

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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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 Topics for discussion

New University policy for approval of graduate programs that cross Schools and Colleges

See Attachment 1.

CLAS policy limiting departments to one minor

See Attachment 2.

2 Special Topics Proposals approved by the chair

2015-006 Offer GSCI 4995 as How to Read Rock Secrets (and make a thin section)

Full Materials

Instructor: Prof. Tim Byrne

Short Description:

Prerequisites: upper level GSCI course; course is particularly appropriate for students who are taking (or have taken): GSCI 3040 (Earth Materials) or GSCI 4998 (Taiwan trip)

Requirements: Students will make 4 to 5 thin sections and give a presentation at the end of the semester describing their experience (e.g., "lessons learned in making a thin-section") and their thin-section "discoveries".

2015-013 Offer ILCS 3295 as Medieval Italian Literature in the Context of the Mediterranean (and Beyond)

Full Materials

Instructor: Prof. Andrea Celli

Short Description:

The aim of the course is to situate the medieval origins of Italian literature and cultures in the context of contemporary Mediterranean civilizations. Instead of looking at the Italian origins as the foundation of a coherent and homogeneous national identity, still far to come, the course will stress those intellectual and symbolic elements that place its reality in a wider and boundary-crossing background. The course's ambition is to make capital of the variety of competences represented at the LCL, whose Faculty will be invited to offer single lectures, in reason of their research specialty and availability. This will give the students a taste of the

variety of disciplines and scholarly areas covered by the Department. The course will start from an introduction to contemporary debates on the usage of the Mediterranean as a paradigm in the study of medieval and early-modern literatures, in particular in relation to issues such as interconnectedness, cross-culturality, multilingualism, and inter-faith relations. This provisional syllabus can be amended according to the composition of the class, suggestions from the invited lecturers, and interests of the enrolled students.

3 Old Proposals

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 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.~~ 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.

4 New Proposals

2015-001 Change Environmental Science Major

Full Materials

Current Catalog Copy:

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

Required courses in Basic Science

ARE 1150;
BIOL 1107, BIOL 1108 or 1110;
CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q;
MATH 1120Q, 1121Q, 1122Q or 1131Q, 1132Q;
PHYS 1201Q, 1202Q or 1401Q, 1402Q;
STAT 1000Q or 1100Q or 3025Q.

Required courses in Introductory Environmental Science

Select any two from:

GEOG 2300
GSCI 1050
MARN 1002
NRE 1000

Required courses at the 2000 level or above in Environmental Science

AH 3175
EEB 2244 or 2244W
GSCI 3020
MARN 3000
NRE 3145

Capstone course

NRE 4000W

General Education competency requirements

Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

Concentration Requirements

4.1 2015-001 Change Environmental Science Major

All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

Environmental Biology

Students must complete: EEB 2245/W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I. Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II. Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276

Group III. Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry

Students must complete at least 15 credits including:

CHEM 2443, 2444, 2445 or 2446; or

CHEM 2241, 2242; and

CHEM 3332;

with remaining credits from:

CHEM 3210;

CHEM 3334;

MATH 2110Q and CHEM 3563;

CHEM 4370, 4371

Environmental Geography

Students must complete:

GEOG 3510 or 4500; and

At least four of GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience

Students must complete five courses from the following list with at least two courses from each group:

Group I. GSCI 3010, 3030, 3040

Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science

Students must complete five courses (15 credits) from the following list, with at least one course from each group:

Group A: MARN 3014, 3015, 3016, 3017, 4010

Group B: MARN 3003Q, 3030, 4030W, 4050

Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture, Health and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science.

For the complete requirements, refer to the Environmental Science description in the College

of Agriculture, Health and Natural Resources section of this Catalog.

Proposed Catalog Copy:

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

Required courses in Basic (Natural) Sciences

BIOL 1107, and BIOL 1108 or 1110;
CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q;
MATH 1131Q, 1132Q;
PHYS 1201Q, 1202Q or 1401Q, 1402Q;
STAT 1000Q or 1100Q or 3025Q;
NRE 1000

It should be noted that: ARE 1150, ECON 1200, or ECON 1201; GEOG 2300; GSCI 1050; MARN 1002 are pre-requisites for several upper division course concentration options. It is your responsibility to ensure that you have satisfied all pre-requisites in the catalog for concentration courses you may be interested in registering for.

Required Sophomore Seminar Course

ENVS 2000 (1 credit)

Required Capstone

NRE 4000W (3 credits)

Required Internship or Research Experience

1 - 6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student's advisor.

Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

Sustainable Systems Concentration (The same course cannot be used to fulfill more

than one knowledge competency.)

Students must complete at least 2 courses from each of the following Knowledge Competencies.

Resource Management: EEB 2208; GEOG 3340; MARN 3030; NRE 2010, 2215, 2325, 2345, 3105, 3125, 3155, 3305, 3335, 3345/W, 3500, 3535, 4335, 4575.

Ecological Systems: EEB 2244/W; EEB 3230/MARN 3014; EEB 3247, 4230W; NRE 2455, 3205, 4340.

Students must complete at least 1 course from each of the following Knowledge Competencies.

Built Systems: AH 3175; HORT 3765; LAND 3230W; NRE 3265.

Governance & Policy: AH 3174; ARE 3235, 3434, 3437, 4438, 4462; ECON 2467/MAST 2467; GEOG 3320W; MAST 3832/POLS 3832; NRE 3201, 3245, 3246; POLS 3412; SOCI 3407/W.

Ethics, Values, & Culture: ANTH 3339; ENGL 3240, 3715; GEOG 3410; HIST 3540, 3542; JOUR 3046; PHIL 3216; SOCI 2701, 2705, 2709/W, 3407/W.

Economics & Business: ARE 3235, 4305, 4438, 4444, 4462, 4464; ECON 2467/MAST 2467; ECON 3466, 3473.

Global Change Concentration (The same course cannot be used to fulfill more than one knowledge competency.)

Students must complete at least 2 courses from each of the following Knowledge Competencies.

Climate Change and Its Impacts: GEOG 3400, 4300; GSCI 3010; MARN 3000; NRE 3115, 3146, 4170.

Land and Ocean Use & Its Impacts: EEB 2208; GEOG 3310, 3410; GSCI 3020; GSCI 3230/MARN 3230; HORT 3765; MARN 3001, 3030, 4066; NRE 2215, 2325, 2345, 3105, 3115, 3155, 4340; NRE 4135/GSCI 4735.

Natural Science: CHEM 4370, 4371; EEB 2244/W, 2245/W; EEB 3230/MARN 3014; EEB 3247; EEB 4120/GSCI 4120; GEOG 2300; MARN 2002, 2060, 3003Q, 4030W, 4060; NRE 2455, 3125, 3145, 3205; SOIL 2120, 3410.

Students must complete at least 1 course from each of the following Knowledge Competencies.

Methods: EEB 4230W; ENVE 2251; GEOG 3300, 3500Q; GEOG 3505/MARN 3505; GEOG 4230; GSCI 3710, 4230; MARN 3003Q; NRE 2000, 2010, 3252, 3305, 3345/W, 3535, 4335, 4475, 4535, 4544, 4545, 4575, 4665; PHYS 2400; STAT 2215Q, 3025Q.

Governance & Policy: AH 3174; ARE 3235, 3434, 3437, 4438, 4462; ECON 2467/MAST 2467; GEOG 3320W; MAST 3832/POLS 3832; NRE 3201, 3245, 3246; POLS 3412; SOCI 3407/W.

Human Health Concentration

Students must pass all of the following.

AH 3175

MCB 2610

AH 3021

AH 3275

ANSC 4341

Students must pass 2 of the following; totaling 6 or more credits.

MCB 2400, 3010, 3011, 3201, 3633, 4211; ANSC 4642; PVS 2100

Students must pass 1 of the following.

AH 3570, 3571, 3573, 3574; PVS 4300

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Sciences description in the “College of Agriculture, Health and Natural Resource” section of this Catalog.

2015-002 Add EVST 3999 Independent Study

Full Materials

Proposed Catalog Copy:

EVST 3999 Independent Study

Credits and hours by arrangement. Prerequisite: Open only with consent of instructor and Program Director. This course may be repeated for credit with a change in subject matter.

2015-003 Change PP 5314 Causal Program Evaluation

Full Materials

Current Catalog Copy:

PP 5314 Causal Program Evaluation

3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal program evaluation. This course is an MPA capstone option. This course is cross-listed with ECON 5314.

Proposed Catalog Copy:

PP 5314. Capstone: Causal Program Evaluation

3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal program evaluation. This course is an MPA capstone option.

Changes Highlighted:

PP 5314 Capstone: Causal Program Evaluation

3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal

program evaluation. This course is an MPA capstone option. ~~This course is cross-listed with ECON 5314.~~

2015-004 Change PP 5362 Applied Management Project

Full Materials

Current Catalog Copy:

PP 5362 Applied Management Project

3 credits. Seminar. Open to MPA students only. Prerequisite: PP 5370.

The application of management concepts and theory, research and practice to problems facing public and nonprofit organizations. This course is an MPA capstone option.

Proposed Catalog Copy:

PP 5362. Capstone: Applied Management Project

3 credits. Seminar. Open to MPA students only. Prerequisite: PP 5370

The application of management concepts and theory, research and practice to problems facing public and nonprofit organizations. This course is an MPA capstone option.

Changes Highlighted:

PP 5362 Capstone: Applied Management Project

3 credits. Seminar. Open to MPA students only. Prerequisite: PP 5370

~~This course will provide the student with the advanced methods and tools used for causal program evaluation~~ The application of management concepts and theory, research and practice to problems facing public and nonprofit organizations. This course is an MPA capstone option. ~~This course is cross-listed with ECON 5314.~~

2015-005 Add ILCS 5377. Topics in Transnational Italy

Full Materials

Proposed Catalog Copy:

ILCS 5377. Topics in Transnational Italy

3 credits. Lecture. Open to graduate students in Italian, others with permission of instructor. A variable topics course focusing on cultural, historical, and political intersections between Italy and other nations. With a change in topic, may be repeated for credit for a maximum of 6 credits.

2015-007 Change GEOG 1070 Global Change and Natural Disasters (g)(s)

Full Materials

Current Catalog Copy:

1070. Global Change and Natural Disasters

(Also offered as GSCI 1070.) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Proposed Catalog Copy:

1070. Natural Disasters and Environmental Change

(Also offered as GSCI 1070.) Three credits. Students who complete both this course (GEOG 1070) and GSCI 1052 may request that GEOG 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Changes Highlighted:

1070. ~~Global Change and Natural Disasters~~ Natural Disasters and Environmental Change

(Also offered as GSCI 1070.) Three credits. Students who complete both this course (GEOG 1070) and GSCI 1052 may request that GEOG 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

2015-008 Change GEOG 4530. Computer Applications in Spatial Analysis

Full Materials

Current Catalog Copy:

GEOG 4530. Computer Applications in Spatial Analysis

(282C) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q or equivalent.

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

Proposed Catalog Copy:

GEOG 4530. Computer Applications in Spatial Analysis

(282C) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q or equivalent.

An advanced seminar in the design of computer programs for solving problems in spatial analysis.

Changes Highlighted:

GEOG 4530. Computer Applications in Spatial Analysis

(282C) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q or equivalent.

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

2015-009 Change GEOG 5510. Application Issues in Geographic Information Systems

Full Materials

Current Catalog Copy:

GEOG 5510. Application Issues in Geographic Information Systems

Three credits. Prerequisite: GEOG 5500 or GEOG 4500C (RG352).

The study of operational and management issues in geographic information systems (GIS). Ways in which traditional planning and management theories and techniques can be implemented in GISs are examined. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIS, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

Proposed Catalog Copy:

GEOG 5510. Application Issues in Geographic Information Systems

Three credits. Recommended Preparation: GEOG 5500.

The study of operational and management issues in geographic information systems (GIS). Ways in which traditional planning and management theories and techniques can be implemented in GISs are examined. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIS, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

Changes Highlighted:

GEOG 5510. Application Issues in Geographic Information Systems

Three credits. ~~Prerequisite: GEOG 5500 or GEOG 4500C (RG352).~~ Recommended Preparation: GEOG 5500.

The study of operational and management issues in geographic information systems (GIS). Ways in which traditional planning and management theories and techniques can be implemented in GISs are examined. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIS, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

2015-010 Change COMM 4035. Advanced Study of Media Effects: Sex, Drugs and Rock N Roll

[Full Materials](#)

Current Catalog Copy:

COMM 4035. Advanced Study of Media Effects: Sex, Drugs and Rock N Roll

(235) Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Proposed Catalog Copy:

COMM 4035. Advanced Media Effects

(235) Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Changes Highlighted:

COMM 4035. Advanced ~~Study of Media Effects: Sex, Drugs and Rock N Roll~~ Media Effects

(235) Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

2015-011 Add COMM 4035W  

[Full Materials](#)

Proposed Catalog Copy:

COMM 4035W. Advanced Media Effects

(235) Three credits. Prerequisite: COMM 1000 and 1300; open to juniors or higher.

2015-012 Add COMM 4130 Marketing Communication

[Full Materials](#)




Proposed Catalog Copy:

COMM 4130 Marketing Communication

Three credits. Prerequisite: COMM 3000Q, COMM 3100. Recommended preparation:

COMM 1300

Principles, strategies, and theories of communication in product and brand marketing contexts.

2015-014 Add HIST 3841. Empire and Nation in Southeast Asia   




[Full Materials](#)

Proposed Catalog Copy:

HIST 3841. Empire and Nation in Southeast Asia

Three credits. Prerequisite: Open to sophomores or higher.

Examines major themes in modern Southeast Asian history from the 17th century to the present: the growth of global commerce; western imperialism; nationalism; the emergence of independent nation-states; and the challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

2015-015 Add HIST 3842. History of Vietnam   




[Full Materials](#)

Proposed Catalog Copy:

HIST 3842. History of Vietnam

Three credits. Prerequisite: Open to sophomores or higher.

An introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

2015-016 Add HIST 3845. The Vietnam War   

[Full Materials](#)

Proposed Catalog Copy:

HIST 3845. The Vietnam War

Three credits. Prerequisite: Open to juniors or higher.

Examines the origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; and the postwar legacy.

2015-017 Add 3XXX. China and the West

[Full Materials](#)

Proposed Catalog Copy:

3XXX. China and the West Three credits. Open to sophomores or higher. Not open to students who took HIST 3995, China and the West. This course analyses China's political, economic, and cultural encounters with Western Powers from the sixteenth century to 1949.

2015-018 Add JAPN 3298 Variable Topics

[Full Materials](#)

Proposed Catalog Copy:

JAPN 3298 Variable Topics

Three credits. Prerequisites and recommended preparation vary. With a change in topic, may be repeated for credit.

Appendix

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 1/14/2015
2. Department or Program: Environmental Sciences
3. Title of Major: Environmental Sciences
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: Curriculum revision for the major. Proposing to change from the current nine concentrations to three new concentrations.

Existing Catalog Description of Major

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

Required courses in Basic Science

- ARE 1150;
- BIOL 1107, BIOL 1108 or 1110;
- CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q;
- MATH 1120Q, 1121Q, 1122Q or 1131Q, 1132Q;
- PHYS 1201Q, 1202Q or 1401Q, 1402Q;
- STAT 1000Q or 1100Q or 3025Q.

Required courses in Introductory Environmental Science

Select any two from:

- GEOG 2300
- GSCI 1050
- MARN 1002
- NRE 1000.

Required courses at the 2000 level or above in Environmental Science

- AH 3175
- EEB 2244 or 2244W
- GSCI 3020
- MARN 3000
- NRE 3145

Capstone course

NRE 4000W

General Education competency requirements

Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

Concentration Requirements

All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

Environmental Biology

Students must complete: EEB 2245/W; EEB 3307 or 4230W; and *at least one course from each of the following groups:*

- **Group I.** Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310
- **Group II.** Plant Diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276
- **Group III.** Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260.and 4261

Environmental Chemistry

Students must complete *at least 15 credits* including:

- CHEM 2443, 2444, 2445 or 2446; or
- CHEM 2241, 2242; and
- CHEM 3332;
- with remaining credits from:
 - CHEM 3210;
 - CHEM 3334;
 - MATH 2110Q and CHEM 3563;
 - CHEM 4370, 4371

Environmental Geography

Students must complete:

- GEOG 3510 or 4500; and
- At least four of GEOG 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience

Students must complete five courses from the following list with at least two courses from each group:

- **Group I.** GSCI 3010, 3030, 3040
- **Group II.** GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science

Students must complete five courses (15 credits) from the following list, with at least one course from each group:

- **Group A:** MARN 3014, 3015, 3016, 3017, 4010
- **Group B:** MARN 3003Q, 3030, 4030W, 4050
- **Group C:** MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture, Health and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science.

For the complete requirements, refer to the Environmental Science description in the College of Agriculture, Health and Natural Resources section of this Catalog.

Proposed Catalog Description of Major

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

Required courses in Basic (Natural) Sciences

- BIOL 1107, & BIOL 1108 or 1110;
- CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q;
- MATH 1131Q, 1132Q;

- PHYS 1201Q, 1202Q or 1401Q, 1402Q;
- STAT 1000Q or 1100Q or 3025Q.
- NRE 1000

It should be noted that: ARE1150, ECON 1200, or ECON 1201; GEOG 2300; GSCI 1050; MARN 1002 are pre-requisites for several upper division course concentration options. It is your responsibility to ensure that you have satisfied all pre-requisites in the catalog for concentration courses you may be interested in registering for.

Required Sophomore Seminar Course

- ENVS 2000 (1 credit)

Required Capstone

- NRE 4000W (3 credits)

Required Internship or Research Experience

- 1 - 6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student's advisor.

Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

Sustainable Systems Concentration (The same course cannot be used to fulfill more than one knowledge competency.)

Students must complete at least 2 courses from each of the following Knowledge Competencies.

- **Resource Management:** EEB 2208; GEOG 3340; MARN 3030; NRE 2010, 2215, 2325, 2345, 3105, 3125, 3155, 3305, 3335, 3345/W, 3500, 3535, 4335, 4575.
- **Ecological Systems:** EEB 2244/W; EEB 3230/MARN 3014; EEB 3247, 4230W; NRE 2455, 3205, 4340.

Students must complete at least 1 course from each of the following Knowledge Competencies.

- **Built Systems:** AH 3175; HORT 3765; LAND 3230W; NRE 3265.
- **Governance & Policy:** AH 3174; ARE 3235, 3434, 3437, 4438, 4462; ECON 2467/MAST 2467; GEOG 3320W; MAST 3832/POLS 3832; NRE 3201, 3245, 3246; POLS 3412; SOCI 3407/W.

- **Ethics, Values, & Culture:** ANTH 3339; ENGL 3240, 3715; GEOG 3410; HIST 3540, 3542; JOUR 3046; PHIL 3216; SOCI 2701, 2705, 2709/W, 3407/W.
- **Economics & Business:** ARE 3235, 4305, 4438, 4444, 4462, 4464; ECON 2467/MAST 2467; ECON 3466, 3473.

