM on the morning of the lab. When indoors for labs, we will meet in AUST 439.

Be Prepared!

Working outside is fun and beautiful, but you also need to be prepared for being in a natural setting. Be prepared for:

- sun (a hat and sun screen)
- cold (appropriate clothing for being outside up to three hours)
- rain (a waterproof rain coat and decent shoes)
- walking some distance (have sturdy, closed-toe shoes)
- unfriendly plants (your textbook is an identification guide, so use it! Learn to recognize poison ivy and avoid it)
- allergic reactions (If you are allergic to bee stings, be sure to be prepared and notify the professor. If you have seasonal allergies that will be aggravated by being outside, use appropriate medication)
- biters (bug repellent might be a good idea for some labs)
- ticks (deer ticks can carry Lyme Disease which you really don't want to get. When we are going to be outside anywhere away from the main part of campus, I recommend wearing long pants and socks long enough that you can tuck the pant cuffs in. It is preferable to wear light colors so it is easier to see ticks. Yes, we will look like dorks, but we will look like dorks together and that is better than getting debilitating arthritis at the age of 19. Within a few hours after class, examine your body for ticks. I will provide a helpful fact sheet of information on ticks.

I will not force you to be outside during a downpour, but a drizzle is fair game. Basically, if our pants are getting soggy and we can't write well, we will head back inside.

Required Readings and Equipment

Because of the field-oriented nature of this class, there is no comprehensive textbook. However, there are two Required Texts. I hope you will find uses for these wonderful books well after this class, graduation, and the time when all of your other textbooks are no longer in your life.

Required Texts:

- *The Audubon Field Guide to New England*
- *Reading the Forested Landscape* by Tom Wessels

Additional Required Readings: I will post additional readings on Husky CT that are relevant to our discussions.

Required Equipment:

- U.S. Geological Survey Spring Hill Topographic Quadrangle Map
- A field notebook or clipboard with water-resistant cover. A notebook should preferably have sturdy pages for wet days (we will go in if it is really raining). You can get a waterproof notebook, but these are hard to write on so make sure you get an appropriate pen or pencil to go with it. A regular field notebook should be sufficient.
- A waterproof ink pen for outside writing should things get wet
- A pencil for some mapping exercises that should not be done in pen
- Protractor (a simple, 6" plastic one is fine, preferably with a ruler on the flat side)
- 12" ruler with metric markings (preferably clear plastic)
- Graph paper (you may be able to share with fellow students)

All required books and equipment should be available in the bookstore.

Some Useful Items

A good deal of the labs will be spent exploring and measuring in the field. I will be presenting some information while we are outside and you will be making measurements and observations. Here are some items I recommend for the outside portion of the labs:

- A waterproof rain coat
- Sturdy shoes or boots for walking in the woods
- Long socks for tick protection
- Sun screen and/or a hat
- Bug repellent

Course Requirements

GRADING BREAKDOWN:

| | |
|------------------------|-----|
| Class Participation: | 10% |
| Lab/Field Assignments: | 40% |
| Final Project: | 15% |
| Exams: | 25% |

CLASS PARTICIPATION (10% of grade)

There is a lot to talk about when it comes to exploring the world around us and I won't be doing all of the talking. I want to hear your voice and for you to share your ideas with the rest of the class. Part of your grade is based upon your participation (for which your presence is required). The class participation grade of 15% will be based on a presentation of your final project, and your engagement in class discussion.

Presentation of final project (10% of total grade)

You will each take on a specific project of interest to you and spend a good bit of the semester focused on researching this project. Part of your project grade will be the written portion (see below) and part will be tied to two oral presentations. The first oral presentation will be at your project site where you will demonstrate the methods you have used in the field. The second will be at the end of the semester when you will discuss your full project from development to methods to setbacks to results and conclusions.

Attendance and Class Discussion (5% of total grade)

Discussion during lectures and active participation in the field and lab exercises are essential components of this class. I will be keeping track of how actively you are contributing to class discussions and taking note of days when you are particularly involved (bonus) or listless (not so good, but at least you made it). Because this class is centered on discussion and participating in field or lab activities, I expect you to attend every class. If you need to miss a class for any reason, please inform me by e-mail at least 24 hours in advance. If you are sick and must miss class, let me know as early as possible. A part of this grade will include a piece about the book, *Reading the Forested Landscape* as it pertains to our local landscape.