Global Change Concentration (The same course cannot be used to fulfill more than one knowledge competency.)

Students must complete at least 2 courses from each of the following Knowledge Competencies.

- **Climate Change and Its Impacts:** GEOG 3400, 4300; GSCI 3010; MARN 3000; NRE 3115, 3146, 4170.
- **Land and Ocean Use & Its Impacts:** EEB 2208; GEOG 3310, 3410; GSCI 3020; GSCI 3230/MARN 3230; HORT 3765; MARN 3001, 3030, 4066; NRE 2215, 2325, 2345, 3105, 3115, 3155, 4340; NRE 4135/GSCI 4735.
- **Natural Science:** CHEM 4370, 4371; EEB 2244/W, 2245/W; EEB 3230/MARN 3014; EEB 3247; EEB 4120/GSCI 4120; GEOG 2300; MARN 2002, 2060, 3003Q, 4030W, 4060; NRE 2455, 3125, 3145, 3205; SOIL 2120, 3410.

Students must complete at least 1 course from each of the following Knowledge Competencies.

- **Methods:** EEB 4230W; ENVE 2251; GEOG 3300, 3500Q; GEOG 3505/MARN 3505; GEOG 4230; GSCI 3710, 4230; MARN 3003Q; NRE 2000, 2010, 3252, 3305, 3345/W, 3535, 4335, 4475, 4535, 4544, 4545, 4575, 4665; PHYS 2400; STAT 2215Q, 3025Q.
- **Governance & Policy:** AH 3174; ARE 3235, 3434, 3437, 4438, 4462; ECON 2467/MAST 2467; GEOG 3320W; MAST 3832/POLS 3832; NRE 3201, 3245, 3246; POLS 3412; SOCI 3407/W.

Human Health Concentration

Students must pass all of the following.

- AH 3175
- MCB 2610
- AH 3021
- AH 3275
- ANSC 4341

Students must pass 2 of the following; totaling 6 or more credits.

- MCB 2400, 3010, 3011, 3201, 3633, 4211; ANSC 4642; PVS 2100

Students must pass 1 of the following.

- AH 3570, 3571, 3573, 3574; PVS 4300

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For a complete description of the major in that college, refer to the Environmental Sciences description in the "College of Agriculture, Health and Natural Resources" section of this Catalog.

Justification

1. Reasons for changing the major: In March 2013 the Environmental Science Co-Directors, Advisory Board and Program Coordinator wrote a self-study of the Environmental Science program covering the period 1994 (when the program was initiated) through 2012. As part of the self-study review, three external environmental professionals reviewed the program, which included a 2-day site visit. Following the site visit the external review team provided a written report in addition, the National Council for Science and the Environment prepared an "Environmental Science Program Comparative and Strategic Analysis" report. After review of these two external reports, the 11 member UConn Environmental Science Advisory Committee, Environmental Science Director and Program Coordinator met numerous times over a year, including two one-day retreats, to discuss the recommendations in the external reviews and to revise the Environmental Science Program accordingly. This proposal reflects the outcome of this process. The list of required and optional courses presented in the proposal were approved by all of the Departments that offer these courses, representing 24 Departments.

2. Effects on students: None

3. Effects on other departments: None

4. Effects on regional campuses: None

5. Dates approved by

Department Curriculum Committee: December 1, 2014

Department Faculty: December 1, 2014

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

John C. Volin

(860) 486-2840

john.volin@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.

Agriculture & Resource Economics

From: <Lopez>, Rigoberto <rigoberto.lopez@uconn.edu>
Date: Thursday, October 16, 2014 at 1:18 PM
To: "John C. Volin" <john.volin@uconn.edu>
Subject: RE: ARE courses

John,

I approve this listing.

I would exclude ARE 3436 and 3450 because they have not been taught for a few years and I do not anticipate teaching them for the foreseeable future.
Bob Pomeroy taught them at Avery Point but he bought a substantial amount of his time (teaching and otherwise) out of a grant.
Best,
RL

From: Volin, John **Sent:** Thursday, October 16, 2014 11:36 AM **To:** Lopez, Rigoberto **Subject:** ARE courses

Dear Rigo:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are several ARE courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing these courses. They are:

ARE 3235 Marine Resource and Environmental Economics
ARE 3434 Environmental and Resource Policy
ARE 3436 The Economics of Integrated Coastal Management
ARE 3437 Marine Fisheries Economics and Policy
ARE 3450 Aquaculture Economics
ARE 4305 The Role of Agriculture and Natural Resources in Economic Development
ARE 4438 Valuing the Environment
ARE 4444 Economics of Energy and the Environment
ARE 4462 Environmental and Resource Economics
ARE 4464 Benefit Cost Analysis and Resource Management
Thank you,
John

Allied Health

Animal Science

***Courses already approved for current curriculum.**

Anthropology

From: <Erickson>, Pamela <pamela.erickson@uconn.edu>
Date: Tuesday, November 18, 2014 at 11:35 AM
To: "John C. Volin" <john.volin@uconn.edu>
Subject: Re: Anthropology Course

Yes, I approve of this, although the faculty member who developed the course is retiring as of January and I am not sure if it will be picked up by other faculty. I will check.

Pamela Erickson
Professor and Department Head
Anthropology 1176
University of Connecticut
Storrs Mansfield, CT 06269

From: <Volin>, John <john.volin@uconn.edu>
Date: Tuesday, November 18, 2014 at 9:43 AM
To: "Erickson, Pamela" <pamela.erickson@uconn.edu>
Subject: Re: Anthropology Course

Dear Pamela:

I am following up on an email I sent in October (see below). At your earliest convenience, will you please let me know if you will approve us listing the Anthropology course on a list of possible courses Environmental Science could choose from?

Thank you,

John

Chemistry

From: Leadbeater, Nicholas
Sent: Monday, November 03, 2014 4:09 PM
To: Volin, John
Subject: RE: Environmental Chemistry courses

Hi John,

Sorry for the slow response. Having talked it over, everyone thinks it is a good idea to include the two Environmental Chemistry courses as options for the Environmental Science major. As long as the students have the pre-requisites, we would love to have them in the class.

Cheers,

Nicholas

Dr Nicholas E. Leadbeater
Department of Chemistry
University of Connecticut
55 North Eagleville Road
Storrs
CT 06269-3060
USA

EEB

From: <Schlichting>, Carl <schlicht@uconn.edu>
Date: Tuesday, October 21, 2014 at 2:44 PM
To: "John C. Volin" <john.volin@uconn.edu>
Subject: Re: EEB Courses

Hi John

Here is the official answer on courses:

First: we cannot approve any of our 'Variable Topics' courses for listing in the Environmental Science curriculum. The variable topics designation is for courses that will be taught only one time. If we continue to offer these, they must be proposed as regular courses or as Special Topics courses (under development) -- either way, they require approval by the department and CLAS. Once (if) that happens, they can be included in the Env. Sci. list.

Second: the other courses seem fine for listing in ES --
i.e., 2208, 2244/2244W, 2245/2245W, EEB3230/MARN3014, 3247, EEB4120/GSCI4210, and 4230W.

Carl

Carl Schlichting
Professor and Head
Dept. of Ecology & Evolutionary Biology
UConn
860-486-4056

From: <Volin>, John <john.volin@uconn.edu>
Date: Thursday, October 16, 2014 1:56 PM
To: Carl Schlichting <schlicht@uconn.edu>
Subject: EEB Courses

Dear Carl:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are several EEB courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following courses. Please note that Chris Elphick is on the advisory board.

EEB 2208 Introduction to Conservation Biology
EEB 2244/2244W General Ecology
EEB 2245/2245W Evolutionary Biology
*EEB 3230/MARN 3014 Marine Biology
EEB 3247 Freshwater Ecology
EEB 3898 Variable Topics - Field Methods in Ornithology
EEB 3898 Variable Topics - Field Methods in Fish Biology
EEB 3898 Variable Topics - Field Herpetology
EEB 3898 Variable Topics - Principles & Methods in Parasitology
EEB 3898 Variable Topics - Field Mammalogy
*EEB 4120/GSCI 4210 Paleobiology
EEB 4230W Methods of Ecology
Thank you,

John

Economics

From: "Cosgel, Metin" <metin.cosgel@uconn.edu>
Date: October 16, 2014 at 10:17:45 PM EDT
To: "Volin, John" <john.volin@uconn.edu>
Subject: Re: Economic Courses

Dear John,
Thanks for letting us know of this proposal. We have no concerns.

Best,

Metin

- - -

Metin M. Cosgel
Professor and Head | Department of Economics | The University of Connecticut | www.cosgel.uconn.edu

On Oct 16, 2014, at 1:58 PM, Volin, John <john.volin@uconn.edu> wrote:

Dear Metin:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are several ECON courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following courses.

*ECON 2467/MAST 2467 Economics of the Oceans
ECON 3466. Environmental Economics

ECON 3473 Economic Development

Thank you,

John

English

From: <Fairbanks>, Albert <albert.fairbanks@uconn.edu>
Date: Tuesday, November 18, 2014 at 12:25 PM
To: "John C. Volin" <john.volin@uconn.edu>
Cc: "Hasenfratz, Robert" <robert.hasenfratz@uconn.edu>

Subject: ENGL courses for ES curriculum

Dear Professor Volin,

Bob Hasenfratz asked me to respond to your request for approval to list two ENGL courses in the Environmental Science curriculum:

ENGL 3240 American Nature Writing
ENGL 3715 Nature Writing Workshop

The English Department would be happy for you list these courses.

Best regards,

Hap Fairbanks

A. Harris Fairbanks
Chair, English C&C Committee
English Department
215 Glenbrook Drive - Unit 4025
University of Connecticut
Storrs, CT 06269

(860) 486-2376
albert.fairbanks@uconn.edu

Environmental Engineering

Hi John:

I am supportive of this.

But please keep in mind the following.

The course is being changed with a new syllabus (# same) that will go a bit further to multiple regression and some other more advanced topics. The Math background may be a bit more advanced than what these students can handle.

Also, the title will become more general either Civil & Environmental Engineering or simply Engineering.

Ross

=====

Amvrossios C. Bagtzoglou, Dipl. MS, PhD, FASCE, FICE, FAWRA
Professor and Head of Department

Department of Civil & Environmental Engineering
261 Glenbrook Road, Unit 3037
University of Connecticut
Storrs, CT 06269-3037

Tel: (860) 486-4017
Fax: (860) 486-2298
acb@enr.uconn.edu

From: Volin, John [john.volin@uconn.edu]
Sent: Thursday, October 16, 2014 2:04 PM
To: Bagtzoglou, Amvrossios
Subject: ENVE courses

Dear Ross:

As you are aware, the Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There is one ENVE course that we would like to list as a possible course students could choose. Please note that this course would not be required, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following course.

ENVE 2251 Probability and Statistics in Civil Engineering

Thank you,
John

Geography

From: Foote, Ken
Sent: Thursday, October 16, 2014 5:04 PM
To: Volin, John
Subject: RE: Geography Courses

John

This list is good. Do you need vote/approval here for a C&C decision? We're in the process of making a lot of changes, so I can do this if needed.

I can't quite remember all the environmental sciences courses in terms of research techniques, but it would be good to include some of the GIS and spatial stats courses as electives as well, those that don't overlap with the ones you offer.

Best, Ken

From: Volin, John
Sent: Thursday, October 16, 2014 2:07 PM
To: Foote, Ken
Subject: Geography Courses

Dear Ken:

Thank you again for giving a presentation for the FYE Environmental Sciences/Studies students this last Tuesday. It was very well received.

As you know, the Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are several Geography courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following courses.

GEOG XXXX Sustainable Cities
GEOG 2300. Introduction to Physical Geography
GEOG 3300: Principles and Applications of Physical Geography
GEOG 3310. Fluvial Geomorphology
GEOG 3320W: Environmental Evaluation and Assessment
GEOG 3340 Environmental Planning and Management
GEOG 3400. Climate and Weather
GEOG 3410 Human Modifications of Natural Environments
GEOG 3500Q: Geographic Data Analysis
*GEOG 3505/MARN 3505 Remote Sensing of Marine Geography
GEOG 4230: Advanced Physical Geography
GEOG 4300. Advanced Physical Geography

Thank you,

John

Geosciences

Hi John-

Yes, absolutely. No problem.

Best,
Lisa

Dr. Lisa Park Boush, Director
Center for Integrative Geosciences
Department of Geography
University of Connecticut
Storrs, CT 06269
Email: lisa.park_boush@uconn.edu
Phone: 860-486-4434
www.geosciences.uconn.edu
Twitter: lisaboush

From: Volin, John
Sent: Tuesday, November 18, 2014 9:48 AM
To: Park Boush, Lisa
Cc: Tremblay, Sara
Subject: Re: Geosciences Courses

Hi Lisa:

When you have a chance, please let me know if your faculty approves the following courses for Environmental Sciences?

Thanks!

John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Science Program

University of Connecticut
College of Agriculture and Natural Resources
1376 Storrs Rd. Unit 4087
Storrs, CT 06269-4087
Ph: 860-486-0137
Px. 860-486-5408
http://www.nre.uconn.edu/Faculty_and_Staff/Volin.php

History

From: <Clark>, "Christopher (History)" <c.clark@uconn.edu>
Date: Thursday, October 16, 2014 at 3:06 PM
To: "John C. Volin" <john.volin@uconn.edu>
Subject: RE: History Courses

Dear John

Yes, thank you. I'm happy for you to list these courses.

Best

Chris

From: Volin, John **Sent:** Thursday, October 16, 2014 2:15 PM **To:** Clark, Christopher (History) **Subject:** History Courses

Dear Christopher:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are two History courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following two courses.

HIST 3540 American Environmental History
HIST 3542 New England Environmental History
Thank you,
John

Journalism

From: <Wyss>, Robert <robert.wyss@uconn.edu>
Date: Thursday, December 4, 2014 at 11:23 AM
To: "John C. Volin" <john.volin@uconn.edu>, "Croteau, Maureen" <maureen.croteau@uconn.edu>
Subject: RE: Journalism Courses

Hi John

The short answer is yes you can list it as a possible course for ES students.

The regular department meeting scheduled for yesterday was cancelled. However, Maureen did email journalism faculty asking if anyone had any concerns about this issue, which was supposed to come up at the meeting. No one has responded, so based on that, list the course.

Bob

From: Volin, John
Sent: Thursday, December 04, 2014 10:48 AM
To: Wyss, Robert; Croteau, Maureen
Cc: Tremblay, Sara
Subject: Re: Journalism Courses

Hi Bob:

Sorry to trouble you, but when you have a moment, would you let me know if we can list the course (see below) as a possible course ES students could take. We would like to get our paperwork to C&C.

Thanks!

John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment
Director, Environmental Sciences Program

Marine Sciences

On Nov 18, 2014, at 2:21 PM, "Edson, James" <james.edson@uconn.edu> wrote:

Hi John,

I formally approve of the list of Marine Sciences courses for the Environmental Science major.

Nat Trumbull (Nathaniel.Trumbull@uconn.edu) is the best contact for the MAST courses.

See you tomorrow.

Jim

From: Volin, John **Sent:** Tuesday, November 18, 2014 9:54 AM **To:** Edson, James **Subject:** Re: Marine Sciences Courses

Dear Jim:

I am following up on an email I sent in October (see below). At your earliest convenience, will you please let me know if

you will approve us listing those Marine Science courses on a list of possible courses Environmental Sciences students could choose from? Also, whom did you say I should contact for maritime studies, Nate Trumbull?

Thank you,

John

Maritime Studies

From: <Trumbull>, Nathaniel <nathaniel.trumbull@uconn.edu>
Date: Thursday, December 4, 2014 at 11:00 AM
To: "John C. Volin" <john.volin@uconn.edu>, "trumbull@uconn.edu" <trumbull@uconn.edu>
Cc: "Tremblay, Sara" <sara.tremblay@uconn.edu>
Subject: RE: Environmental Science and MAST courses

Hi John,

Yes, MAST fully approves, please do list the two MAST courses as possible courses.

It's true that the courses are only taught at Avery Point at the moment, but we're always happy for interest in our courses.

Thanks for checking with us, I hope your things are going well.

Nat

From: Volin, John [john.volin@uconn.edu]
Sent: Thursday, December 04, 2014 10:55 AM
To: trumbull@uconn.edu
Cc: Tremblay, Sara
Subject: Environmental Science and MAST courses

Hi Nat:

I hope all is well!

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are two Maritime Studies courses that we would like to list as a possible course students could choose. Please note that these courses would not be required, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following two courses.

ECON 2467/MAST 2467 Economics of the Oceans
MAST 3832/POLS 3832 Maritime Law

Thank you,
John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Sciences Program

Molecular and Cell Biology

Hi John,

Sorry for the tardy response! This one just slipped to the bottom of my to do list. I agree that 5 shouldn't be a problem space wise, so go ahead and list it. I will cc our chair of courses and curriculum so that he knows about this change.

Best,

Michael

Michael A. Lynes, Ph.D.

Professor and Head
Department of Molecular and Cell Biology
Unit 3125, 91 N. Eagleville Rd.
University of Connecticut
Storrs, CT 06269 USA
Phone: 860-486-4350
Fax: 860-486-4331
email: michael.lynes@uconn.edu
<http://web.uconn.edu/lyneslab/>

On Dec 3, 2014, at 10:46 AM, "Volin, John" <john.volin@uconn.edu> wrote:

Hi Mike:

Sorry to trouble you, but I wanted to follow up on my earlier note (see below) regarding approval for listing MCB 2610, Fundamentals of Microbiology, as a required course for a new concentration in Environmental Sciences, as well as MCB 3010, Biochemistry, to be included as a possible course they could choose from a list of courses (see details below). Currently, there are only 6 students in the Environmental Health concentration, so while we hope that number goes up a bit, I don't foresee it becoming a huge demand for MCB.

Thanks much for your consideration!

John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Sciences Program

Natural Resources

NRE is yes.

Thanks,
John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Science Program

University of Connecticut
College of Agriculture and Natural Resources
1376 Storrs Rd. Unit 4087
Storrs, CT 06269-4087
Ph: 860-486-0137
Px. 860-486-5408
http://www.nre.uconn.edu/Faculty_and_Staff/Volin.php

Pathobiology & Veterinary Science

***Courses already approved for current curriculum.**

Philosophy

Dear John,

I was very glad to meet you, too. Yes we certainly approve your listing our PHIL 3216. We are doing our best to teach it every year.

Best,

Don

Donald L. M. Baxter
Professor and Department Head
Department of Philosophy
University of Connecticut
[Cotnoir and Baxter, eds. Composition as Identity \(Oxford University Press\)](#)

On Oct 16, 2014, at 2:26 PM, "Volin, John" <john.volin@uconn.edu> wrote:
Dear Don:

It was great meeting you last week at Peter Singer's dinner. It was a great evening.

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There is one Philosophy course that we would like to list as a possible course students could choose. Please note that this course would not be required, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following course.

PHIL 3216 Environmental Ethics

Thank you,

John

Physics

From: Barry Wells [wells@phys.uconn.edu]
Sent: Wednesday, December 03, 2014 2:40 PM
To: Volin, John
Cc: Berrah, Nora
Subject: Phys 2400 and Environmental Sciences

Dear John,

Just to follow up our conversation about Phys 2400 as an option for Environmental Science students.

Overall, we do not object to this course being listed as an option for you students.

We do want to make sure you understand the nature of the course. This course was recently developed in response to concerns from students in upper level physics courses that while they had seen the mathematical methods used, they hadn't necessarily used these techniques in the manner that physicists typically do. Thus one aspect of the course is something like: we know how Math taught these ideas, but here is how you actually use them to do physics. In addition, the course allows us to cover many math topics that are useful to physicists, that might appear in a variety of math courses, such as linear algebra, complex variables, partial differential equations, maybe analysis.

Phys 2400 is an elective for physics majors. As such, it is on the table for only being offered every second year. At the moment student demand is high enough that we have been offering it each year, but that could change as resources are further tightened.

There are some other upper level physics courses that might be of interest.

We do have a course entitled "Physics of the Environment", Phys 1030 or Phys 1035 with a lab. That may not be a lower

level than you are looking for, but one of our professors (George Gibson) has been working to update the course and make it timely.

Phys 2300 "The Development of Quantum Physics" covers modern ideas of physics including a first look at relativity, quantum mechanics, and an introduction to the sub-fields of physics – notably nuclear and atomic physics. There is some variation in just which physics subfields are introduced depending upon the expertise of the instructor. This course might have some enrollment cap issues, so if you would like to recommend it we would appreciate some communication about how many students might be involved.

Phys 3101 is our first upper division mechanics course. Phys 3201 is our first upper division course in Electricity and Magnetism. I could imagine either might be useful.

If anyone would like more information about any of our courses, please feel free to contact me.

Barry

Barrett O. Wells
Professor
Assoc. Dept. Head for Undergraduate Education
Department of Physics
University of Connecticut
Storrs, CT 06269-3046

Email: wells@phys.uconn.edu<mailto:wells@phys.uconn.edu>
Phone: +1 860-486-0444

FAX: +1 860-486-3346

Political Science

From: <Bayulgen>, Oksan <oksan.bayulgen@uconn.edu>
Date: Thursday, October 16, 2014 at 3:39 PM
To: "John C. Volin" <john.volin@uconn.edu>
Cc: "Yalof, David" <david.yalof@uconn.edu>
Subject: Re: Political Science Courses

Dear John,
Thank you for your email. We are okay with you listing those two courses in your undergrad curriculum.
All the best,
Oksan

On Oct 16, 2014, at 2:42 PM, Volin, John <john.volin@uconn.edu> wrote:
Thanks David!

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Science Program

University of Connecticut
College of Agriculture and Natural Resources
1376 Storrs Rd. Unit 4087
Storrs, CT 06269-4087
Ph: 860-486-0137
Px. 860-486-5408
http://www.nre.uconn.edu/Faculty_and_Staff/Volin.php

From: <Yalof>, David <david.yalof@uconn.edu>
Date: Thursday, October 16, 2014 at 2:37 PM

To: "John C. Volin" <john.volin@uconn.edu>
Cc: "Bayulgen, Oksan" <oksan.bayulgen@uconn.edu>
Subject: RE: Political Science Courses

John:

I have forwarded your inquiry to our director of undergraduate studies, Oksan Bayulgen. She should have an answer for you shortly. Thanks!

David

David Alistair Yalof
Professor and Department Head
University of Connecticut
Department of Political Science
365 Fairfield Way, Unit 1024
Storrs, CT 06269-1024
(860-486-0416)

Office is located in The Oak Building, Room 412 Students please schedule appointments at <http://advapp.uconn.edu/>
Yalof

From: Volin, John
Sent: Thursday, October 16, 2014 2:35 PM
To: Yalof, David
Subject: Political Science Courses

Dear David:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are two Political Science courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following two courses.

POLS 3412 Global Environmental Politics
* POLS 3832/ MAST 3832 Maritime Law

Thank you,

John

Sociology

second Kay's opinion :)

Bandana Purkayastha, Ph.D.
Professor of Sociology and Asian American Studies, & Head, Sociology.

International Sociological Association: American Sociological Association's National Representative (2014-2018).
Sociologists for Women in Society: Past President (2014-2015).

Manchester Hall. Department of Sociology.
University of Connecticut, Storrs. CT 06269-2068. USA.
ph: 001-860-486-3791; Fax 001-860-486-6357.
www.sociology.uconn.edu/purkayastha.html

From: Ratcliff, Kathryn
Sent: Tuesday, November 18, 2014 11:47 AM
To: Volin, John
Cc: Purkayastha, Bandana; Tremblay, Sara
Subject: RE: Sociology Course

Yes, it is fine to list this course as a possible course.

Cheers,
Kathryn

Kathryn Strother Ratcliff
Associate Head
Department of Sociology
University of Connecticut
Storrs, CT 06269-2068



From: Volin, John **Sent:** Tuesday, November 18, 2014 10:08 AM **To:** Ratcliff, Kathryn **Cc:** Purkayastha, Bandana; Tremblay, Sara **Subject:** FW: Sociology Course

Dear Kathryn:

I forgot that Bandana had mentioned to me the other day that she would be traveling to Pakistan and would have limited email access. Would you please look at the following string of emails and let me know if Sociology would approve my request? The Environmental Sciences Advisory Committee will be having their fall meeting tomorrow and I only need to hear back from a few Departments.

Thanks so much!

John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Science Program

University of Connecticut
College of Agriculture and Natural Resources
1376 Storrs Rd. Unit 4087
Storrs, CT 06269-4087
Ph: 860-486-0137
Px. 860-486-5408
http://www.nre.uconn.edu/Faculty_and_Staff/Volin.php

From: <Volin>, "John C. Volin" <john.volin@uconn.edu> **Date:** Tuesday, November 18, 2014 at 10:04 AM **To:** "Purkayastha, Bandana" <bandana.purkayastha@uconn.edu> **Cc:** "Tremblay, Sara" <sara.tremblay@uconn.edu> **Subject:** Re: Sociology Course

Dear Bandana:

I am following up on an email I sent in October (see below). At your earliest convenience, will you please let me know if you will approve us listing the following Sociology course on a list of possible courses Environmental Sciences students could choose from?

I have heard from Lynne Goodstein and Phoebe Godfrey regarding some other environment and society focused courses that will be offered by Sociology in the near future that they would like the Environmental Sciences Advisory Committee to consider approving. I will be sure these courses are on our next agenda, but I also need to know if you will approve us listing the following course, i.e., SOCI 3407/W.

Thank you,

John

Soil Science, Horticulture, & Landscape Architecture

From: <Mcavoy>, Richard <richard.mcavoy@uconn.edu>
Date: Tuesday, October 21, 2014 at 10:25 AM
To: "John C. Volin" <john.volin@uconn.edu>
Subject: RE: PSLA Courses

John,
Yes on all four courses. The two below & SOIL 2120 Environmental Soil Science and SOIL 3410 – Soil Chemistry Components

Richard McAvoy
Professor and Head
Department of Plant Science and Landscape Architecture
1376 Storrs Rd
Storrs, Connecticut 06269-4067
Tel Dept Head 860-486-2925 (or 860-486-0627)
richard.mcavoy@uconn.edu

From: Volin, John **Sent:** Thursday, October 16, 2014 2:21 PM **To:** Mcavoy, Richard **Subject:** PSLA Courses

Dear Rich:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are two PSLA courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following two courses. Please note that Cristian Schulthess is on the ES Advisory Board, and that Kristen Schwab indicated she was ok with us listing her course.

HORT 3765 Phytotechnology: Use of Plants for Ecosystem Services
LAND 3230W - Environmental Planning & Landscape Design

Thanks,

John

Statistics

Joe:

Thanks! In reality, very few of the ES students will take either 2215 or 3025. They are required to take either 1000 or 1100, but occasionally we have students transfer from Engineering and they often take 3025. Thus, it's good to have these on our accepted list.

Thanks again,

John

John C. Volin
Professor and Head
Department of Natural Resources and the Environment

Director, Environmental Science Program

University of Connecticut
College of Agriculture and Natural Resources
1376 Storrs Rd. Unit 4087
Storrs, CT 06269-4087
Ph: 860-486-0137
Px. 860-486-5408
http://www.nre.uconn.edu/Faculty_and_Staff/Volin.php

From: <Glaz>, Joseph <joseph.glaz@uconn.edu>
Date: Sunday, October 19, 2014 at 5:20 PM
To: "John C. Volin" <john.volin@uconn.edu>
Cc: "Chi, Zhiyi" <zhiyi.chi@uconn.edu>
Subject: Statistics Courses

Dear John, Thank you for your e-mail. It looks fine. Can you give me a rough estimate of how many students we can expect per semester. We offer both of these courses in one of the Summer sessions. This might be of interest to your students if they cannot take it during the regular senesters.

Best,
Joe

Joseph Glaz, Professor and Head
Department of Statistics

From: Volin, John
Sent: Thursday, October 16, 2014 2:33 PM
To: Glaz, Joseph
Subject: Statistics Courses

Dear Joseph:

The Environmental Science Advisory Committee has been working on revising the Environmental Science undergraduate curriculum this past year. There are two Statistics courses that we would like to list as possible courses students could choose from. Please note that none of these would be required courses, but would be on a list of possible courses that they could choose from. Please let me know if you approve us listing the following two courses.

STAT 2215Q: Introduction to Statistics II
STAT 3025Q: Statistical Methods (Calculus Level)

Thank you,

John

Sample Plan of Study

Student Name _____
Peoplesoft # _____

Environmental Science - B.S. Degree

A. Basic Science (Natural Sciences)

- 1. _____ BIOL 1107 (4) _____ BIOL 1108 (4) or BIOL 1110 (4) *(May be taken in any order)*
- 2a. _____ CHEM 1127Q (4) _____ CHEM 1128Q (4)
- 2b. _____ CHEM 1124Q (4) _____ CHEM 1125Q (3) _____ CHEM 1126Q (3)
- 3. _____ MATH 1131Q (4) _____ MATH 1132Q (4)
- 4a. _____ PHYS 1401Q (4) _____ PHYS 1402Q (4)
- 4b. _____ PHYS 1201Q (4) _____ PHYS 1202Q (4)
- 5. _____ STAT 1000Q (4) or STAT 1100Q (4) or STAT 3025Q (3)
- 6. _____ NRE 1000 (3)

*It should be noted that: ARE1150, ECON 1200, or ECON 1201; GEOG 2300; GSCI 1050; MARN 1002 are pre-requisites for several upper division course concentration options. It is your responsibility to ensure that you have satisfied all pre-requisites in the catalog for concentration courses you may be interested in registering for.

_____ Total Credits Earned Section A

B. Sophomore Seminar

- _____ ENVS 2000 (1)
- _____ Total Credits Earned Section B

C. Capstone

- _____ NRE 4000W (3)
- _____ Total Credits Earned Section C

D. Internship or Research Experience (1- 6 credits)

- _____ (Credits approved by advisor)
- _____ Total Credits Earned Section D

E. Area of Concentration: (Students choose 1 concentration)

I. Sustainable Systems Concentration

* The same course cannot be used to fulfill more than one knowledge competency.

(At least 2 courses from each of the following Knowledge Competencies are required.)

- _____ Resource Management
- _____ Ecological Systems

(At least 1 course from each of the following Knowledge Competencies is required.)

- _____ Green Design (Built Systems)
- _____ Governance & Policy
- _____ Ethics, Values, & Culture
- _____ Economics & Business

II. Global Change Concentration

* The same course cannot be used to fulfill more than one knowledge competency.

(At least 2 courses from each of the following Knowledge Competencies are required.)

- _____ Climate Change & Its Impacts
- _____ Land and Ocean Use & Its Impacts
- _____ Natural Sciences

(At least 1 course from each of the following Knowledge Competencies is required.)

- _____ Methods
- _____ Governance & Policy

III. Human Health Concentration

(Students must pass all of the following)

_____ AH 3175
_____ MCB 2610
_____ AH 3021
_____ AH 3275
_____ ANSC 4341

(Students must pass 2 of the following; totaling 6 or more credits)

_____ MCB 2410; MCB 3011; MCB 3201; MCB 3633; MCB 4211; MCB 3010; ANSC 4642W

(Students must pass 1 of the following)

_____ AH 3570; AH 3571; AH 3573; AH 3574; PVS 4300

_____ **Total Credits Earned Section E**

E. University & College Credit Rules - All students must fulfill the 120 credit minimum and 45 credit rules. In addition, students must fulfill the requirements of their specific college (see below for CAHNR and CLAS requirements).

120 Credit Minimum – Students must earn at least 120 credits, and complete all of their General Education and major requirements

Total credits: _____

45 Credit Rule – Students must pass at least 45 credits of coursework at or above the 2000 – Level.

Total 2000 and above credits: _____

CAHNR 36-Credit Requirement for All Majors

Each student is required to successfully complete at least 36 credits of courses that are numbered 2000 - level or above in or relating to their major. These courses may also be used to meet other requirements. This group of courses must:

1. Total not less than 36 credits
2. Be numbered 2000 or above
3. Be approved by student's advisor and department head
4. Include at least 30 credits taken at the University of Connecticut
5. Include two or more departments
6. Include at least 15 credits from departments in the College of Agriculture, Health and Natural Resources
7. Have a combined Grade Point Average of at least 2.0
8. Not include more than 6 credits (combined) of Independent Study, Internship, or Field Studies (if included, these courses must be taken at the University of Connecticut)
9. Not be taken on Pass/ Fail (P@ / F@)
10. Not include more than 6 credits of Satisfactory/Unsatisfactory (S/U) coursework

Total credits CAHNR 36 group: _____

CLAS – RELATED COURSES

Students are required to take a minimum of 12 credits of related courses at the 2000+ level. The advisor of record will give final approval of what constitutes appropriate related courses. 2000+ level transfer courses may be approved as related requirements with department and CLAS approval.

Total CLAS related credits: _____

Expected date of graduation _____

I approve the above program:

Major Advisor

Department

Date

Program Director

Department

Date

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 12/12/15
2. Department requesting this course: Environmental Studies
3. Semester and year in which course will be first offered: Fall 2015

Final Catalog Listing

3999 Independent Study: Credits and hours by arrangement. Prerequisite: Open only with consent of instructor and Program Director. This course may be repeated for credit with a change in subject matter.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: EVST
2. Course Number: 3999
3. Course Title: Independent Study
4. Number of Credits: Up to 4 per semester.
5. Course Description (second paragraph of catalog entry): Credits and hours by arrangement. Prerequisite: Open only with consent of instructor and Program Director. This course may be repeated for credit with a change in subject matter.

Optional Items

6. Pattern of instruction, if not standard: N/A
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: Yes; also Consent by Program Director.
 - b. Open to juniors or higher: Yes.
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: May be repeated for credit
11. Skill codes "W", "Q" or "C": N/A
12. University General Education Content Area(s), if any: N/A
 - a. If Content Area 1, specify a CLAS area, A-E: ____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: No

Justification

1. Reasons for adding this course: Currently Environmental Studies does not have a course for students wishing to participate in an Independent Study. At this time, students must obtain credit for independent study through other departments.
2. Academic merit: The Environmental Studies independent study course will allow students to obtain credit for independent study work within their major.
3. Overlapping courses: N/A
4. Number of students expected: Variable
5. Number and size of sections: N/A
6. Effects on other departments: N/A
7. Effects on regional campuses: N/A
8. Staffing: N/A

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: October 30, 2014
Department Faculty: October 30, 2014
2. Name, Phone Number, and e-mail address of principal contact person:
Dr. Mark Boyer
860 486-3156
MARK.BOYER@uconn.edu

Syllabus

The course syllabus will be developed collaboratively by the instructor and student with the approval of the program director. The syllabus will be unique to each independent study project.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: January 27, 2015
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
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): Immediate
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

PP 5314 Causal Program Evaluation
3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal program evaluation. This course is an MPA capstone option. This course is cross-listed with ECON 5314.

Proposed Catalog Copy

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

PP 5314. Capstone: Causal Program Evaluation
3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal program evaluation. This course is an MPA capstone option.

Justification

1. [Reasons for changing this course](#): The name change better reflects that this course is a Capstone option in the MPA program.
2. Effect on Department's curriculum: None

3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): No changes
7. [Dates approved](#) by
Department Faculty: 12-15-2014
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautirch@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: January 27, 2015
2. Department requesting this course: Public Policy
3. Nature of Proposed Change: Add change name and catalog copy.
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): Immediate
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

PP 5362 Applied Management Project
3 credits. Seminar.

This course will provide the student with the advanced methods and tools used for causal program evaluation. This course is an MPA capstone option. This course is cross-listed with ECON 5314.

Proposed Catalog Copy

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

PP 5362. Capstone: Applied Management Project
3 credits. Seminar. Open to MPA students only.

PP 5370 Applied Research Design is a prerequisite.

The application of management concepts and theory, research and practice to problems facing public and nonprofit organizations. This course is an MPA capstone option.

Justification

1. [Reasons for changing this course](#): The name change better reflects that this

course is a capstone option in the MPA program.

2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): No changes
7. [Dates approved](#) by
Department Faculty: 12-15-2014
8. Name, Phone Number, and e-mail address of principal contact person:

Ken Dautrich
860-570-9090
K.Dautirch@uconn.edu

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: 12-10-14
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 5377. Studies on Transnational Italy

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

A variable topics course focusing on cultural, historical, and political intersections between Italy and other nations.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: ILCS
2. Course Number: 5377
3. Course Title: Studies on Transnational Italy
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): A variable topics course focusing on cultural, historical, and political intersections between Italy and other nations.
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, or Prof. Andrea Celli)
8. Dates approved by
Department Curriculum Committee: December 15th, 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 5377

Studies on Transnational Italy
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, historical, and political intersections between Italy and other nations 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 –

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 offer a new or continuing 'Special Topics' course (GSCI 4995; 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: 10/28/2014
2. Semester and year this xx95 course will be offered: Spring 2015
3. Department: Center for Integrative Geoscience
4. Course number and title proposed: GSCI 4995: "How to Read Rock Secrets (and make a thin section)"
5. Number of Credits: 2
6. Instructor: Tim Byrne
7. Instructor's position: Associate 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? N If yes, when?
9. Is this a (X) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?
10. Short description: Prerequisites: upper level GSCI course; course is particularly appropriate for students who are taking (or have taken): GSCI 3040 (Earth Materials) or GSCI 4998 (Taiwan trip)

Requirements: Students will make 4 to 5 thin sections and give a presentation at the end of the semester describing their experience (e.g., "lessons learned in making a thin-section") and their thin-section "discoveries".