LAB ASSIGNMENTS (40% of total grade)

The bulk of the work in this class is related to the lab assignments. During lab, you will work singly, or in small groups to accomplish the activities and data collection. During and after class, I expect you to *individually* answer some questions related to the assignment and any associated readings. Labs will be graded based on your answers to the questions. I will only mark whether answers are correct or incorrect on the lab itself, but you are welcome to meet with me if you have further questions. The assignment write-up is due posted to HuskyCT (or turned in) by the beginning of lab after the week of the assignment (see schedule below). The lowest of your lab grades will be dropped.

EXAMS (25% of total grade)**Practical Exam (10% of total grade)**

There will be one practical exam where I will test your field mapping and measuring skills as an individual. This exam will be held during the last week of October or early in November once you have learned all of the appropriate field skills. Before the exam, I will hold an optional review session to review the field measuring material, provide a few sample questions, and answer any questions you may have. This exam is effectively the final exam so there will be no exam during the finals period.

Lecture Material Exams (7.5% each of total grade)

There will be two exams that cover material presented in lectures and student presentations. Before the exam, I will hold an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

HUSKYCT: I will be using HuskyCT for distributing materials, making announcements, receiving electronic copies of assignments, posting grades, etc. I will post grades before returning graded materials to you. Please keep track of your grade and come to me within one week of my returning the assignment if you have questions on your grades.

POLICIES AND EXPECTATIONS: I expect everyone to attend all lectures and labs. The best way to do poorly in this class is to not receive the information I am presenting and to not turn in your assignments on time. If an assignment is turned in late, there will be a 5% percent grade penalty each day, starting at the beginning of class. Labs turned in more than one week late will be given no credit unless you have consulted with me about your circumstances. Technical excuses for late labs *will not* be accepted (e.g., “lost my usb drive,” “forgot to save,” “a virus ate my homework”). I expect that you are backing up your work.

Make up or early exams: Make up exams and early exams are not permitted except in special circumstances. These special circumstances (e.g., severe illness or death in the family) *must* be arranged ahead and documented.

I HATE TO HAVE TO SAY THIS...

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about your place in the environment, not pressure you into regurgitating facts. But if there is any improperly copied material or student cheating, I will

follow the established University disciplinary procedures outlined in the student handbook at <http://www.une.edu/studentlife/handbook/>.

COURSE AIDS

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before class if you have any questions about course topics or assignments
2. Attend Discussion/Review sessions before the exams
3. Check out UCONN Connects Student Services which offers a comprehensive array of academic support services. Look them up at <http://web.uconn.edu/uconnconnects/default.htm>
4. Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

Tentative Schedule

| Dates | Topics | Lab topic |
|--------------------|--|--|
| Week 1 | Asking questions and learning the landscape | Questions and site analysis |
| Week 2 | Old School Mapping | Compass mapping and hand surveying |
| Week 3 | Topography and surveying | Surveying with Total Stations |
| Week 4 | Global Positioning Systems | GPS mapping and project site selection |
| Week 5 | Aerial photographs and remote sensing | Image and photo interpretation |
| Week 6 | Weather | Micrometeorology lab |
| Week 7 | Hydrology and water pollution | Hydrology lab |
| Week 8 | Finish water pollution; Developing a field study; Start soil science, Exam 1 | Project break-outs |
| Week 9 | Soil science | Soil lab |
| Week 10 | Forested landscapes | Vegetation cover lab |
| Week 11 | Landscapes and geomorphology | Geomorphology lab |
| Week 12 | Land use | Land use lab |
| Week 13 | Human changes to the landscape | Field project presentations |
| Week 14 | Watersheds as integrators | Data analysis |
| Thanksgiving break | | |
| Week 15 | Project Presentations | Project Presentations |
| | | |

Note that in case of inclement weather before November, the topographic map lab will be substituted for the lab that could not occur due to bad weather. The GIS Basics lab may also work this way. I will announce changes to the syllabus at that time.