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:
Christin Donnelly
860-486-4432
Christin.donnelly@uconn.edu

Supporting Documents

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

Syllabus for a course on how to make a "Thin Section":

I) Field Identification of appropriate rock sample

Determine and document important structural and stratigraphic features associated with the sample.

- 1) measuring and recording the orientation of the primary structural or stratigraphic features (i.e., the strike and dip of the sample)
- 2) Preparing the sample of slabbing - make sure it's the size and dimension for the slab saw
- 3) label the sample - develop a system for all of your samples and be consistent

II) In the thin-section laboratory:

- 1) Determine the orientation of the first cut - to do this, you will need to plan ahead
 - a) that is, the first cut should not be random!! You through something that you specifically collected the sample for.
 - b) for example, are you interested in particular planar fabrics? or particular layers with interesting features or possibly abundant fossils?
 - c) for most samples, the first be perpendicular to a planar feature; for example, bedding or cleavage
- 2) Examine the slab for both geologic features and cracks - somewhere on the slabbed surface is where you'll thin-section will come from, so this is a critical step
- 3) once you've identified area that contains the features you're interested in, and you're confident that it's coherent enough to be slabbed and polished:
 - a) cut a second slab, parallel to the first and about 1/2 inch thick
 - b) mark the area of interest with the dimensions of a thin-section
 - c) make addition cuts perpendicular to the slab; the result should be "chip" or "billet" that's about the size of your desired thin-section.

III) Making the thin section (see more detailed instructions in the classroom); six steps:

- a) Impregnating the sample if necessary
- b) Mounting the sample (billet) to a glass slide
- c) Trimming the mounted billet
- d) Grinding the thin section
- e) Lapping (by hand)
- f) polishing (if necessary)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/15/2015
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in course name 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

1070. Global Change and Natural Disasters

(Also offered as GSCI 1070.) Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Proposed Catalog Copy

1070. Natural Disasters and Environmental Change

(Also offered as GSCI 1070.) Three credits. Students who complete both this course (GEOG 1070) and GSCI 1052 may request that GEOG 1070 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on populations now and in the past. CA 3.

Justification

1. Reasons for changing this course: This course is cross-listed with GSCI 1000 and these changes match the changes approved for GSCI 1000 last fall.

2. Effect on Department's curriculum: None.
3. Other departments consulted: Yes, Geosciences.
4. Effects on other departments: Geosciences.
5. Effects on regional campuses: None
6. Staffing: W. Ouimet; T. Byrne

Proposer Information

1. Dates approved by
Department Curriculum Committee: 2/16/2015
Department Faculty: 2/16/2015
2. Name, Phone Number, and e-mail address of principal contact person:
R.G. Cromley
x-2059
robert.cromley@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/1/2015
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in course 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

4530. Computer Applications in Spatial Analysis

(282C) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q or equivalent.

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

Proposed Catalog Copy

4530. Computer Applications in Spatial Analysis

(282C) Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: GEOG 3500Q or equivalent.

An advanced seminar in the design of computer programs for solving problems in spatial analysis.

Justification

1. Reasons for changing this course: FORTRAN is no longer the software of choice for spatial analysis programs.
2. Effect on Department's curriculum: This will strengthen the BS degree focusing on GIScience.
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None

6. Staffing: R.G. Cromley

Proposer Information

1. Dates approved by
Department Curriculum Committee: 2/2/2015
Department Faculty: 2/4/2015
2. Name, Phone Number, and e-mail address of principal contact person:
R.G. Cromley
x-2059
robert.cromley@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/1/2015
2. Department requesting this course: Geography
3. Nature of Proposed Change: Change in course prerequisites
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

5510. Application Issues in Geographic Information Systems

Three credits. Prerequisite: GEOG 5500 or GEOG 4500C (RG352).

The study of operational and management issues in geographic information systems (GIS). Ways in which traditional planning and management theories and techniques can be implemented in GISs are examined. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIS, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

Proposed Catalog Copy

5510. Application Issues in Geographic Information Systems

Three credits. Recommended Preparation: GEOG 5500.

The study of operational and management issues in geographic information systems (GIS). Ways in which traditional planning and management theories and techniques can be implemented in GISs are examined. Topics include problems of data exchange standards, implementation of GIS in an institutional setting including benchmarking a GIS, applications of GIS in various fields, social impacts and legal aspects of GIS. Practical work includes analytical exercises using GIS culminating in an application project.

Justification

1. Reasons for changing this course: Many students from other universities have already taken a first course in GIS before entering the graduate program but still need the instructor's consent because that course is not GEOG 5500. The recommended preparation designation is a guideline to students that it is expected that they have the skill level associated with the completion of GEOG 5500.
2. Effect on Department's curriculum: It will make it easier for new graduate students to enroll in this course.
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: R.G. Cromley

Proposer Information

1. Dates approved by
Department Curriculum Committee: 2/2/2015
Department Faculty: 2/4/2015
2. Name, Phone Number, and e-mail address of principal contact person:
R.G. Cromley
x-2059
robert.cromley@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/12/15
2. Department requesting this course: COMM
3. Nature of Proposed Change: Drop "Sex, Drugs and Rock and Roll" from the course title so that it reads "Advanced Media Effects" only.
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

4035. Advanced Study of Media Effects: Sex, Drugs and Rock N Roll

(235) Three credits. Prerequisite: [COMM 1000](#) and [1300](#); open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications.

Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Proposed Catalog Copy

4035. Advanced Media Effects

(235) Three credits. Prerequisite: [COMM 1000](#) and [1300](#); open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications.

Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Justification

1. **Reasons for changing this course:** Dropping the "Sex, drugs and rock and roll" after the initial course title more accurately reflects the serious academic nature of the course as well as broadens the spectrum of topics students would expect to learn. It also opens up the course for other faculty to teach under the umbrella of "advanced media effects" in a more general way.

2. Effect on Department's curriculum: None.
3. Other departments consulted: n/a
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): Typically taught by Kirstie Farrar but a more general Advanced Media Effects course could be taught by many others in the department as well.

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: 2/11/15
Department Faculty: 2/11/15
2. Name, Phone Number, and e-mail address of principal contact person:
Kirstie Farrar, 486-2632, Kirstie.farrar@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: 2/9/15
2. Department requesting this course: COMM
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!

4035W. Advanced Media Effects

(235) Three credits. Prerequisite: [COMM 1000](#) and [1300](#); open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications.

Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 4035w
3. Course Title: Advanced Media Effects
4. Number of Credits:3
5. Course Description (second paragraph of catalog entry):
Contentious topics in current media effects research, and their theoretical implications.
Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media impact on body image

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: COMM 1000, COMM 1300
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Open to juniors or higher
8. Recommended Preparation, if applicable: COMM 3300
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C": W
12. S/U grading:

Justification

1. Reasons for adding this course: The Dept. could use another "W" class for its' major. This course was initially taught in a small group setting when it was developed and is ideally situation to the "W" format with a focus on research and critical thinking.
2. Academic merit: Gives students another "W" option to meet graduation requirements. Also provides a 4000 level "W" in the area of mass media, extending academic knowledge beyond the 3000 level media course.
3. Overlapping courses and departments consulted: n/a. This course has been taught for years, almost exclusively filled with upper division COMM majors. Effects on other departments are negligible.
4. Number of students expected: 19
5. Number and size of sections: 1
6. Effects on other departments: n/a
7. Effects on regional campuses: n/a
8. Staffing: Kirstie Farrar will teach or supervise the course.

General Education

If the course 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: 2/11/15
Department Faculty: 2/11/15
2. Name, Phone Number, and e-mail address of principal contact person: Kirstie Farrar,
x2632, Kirstie.farrar@uconn.edu

Syllabus

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

COMM 4035W
Advanced Media Effects
Fall 2015

Professor:

Dr. Kirstie Farrar
Office: ARJ 208
Office Hours:

Log into: <https://web2.uconn.edu/advapp/app/?dept=14> to schedule appointments.
Office Phone: 486-2632
Email: kirstie.farrar@uconn.edu

Course Description:

This course takes an in-depth look at some of the hottest topics in current media effects research. Theory and related research will be discussed extensively. Some topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image. As this course satisfied the "W" requirement you can expect to complete more than 15 pages of writing throughout the semester.

Requirements:

- iClicker2—available at Coop. iClicker go is also acceptable.
- You must have regular access to HuskyCT.
- Readings and Assignments will be posted on HuskyCT

Graded Assignments:

You will be graded on the basis of your performance on **two noncumulative exams, two short exercises completed outside of class, and a research paper.**

- *Exams:* Both exams are noncumulative and will contain a variety of question formats including multiple choice, short answer, matching and/or essay.
- *Exercises:* Throughout the semester there will be 2 short exercises to complete (approximately 2 pages each). They will be worth 25 points each.
- *Research paper.* You will produce a 15 page research paper on a topic related to course content. Topics must be approved in advance. Part of the paper writing process will involve turning in 2 rough drafts. These drafts will be extensively

reviewed and commented on by me. More detail will be posted on the course website.

- *In class iClicker quizzes:* Throughout the semester there will be 12 in class quizzes taken using your iClicker tool. Each quiz will be worth 5 points and your two lowest scores will be dropped from your grade (for a total of 50 possible points).

Grading:

Midterm	100 pts
Final Exam	100 pts
Research Paper	100 pts
Short Assignments 25 pts each x2	50 points
iClicker quizzes	50 points
Total	400 pts**

**According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

Course Policies:

A. Late Work Policy

In order to move quickly and successfully through this course and in order to manage our time during the semester, deadlines will be strictly observed. Failure to deliver work on time is costly in the real world and it will cost you in this class as well. You **MUST** turn in assignments on time to avoid penalty. *I suggest that you NOT put off doing an assignment until the last minute to avoid any technical problems.*

Late Work: Short assignments and research papers are due by 11:59 pm on the due date posted. All late assignments will receive a 10% point reduction penalty per day late.

Quizzes missed in class cannot be made up. Keep in mind that your two lowest quiz scores will be dropped. A dead battery in your iClicker is NOT a valid reason for missing a quiz... neither is forgetting to bring your clicker to class with you.

It is YOUR responsibility to make sure that your iClicker is working and that your quiz scores are being registered correctly. You should see a green "check mark" after answering questions with your clicker. If you don't, raise your hand IMMEDIATELY and I will take care of it. Also, check your quiz grades on huskyct frequently.

All make-up exams will be entirely **essay-based** (unless you have permission to reschedule the final exam as outlined below).

Exams cannot be made up without a reasonable cause as outlined below.

If you miss the deadline for an assignment or an exam without a reasonable cause and/or you fail to follow the appropriate procedures for securing a make-up, you will receive a zero for that exam or assignment. No exceptions.

FINAL EXAM POLICY: The following policy from the Dean of Students pertains to missing final exams:

Final exam week for XXXXX. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this final.

OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments...)

Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.

BUNCHED FINALS

Bunched finals may be rescheduled at the Information Desk in Wilbur Cross.

What ARE bunched finals?

2 exams scheduled at the same time

3 exams in consecutive time blocks spanning parts of two consecutive days (ex. 3-5:30, 6-8, next day 8-10)

3 exams in one day

4 exams in two consecutive days

INSTRUCTOR'S ROLE

If you have received permission to reschedule your final exam, your instructor is required to administer the final exam to you at another time that you both agree upon. Exams may be rescheduled prior to, or after the originally scheduled date of the final exam.

ABSENCES

An absence for a final exam will likely result in an "X" grade. "X" grades not resolved by the THIRD week of the next semester of your enrollment will be converted to "F" by the Registrar. If it is unlikely that you would have passed the class even if you took the exam, your instructor may record an F for your grade.

STUDENTS WITH DISABILITIES: If you are a student with a disability and would like to discuss special academic accommodations, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

ACADEMIC DISHONESTY: Academic dishonesty on any course assignment will result minimally in receiving zero points on that assignment and may also lead to further disciplinary action.

According to the Uconn code on academic misconduct:

"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."

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also

obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

B. Grade Questions

Exam and assignment and paper scores will be posted on the course web page via HuskyCT. If you feel there is an error in the grade assigned on a given exam or assignment, it is your responsibility to review the assignment in question and address the issue within one week of receiving the grade. If the matter cannot satisfactorily be resolved you must submit a one-page letter detailing the nature of the problem and why, exactly, you think your grade is incorrect. At this point, I will re-grade the portion of the assignment that is in question. The revised grade assigned by me will be final. Keep in mind that your grade could go up, but it could also go down. **I also expect that all questions regarding grades will be professional and phrased respectfully. If they are not, they will go unanswered.**

C. Sources of assistance:

The University of Connecticut offers several resources to the student in need. Here are some useful phone numbers:

- *Counseling and Mental Health Services:* 486-4705 (after hours: 486-3427)
www.cmhs.uconn.edu

- *Career Services:* 486-3013 www.career.uconn.edu

- *Alcohol and Other Drug Services:* 486-9431 www.aod.uconn.edu

- *Dean of Students Office:* 486-3426 www.dos.uconn.edu

- *University Writing Center*

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas,

arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

D. Students with Disabilities: The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

In addition, please contact me as early as possible during the semester. Also please contact the Center for Students with Disabilities.

E. Religious holidays:

The following is the University's official policy for missing work due to religious holidays: "Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work."

F. Email/Telephone Policy: Your concerns are very important to me. However, please be understanding of the fact that I also teach one other course, supervise many dissertating PhD students, have research commitments, other responsibilities to UConn and personal commitments. Generally speaking I will try to respond to your emails or voicemails within 48 hours during the week. This may be longer over weekends or during holidays. I will try to respond to true emergencies as quickly as I am able. The same holds true for the TA as well.

G. Misc.

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes; however, this authorization extends only to

making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use.

You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

If you have any concerns about the course, please let me know AS SOON as ANY issues arise. DO NOT WAIT UNTIL THE END OF THE SEMESTER.

Lecture Topics and Assigned Readings

MODULE 1

Tues 8/26: Introduction to course, syllabus, and course policies. Studying the media

Thur 8/28: Media theories and media effects reviewed

READ: E.M. Perse. Social Learning Theory. PP. 190-195

G. Gerbner et al., Growing up with television: Cultivation processes

READ: Roskos-Ewoldsen et al., Media priming: A synthesis

READ: E.M. Perse. Models of media effects.

MODULE 2

Tues 9/2: Sexual content on television: What's on and how much?

READ: Kunkel et al. Sex on TV 4

Thur 9/4: Sexual messages on TV and in other media:

READ: Hust, Brown, & L'Engle (2008) "Boys will be boys and girls better be prepared: An analysis of the rare sexual health messages in young adolescents' media. *Mass Communication & Society*, 11, 3-23.

READ: Ward, Vandenbosch & Eggermont (2015). The impact of men's magazines on adolescent boys' objectification and courtship beliefs. *Journal of Adolescence*, 39, 49-58.

MODULE 3

Tues 9/9: Effects? Context?

READ: Brown, J.D., El-Toukhy, S., & Ortiz, R. (2014). Growing up sexually in a digital world. In *Media and the Well-Being of Children and Adolescents*, pp 90-108.

READ: Collins, R. L., Elliott, M. N., Berry, S. H., Kanouse, D. E., & Hunter, S. B. (2003). Entertainment television as a healthy sex educator: The impact of condom-efficacy information in an episode of *Friends*. *Pediatrics*, 112(5), 1115-1121.

Thur 9/11: Effects cont. The role of context cont.

READ: van Oosten, J.M.F. (2014, May). *Exploring associations between exposure to sexy online self-presentation and adolescents' sexual attitudes and behavior*. Paper presented at the Annual conference of the International Communication Association, Seattle, WA.

READ: Ward and Rivadeneyra. Contributions of entertainment television to adolescents' sexual attitudes and expectations. The role of viewing amount versus viewer involvement.

MODULE 4

Tues 9/16: Sexual development and new technologies

READ: Lippman & Campbell (2014). DAMNED IF YOU DO, DAMNED IF YOU DON'T ... IF YOU'RE A GIRL: RELATIONAL AND NORMATIVE CONTEXTS OF ADOLESCENT SEXTING IN THE UNITED STATES. *Journal of Children and Media*, 8 (4), 371-386.

Thur: 9/18: In class video. Short assignment related to the video handed out.

MODULE 5

Tues 9/23: Sexually explicit content (i.e., pornography).

READ: E.M. Perse. Effects of sexually explicit media content.

Thur 9/25: Porn and Socialization

READ: Brown and L'Engle (2009). X-Rated. Sexual attitudes and behaviors associated with U.S. early adolescents' exposure to sexually explicit media. *Communication Research*, 36 (1), 129-151.

READ: Wight, P.J. (2014). Pornography and the sexual socialization of children: Current knowledge and a theoretical future. *Journal of Children and Media*, 8 (3), 305-312.

Short Assignment #1 due

MODULE 6

Tues 9/30: Prolonged versus single exposure.

Rape myth acceptance.

READ: M. Allen et al. Exposure to pornography and acceptance of rape myths

Thur 10/1: What causes harm? The sex or the violence? Slasher films!

READ: Linz et al. The effects of multiple exposures to filmed violence against women.

READ: Krafka, Linz, Donnerstein & Penrod (1997). Women's reactions to sexually aggressive mass media depictions. *Violence Against Women*, 3 (2), 149-181.

MODULE 7

Tues 10/7: **Midterm!**

Thur 10/9: Review of literature on media violence. Media and social aggression.

READ: Kaiser Family Foundation: Key Facts on TV Violence

READ: Martins, N., & Wilson, B. J. (2012). Social aggression on television and its relationship to children's aggression in the classroom. *Human Communication Research*, 38, 48-71. doi:10.1111/j.1468-2958.2011.01417.x

MODULE 8 Video Games

Tues 10/14: Video day! "Joystick Warriors. Video games, violence, and the culture of militarism."

Thur 10/16: Workshop day! Meet with your paper groups to get working on your papers.

MODULE 9

Tues 10/21: Research cont.

READ: Farrar, Krccmar & Nowak. Contextual features of violent video games, mental models, and aggression.

Thur 10/23: Video game research cont. Gender differences?

READ: Eastin, M. (2006). Video game violence and the female game player: Self-and opponent gender effects on presence and aggressive thoughts. *Human Communication Research*, 32, 351-372.

Short assignment #2 due

MODULE 10

Tues 10/28: Body image: What are the messages?

READ: Hofschire. Body type portrayals on prime-time television.

Thur 10/30: Body Image: Effects on women

READ: Hofschire and Greenberg. Media's impact on adolescent body dissatisfaction.

READ: Diedrichs, P., & Lee, C. (2011). Waif goodbye! Average-size female models promote positive body image and appeal to consumers. *Psychology and Health*,

26 (10), 1273-1291

MODULE 11

Tues 11/4: What about the men?

READ: Harrison. The body electric: Thin-ideal media and eating disorders in adolescents.

READ: Harrison, K., & Bond, B. (2007). Gaming magazines and the drive for muscularity in preadolescent boys: A longitudinal examination. *Body Image, 4*, 269-277.

Thur 11/6: Smoking, alcohol, and drugs in the media.

READ: Snyder, Leslie B. (01/01/2010). "Youth substance use and the media." in *Handbook of drug use etiology: Theory, methods, and empirical findings. (1-4338-0446-8, 978-1-4338-0446-5)*, (p. 475).

MODULE 12

Tues 11/11: Alcohol advertising....

READ: Zwarun et al.

Thur 11/13 : Reality TV.

READ: Nabi, R.L., So, J., & dIS, T. (2013). Tracing the course of reality TV effects research. In *The International Encyclopedia of Media Studies*, vol 5, pp. 355-373.

MODULE 13

Tues 11/18: Music

READ: Strasburger, V.C., Wilson, B.J., & Jordan, A.B. (2009). Rock music and music videos. In *Children, Adolescents, and the Media*.

READ: McLeod, Detenber, and Eveland. Behind the Third-Person Effect. Differentiating Perceptual Processes For Self and Other.

Thur 11/20: Stereotyping

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). The effects of stereotyping. Chapter 16 in *Fundamentals of Media Effects*, 2nd ed., pp. 242-265.

Thanksgiving: 11/25 and 11/27

MODULE 14

Tues 12/2: Internet

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). Effects of the Internet. Chapter 19 in *Fundamentals of Media Effects*, 2nd ed., pp. 295-310.

Thur 12/4: Mobile Communication and Social Media

READ: Bryant, B.J., Thompson, S., & Finklea, B.W. (2013). Effects of Mobile Communication. Chapter 20 in *Fundamentals of Media Effects*, 2nd ed., pp. 311-321.

READ: Cingel, D.P., & Sundar, S.S. (2012). Texting, techspeak, and tweens: The relationship between text messaging and English grammar skills. *New Media & Society*, 0(0), 1-17.

PAPERS DUE! 12/4

Final exam: TBA

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: February 9, 2015
2. Department requesting this course: Communication
3. Semester and year in which course will be first offered: Fall 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!

4130 Marketing Communication

Three credits. Prerequisite: COMM 3000Q, COMM 3100. Recommended preparation: COMM 1300

Principles, strategies, and theories of communication in product and brand marketing contexts.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 4130
3. Course Title: Marketing Communication
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Principles, strategies, and theories of communication in product and brand marketing contexts.

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:
8. Recommended Preparation, if applicable: COMM 3100
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: Many Communication Majors will take jobs in marketing and there are no courses that are specifically designed to prepare them for this experience.

2. Academic merit: The course will be theory-oriented with an emphasis on concepts and theory. Case studies will be used describe research in marketing communication.
3. Overlapping courses and departments consulted: None
4. Number of students expected: 40
5. Number and size of sections: 1
6. Effects on other departments: None
7. Effects on regional campuses: the course could be offered at the regional campuses if it could be staffed there
8. Staffing: Hamilton

General Education

If the course 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: 2/11/15
Department Faculty: 2/11/15
2. Name, Phone Number, and e-mail address of principal contact person:
Mark Hamilton, 860-942-6394, mark.hamilton@uconn.edu

Syllabus

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

Syllabus

Communication 4130

Marketing Communication

Fall, 2016

Time: _____. Location: _____

Professor: Mark Hamilton

Office: ARJ 202

Email: Mark.Hamilton@uconn.edu

Office Hours: Tu 11:00 to 12:30 and F 11:00 to 12:30

Telephone: 860-486-4569, voice mail available

Overview

The course builds on and elaborates on the persuasion core course COMM 3100 and involves material from COMM 3000Q and COMM 3300. In many respects, COMM 4130 builds on all of the core courses, allowing the student to integrate much of what you learned in your previous courses in the major. The course emphasizes theory and application associated with marketing, branding, and popular culture. The course is geared towards those who want to pursue a career in marketing, although those interested in advertising or public relations may also find the course valuable.

The course is organized into three major parts. Part I introduces marketing communication. It explores the fundamentals of marketing communication. In the first week, we cover concepts such as the meaning of marketing communication and how it is linked to buyer behavior, what a brand narrative is, as well as trans-media and media-neutral planning for communication. In the second week, we cover how marketing communication functions, including the operation of branding, brand mechanics, conventional approaches (information dissemination through powerful intermediaries) and unconventional approaches (word of mouth and peer-to-peer communication), and consumer information processing during purchase.

The second part covers the analysis and planning for marketing messages. In Week 3, we analyze target audiences with an emphasis on the impact that message processing has on buyer behavior. In Week 4, we emphasize target audience segmentation through cluster analysis. In Week 5, strategy and planning is the focus, exploring the advantages of integrated marketing, promotions, budget planning, and campaigns as strategic undertakings. Week 6 addresses strategic brand positioning with a focus on product categories and customer perceptions through mapping in mature and emerging markets. Week 7 examines brand positioning tactics, exploring brand naming, logos, and packaging. In Week 8 we have the review and midterm examination.

In the third part, we consider the implementation and control of marketing communication. In Week 9 we focus on building brand equity, including its dimensions, functions, and the concept of brand identity. Week 10 considers the need for brand

narratives and relationship management, including the meaning of a brand and the development of customer relationships. In Week 11, we investigate the marketing communication mix covering message strategies, information content, strength of argument, number of arguments, and attitude toward the message. In Week 12, we turn to message design and its impact on attention, media concepts, and media planning, including budgeting and scheduling. In Week 13, we cover interaction with the public, with an emphasis on sales and promotion, including sales promotion and direct marketing tactics. Week 14 explores new trends in marketing communication, probing the ever-changing role of social networks, digital conversation platforms, and internet messages. In our final week we consider evaluation how to evaluate marketing communication, covering methods and measures, ethics, regulations, and environmental issues.

Current theories of persuasion such as information processing theory, the Elaboration Likelihood Model, and the Heuristic-Systematic Model will be applied to the class project. We will also cover the factors that influence internet fame, the dimensions of source evaluation, and the popularity of celebrities and their effectiveness.

Required Texts

Dahlen, M., Lange, F. & Smith, t. (2010). *Marketing Communications: A Brand Narrative Approach*. Hoboken, NJ: Wiley Publishing.

Grading

Each component of your grade will be added to your total grade for the course with the following weights:

1. Team Quiz Scores: 5%
2. Midterm Examination: 30%
3. Group Research Project, Creation of Product Marketing Campaign: 30 %
4. Final Examination: 30%
5. Class Participation: 5 %

Component percentage grades and percentages for the total grade for the course can be converted to letter grades as follows:

92.5-100% = A	82.5-87.4% = B	72.5- 77.4% = C	62.5-67.4% = D
89.5-92.4% = A-	79.5-82.4% = B-	69.5- 72.4% = C-	59.5-62.4 = D-
87.5-89.4% = B+	77.5-79.4% = C+	67.5-69.4% = D+	0-59.4% = F

Midterm and Final Examinations

Examinations will be objective, in a multiple choice format. The tentative date for the midterm exam is _____. The tentative date for the midterm review session is _____. The tentative date for the final examination is _____. The tentative date for the final examination review session is _____.

On the exams, students will receive information on their raw scores, percent-correct scores, and their standing in the distribution of grades. Students will receive a letter grade for the course corresponding to the most generous of the percent correct or curved score grades. That is, the curve serves as a safety net in case the examinations happen to be difficult.

Final exam week for _____ begins _____. Students are required to be available for their exam during that week. Students must visit the Dean of Students Office if they cannot make their exam. The DOS will give the student his or her instructions thereafter.

Please note: vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the Dean of Students office with any questions. Thank you in advance for your cooperation.”

Group Research Projects

The team project will involve the design of a product marketing campaign. The presentation will detail audience analysis, the strategies and tactics of message design, media planning and analysis, budgeting and placement, as well as how the campaign will be assessed. Thus, there will be two main phases of the project. First, the team will design the campaign based on their analysis of customer buying behavior, placing their audience within the larger product and brand environment. Second, the team will provide a specific plan to execute the campaign, including how its effectiveness will be assessed. Team projects are graded on a percent-correct basis. Groups should consist of 4 to 5 members.

All members must actively participate in the presentation. Presentations will be _____ and _____.

The instructor must be notified in advance (voice mail or email) if illness or personal disaster is to cause the student to miss either an examination or a group presentation; appropriate documentation is required.

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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: **Jan 23, 2014**
2. Semester and year this xx95 course will be offered: **Fall 2015**
3. Department: **LCL**
4. Course number and title proposed: **ILCS 3295, Medieval Italian Literature in the Context of the Mediterranean (and Beyond)**
5. Number of Credits: **3**
6. Instructor: **Andrea Celli**
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**
9. This a **1st-time** request to offer this topic? Yes
10. Short description:

"The aim of the course is to situate the medieval origins of Italian literature and cultures in the context of contemporary Mediterranean civilizations. Instead of looking at the Italian origins as the foundation of a coherent and homogeneous national identity, still far to come, the course will stress those intellectual and symbolic elements that place its reality in a wider and boundary-crossing background. The course's ambition is to make capital of the variety of competences represented at the LCL, whose Faculty will be invited to offer single lectures, in reason of their research specialty and availability. This will give the students a taste of the variety of disciplines and scholarly areas covered by the Department. The course will start from an introduction to contemporary debates on the usage of the Mediterranean as a paradigm in the study of medieval and early-modern literatures, in particular in relation to issues such as interconnectedness, cross-culturality, multilingualism, and inter-faith relations. This provisional syllabus can be amended according to the composition of the class, suggestions from the invited lecturers, and interests of the enrolled students."

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: **Andrea Celli**, tel. **860 486-3275**, email andrea.celli@uconn.edu

Supporting Documents

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

ANDREA CELLI

Assistant Professor, Italian and Mediterranean Studies
LCL, UConn, Storrs
andrea.celli@uconn.edu

Academic Background

- 22 January 2014: Abilitazione scientifica nazionale, 10/F1 - II Fascia, “Letteratura italiana, Critica letteraria e Letterature comparate”

- 01 November 2000 – 25 February 2004

Ph.D. Degree in Filologia italiana ed Ermeneutica, Università di Padova. Thesis Title: *Una porta aperta sul cielo. Kant nella storia intellettuale di Renato Serra*

- 01 October 1999 – 31 July 2000

Master’s Degree in Studi interculturali, Università di Padova

- 01 October 1994 - 21 October 1999

Graduated Magna cum Laude in Lettere moderne, Università di Padova. Thesis Title: *Un pensiero della singolarità: scrittura e conoscenza storica in Ortega y Gasset*

Fellowships and Grants

- 01 May 2012 – 31 April 2014

Senior Fellowship, Dipartimento di Studi linguistici e letterari (DiSLL), Università di Padova

- 01 October 2012 – 31 July 2013

Visiting Fellow, Inst. of Germanic & Romance Studies, School of Advanced Study, University of London

- 02 May 2011 – 30 April 2012

European Social Fund Grant, Regione Veneto – Fondazione Fenice – Università di Padova

- 01 January 2007 – 31 December 2010

Research Fellowship, Dipartimento di Italianistica, Università di Padova

- 01 June 2004 – 31 May 2006

Post-Doctoral Fellowship, Università di Padova

- September 2002

Grant, International Course of High Culture *Forme e valori del gratuito*, Fondazione Cini, Venezia

- October 1997 – June 1998

Erasmus scholarship, Departamento de Filología Española, Universitat Autònoma de Barcelona

Further Education and Additional Trainings

- August – December 2006

Intensive Course of Classical Arabic, highest level, University of Tunis

- July – August 2005

Intensive Course of Classical Arabic, highest level, University of Tunis

- October 2004 – February 2005

Intensive Course of Classical Arabic, Damascus University, Syria

- July 2001

Intensive Course of Classical Arabic, University Muhammad V of Rabat, Morocco

- July 1999

Intensive Course of Classical Arabic, University Muhammad V of Rabat, Morocco

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University Teaching

- 2007-2014

Lecturer of Ermeneutica e Storia della Critica; MA in Lingua, Letteratura e Civiltà italiana, ISI – Università di Lugano (Switzerland)

- 2009

Lecturer of Cultura italiana, Course for the students of the University of Guangzhou's exchange programme (China), Università di Padova

- 2001-2012

Lecturer of Italiano scritto, Facoltà di Lettere, Università di Padova

- 2012-2014

Lecturer of Letteratura comparata, Master in Studi sull'Islam d'Europa, Università di Padova

- 2000-2014

Lecturer of Letteratura comparata, Master in Studi interculturali, Università di Padova

Organizational Experience

- 2012-2013

Scientific Consultant, Master in Studi sull'Islam d'Europa, Università di Padova

- 2000-2013

Committee Member, Master in Studi interculturali, Università di Padova

On-going Projects

- Catholic Reformation and Muslim World: Islam in Early-Modern Mediterranean Europe, a monographic issue of the *Rivista di Storia e Letteratura religiosa* (Olschki, Turin), scheduled for 2015, co-edited with Dr. Davide Scotto, Universität Tübingen
- Edition (in collaboration with Dr. Gabriele Guerra) of Ernst Kantorowicz' unpublished PhD thesis on *Das Wesen der muslimischen Handwerkerverbände* (1921). The text will be translated in Italian and published by Quodlibet (Macerata) in 2015
- Monograph on the representation of Hagar and Ishmael's narratives in the Counter-Reformation

Publications

Authored and Edited Books

- *Dante e l'oriente. Le fonti islamiche nella storiografia novecentesca*. Roma: Carocci, 2013
- *Corrente oscura. Scritti filosofici e formazione letteraria di Renato Serra*. Milano: Medusa, 2010
- Massignon, Louis. *Il soffio dell'Islam. La mistica araba e la letteratura occidentale*. Ed. and trans. Andrea Celli. Milano: Medusa, 2008
- Adonis, *Beirut. La non-città*. Ed. and trans. Andrea Celli. Milano: Medusa, 2007
- *Figure della relazione. Il Medioevo in Asín Palacios e nell'arabismo spagnolo*. Roma: Carocci, 2005

Articles in Academic Journals

- "Cor per medium fidit". Il canto XXVIII dell'*Inferno* alla luce di alcune fonti arabo-spagnole." *Lettere italiane* 2 (2013): 171-192
- Review of Di Cesare, M. *The Pseudo-Historical Image of the Prophet Muhammad in Medieval Latin Literature: A Repertory* (Berlin - New York: de Gruyter, 2012). *Rivista di Storia e Letteratura Religiosa* 1 (2013)
- "Dov'è il fiume? Eraclito e la cultura classica in Adonis." *Intersezioni. Rivista di Storia delle Idee* 3

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- (2012): 431-446
- “Témoins de l’instant. Gli ‘Écrits mémorables’ di Louis Massignon.” *Rivista di Storia e Letteratura Religiosa* 1 (2011): 191-208
- “Perché mi scerpi? Il Canto di Pier delle Vigne tra Hegel e De Sanctis.” *Lettere Italiane* 2 (2010): 257-275
- “Quando la vita ritorna. L’uso del termine contemplazione in Renato Serra”. *Lettere Italiane* 2 (2009): 246-66
- “Miguel Asín Palacios, Juan de la Cruz e la cultura arabo-ispánica,” Introduction to Asín Palacios, Miguel. “Un precursore ispano-musulmano di San Giovanni della Croce”, ed. and trans. Andrea Celli. *Rivista di Storia e Letteratura Religiosa* 1 (2007): 69-122
- Review of Saccone, C. *Il maestro sufi e la bella cristiana* (Roma, Carocci, 2005). *Intersezioni. Rivista di Storia delle Idee* 3 (2006): 477-481
- “Il tema delle ‘lingue consacrate’ nella scrittura di Louis Massignon.” *Rivista di Storia e Letteratura Religiosa* 2 (2005): 433-79
- “Lingue sacre. Leo Spitzer sulle fonti arabe delle letterature europee.” *Lettere Italiane* 1 (2003): 47-78

Chapters in Refereed Books

- “Francesco De Sanctis e la poesia cavalleresca.” In *Il revival cavalleresco dal Don Chisciotte all’Ivanhoe (e oltre)*, ed. M. Mesirca, F. Zambon, 181-209. Pisa: Pacini, 2010
- “Il multilinguismo nella migrazione – L’invenzione della prima lingua. Il caso magrebino” (with A. Brandalise, Kh. Rhazzali, E. Sartori). In *Intercultura e mediazione. Teorie ed esperienze*, ed. Giuseppe Mantovani, 47-84. Roma: Carocci, 2008
- “Amore e cortesia”, in *Incontri. Percorsi di epica e di letteratura*, ed. F. Prandin – F. Tomasi – P. Zaja (vol. D, ed. G. Baldassarri), 218-226. Novara: De Agostini, 2007

Conference Proceedings

- “Un orientalismo di Leo Spitzer?” In *Filologia e modernità*, ed. Gianfelice Peron, “Quaderni del Circolo filologico-linguistico padovano”. Padova: Esedra, 2013
- “Le malheur de naître dans une époque peu guerrière’: fantasie dell’orientalismo francese intorno alla guerra.” In *I prestigii della guerra: ideologie, sensibilità e pratiche marziali nelle rappresentazioni letterarie*, ed. A. Barbieri & S. Maura Barillari, *L’Immagine Riflessa. Testi, Società, Culture*, 1-2 (2013): 343-357
- “La ‘rose trémière’ o il ‘trouble’ di Louis Massignon.” In *Inquietudini queer. Desiderio, performance, scrittura*, ed. S. Chemotti & D. Susanetti, 209-219. Padova: il Poligrafo, 2012
- “La ruga e la memoria. Deformazione e poesia dei volti.” In *Tempo e ritratto. La memoria e l’immagine dal Rinascimento a oggi*, ed. C. Limentani Viridis & N. Macola, 107-114. Padova: il Poligrafo, 2012
- “Ya Catari’. La musica leggera ‘franco-araba.’” In *Alle radici dell’Europa. Mori, giudei e zingari nei paesi del Mediterraneo occidentale*, vol. III: XX-XXI Century, ed. F. Gambin, 155-174. Verona: SEID, 2010
- “Tra cultura spagnola e fede islamica: la letteratura aljamiada.” In *Per una filosofia interculturale*, ed. G. Pasqualotto, 111-134. Milano-Udine: Mimesis, 2008
- “A proposito di un ‘Allāh piadoso’. La metafora carceraria nella letteratura aljamiada cinquecentesca.” In *Alle radici dell’Europa. Mori, giudei e zingari nei paesi del Mediterraneo occidentale*, vol. I: sec. XV-XVII, ed. F. Gambin, 461. Verona: SEID, 2008

Other Publications

- “Gli studi di Enrico Cerulli su Dante.” *Doctor Virtualis* 12 (2013): 35-74
- “Tra società-mondo e tradizioni.” *Trickster. Rivista on-line di Studi interculturali* 9 (2010)
- “Trickster o delle seconde generazioni.” *Trickster. Rivista on-line di Studi interculturali* 7 (2008)
- “Introduction” (with Marina Calvo Pérez) to Tillion, G. *L’harem e la famiglia*, 5-15. Milano:

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Medusa, 2007

- “Lo sconcerto dei mariti. Alcune annotazioni su ‘L’attentatrice’ di Yasmina Khadra.” *Trickster. Rivista on-line in Studi interculturali* 4 (2007)
- “A chi interessa Beirut... Intorno a una traduzione italiana di Adonis”. *Trickster. Rivista on-line in Studi interculturali* 2 (2006)
- “Sulla punta della lingua. Il migrante, la ‘lanostralingua’ e la logos/pedia.” *Trickster. Rivista on-line in Studi interculturali* 1 (2006)
- “Lost in Translation. Ripensando al ‘Collare della colomba’, testo arabo del secolo XI”. *Il calzerotto marrone. Quadrimestrale on-line di scrittura creativa* 4 (2006)
- “Ricerca, intercultura e università.” In *Incontri di sguardi. Saperi e pratiche dell’intercultura*, ed. Anke Miltenburg, 153-174. Padova: Unipress, 2002

Invited Presentations at Conferences and Seminars

- (2014), Hagar and Ishmael as Symbols of Muslims in Christian Exegesis and Literature (Middle Ages and Early Modern Times). Invited Lecture at the Zentrum für Islamische Theologie, Universität Tübingen, Dec 16, 2014.
- (2014), Crisi di coppia con concubina e figli. Gli amori di Abramo tra iconografia controriformista ed eloquenza sacra. Invited Lecture at the Seminar 2: *Ricerche e riflessioni sul tema della coppia nella letteratura italiana*. Scuola Normale di Pisa, Nov 5-7, 2014.
- (2014), ‘Maometto cascava del male caduco’. Profetismo islamico ed eterodossia nella letteratura medica e religiosa del Cinque-Seicento italiano.” Invited presentation at the seminar *Eroi dell’estasi. Lo sciamanismo come artefatto culturale e sinopia letteraria*, Università di Padova, 5-7 June 2014
- (2013), Dante in America. Humanities and History in Ernst Kantorowicz. Seminar, Institute of Germanic and Romance Studies, School of Advanced Study, University of London, 30 January 2013
- (2012), *Lectura Dantis*, Canto XXVIII. Public lecture, University of Lugano, 12 December 2012
- (2011), ‘La rose trémière’ o il trouble di Louis Massignon. Invited presentation at the conference *Inquietudini queer: desiderio, performance, scrittura*, Università di Padova, 9-10 November 2011
- (2011), La ruga e la memoria. Deformazione e poesia dei volti. Invited presentation at the conference *Tempo & ritratto. La memoria e l’immagine dal Rinascimento a oggi*, University of Sassari, 16-17 June 2011
- (2011), ‘Le lacrime di Hagar.’ Public lecture at *Leggere i tempi. Culture, religioni e civiltà a confronto*, Istituto per le Ricerche di Storia Sociale e Religiosa, Vicenza, 15 April 2011
- (2010), ‘Le malheur de naitre dans une époque peu guerrière’: Fantasie dell’Orientalismo francese sulla guerra. Invited presentation at the seminar *I prestiggi della guerra*, Università di Padova, 19-20 May 2011
- (2009), ‘Dov’è il fiume?’ Eraclito e la cultura classica nel pensiero di Adonis sull’identità araba. Invited presentation at the conference *Ermetismi ed Esoterismi. Mondo antico e riflessi contemporanei*, Galilean Academy in Padua, 28-29 May 2009
- (2007), ‘¿Es que hay una palabra para el Mediterraneo? Las lenguas en la perspectiva de la migración.’ Presentation at the *Encuentro de jóvenes investigadores en torno al Mediterráneo*, UNESCO Chair at the Universitat Rovira i Virgili, Tarragona (Spain), 3-4 May 2007
- (2007), ‘La letteratura medievale tra le due sponde del Mediterraneo.’ Invited presentation at the cycle of meetings *Incontrare l’Islam*, Tito Livio High School, Padua, 1 March 2007
- (2006), ‘Giovanni della Croce e l’intorno moresco.’ Invited presentation at the conference *Alle radici dell’Europa. Mori, giudei e zingari nei Paesi del Mediterraneo occidentale (secoli XV-XVII)*, Departments of Romance Studies, Psychology and Social Anthropology, University of Verona, 15-16 February 2006

Medieval Italian Literature In the Context of the Mediterranean (and Beyond)

Instructor/proposer: Andrea Celli, LCL
Andrea.celli@uconn.edu

Short description

The aim of the course is to situate the medieval origins of Italian literature and cultures in the context of contemporary Mediterranean civilizations. Instead of looking at the Italian origins as the foundation of a coherent and homogeneous national identity, still far to come, the course will stress those intellectual and symbolic elements that place its reality in a wider and boundary-crossing background. The course's ambition is to make capital of the variety of competences represented at the LCL, whose Faculty will be invited to offer single lectures, in reason of their research specialty and availability. This will give the students a taste of the variety of disciplines and scholarly areas covered by the Department. The course will start from an introduction to contemporary debates on the usage of the Mediterranean as a paradigm in the study of medieval and early-modern literatures, in particular in relation to issues such as interconnectedness, cross-culturality, multilingualism, and inter-faith relations. This provisional syllabus can be amended according to the composition of the class, suggestions from the invited lecturers, and interests of the enrolled students.

Assignments

30 %: Midterm evaluation. Presentation of a book in class or a written book-review (3 pages, word-sheets, font size 11, line spacing 1.5)

30 %: Reaction short texts / Participation. Before each lesson the student will submit a list of 3-4 substantial questions/considerations/reflections on the readings to share with the other class members. These short contributions must be posted on the online forum section no later than **7:00 PM on the day before the lesson.**

40 %: Final paper or video. The final examination will consist either in a 15-minutes video, or in a 6/7 page paper on one of the topics discussed during the course.

Topics (draft)

1. Rethinking Medieval Italy. Keywords and Critical approaches

1st week. Presentation of the course
READ

2nd week

READ:

Keywords and authors:

- Oriental Sources and Orientalism
- Migrations, Trade, Crusades
- Translations
- Multilingual Middle-Ages
- Mediterranean Studies
- The Mediterranean Sicily (Arabs, Byzantines, Normans, Frederick II)
- Abrahamic Religions
- Cross-cultural heritage: arts and architectures
- The Empire and the Unity of the World

2. On Talking Animals and Mirrors for Princes

3th week Hebrew-Arabic Maqamas Literature and its Circulation in Europe

READ:

4th week Cuentos, Lais and Fabiliaux: "Oriental Sources" of Spanish and French Short Narratives?

READ:

Secondary Literature:

3. Translations and volgarizzamenti

5rd week What is a volgarizzamento? Its role in Establishing a Vernacular Literature

READ:

6th week Spain and the South of Italy: Translations from Arabic and their Circulation

READ:

Secondary Literature:

Midterm evaluation

4. The laws of love. Treatises and Tales

7th week

READ: Ibn Hazm, *Tawq al-Hamama*; Andreas Capellanus, *On Love*; selection from Stilnovo

Secondary Literature:

5. Dante

8th week Greek-Arabic Philosophy and its Impact on Dante's Cosmology

READ: excerpts from the Divine Comedy

9th week, Circulation of Islamic Narratives in Medieval Europe

READ: *Divine Comedy*, I, 28; *Liber Scalae Machometi* (The Book of Muhammad's Ladder), *Liber de generatione Mahumet et nutritura eius*

Secondary Literature:

6. Gog and Magog. On Travelers, Symbolic Worlds and Maps

10th week Marco Polo's *Milione*, between ethnography and imaginary

READ: Marco Polo, *Milione* (excerpts); Mandeville; The Letter of the Priest John (Priest John in Ariosto)

11th week Cartographers, Travelers and Geographers.

READ: Al-Idrisi (selection). Some example of Medieval *Mappa Mundi*

Secondary Literature:

7. Christians, Muslims and Jews. Boccaccio, his Sources and his later Influence

12th week The Art of Story-Telling and the Invention of the Novella

READ: The Arabian Nights (selection from); Melchisedech the Jew and Saladin (*Decameron* I, 3); Ser Ciappelletto (*Decameron*, I, 1)

13th week

READ: Abraham the Jew (*Decameron* I, 2); Geoffrey Chaucer

Secondary Literature:

8. Last week

14th week

Brush-up on the main topics of the course and discussion of the final paper drafts.

Secondary Literature:

Tentative Secondary Literature (sample)

- Asín Palacios, M. *Islam and the 'Divine Comedy,'* translated and abridged by Harold Sunderland. London: John Murray, 1926 (reprint London, Frank Cass, London, 1968)
- Burman Thomas. *Reading the Qur'ân in Latin Christendom, 1140-1560.* Philadelphia: University of Pennsylvania Press, 2007
- Conklin Akbari Suzanne, Mallette Karla. *A Sea of Languages: Rethinking the Arabic Role in Medieval Literary History.* University of Toronto Press, Scholarly Publishing Division, 2013
- Cornish Alison. *Vernacular Translation in Dante's Italy: Illiterate Literature.* Cambridge: Cambridge University Press, 2011
- Dainotto Roberto M. *Europe (In Theory).* Durham and London: Duke UP, 2007.
- Di Cesare Michelina. *The Pseudo-Historical Image of the Prophet Muhammad.* Berlin - New York: de Gruyter, 2012
- Goitein, S. D. "The Documents of the Cairo Geniza as a Source for Mediterranean Social History." *Journal of the American Oriental Society* 80/2, 1960 91-100.
- Goitein, S. D. "The Unity of the Mediterranean World in the 'Middle' Middle Ages." *Studia Islamica* 12, 1960, 29-42.
- Goitein, S. D. *A Mediterranean society: an abridgment in one volume.* Revised and edited by Jacob Lassner. Los Angeles - Berkeley: University of California Press, 1999.
- Haskins Charles. *The Renaissance of the Twelfth Century.* Harvard University Press, 1927
- Horden Peregrine, Kinoshita Sharon (ed). *A Companion to Mediterranean History.* Chichester, West Sussex: Wiley Blackwell, 2014
- Horden, Peregrine, Purcell, Nicholas. *The Corrupting Sea: A Study of Mediterranean History.* Malden, MA: Blackwell Publishers, 2000
- Hyatte Reginald (ed). *The Book of Muhammad's Ladder.* Leiden: Brill, 1997
- Ibn Ṭufayl, M. ibn 'Abd al-M. *Ibn Ṭufayl's Ḥayy ibn Yaqzān: a Philosophical Tale* (Updated ed., with a new pref. and bibliography.). Chicago-London: The University of Chicago Press, 2009.
- Maalouf Amin. *The crusades through Arab eyes.* New York: Schocken Books, 1985.
- Mallette Karla. *The Kingdom of Sicily, 1100-1250. A Literary History.* Philadelphia: University of Pennsylvania Press, 2005
- Menocal María Rosa. *The Arabic Role in Medieval Literary History: A Forgotten Heritage. (The Middle Ages).* Philadelphia: University of Pennsylvania Press, 1987
- Rodinson, Maxime. *Europe and the Mystique of Islam.* Seattle: University of Washington Press, 1987.
- Said, Edward. *Orientalism.* New York: Vintage, 1979.
- Shalem Avinoam (ed). *Constructing the Image of Muhammad in Europe.* Berlin and Boston: Walter de Gruyter, 2013
- Ziolkowski J.M. (ed). *Dante and Islam,* special issue of *Dante Studies,* 125, 2007

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 30 Jan 2015
2. Department requesting this course: History
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!

HIST 3841. Empire and Nation in Southeast Asia

Three credits. Prerequisite: Open to sophomores or higher.

Examines major themes in modern Southeast Asian history from the 17th century to the present: the growth of global commerce; western imperialism; nationalism; the emergence of independent nation-states; and the challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3841
3. Course Title: Empire and Nation in Southeast Asia
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Examines major themes in modern Southeast Asian history from the 17th century to the present: the growth of global commerce; western imperialism; nationalism; the emergence of independent nation-states; and the challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

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 sophomores or higher.
8. Recommended Preparation, if applicable:-
9. Exclusions, if applicable: -
10. Repetition for credit, if applicable: -
11. Skill codes "W", "Q" or "C": -
12. S/U grading: -

Justification

1. **Reasons for adding this course:** To the instructor's knowledge, there is currently no course in UConn's catalog devoted specifically to the study of Southeast Asia. Not only is the region one of the most economically dynamic areas of the contemporary world, it also played a critical role in the growth of global trade in the early modern period and was a key strategic area during the Cold War. Studying Southeast Asia should be of particular interest to American students because of the region's connections to the US: the Philippines was once America's largest colony, and Vietnam was the site of the most controversial American war in the 20th century.
2. **Academic merit:** This course will introduce students to the major themes and issues in modern Southeast Asian history: the rise and decline of early modern global trade, western imperialism and its consequences, the development of nationalism, the emergence of independent nation-states, the Cold War, post-independence ethnic relations, and the formation of authoritarian governments. The instructor will guide students in interpreting and analyzing a variety of primary and secondary sources.
3. **Overlapping courses and departments consulted:** -
4. **Number of students expected:** 20
5. **Number and size of sections:** 1
6. **Effects on other departments:** -
7. **Effects on regional campuses:** -
8. **Staffing:** Tran

General Education

If the course 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:** The proposed course will engage students in analyzing the historical experiences of Southeast Asian societies under western domination and the rule of nation-states. The instructor will guide students in investigating specific themes through the critical reading of primary and secondary sources.

b. **Specify a CLAS area, A-E:** C

c. **Provide justification for inclusion in CLAS area, A-E:** In this course, students will analyze how Southeast Asian societies have transformed politically, economically, socially, and culturally through western influence and the development of nationalism. The course requires students to analyze classic works of scholarship as well as a variety of primary sources, such as memoirs, travelogues, speeches, and political manifestos. The readings represent a variety of political, social, ethnic, and gender perspectives.

Proposer Information

1. **Dates approved by**
Department Curriculum Committee:
Department Faculty:
2. **Name, Phone Number, and e-mail address of principal contact person:** Melina Pappademos, (860) 486-3465, Melina.Pappademos@uconn.edu

Syllabus

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

HISTORY OF MODERN SOUTHEAST ASIA

This course will introduce you to the history of Southeast Asia from the 17th century to the present. The region encompasses the mainland countries of Burma, Thailand, Cambodia, Laos, and Vietnam, and the island region of Malaysia, Indonesia, Singapore, Brunei, East Timor, and the Philippines. Rather than follow the national histories of the region's many countries, we will consider Southeast Asia through a series of chronologically-arranged themes: the region's politics and society prior to European dominance, the role of Southeast Asia in early modern global trade, the shift from early modern imperialism to modern colonialism in the 19th century, the emergence of nationalism, and the rise of independent states after WWII. We will examine Southeast Asian pasts by posing questions, such as: How do we define Southeast Asia? How did colonialism transform the economic, political, and social life in the region? How did Southeast Asian nationalist movements give rise to authoritarian states? We will explore these questions by analyzing a variety of primary and secondary sources.

REQUIRED TEXTS

Jean Gelman Taylor, *Social World of Batavia* (University of Wisconsin Press, 2nd ed., 2009)

James Scott, *The Moral Economy of the Peasant* (Yale University Press, 1979)

Maria Rosa Henson, *Comfort Woman* (Rowman & Littlefield, 1999)

All of the required texts are available at the UConn Co-op Bookstore. All readings marked with an asterisk (*) will be available on HuskyCT. When possible, the readings have also been placed on course reserve.

ASSIGNMENTS AND GRADES

Your learning will be graded based on five components: a) weekly journals, class participation, and a quiz, b) a primary source analysis, c) a book review, and d) a research paper.

Journals & class participation = 10%

Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should be thoughtful and clear and should fully address all questions in the prompt, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. Should you write more than 1 page, feel free to print on both sides of the paper.

Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. Please strive to contribute at least once during each discussion.

Primary source analysis = 20%

Paper #1 (3-5 pages, double-spaced) is a thesis-driven essay that analyzes a single issue in one of the following texts: Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman*, or Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam*. Although you may consult

additional primary and secondary sources, you should rely on your own interpretation, and most of your citations should reference the primary text.

Book review = 20%

You will write a review (2-4 pages, double spaced) of one of the following: *Social World of Batavia* or *Moral Economy of the Peasant*. We will be reading selections from both books in class, but you should read the full book to write your review.

Research Paper = 30%

The final paper is thesis-driven essay that analyzes any aspect of modern Southeast Asian history. The paper should be 12-15 pages, double spaced, and should include endnotes and a bibliography. Paper topics must be approved by the instructor.

Final Exam and map quiz = 20%

The final will include identification, short answer, and essay questions. The map quiz will be worth 5%. The final exam will be worth 15%.

Grading Scale

94 - 100	A	80 - 82	B-	67 - 69	D+
90 - 93	A-	77 - 79	C+	63 - 66	D
87 - 89	B+	73 - 76	C	60 - 62	D-
83 - 86	B	70 - 72	C-	< 60	F

POLICIES

Absences and late work: When you are absent, you may receive credit for journals *only* if it is submitted *on time* via email. This means that I do not accept late journals except for extenuating circumstances. (Please do not submit journals via email when you are not absent.) The grade for the book review, primary source analysis, and research paper will be lowered one full grade every day they are late. If you are sick or anticipate being absent on the day of a quiz or on a day when an assignment is due, please contact me.

Office hours, email: My office hours are a chance for you to discuss writing assignments, lectures, readings, and any other course-related thoughts that you may have. If you cannot come to office hours due to other regular formal commitments, please contact me for an appointment. Although I may be in my office during other hours of the week, I may not be available to meet with you. Feel free to email me, but allow 1-2 days for a response. Please do not leave homework or any material of a timely nature in my office or mailbox unless I have specifically instructed you to do so.

Technology and other matters: You are not permitted to use any electronics during class discussion. Laptops are allowed only during lecture. All cell phones, beepers, and pagers must be silent and stowed away. Exceptions are permitted if you have an academic accommodation request letter from the Center for Students with Disabilities. Food and drink are not prohibited as long as you are clean, discreet, and courteous and as long as their consumption does not violate building regulations.

Statement on 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, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.

SCHEDULE OF READINGS

EARLY MODERN SOUTHEAST ASIA

1. Locating Southeast Asia

Jan 20-22

*Anthony Reid, introduction to *Southeast Asia in the Age of Commerce*, vol. 1 (1-10)

*Donald Emmerson, “‘Southeast Asia’: What’s in a Name?” *Journal of Southeast Asian Studies* 15, no. 1 (Mar 1984): 1-21.

2. Age of Commerce

Jan 27-29

*Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman*, 1-5, 87-126

*Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam*, republished as *Kingdom of Siam*, ed. David Wyatt, introduction (v-ix), 1-2, 6-11, 108-113, 119-122 [also available at <http://seasiavisions.library.cornell.edu/catalog/sea:130>]

MAP QUIZ on Jan 29

3. Early Imperialism

Feb 3-5

Jean Taylor, *Social World of Batavia*, xvii-77

COLONIAL TRANSFORMATIONS

4. Race and Gender under Modern Imperialism

Feb 10-12

Jean Taylor, *Social World of Batavia*, 78-134, 159-174

5. Embracing and Rejecting the West: Education, Self-Strengthening, and Resistance

Feb 17-19

*Letters from Kartini. From Kartini, *On Feminism and Nationalism*, ed. and trans. Joost Cote (Clayton: Monash Asia Institute, 2005), 1-5, 23-29, 35-54, 115-130

*“A Civilization of New Learning,” *Sources of Vietnamese Tradition*, ed. George Dutton, Jayne Werner, and John Whitmore (New York: Columbia University Press, 2012), 369-375

PRIMARY SOURCE ANALYSIS DUE on Feb 17

6. Economic Transformations

Feb 24-26

James Scott, *The Moral Economy of the Peasant*, 1-56

7. Origins of Southeast Asian Communism

Mar 3-5

James Scott, *The Moral Economy of the Peasant*, 57-113

8. Rise of Nationalism

Mar 10-12

*Thongchai Winichakul, "Maps and the Formation of the Geo-Body of Siam," in *Asian Forms of Nations*, ed. Hans Antlov and Stein Tonnesson (1996), 67-91

*John S. Furnivall, "Plural Economy," in *Netherlands India: A Study of the Plural Economy* (New York: Macmillan; Cambridge: Cambridge University Press, 1944), 446-469

*Asavabahu (Rama VI), "The Jews of the East," in *The Chinese in Thailand*, by Kenneth Landon (London and New York: Oxford University Press, 1941), 34-43

BOOK REVIEW due on Mar 10

WWII AND INDEPENDENCE

9. War in the Pacific and the Japanese Occupation

Mar 24-26

Maria Rosa Henson, *Comfort Woman: A Filipina's Story of Prostitution and Slavery Under the Japanese Military*, 1-76

10. Decolonization and the Cold War

Mar 31-Apr 2

*Program of the People's Revolutionary Party of Vietnam, 1962

*Senator John F. Kennedy's Speech at the Conference on Vietnam, Washington, DC, 1956

*Ho Chi Minh's response to Lyndon B. Johnson, 1967

*Tuan Hoang, "The Early South Vietnamese Critique of Communism," 17-32

11. "Purifying" the Nation: Political Purges, Class Warfare, and Ethnic Violence

Apr 7-9

*John Slimming, *Malaysia: Death of a Democracy* (London: John Murray, 1969), vii-58

12. "Purifying the Nation," cont.

Apr 14-16

FILM: *Enemies of the People*

RESEARCH PAPER due on Apr 28

13. People Power and the Challenge to Authoritarianism

Apr 21-23

*Pascal Khoo Thwe, *From the Land of the Green Ghosts*, 117-127, 155-213

14. Globalization: Southeast Asia in the World Economy

Apr 28-30

Kimberly Hoang, "Flirting with Capital: Negotiating Perceptions of Asian Ascendancy and Western Decline in Global Sex Work" *Social Problems* 61, no. 4 (2014): 507-529

FINAL EXAM

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 4 Jan 2015
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Fall 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!

HIST 3842. History of Vietnam

Three credits. Prerequisite: Open to sophomores or higher.

An introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3842
3. Course Title: History of Vietnam
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): An introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

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 sophomores or higher
8. Recommended Preparation, if applicable: -
9. Exclusions, if applicable: -
10. Repetition for credit, if applicable: -
11. Skill codes "W", "Q" or "C": -
12. S/U grading: -

Justification

1. Reasons for adding this course: To the instructor's knowledge, there is currently no regular

course at UConn offering a survey of Vietnamese history. Vietnam should be of interest to students because the country currently has one of the world's most dynamic economy, and Vietnamese history is critical to understanding the Vietnam War, one of the most important conflicts in contemporary American history.

2. **Academic merit:** This course will introduce students to the major themes, turning points, and historical figures that shaped Vietnam's two-thousand year history. The instructor will guide students in interpreting diverse primary sources, such as folklore, poetry, religious writing, memoirs, and fiction. Students will also be taught to analyze scholarly arguments through a close reading of secondary sources. The course will familiarize students with basic aspects of Vietnamese culture: origins myths; major religions (including animism, Confucianism, Taoism, Buddhism, and Christianity); the development of the Vietnamese language and script; Vietnam's complicated relationship with China and Chinese culture; the development of regional cultural differences; and effect of western influence.

3. **Overlapping courses and departments consulted:** None

4. **Number of students expected:** 20

5. **Number and size of sections:** 1

6. **Effects on other departments:** None

7. **Effects on regional campuses:** None

8. **Staffing:** Tran

General Education

If the course 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:** The proposed course will engage students in analyzing the historical experience of ethnic Vietnamese through the usage of primary and secondary sources. It will also challenge students to critically consider Vietnamese historical memory, as it has been promoted in the 20th century. Students will investigate one specific aspect of the Vietnamese past for their research paper.

b. **Specify a CLAS area, A-E:** C

c. **Provide justification for inclusion in CLAS area, A-E:** The proposed course will help students understand the historical experience of ethnic Vietnamese from the late Bronze Age to the present. It encourages them to consider how Vietnamese politics and culture have evolved over time, especially through Chinese, Cham, ethnic highlander, French, and American influence. The course emphasizes the analysis and interpretation of documents, including folklore, poetry, religious writings, memoirs, and fiction.

Proposer Information

1. **Dates approved by**

Department Curriculum Committee:

Department Faculty:

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

Pappademos, (860) 486-3465, Melina.Pappademos@uconn.edu

Syllabus

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

HISTORY OF THE VIETNAM WAR

This course will survey the origins, development, and aftermath of the Vietnam War. Although Americans refer to the conflict as the “Vietnam War,” our popular conceptions of the conflict are based primarily on the American experience in Vietnam. This course invites you to expand your understanding of the war by also considering the experiences of the three Vietnamese belligerents: the Democratic Republic of Vietnam (DRV, or North Vietnam), the Republic of Vietnam (RVN, or South Vietnam), and the communist-led National Liberation Front (NLF). Readings, films, and discussion will examine diverse Vietnamese and American perspectives, and lectures will provide a basic narrative to contextualize the divergent experiences of the different belligerents. Our course will pose questions, such as: What cleavages within Vietnamese society led to war, and how different were the various Vietnamese belligerents? How did the anticolonial war develop into the Vietnam War? How important were issues such as class, region, nationalism, and political ideology? How did American intervention transform the conflict? What explains the outcome of the war? Why has the war remained so contentious for both Vietnamese and Americans? A variety of novels, memoirs, film, music, poetry, and scholarly research will help us explore these issues.

REQUIRED TEXTS

Nguyễn Công Luận, *Nationalist in the Vietnam Wars* (Indiana University Press, 2012)

Jeffery Race, *War comes to Long An* (University of California Press, 2010; 1972)

Nick Turse, *Kill Anything That Moves* (Metropolitan Books, 2013)

All of the required texts are available at the UConn Co-op Bookstore. All readings marked with an asterisk (*) will be available on HuskyCT. When possible, the readings have also been placed on course reserve.

COURSE ORGANIZATION, ASSIGNMENTS, AND GRADES

The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion. I will provide reading and lecture handouts including reading questions and important terms to help you keep track of the main ideas.

Your learning will be graded based on four components: a) weekly journals and class participation, b) quizzes, c) a book review, and d) a research paper.

Journals and class participation = 20%

Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should be thoughtful and clear and should fully address all questions in the prompt, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. Should you write more than 1 page, feel free to print on both sides of the paper.

Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. Please strive to contribute at least once during each discussion.

Quizzes = 20%

There will be four quizzes scheduled throughout the semester instead of a midterm or final exam. The quizzes will be based on lectures and reading and will be composed primarily of identification and short answer questions.

Book review = 20%

You will write a review (2-4 pages, double spaced) of one of the following: *Nationalist in the Vietnam Wars*, *War Comes to Long An*, or *Kill Anything That Moves*. We will be reading selections from all of these books in class, but you should read the full book to write your review.

Research paper (including rough draft) = 40%

The final paper is thesis-driven essay on a specific topic within the Vietnam War. The paper should be 12-15 pages, double spaced, and should include endnotes and a bibliography. Paper topics must be approved by the instructor.

Grading Scale

94 - 100	A	80 - 82	B-	67 - 69	D+
90 - 93	A-	77 - 79	C+	63 - 66	D
87 - 89	B+	73 - 76	C	60 - 62	D-
83 - 86	B	70 - 72	C-	< 60	F

POLICIES

Absences and late work: When you are absent, you may receive credit for journals *only* if it is submitted to me *on time* via email at nu-anh.tran@uconn.edu. This means that I do not accept late journals except for extenuating circumstances. (Please do not submit journals via email when you are not absent.) The grade for the book review and final research paper will be lowered one full grade every day it is late. The grade of the final research paper will also be docked half a letter grade for each day the rough draft is late. If you are sick or anticipate being absent on the day of a quiz or on a day when an assignment is due, please contact me. Makeup quizzes and extensions for written assignments will only be allowed in extenuating circumstances.

Office hours, email: My office hours are a chance for you to discuss writing assignments, lectures, readings, and any other course-related thoughts that you may have. If you cannot come to office hours due to other regular formal commitments, please contact me for an appointment. Although I may be in my office during other hours of the week, I may not be available to meet with you. Feel free to email me, but allow 1-2 days for a response. Please do not leave homework or any material of a timely nature in my office or mailbox unless I have specifically instructed you to do so.

Technology and other matters: You are not permitted to use any electronics during class discussion. Laptops are allowed only during lecture. All cell phones, beepers, and pagers must be silent and stowed away. Exceptions are permitted if you have an academic accommodation request letter from the Center for Students with Disabilities. Food and drink are not prohibited as long as you are clean, discreet, and courteous and as long as their consumption does not violate building regulations.

Statement on 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, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.

SCHEDULE OF READINGS

ORIGINS

1. Long Term Causes? Regionalism, Colonialism, and Social Stratification

Jan 20-22

*Alexander Woodside, "Vietnamese History: Confucianism, Colonialism and the Struggle for Independence," *Vietnam Forum* 11 (winter-spring 1988): 21-48

*Ngô Vĩnh Long, *Before the Revolution* (New York: Columbia University Press, 1991), 4-59, focus on 10-31, 44-56

2. Different Paths to Nationalism

Jan 27-29

*Truong Chinh, *The August Revolution* (Hanoi: Foreign Languages Publishing House, 1958), 6-18, 27-41: <http://www.vietnam.ttu.edu/virtualarchive/items.php?item=2390414002>

Nguyễn Công Luận, *Nationalist in the Vietnam Wars*, xiii-xv, 11-44

3. First Indochina War, Resistance War, or Civil War?

Feb 3-5

Nguyễn Công Luận, *Nationalist in the Vietnam Wars*, 3-10, 45-124

QUIZ on Feb 5

CONFLICT

4. Geneva and After: Building Socialism in the Democratic Republic of Vietnam

Feb 10-12

*Duong Thu Huong, *Paradise of the Blind*, trans. Phan Huy Duong and Nina McPherson (New York: William Morrow, 2002), 5-9, 16-34, 40-42, 47-52, 60-67, 69-81

*Hồ Chí Minh, "On the Basic Completion of Land Reform in the North," in *Sources of Vietnamese Tradition*, ed. Dutton et. al. (New York: Columbia University Press, 2012), 496-9

Start Jeffery Race, *War Comes to Long An*

5. Geneva and After: Consolidation and Expansion in the Republic of Vietnam

Feb 17-19

Jeffery Race, *War Comes to Long An*, 1-73

For me:

6. Challenging Saigon: The Loyal Opposition and the National Liberation Front

Feb 24-26

Jeffery Race, *War Comes to Long An*, ix-xix, 74-140

7. Escalation

Mar 3-5

Lyndon Johnson, "Peace Without Conquest," in *The Vietnam War: An International History in Documents*, ed. Mark Lawrence (New York and Oxford: Oxford University Press, 2014), 86-89

Resolution of the Ninth Plenum of the Central Committee of the Vietnam Workers' Party, in *The Vietnam War: An International History in Documents*, ed. Mark Lawrence (New York and Oxford: Oxford University Press, 2014), 69-72

Neil Jamieson, *Understanding Vietnam* (Berkeley and Los Angeles: University of California Press, 1993), 292-352

Paper topics due on Mar 3

QUIZ on Mar 5

8. Combatants

Mar 10-12

*François Guillemot, "Death and Suffering at First Hand: Youth Shock Brigades during the Vietnam War, 1950-1975," *Journal of Vietnamese Studies* 4, no. 3 (fall 2009): 17-60

*Christian Appy, *Working Class War* (Chapel Hill: University of North Carolina Press, 1993), 174-190, 234-249

Mar 15-21

SPRING BREAK

Week 9: Americanization of the War

Mar 24-26

Nick Turse, *Kill Anything that Moves*, 1-75

***ROUGH DRAFTS due on Mar 24.

Week 10: Tet Offensive

Mar 31-Apr 2

Nick Turse, *Kill Anything that Moves*, 76-107

*Gary Kulik and Peter Zinoman, "Misrepresenting Atrocities: *Kill Anything That Moves* and the Continuing Distortions of the War in Vietnam," *Cross Currents* 12 (Sep 2014): 162-198.

*Olga Dror, "Translator's Introduction," to *Mourning Headband for Hue*, by Nhã Ca, ed. and trans. Olga Dror (Bloomington and Indianapolis: Indiana University Press, 2014), xxiii-xxxvii, xxxix-liv.

QUIZ on Apr 2

11. From the Paris Accords to the Fall of Saigon

Apr 7-9

Movie: *Little Girl of Hanoi*

No journals due. Rough drafts handed back.

***BOOK REVIEW DUE on Apr 9

LEGACY

12. Reunification and the Socialist Republic of Vietnam

Apr 14-16

*Philip Taylor, *Fragments of the Present*, 23-55

13. Exile and Diaspora

Apr 21-23

Movie: *Journey from the Fall*

No journals due. Work on research paper.

14. American Contestations – maybe skip the Americans?

Apr 28-30

Phillip Catton, "Refighting Vietnam in the History Books: The Historiography of the War," *OAH Magazine of History* 18, no. 5 (Oct 2004): 7-11.

Ted Kennedy, Excerpts from speech to the National Press Club (Jan 2007)

George W. Bush, Excerpts from speech at the Veterans of Foreign Wars National Convention (Aug 2007)

Christian Appy, "Class War," *Iraq and the Lessons of Vietnam: Or, How Not to Learn From the Past*, ed. Lloyd Gardner and Marilyn Young (New York: New Press, 2008), 136-149

Journal on *Little Girl of Hanoi* and *Journey from the Fall* due.

QUIZ on Apr 28

***RESEARCH PAPER DUE in my office by time of scheduled final exam.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: 4 Jan 2015
2. Department requesting this course: History
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!

HIST 3845. The Vietnam War

Three credits. Prerequisite: Open to juniors or higher.

Examines the origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; and the postwar legacy.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3845
3. Course Title: The Vietnam War
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Examines the origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; and the postwar legacy.

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 or higher.
8. Recommended Preparation, if applicable:-
9. Exclusions, if applicable: -
10. Repetition for credit, if applicable: -
11. Skill codes "W", "Q" or "C": -
12. S/U grading: -

Justification

1. **Reasons for adding this course:** To the instructor's knowledge, there is currently no course about the Vietnam War in UConn's catalog. The war was one of the most important conflicts in contemporary world history and modern American history and typically attracts significant student interest, including students outside of the history major.
2. **Academic merit:** This course will offer students the opportunity to learn about the Vietnam War as a Vietnamese conflict. It differs from most college courses on the war, which emphasize the conflict as an event in American history. Students will explore the domestic origins of the conflict in colonial and premodern Vietnam, trace the development of the three main Vietnamese belligerents, analyze how American intervention transformed the conflict, consider the effect of the war on Vietnamese society, culture, and politics, assess the various explanations for the outcome of the war, and examine the legacy of the war for both winners and losers. Students will be required to analyze historical documents and scholarly monographs that illuminate politically diverse perspectives.
3. **Overlapping courses and departments consulted:** -
4. **Number of students expected:** 35
5. **Number and size of sections:** 1
6. **Effects on other departments:** -
7. **Effects on regional campuses:** -
8. **Staffing:** Tran

General Education

If the course 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:** The proposed course will engage students in analyzing the Vietnam War as a varied historical experience. Students will be required to consider different political, national, gender, and class perspectives of the conflict based on a critical analysis of scholarly monographs, memoirs, fiction, poetry, music, and movies. The research paper will give students to investigate one particular aspect of the history of the Vietnam War.

b. **Specify a CLAS area, A-E:** C

c. **Provide justification for inclusion in CLAS area, A-E:** In this course, students will analyze how the Vietnam War evolved from a domestic conflict within Vietnamese society into an international conflict involving multiple foreign belligerents. Students will also explore how foreign intervention changed the nature of the conflict itself, especially the effect of the US and its powerful and technologically sophisticated military. The course requires students to analyze primary and secondary sources written from a variety of Vietnamese and American perspectives in order to consider how various groups experienced the war differently.

Proposer Information

1. **Dates approved by**
Department Curriculum Committee:
Department Faculty:
2. **Name, Phone Number, and e-mail address of principal contact person:** Melina Pappademos, (860) 486-3465, Melina.Pappademos@uconn.edu

Syllabus

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

HISTORY OF VIETNAM

Most Americans think of Vietnam as a war rather than a place. Our popular notions about the country have less to do with the people who lived there than the experience of being an American in Vietnam. This course invites you to develop a deeper understanding of Vietnam's two-thousand year history, a history in which the Vietnam War represents only a brief moment. We will begin with Vietnam's early history, including the origin myths of the Vietnamese people, the millennium of Chinese rule, the rise of an independent Vietnamese kingdom, and the formation of a breakaway southern kingdom in the early modern period. The latter half of the course traces the development of French colonialism, the rise of nationalism and communism, and the causes and consequences of the Vietnam War. The underlying goal is to understand what constitutes Vietnamese identities and experiences. The course focuses on a specific country, but many of the issues we discuss will speak to larger historical themes, such as the relationship between history and folklore, the question of cultural identity and foreign influence, regionalism, religion, ethnicity, class, gender, colonialism, nationalism, warfare, and diaspora.

REQUIRED TEXTS

Keith Taylor, *A History of the Vietnamese* (Cambridge University Press, 2013)
Cuong Tu Nguyen, trans., *Zen in Medieval Vietnam* (University of Hawaii Press, 1998)
Li Tana, *Nguyen Cochinchina* (Southeast Asia Program, Cornell, 1998)
Choi Byung Wook, *Southern Vietnam Under the Reign of Minh Mạng* (Southeast Asia Program, Cornell, 2004)
Le Ly Hayslip, *When Heaven and Earth Changed Places* (Plume, 2003)

Readings marked with an * will be distributed by the professor.

COURSE ORGANIZATION, ASSIGNMENTS, AND GRADES

The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion. Lectures will provide a basic narrative of Vietnamese history, and I recommend that you consult our textbook, Keith Taylor's *A History of the Vietnamese*, to supplement the lectures. We will also read primary sources and/or scholarly monographs each week to explore specific historical themes. I will provide reading and lecture handouts including reading questions and important terms to help you keep track of the main ideas.

Your learning will be graded based on class participation and a variety of written assignments. Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. Your grade in this course will also be based on the following assessments: a) weekly journals about the reading or other short assignments, b) a midterm exam and a non-cumulative final exam, and c) a research paper.

Journals, other short assignments, and class participation = 15%

Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should fully address all questions in the prompt and be thoughtful and clear, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. You are allowed to miss 1 journal during the semester before your grade is affected. In addition to the journals, some weeks will also include quizzes or short writing assignments.

Midterm Exam = 25%

The midterm exam will cover material from the first half of the course.

Non-Cumulative Final Exam = 25%

The final exam is non-cumulative and will only cover material from the second half of the course.

Research paper = 35%

The research paper may address any aspect of Vietnamese history, but I urge you to consider the availability of primary and secondary sources when choosing your topic. The final research paper (10-12 pages, double spaced) is a thesis driven argument based on primary and/or secondary sources.

Grading Scale

94 - 100	A	83 - 86	B	73 - 76	C	63 - 66	D
90 - 93	A-	80 - 82	B-	70 - 72	C-	60 - 62	D-
87 - 89	B+	77 - 79	C+	67 - 69	D+	< 60	F

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request letter from the Center for Students with Disabilities. Food and drink are not prohibited as long as you are clean, discreet, and courteous and as long as their consumption does not violate building regulations.

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SCHEDULE OF READINGS

PREMODERN VIETNAM

1. Introduction and Vietnam in the Bronze Age

*Keith Taylor, *Birth of Vietnam*, 1-27, 316-319

Keith Taylor, *A History of the Vietnamese*, 1-6, 9-13, 14-19

*Dutton, et. al, *Sources of Vietnamese Tradition*: introduction to “The Period of Northern Empire,” 9-11; Zeng Gun, “The Mountain Spirit,” 19-20

2. “1000 Years of Northern Domination”

*Dutton, et. al, *Sources of Vietnamese Tradition*: “Life in the South,” 12; documents on “Society and Culture,” 25-27; Lý Tế Xuyên, “The Trung Sisters,” 56-57

*Lý Tế Xuyên, *Departed Spirits of the Việt Realm*: “Sĩ Nhiếp,” 5-10

*Liam Kelley, “Vietnam as a ‘Domain of Manifest Civility’ (*Van Hien chi Bang*),” 63-75

*David Marr, “The Nature of Vietnamese Identity,” in *Vietnamese Anticolonialism*, 7-21

Keith Taylor, *A History of the Vietnamese*, 19-29

***MAP QUIZ

3. The Buddhist Kingdoms: The Lý and Trần Dynasties

Outstanding Figures in the Zen Community (Thiền Uyển Tập Anh), trans. Cuong Tu Nguyen, in *Zen in Medieval Vietnam*: Preface, 103-105; “Vô Ngôn Thông,” 105-7; “Khuông Việt,” 111-3; “Đa Bảo,” 113-4; “Thông Biện,” 127-130; “Tịnh Giới,” 149-151; “Giác Hải,” 152-3; “Hiện Quang,” 161-3, “Vinitaruci,” 164-5; “Thanh Biện,” 166-7; “Pháp Thuận,” 170-1; “Ma Ha,” 171-3; “Vạn Hạnh,” 174-7; “Đạo Hạnh,” 177-181; “Huệ Sinh,” 183-5; “Trì Nhân,” 192-4; “Chân Không,” 194-6; “Diệu Nhân,” 197-8; “Viên Thông,” 200-2

*Dutton, et. al., *Sources of Vietnamese Tradition*: introduction to “The Ly, Tran, and Ho Epochs,” 28-31; Lý Tế Xuyên, “Lady God of the Earth,” 47-8

Keith Taylor, *A History of the Vietnamese*, 114-121, 144-150

EARLY MODERN VIETNAM

4. Hồ Quý Ly, the Ming Occupation, and the Lê Dynasty

*Nguyễn Ngọc Huy and Tạ Văn Tài, trans., *The Lê Code*, vol. 1: introduction (2-3), “Special Features of the Lê Code” (78-84, section on property inheritance and women), “Chapter on Real Property” (191-206)

*Nhưng Tuyet Tran, “Beyond the Myth of Equality: Daughters’ Inheritance Rights in the Lê Code,” in *Vietnam: Borderless Histories*, 121-144

*Lê Thánh Tông, “The Conduct of Kings” and “A King’s Portrait”; Hồng Đức Anthology, “Kings and Subjects,” in Huỳnh Sanh Thông, trans., *An Anthology of Vietnamese Poems*, 31-32

*Dutton, et. al., *Sources of Vietnamese Tradition: Lê Thánh Tông*, “The Purpose of Government,” 123-124

Keith Taylor, *A History of the Vietnamese*, 177-186, 206 (“Education was the...”)–211

5. Political Division: Đàng Ngoài (Tonkin) and Đàng Trong (Cochinchina)

Li Tana, *Nguyen Cochinchina*, 11-17, 37-77, 99-116

6. Tay Son Rebellion

Li Tana, *Nguyen Cochinchina*, 116-158

*Nola Cooke, “Early Nineteenth-Century Vietnamese Catholics and Others in the Pages of the *Annales de la Propagation de la Foi*,” 261-285

7. Religion in Early Modern Vietnam

***MIDTERM

No journals due. Start Choi Byung Wook, *Southern Vietnam Under the Reign of Minh Mạng*

8. Nguyễn Dynasty and the Khmers

Choi Byung Wook, *Southern Vietnam Under the Reign of Minh Mạng*, 9-15, 33-42, 101-159, 193-197

Just for me: Keith Taylor, *A History of the Vietnamese*, 398-409

MODERN VIETNAM

9. French Colonialism

Vũ Trọng Phụng, *Dumb Luck*, 32-111

***PROSPECTUS DUE

10. Anticolonialism and the Rise of Nationalism

Vũ Trọng Phụng, *Dumb Luck*, 112-189

11. Japanese Occupation, First Indochina War, and Political Division

Le Ly Hayslip, *When Heaven and Earth Changed Places*, prologue-113

12. Vietnam War, pt 1

Le Ly Hayslip, *When Heaven and Earth Changed Places*, 128-130, 133-140, 144-157, 159-164, 168-190, 194-204, 209-215, 221-227

13. Vietnam War, pt 2

Le Ly Hayslip, *When Heaven and Earth Changed Places*, 236-239, 255-262, 275-284, 294-303, 307-310, 319-333, 343-355, 365-366

14. Postwar Vietnam and Liberalization

Keith Taylor, *A History of the Vietnamese*, "Retrospective," 620-626

***RESEARCH PAPER DUE. JOURNALS ARE OPTIONAL.

***FINAL EXAM during finals week.

History 3XXX, China and the West, Fall 2015

Dr. Victor Zatssepine
Office: Room 307, Wood Hall, History Department, UConn
Tel: 860-4714079

Lectures: 2 times a week (Tuesdays, Thursday, TBA)
Discussions: selected days.

This course analyses China's political, economic, and cultural encounters with the Western Powers from the sixteenth century to 1949. The course explores the changing perceptions of European and North American governments, missionaries and writers about China and East Asia, which reflected their growing interest in this region. This course addresses different strategies employed by the Western Powers to gain influence in China, ranging from missionary work and the opium trade to military invasion. After the Opium War, the Western presence in China became permanent. Such Western concepts as republicanism, revolution, and nationalism helped to overthrow the Qing dynasty, resulting in unprecedented political and social reforms. Despite increasing contact between China and the West in China's treaty ports and North American Chinatowns, mutual misunderstanding and stereotypes about each other persisted well into the twentieth century. This course aims to help students reflect on the perceived and real impact of Chinese and Western civilizations on each other.

Learning objectives:

This course will incorporate current and past historiography to familiarize us with problems that arise in the international history of China and in analysing Western accounts of China as an exotic Orient. By the end of this course, successful students will have increased their understanding of the history of Sino-Western interactions and of Western perceptions about China. Critical thinking and writing skills will be strengthened through reading, discussions, assignments and research for a term paper.

Required readings:

Jonathan Spence, *To Change China* (Penguin, 1980, reprint 2002)
The search for Modern China: *A Documentary Collection* (W. W. Norton & Company, 1999)

Recommended reading:

John S. Gregory, *The West and China Since 1500* (Palgrave Macmillan, 2002)
D.E. Mungello, *The Great Encounter of China and the West, 1500-1800* (Rowman and Littlefield, 2005)

Distribution of Grades:

Paper proposal – 10%
Book review – 20%
Term paper – 30 %

Final exam– 20%

Participation, discussions – 20%

- This course has **three writing assignments** (a book review, a term paper proposal, and the term paper) and final test.

1) **Term paper proposal** (3 pages double-spaced). Due **October 1**.

This is a plan of your term paper. Each student will choose **either** a Western person who wrote about China, a Chinese person who wrote about the West, **or** a Western institution/country, which got involved with China at any period from 1650 to 1949.

Your proposal should include:

- a. **Topic/title.**
- b. **Three to four paragraphs** outlining potential arguments and structure of your future paper.
- c. **Chronology of events** (a list of key dates/years) related to your topic – 1 page.
- d. **Bibliography** of sources related to your topic (5-8 sources). Look at your sources first, before you include them in bibliography. Feel free to use sources from the collection of documents by Jonathan Spence (required text). This exercise will prepare students for writing a successful term paper.

2) **Book review:** Jonathan Spence, *To Change China* (5 pages, double spaced).
Due October 20.

Write a book review addressing the following questions:

What is the main idea of this book? How is this book organized? How successful is the author in analyzing the limits of Western influence on China? What are the merits and shortcomings of this book?

This review should have your assessment of Spence's main arguments or case studies, accompanied by specific examples cited from the book. Be selective.

3) **Term Paper** (10 pages double-spaced, including bibliography). **Due Nov. 19.**

This paper will be based on your term paper proposal. This paper will critically evaluate any Western account of the Qing or Republican China or any Chinese account of the West from 1650 to 1949.

Term paper should have:

- Well defined thesis statement, or core argument
- Main body with:
 - Supporting arguments, linked logically
 - Counter-arguments
 - Specific examples
- Conclusion

- Several group discussions will be based on Jonathan Spence's document collection *In Search of Modern China* (See required texts). Attendance is mandatory.

Week 1:

Sept 1 – Chinese and Western approaches to Chinese history.

Sept 3 – Travels of Marco Polo.

Week 2:

Sept 8 – Portugal in Macao and early Europeans in China.

Sept 10 – Qing dynasty and early emperors.

Readings: *The Search for Modern China (SMC)*, pp. 21-34.

Week 3:

Sept 15 – Jesuits at the Qing court.

Readings: China under Kangxi emperor, *SMC*, pp. 51-54, 58-64.

Sept 17 – China in the 18th century world.

Readings: China under Qianlong, *SMC*, pp. 71-91.

Week 4:

Sept 22 – European images of China.

Sept 24 – European diplomatic missions in China.

Week 5:

Sept 29 – **Discussion:** Lord Macartney's mission.

Readings: *SMC*, Ch. 6, pp. 92-109

Oct 1 – Opium Wars and the "Opening of China."

Paper proposal is due!

Week 6:

Oct 6 – **Discussion:** Opium trade.

Readings: *SMC*, Ch. 7. pp. 110-127

Oct 8 – The Taiping Rebellion and Christianity.

Week 7:

Oct 13 – **Discussion:** the Taipings.

Readings: *SMC*, Ch 8. pp. 128-149.

Oct 15 – Life in treaty ports and in colonial Hong Kong.

Week 8:

Oct 20 – Western media on (images of) China

Book review is due!

Oct 22 – Chinese labor in North America (19th century)

Readings: *SMC*, pp. 163-167.

Week 9:

Oct 27 – **Discussion:** Restoration through reform, *SMC*, pp. 150-167.

Oct 29 – Self-Strengthening movement (Learning from the West)

Week 10:

Nov 3 – Anti-foreignism and Boxer Rebellion (1900)

Nov 5 – Movie “55 days in Peking.”

Week 11:

Nov 10 – Sun Yat-sen and the revolution.

Readings: *SMC*, pp. 168-172.

Nov 12 – China and WWI.

Week 12:

Nov 17 – **Discussion:** The end of Qing, *SMC*, pp. 190-230

Nov 19 – **Discussion:** The early Republic.

SMC, 216-220, 228-232, 238-246.

Final paper is due!

Week 13:

Nov 24 – **Thanksgiving** (no classes)

Nov 26 – (no classes)

Week 14:

Dec 1 – Russia and Communism in Republican China (1920-1928).

Readings, *SMC*, 252-257, 286-289.

Dec 3 – Chiang Kai-shek and US (1930-1948).

Week 15:

Dec 8 – American “friends of China” and their writings.

Dec 10 - The roots of Western stereotypes about China.

Suggested readings for final paper.

1. General:

Cameron, Nigel. *Barbarians and Mandarins: Thirteen Centuries of Western Travelers in China* (New York, 1989).

Hopkirk, Peter. *Foreign Devils on the Silk Road* (London, 1980)

Kerr, Douglas and Julia Kuehn. *A Century of Travels in China: Critical Essays on Travel Writing from 1840s to the 1940s* (HKU, 2007)

Liam Matthew Brockey. *Journey to the East: the Jesuit Mission to China (1579-1724)* (Harvard, 2008)

Nield, Robert. *The China Coast: Trade and the First Treaty Ports* (Hong Kong, 2010)

Spence, Jonathan. *The Memory Palace of Matteo Ricci* (Penguin, 1985)

Wood, Frances. *The Lure of China* (Hong Kong, 2009)

Isaacs, Harold R. *Scratches on Our Minds: American Images of China and India* (1958)

2. Individuals experiences and accounts of China and the West:

Bickers, Robert. *Empire Made Me: and Englishman Adrift in Shanghai* (Penguin, 2004)

Bird, Isabella. *The Yangtze Valley and Beyond: an Account of Journeys in China* (1899)

Bland, J.O.P., *Houseboat Days in China* (1909)

Buck, Pearl. *The Good Earth* (1931).

Conn, Peter. *Pearl S. Buck: A Cultural Biography* (1998)

J. L. Cranmer-Byng, ed. *An Embassy to China: Being the Journal Kept by Lord Macartney During his Embassy to the Emperor Ch'ien-lung, 1793-1794* (1962).

Fleming, Peter. *News from Tartary: A Journey from Peking to Kashmir* (1936)

Frodsham, J. D. *The First Chinese Embassy to the West: The Journals of Kuo Sung-T'ao, Liu Hsi-Hung and Chang Te-yi* (1974).

Hedin, Sven. *Ruins of Desert Cathay* (1912)

Hooker, Mary. *Behind the Scenes in Peking* (1910)

Johnston, Reginald F. *From Peking to Mandalay: a Journey from North China to Burma through Tibetan Ssuch'uan and Yunnan* (1908).

Johnston, Reginald F. *Twilight in the Forbidden City*. With a preface by the Emperor (1934)

Johnstone, Simon, trans. *Diary of a Chinese Diplomat: Zhang Deyi* (1992).

Lattimore, Owen. *The Desert Road to Turkestan* (1928).

Lo Hui-min, ed. *The Correspondence of G. E. Morrison* (Cambridge, 1978).

Macartney, Catherine. *An English Lady in Chinese Turkestan* (1931).

Maugham, Somerset. *On a Chinese Screen* (1934).

Richard Smith and John K. Fairbank, ed. *Robert Hart and China's Early Modernization: His Journals, 1863-1866* (1991).

Snow, Edgar, *Red Star Over China* (1939).

Stuart, John Leighton. *Fifty Years in China: The Memoirs of John Leighton Stuart, Missionary and Ambassador* (New York, 1954)

Trevor-Roper, Hugh. *Hermit of Peking: the Hidden Life of Sir Edmund Backhouse* (1979).

Wu Tingfang, *America and Americans from a Chinese Point of View* (London, 1914)

Xue Fucheng. *The European Diary of Hsieh Fucheng, Envoy Extraordinary of Imperial China* (New York, 1993)

Younghusband, Francis. *The Heart of a Continent: a Narrative of Travels in Manchuria, Across the Gobi Desert, Through the Himalayas, the Pamirs, and Chitral, 1884-1894*. (1896).

Yung Wing. *My Life in China and America* (New York, 1909)

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: November 2014
2. Department requesting this course: HIST
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!

3XXX. China and the West

Three credits. Open to sophomores or higher. Not open to students who took HIST 3995, China and the West.

This course analyses China's political, economic, and cultural encounters with Western Powers from the sixteenth century to 1949.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HIST
2. Course Number: 3XXX
3. Course Title: China and the West
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): China's political, economic and cultural encounters with Western Powers from the sixteenth century to 1949.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: None
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: To offer interdisciplinary perspective on international history, to broaden offerings in Chinese and Asian History courses, to expose students to comparative methods in studying non-Western cultures and civilizations. This course has

- already been taught once as HIST 3995, Selected Topics, China and the West.
2. Academic merit: To offer a variety of approaches to the study of Chinese/ East Asian history and civilization. To explore a centuries-old tradition of Western encounters with China in the context of changing European/North American understanding of Asia. To reflect on historical dialogue between Chinese and Western cultures and to explain the causes of long-standing misunderstanding between them.
 3. Overlapping courses and departments consulted: History
 4. Number of students expected: 35
 5. Number and size of sections:
 6. Effects on other departments: None
 7. Effects on regional campuses:
 8. Staffing: Zatssepine

General Education

If the course 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:

Syllabus

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

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 1/27/15
2. Department requesting this course: LING, with LCL
3. Semester and year in which course will be first offered: Summer 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!

JAPN 3928 Variable Topics

Three credits. Prerequisites and recommended preparation vary. With a change in topic, may be repeated for credit.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: JAPN
2. Course Number: 3298
3. Course Title: Variable Topics
4. Number of Credits: Three credits
5. Course Description (second paragraph of catalog entry): N/A

Optional Items

6. Pattern of instruction, if not standard: N/A
7. Prerequisites, if applicable: variable
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable: variable
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: May be repeated with change of topic.
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading:

Justification

1. Reasons for adding this course: Current JAPN instructor wishes to offer a one-time

advanced level course on a specific topic of Japanese grammar.

2. Academic merit: factotum course
3. Overlapping courses: none
4. Number of students expected: variable
5. Number and size of sections: variable
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: variable

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: 1/27/15
Department Faculty: 1/27/15
2. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski

Syllabus

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